



West Contra Costa Unified School District
District Local Control Accountability Plan Parent Student Committee (DLCAPS) Work Session

Agenda

OCTOBER 23, 2018

1	Welcome & Introductions of members	6:30
2	LCAP Program Review Goal 1, Achieving Students, Action/Service 1.3: Authentic Student Experiences <u>Expanded College and Career (1120) and Career Pathways / Academies (1121)</u> <i>Questions / Public Comment</i>	6:45 - 7:05
3	DLCAPS Committee Members: Program Review Ballots	7:05 - 7:10
4	LCAP Program Review Goal 1, Achieving Students, Action/Service 1.3 Authentic Student Experiences Program: Out of School Time Services (1290) <i>Questions / Public Comment</i>	7:10 - 7:30
5	DLCAPS Committee Members: Program Ballots	7:30 - 7:35
5	LCAP Data Corner: <u>SBAC Presentation</u> <i>Questions / Public Comment</i>	7:45 - 8:00
6	Public Comment	8:05 - 8:20
7	Adjournment What did we do well? What did not go well and how would you fix it?	8:20 - 8:30

LCAP Program Review

Tools for Evaluation

- Reflection Tool
- Ballots

LCAP Program Review

Achieving Students

1. Proven Leaders

2. Effective Teachers

3. Impactful Student Programs

Thriving Employees

4. Competitive Compensation

5. Supportive Conditions

6. Increased Capacity

Engaged Communities

7. Safe and Welcoming Schools

8. Positive School Climates

9. Socio-Emotional Services



Nine Areas of focus in 2018-2019 in support of 3 BIG GOALS

Next Meeting - November 13

- Continued Review of LCAP Programs
- Data Packet 2.0

2018-19 LCAP-College & Career Actions & Services

1.3 Impactful Student Programs

- Expand College and Career
(1120)



ECHS

1.3 Impactful Student Programs

- Career Pathways / Academies
(1121)



RHS Law Academy



OUR 2022 STUDENT ACHIEVEMENT GOALS!



80% of Graduates are
college and career
ready!

1. Proven Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Effective Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Impactful Student Programs

Provide opportunities beyond the core classroom that inspire and motivate students to reach their full potential.



Invest in College & Career Readiness

Why is it Important?

It is a moral, social, and economic civil rights imperative that we as a collective community ensure that future generations are prepared for success in college and career.

- **The purpose of K-12 education is to best prepare students for any and all post-secondary opportunities they may choose.**
 - **We are preparing our students for jobs that do not yet exist. The best preparation is proficiency in critical thinking, communication, collaboration, & creativity.**
 - **Our goal is to transform today's scholars to become tomorrow's leaders. Our student scholars must have the foundational knowledge and fundamental skills necessary for civic participation, access to higher education, and career attainment to successfully lead in the 21st century.**
 - **The mission of West Contra Costa Unified School District is to graduate students who are college-prepared, career ready, globally competitive.**
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1120-College Readiness

1121-Career Readiness

Description	Description
1. College & Career Counselors	1. College & Career Department Staff
2. College Readiness Initiative Contracts	3. Teacher to support engineering academy
3. College Board Assessment PSAT/SAT/AP	5. Professional developments for academy teachers
4. Professional Developments for Teachers	6. Assessment system to monitor students performance/progress
5. Study trips	7. Supplies
6. Fiscal support staff	8. Fiscal support staff
Total Allocation: \$2,105,500.00	Total Allocation: \$ 900,000.00

OUR MISSION IS TO SUPPORT THE IMPLEMENTATION OF EFFECTIVE STRATEGIES THAT BEST PREPARE OUR STUDENTS FOR SUCCESS IN COLLEGE, CAREER, GLOBAL COMPETITION AND LIFE ENDEAVORS

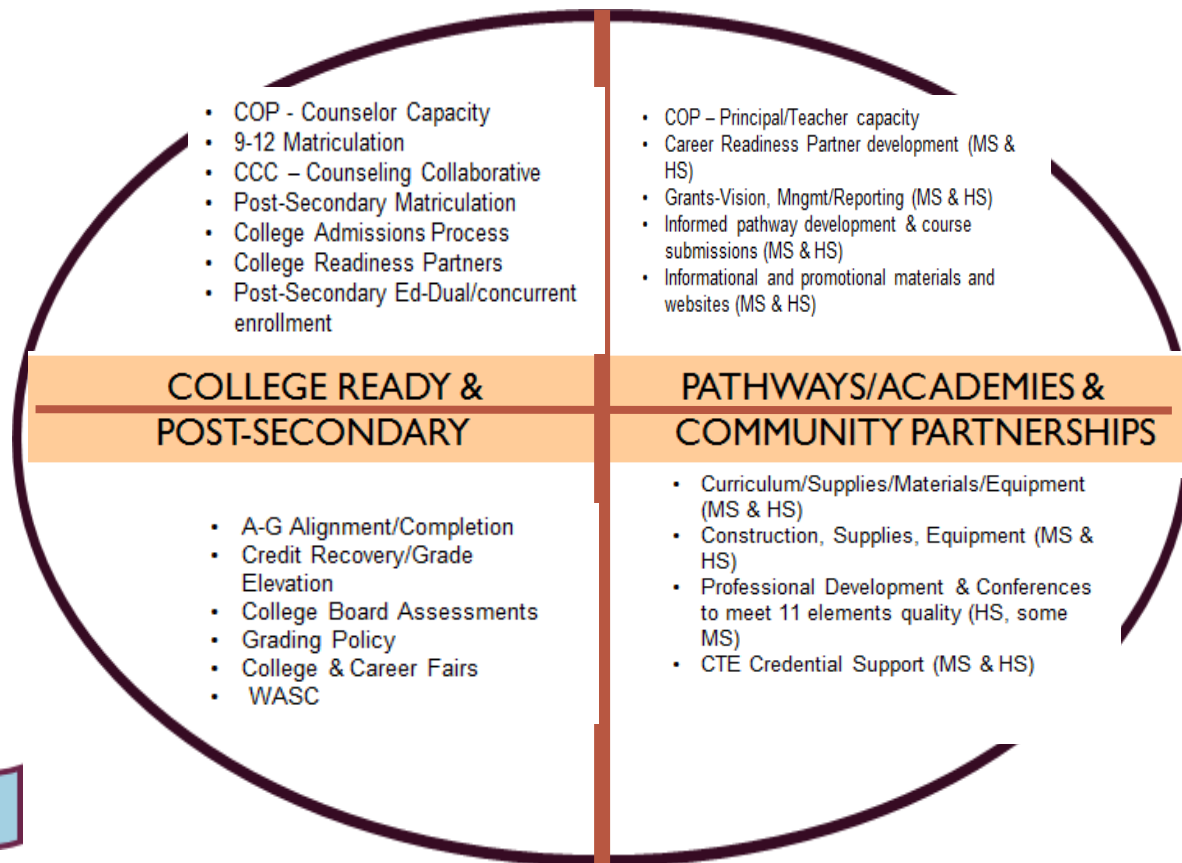
Illuminate Pathways

Goals:

- Create new pathways in high demand, livable wage professions
- Update existing pathways to reflect societal changes
- Create and equip modernized, interactive learning environments
- Increase mentorships, internships and interactions with professionals

Institute Partnership

How We Measuring Success?



Ignite Passions

- Increase A-G completion rates
- Increase AP courses/test pass rates
- Increase graduation rates
- Increase early college credits
- Expand college going culture

Initiate Excellence

Theory of Action: If we ignite passions, illuminate pathways, Initiate excellence, institute partnerships, then our students will Receive first class education that best prepares them for college, career and life

Measurable Outcome Data

	2015-16	2016-17	
A-G	44%	48%	
Graduation	83%	80%	* California Department of Education New Calculation Formula
AP Exam	25%	28%	
Dual Enrollment/Early College Credits	16 Sections	36 Sections	* 2018-19 school year
Career Pathways	16 Academies	18 Academies	
Mentorships/ Internships	10 Pathways 85 Students	15 Pathways 189 Students	* 2017-18 school year

Actions and Services Update

Summer Out of School Time Services
(1290)

Información actualizada sobre las acciones y servicios

Periodo de servicio durante el verano cuando las escuelas se encuentran en receso
(1290)

The Why – Well designed Summer extended learning programs:

El por qué – de programas bien diseñados para extender el periodo de aprendizaje en el verano:

- Provide summer out of school time services to the students with the highest academic need
- Provide opportunities for participation in high quality programs that focus on academic support, enrichment activities and social development
- Have a positive impact on students' grades, academic achievement and self esteem
- Can reduce substance abuse and vandalism by adolescent students
- Proporcionar servicios a los alumnos con más necesidades académicas en el verano cuando la escuela se encuentra en receso
- Proporcionar oportunidades para participar en programas de alta calidad que se concentran en la ayuda académica, en actividades de enriquecimiento y en el desarrollo social
- Obtener un impacto positivo en las calificaciones, en el rendimiento y en el auto-estima de los alumnos
- Podría reducir el uso de drogas y el vandalismo de los alumnos adolescentes

Summer 2018 Extended Learning Overview (cont)

Resumen del programa de Extensión del Aprendizaje en el Verano de 2018

- LCAP funded program for high school students who received a D or F grade in a core HS course
- Title I funded programs at Helms and DeJean for students in grades 6 - 8
- Title I funded academic, social development and enrichment programs provided for students in grades K- 5 at Grant, Riverside, Stege, Bayview and Lincoln*
- LCAP financió un programa para los alumnos que obtuvieron calificaciones de D o F en una clase fundamental en la enseñanza preparatoria
- Título I financió programas en las escuelas Helms y DeJean para los alumnos de 6to a 8vo grado
- Título I financió actividades de desarrollo académico y social y programas de enriquecimiento para los alumnos de kindergarten a 5to grado en las escuelas Grant, Riverside, Stege, Bayview y Lincoln*

*Lincoln Elementary hosted a Teacher For America summer program for students

*La Escuela Primaria Lincoln auspició un programa de verano para los alumnos llamado Maestro para América

Summer 2018 Extended Learning Outcomes

Resultados del programa de Extensión del Aprendizaje en el Verano de 2018

- Middle School Enrollment:
 - Helms 683*
 - DeJean 296*
- High School Enrollment:
 - **Pinole Valley** 745*
 - Kennedy 277*
 - Richmond High 679*
- # of HS Students C and Above (A-G):
 - 944 students received 1 or more Cs
- # of HS Students D and Above (graduation requirements)
 - 1094 students received 1 or more D or above
- Number of students who graduated this summer:
 - 89 Students
- Alumnos de las escuelas intermedias matriculados:
 - Helms 683*
 - DeJean 296*
- Alumnos de las escuelas preparatorias matriculados:
 - **Escuela Pinole Valley** 745*
 - Escuela Kennedy 277*
 - Escuela Richmond 679*
- Cantidad de alumnos de la enseñanza preparatoria con calificaciones de C y superior (A-G):
 - 944 alumnos recibieron 1 o más calificaciones de C
- Cantidad de alumnos de la enseñanza preparatoria con calificaciones de D o superior (requisitos de graduación)
 - 1094 alumnos recibieron 1 o más calificaciones de D o superior
- Cantidad de alumnos que se graduaron este verano:
 - 89 alumnos

Summer 2018 Extended Learning Outcomes

Resultados del programa de Extensión del Aprendizaje en el Verano de 2018

Students enrolled in Plato Edmentum courses Summer 2018: **2575**

Students who completed Plato coursework with a “C” or higher for A-G readiness: **497**

Students who completed Plato Coursework and received a “D” meeting High School Graduation requirement: **151**

Alumnos inscritos en los cursos del verano de 2018 Plato Edmentum: **2575**

Alumnos que completaron los cursos Plato con una calificación de “C” o superior para cumplir con los requisitos de preparación A-G: **497**

Alumnos que completaron los cursos Plato y obtuvieron una calificación de “D” cumpliendo con el requisito de graduación: **151**

Overall LCAP Costs for Summer Program

Costo general de LCAP para el Programa de Verano

Secondary

- Teachers (HS only) \$185,000
- Counselors \$ 50,000
- Admin (MS and HS) \$100,000
- SCOWs (MS and HS) \$ 35,000
- Secretaries (MS and HS) \$ 40,000
- Training \$ 50,000
- Edmentum Course Software \$220,000
- Materials/Technology \$ 90,000

Total

Total Program Costs

Total \$770,000

Enseñanza secundaria

- Maestros (sólo enseñanza preparatoria) \$185,000
- Consejeros \$ 50,000
- Administración (intermedia y preparatoria) \$100,000
- SCOWs (intermedia y preparatoria) \$ 35,000
- Secretarias (intermedia y preparatoria) \$ 40,000
- Entrenamiento \$ 50,000
- Programas para los cursos Edmentum \$220,000
- Materiales/Tecnología \$ 90,000

Total

Costo total del programa

Total \$770,000



WCCUSD

SBAC and Fall Literacy Results

Educational Services

2017-18 SBAC Results

Smarter Balanced Assessment Consortium

- Given to students in **grades 3, 4, 5, 6, 7, 8, and 11**
- One statewide administration in the spring
- Consists of two subject areas: **English Language Arts** and **Math**
- **Computer Adaptive**: test items are tailored to more accurately identify knowledge and skills
- Students receive **Overall Score** in both ELA and Math
- Each score falls into one of four **Achievement Levels**:
 - standard not met, standard nearly met, standard met, standard exceeded

2017-18 SBAC Results

Smarter Balanced Assessment Consortium

	WCCUSD			COUNTY	STATE
	Total # Tested	Participation Rate	% Meeting Standard	% Meeting Standard	% Meeting Standard
English Language Arts					
2017-18	14,247	96%	34%	54%	50%
2016-17	14,525	96%	34%	54%	49%
2015-16	14,760	96%	35%	55%	49%
Mathematics					
2017-18	14,340	97%	23%	44%	39%
2016-17	14,684	97%	24%	44%	38%
2015-16	14,865	96%	24%	45%	37%

2017-18 SBAC Results

Smarter Balanced Assessment Consortium

/ % Meeting or Exceeding Standards by Grade Level

	ENGLISH LANGUAGE ARTS						MATHEMATICS					
	2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
3rd Grade	2,357	30%	2,272	32%	2,180	31%	2,379	32%	2,297	32%	2,211	30%
4th Grade	2,328	33%	2,325	32%	2,272	34%	2,344	29%	2,351	27%	2,284	28%
5th Grade	2,226	40%	2,214	34%	2,185	34%	2,246	23%	2,240	22%	2,211	21%
6th Grade	2,152	39%	2,071	39%	2,076	35%	2,173	25%	2,104	26%	2,088	26%
7th Grade	1,849	30%	1,881	31%	1,809	34%	1,856	22%	1,893	20%	1,824	22%
8th Grade	1,943	32%	1,793	33%	1,844	34%	1,961	20%	1,819	19%	1,862	18%
11th Grade	1,905	41%	1,969	38%	1,881	40%	1,906	17%	1,980	17%	1,860	17%

2017-18 SBAC Results

Smarter Balanced Assessment Consortium

/ % Meeting or Exceeding Standards by Ethnicity

	ENGLISH LANGUAGE ARTS						MATHEMATICS					
	2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	2,696	23%	2490	21%	2330	20%	2690	12%	2480	12%	2311	11%
Asian	1,611	55%	1597	55%	1537	53%	1636	46%	1614	45%	1554	45%
Filipino	801	61%	748	60%	711	62%	802	44%	753	43%	714	44%
Latino	7,668	26%	7603	25%	7519	25%	7739	16%	7743	15%	7604	14%
Native Hawaiian / Pac Islander	103	37%	102	32%	104	27%	101	24%	102	18%	103	16%
Two or More Races	226	46%	321	52%	437	54%	230	34%	318	42%	434	40%
White	1,594	61%	1571	60%	1579	62%	1599	50%	1568	50%	1589	50%

2017-18 SBAC Results

Smarter Balanced Assessment Consortium

/ % Meeting or Exceeding Standards by Student Subgroup

	ENGLISH LANGUAGE ARTS						MATHEMATICS					
	2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Students with Disability	1,654	7%	1,656	7%	1,608	8%	1,639	6%	1,637	5%	1,597	6%
Economically Disadvantaged	11,074	26%	10,311	25%	10,351	26%	11,161	16%	10,402	15%	10,420	15%
English Learner (Less than 12 mo)	100	6%	146	2%	72	3%	224	9%	309	4%	200	10%
English Learner (12 mo or more)	4,111	6%	3,784	4%	3,636	3%	4,102	5%	3,765	4%	3,638	4%

Our SBAC Highlights

- **9 schools increased ELA % Proficient by 5% or more**
(Ellerhorst, Grant, Montalvin, Murphy, Shannon, Hercules MS, De Anza HS, Kennedy HS, Richmond HS)
- **5 schools increased Math % Proficient by 5% or more**
(Ellerhorst, Lake, Murphy, Shannon, De Anza HS)
- **6 schools increased ELA % Proficient by 3-4%**
(Lake, Lincoln, Madera, Ohlone, Valley View, DeJean MS)
- **5 schools increased Math % Proficient by 3-4%**
(Madera, Nystrom, Olinda, Verde, Hercules MS)

Ellerhorst

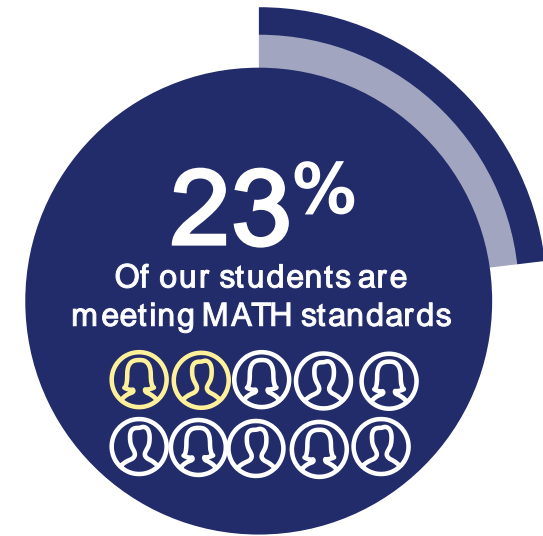
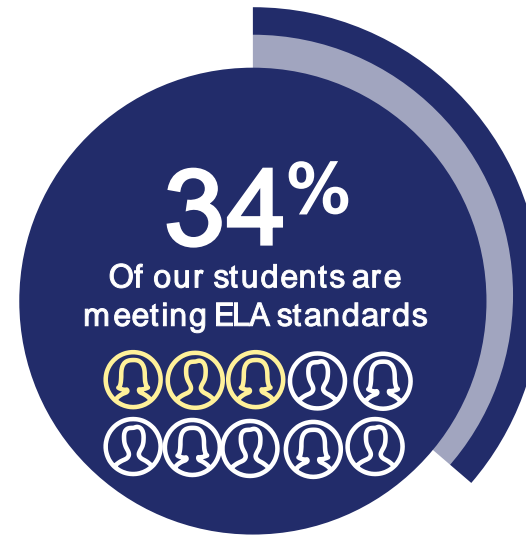
Increased from 36% to 45% in ELA and 23% to 33% in Math!

Lake

Increased from 16% to 20% in ELA and 10% to 20% in Math!

Our Challenge

- Large gap between English Learners and English Only performance (gap of 38% in ELA and 26% in math)
- 80% of African American students are not proficient in ELA and 89% of African American students are not proficient in math
- 18 schools where 80% or more of students are not meeting ELA standards
- 28 schools where 80% or more of students are not meeting math standards



THIRD GRADERS READING ON GRADE LEVEL

What is our focus?



Align district framework for literacy instruction



Use local assessment data to inform site level cycles of inquiry and set expectations for progress monitoring



Workshop model staff development and job embedded coaching

AFRICAN AMERICAN STUDENTS PROFICIENT IN MATH

What is our focus?



Use math assessment data to inform core instruction and intervention



Interventions through support programs



Site job embedded coaching, including support from partners

COLLEGE AND CAREER READY GRADUATES

What is our focus?



Monitoring of students passing with C and above, with opportunities for students to recover credits and remain on target for graduation



Support programs to increase college awareness and focus on entrance requirements



Increased information to families and students regarding college admissions and the application process

SBAC & Fall Literacy Results

Plan of Action / Specific Areas of Focus

- **Use Local Interim Assessments to Monitor Student Progress on Common Core Standards for Literacy**
 - Smarter Balanced Interim Assessment Blocks (IABs) twice a year grades 3-10
 - FastBridge Universal Screening and Progress Monitoring
- **Support Site Based Data Driven Cycles of Inquiry**
 - Job embedded site based coaching for course teams and site leadership teams
- **Professional Development**
 - STAR Reading, FastBridge Reading for Administrators, Testing Coordinators, and Teachers
 - Early Literacy Academy for teachers and administrators of early grades
 - New Teacher Academy
 - Teachers College Lab-Sites
- **Observation and Feedback**
 - Classroom walks 2 days/week to observe instruction and give immediate feedback