West Contra Costa USD

Local Control Accountability Plan

Actions/Services Update #3

February 11, 2015

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LCAP Actions & Service (Section 3B)

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Actions & Services (Section 3A): Accelerated Reader, STAR, & Early Literacy = Renaissance Learning Program

- *Goal 1.1 :* Improve student achievement for all students

- *Related State and Local Priorities:* Pupil achievement; course access

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Major Action(s) Completed

- Integration of Renaissance Learning Program with existing WCCUSD data systems

- Hosted differentiated professional development sessions for teachers, coaches, administrators, and grad tutors

- Participation level (83%) of STAR Early Literacy/Reading for start-up trimester (Grades 1-8)

Actions & Services: Accelerated Reader, STAR & Early Literacy

Next Steps:

- Provide ongoing differentiated training to support classroom teachers to ensure students are matched with texts at their identified independent reading level

- Collaborate with our city and county level library systems to support the use of Accelerated Reader

- Complete leveling/labeling of school and classroom libraries

- Provide ongoing training on the STAR assessments to staff

Actions & Services (Section 3A): Use Job Fairs and University Recruitment to Hire High Quality Staff

- *Goal 2.2:* Recruit and train high quality teachers and principals

- *Related State and Local Priorities:* WCCUSD Strategic Plan

Major Action(s) Completed

- Participated in 17 job fairs for the year

- Used Ed-Join's on-line services

- Partnered with New Leaders, Cal State East Bay, UC Berkeley, Internships, and Teach for America

- 99% of the certificated teaching positions were filled at the beginning of the 2014-15 school year

Actions & Services:
Use Job Fairs and University Recruitment to Hire High Quality Staff

Next Steps:

‣ Transfer the Beginning Teacher Support and Assessment (BTSA) Program to Educational Services for more consistent training delivery

‣ Continue to meet with teachers who are in the District 3 years or less for feedback and ideas to improve process and experience for new teachers in the District

‣ Complete data study on teachers who were hired in the last four years to determine retention rate by July 1, 2015

Actions & Services (Section 3A): Enhance the Implementation of Restorative Justice, BEST, Toolbox, Selina Jackson & Mindful Life Practices

- *Goal 4.2:* Improve student engagement and climate outcomes

- *Related State and Local Priorities:* Pupil engagement; school climate; other pupil outcomes

Major Action(s) Completed

▸ Initial and on-going meetings with providers to ensure aligned services for students

Partners have provided training for staff; Toolbox trainers and coaches are on site; BEST trainer has visited each site

Emotional Competence Supporting People in WCCUSD Schools

by Selina Jackson, MA

Issue

Problem = Some students are not learning well

Certain things distract them from the educational process, and prevent them from accessing content
- Emotional issues can cause misbehavior in class

Solution #1

- Teachers have to motivate the students and make them WANT to learn.
- Teaching folks how to motivate students is a large area of need.
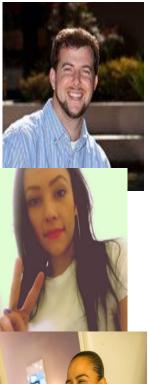
super achievement™

Solution #2

- Teachers need to know how to take away the fear or make it irrelevant to the learning process.

- Teachers need to know how to put students in a mood conducive to learning (students learn well when they are in a learning mood).

Mindful Life Project

Empower underserved children through mindfulness and other transformative skills to gain self-awareness, confidence, self-regulation and resilience, leading to lifelong success.
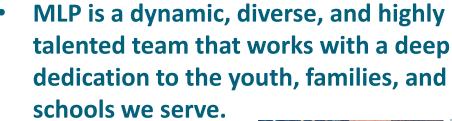
Who We Are

Mindful Life Project is a community based organization that is deeply connected to the students, families, schools, and the community of Richmond.

- **We were founded and created for the specific needs of the Richmond community.**

- **MLP is a dynamic, diverse, and highly talented team that works with a deep dedication to the youth, families, and schools we serve.**

What We Do

- Mindful Life Project, through research-based and culturally relevant school-based intervention programs, guides students to make positive life choices.

Students learn to understand and navigate their feelings, emotions, thoughts, and life experiences, which enables new, wiser responses that improve attention, learning, emotional regulation, empathy, and conflict resolution.

Mindfulness

This is our foundation tool that is used in all our sessions.

This lifelong skill is being used in:

-Our health care system

-Inner city schools in Oakland, San Francisco, Los Angeles, and many other communities across the United States.

-Juvenile hall and prison system

-Companies from Google to Facebook and beyond.

"Mindfulness is paying attention to how you breathe, feeling your heartbeat, noticing your emotions and being relaxed and calm…noticing the small things." - 5th grader

Benefits of Mindfulness

- **Increased sense of calm**

- **Decreased stress & anxiety**

- **Improved impulse control**

- **Increased self-awareness**

- **Skillful responses to difficult emotions**

- **Increased empathy and understanding of others**

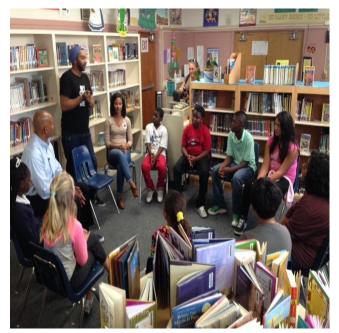- **Development of natural conflict resolution skills**

Our Programs:

"Rise-Up"

- Regular school day intervention program serving 430 students weekly.
- 50-minute pull out sessions to groups of six to eight students who are referred to the program by principals and teachers.
- We combine the most at-risk and high achieving students to encourage the formation of teams and community.
- Sessions begin with mindfulness instruction, which is woven into one of three modalities: Expressive arts, yoga and the performing arts.

Our Programs

"Mindful Community"

Our whole school and community Mindfulness Program.

- Teaching mindfulness once a week to each class at our partner schools.
- Training teachers on mindfulness for self-care and teaching in the classroom.
- Parent workshops
- Training other CBOs on how to implement mindfulness into their programs

Actions & Services:
Enhance the Implementation of Restorative Justice, BEST, Toolbox, Selina Jackson & Mindful Life Practices

Next Steps:

‣ BEST on-site coaching and follow-up to February 7th mid-year refresher training

‣ BEST on-site coaching in Toolbox strategies and first year implementation at Montalvin along with principal meetings to support implementation

‣ Broaden Restorative Justice Practices at targeted schools to include training of parent stakeholders and student leaders

Actions & Services (Section 3A):
Use Data System of Formative, Interim, and Summative Assessments for Summer and Regular School Year

- *Goal 6.2:* Integrate technology in classrooms to improve student learning

- *Related State and Local Priorities:* WCCUSD Strategic Plan

Major Action(s) Completed

- Data import process has been automated to nightly update student data

- 82% of teachers have logged into Illuminate in the last 6 months

- Illuminate training provided to Tech Teacher Leaders and Academic Subcommittee Liaisons

- Benchmark 1 data has been presented to the Academic Subcommittee, Board, principals, and Multilingual District Advisory Committee (MDAC)

Actions & Services:
Use Data System of Formative, Interim & Summative Assessments for Summer & Regular School Year

Next Steps:

‣ Continue to train teachers/principals on the use of the Illuminate assessment system

‣ Provide Illuminate training for secondary counselors

‣ Continue to train staff on the use of Illuminate data to drive instruction

Actions & Services (Section 3A):
Upgrade and Install Infrastructure Necessary for One-to-One Initiative & Sustaining District Network

- *Goal 6.2:* Integrate technology in classrooms to improve student achievement

- *Related State and Local Priorities:* WCCUSD Strategic Plan

Major Action(s) Completed

- Data Center components purchased

- Design work and engineering completed

- Content Filter, Spam Filter, and Firewalls are installed

Actions & Services:
Upgrade and Install Infrastructure Necessary for One-to-One Initiative and Sustaining District Network

Next Steps:

‣ Assess network infrastructure issues at sites, create a plan to fund and remedy issues

‣ Inventory all sites and document existing printers in order to create a plan to address districtwide printer needs

‣ Purchase printers and strategically place them to ensure all teachers have access

Actions & Services (Section 3A): Provide Technology Devices for Students

- *Goal 6.2:* Integrate technology in classrooms to improve student learning

- *Related State and Local Priorities:* WCCUSD Strategic Plan

Major Action(s) Completed

- Cart of 40 tablets has been purchased for each school

- Tech Teacher Leaders (TTLs) have been trained on the tablets

- TTLs have their tablets and are using them with students

- TTLs have monthly meetings to receive PD and discuss implementation successes and challenges

Actions & Services:
Provide Technology Devices for Students

Next Steps:

▸ Order 2nd round of tablets

▸ Collect all Acceptable Use Policies from TTLs and their 2nd round mentees

▸ Deliver 2nd round of tablets to teachers by March

▸ Monitor tablet usage data

▸ Continue to keep Technology Committee and Board updated on progress

Actions & Services (Section 3 B):

Continue to Support and Improve Services for English Language Learner Assessment, Reclassification Processes and Materials

- *Goal 1.2:* Accelerate student learning increases for ELL, low income, foster youth, redesignated English Leaner (EL) students

- *Related State and Local Priorities:* Pupil achievement; course access

Major Action(s) Completed

- Elementary Writing Spanish Benchmarks and Spanish Reading Language Arts Benchmarks aligned to Common Core State Standards (CCSS), distributed and administered

- Accountability measures in place for EL student identification, placement, instruction, and assessment as per English Learner Master Plan

- Interim EL Reclassification Criteria approved by the Board on December 17, 2014

Major Action(s) Completed Continued

- Piloted new Secondary English Language Development (ELD) CCSS aligned curriculum in summer 2014

- PD for teachers, coaches, and administrators to support the instruction of EL students in ELD, Specially Designed Academic Instruction in English (SDAIE), Transitional Bilingual and Dual Language Education, and Newcomer EL Student Support and Strategies

Actions & Services:
Continue to Support and Improve Services for English Language Learner Assessment, Reclassification Processes and Materials

Next Steps:

- ‣ Mandatory ELD training for elementary ELD teachers using Treasures ELD

- ‣ Continue to Pilot CCSS aligned ELD curriculum at middle and high school

- ‣ Continue to analyze ELD and Transitional Bilingual Education/Dual Language Immersion (TBE/DLI) benchmark data analysis and provide targeted support

Actions & Services (Section 3B): Implement the Full-Services Learning Center Model at Highest Need Schools

- *Goal 1.2:* Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students

- *Related State and Local Priorities:* Pupil achievement; course access

Major Action(s) Completed

- WCCUSD team visited exemplary models of Full Inclusion Learning Centers in Southern California

- Learning Center staff hired for 2014-15

- Trained Stege staff on Pilot Learning Center Model

- Learning Centers are fully operational

Actions & Services:
Implement the Full-Services Learning Center Model at Highest Need Schools

Next Steps:

- Review Learning Center Schedule for students who are being provided services

- Collect data on number of students served, number of students referred to Special Education and identified, and number of students who returned to the regular classroom

- Review data and discuss strengths and weaknesses of students' progress to continue to improve program structure for 2015-16

Actions & Services (Section 3 B):
Grad Tutor Pilot Initiative Focused on Supporting the Learning Center Model at High Need Schools

▸ *Goal 1.2:* Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students

▸ *Related State and Local Priorities:* Pupil achievement; course access

Major Action(s) Completed

- Established differentiated training to address site/Grad Tutor-specific needs

- Provided training for Grad Tutors in use of STAR data to support strategic instruction to identified students and progress monitoring

- Participated in visitations to identified sites to observe Grad Tutor support to students within the Learning Center Model

Actions & Services:
Grad Tutor Pilot Focused on Supporting Learning Center Model at High Need Schools

Next Steps:

‣ Provide deeper training on STAR assessments and use of Instructional Learning Plans

‣ Provide differentiated training in English Language Arts (ELA) content: phonics, phonemic awareness, comprehension

‣ Collect feedback from graduate tutors and site staff on successes, challenges, and ideas for problem solving

Actions & Services (Section 3B): Implement the English Language Learner Master Plan

▸ *Goal 1.2:* Allocate services to ELL, low income, foster youth, redesignated EL students

▸ *Related State and Local Priorities:* Pupil achievement; course access

Major Action(s) Completed

- Rebuilt Master Plan for English Learners

- Established a District Advisory Committee for the Master Plan for English Learners with representation from a variety of stakeholders

- Input meetings were held with stakeholders to obtain a complete understanding of EL student needs

- Master Plan for English Learners was reviewed by the Board on June 25, 2014 and approved on August 13, 2014

Actions & Services: Implement the English Learner Master Plan

Next Steps:

- Develop and publish an English Learner Master Plan Operations Manual

- Continue to meet with EL Master Plan Advisory Committee and MDAC to develop and agree upon the goals and milestones to determine progress on EL Master Plan components

- Continue to update WCCUSD staff, administrators and School Board on the implementation of the EL Master Plan

Questions?