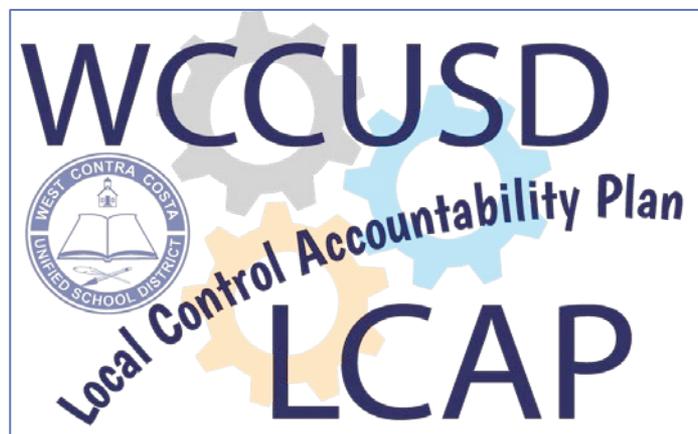


# Local Control Accountability Plan (LCAP) Goal 1: Progress Update



**November 2, 2016**  
**Board of Education**

# 2016-17 LCAP Overview

## 2016-17 LCAP GOALS

**Goal 1:** Improve Student Achievement

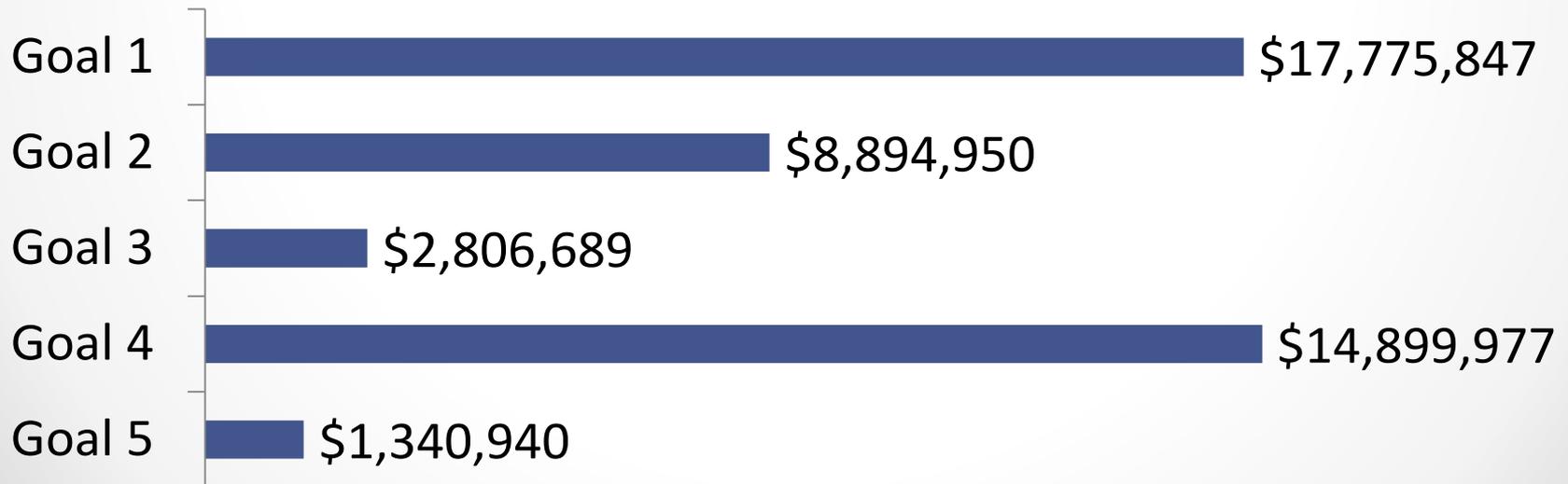
**Goal 2:** Improve Instructional Practice

**Goal 3:** Increase Parent and Community Engagement & Involvement

**Goal 4:** Improve Student Engagement and Climate Outcomes

**Goal 5:** Provide Basic Services to All Students

## 2016-17 LCAP BUDGET

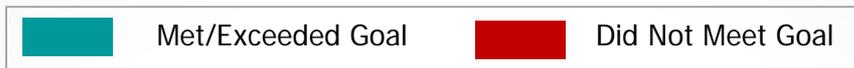


# LCAP Goal 1 Measures



	<b>14-15 Actual</b>	<i>15-16 Goal</i>	<b>15-16 Actual</b>	<i>16-17 Goal</i>
Maintain course access at 100%	<b>100%</b>	100%	<b>100%</b>	100%
Increase SBAC ELA proficiency by 10%	<b>32%</b>	42%	<b>35%</b>	52%
Increase SBAC Math proficiency by 10%	<b>23%</b>	33%	<b>24%</b>	43%
PSAT Selection Index will increase 3%	<b>108</b>	<i>Baseline</i>	<b>127</b>	131
PSAT Selection Index will increase 6% for EL	<b>86</b>	<i>Baseline</i>	<b>109</b>	115
PSAT Selection Index will increase 6% for LI	<b>102</b>	<i>Baseline</i>	<b>118</b>	125

# LCAP Goal 1 Measures



	<b>14-15 Actual</b>	15-16 <i>Goal</i>	<b>15-16 Actual</b>	16-17 <i>Goal</i>
UC/CSU completion rate will increase 2%	<b>42%</b>	46%	Pending CDE release	48%
UC/CSU completion rate will increase 4% for EL	<b>11%</b>	19%		23%
UC/CSU completion rate will increase 4% for LI	<b>38%</b>	48%		52%
# of CTE completers will increase by 3%	<b>304</b>	313	<b>46</b>	322
# of AP exams taken will increase by 2%	<b>2109</b>	2151	<b>3011</b>	3071
% passing AP exams will increase by 2%	<b>31%</b>	37%	<b>26%</b>	39%
% passing AP exams will increase by 4% for EL	<b>27%</b>	31%	<b>45%</b>	49%
% passing AP exams will increase by 4% for LI	<b>24%</b>	28%	<b>28%</b>	32%

# LCAP Goal 1 Measures

	Met/Exceeded Goal		Did Not Meet Goal
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	<b>14-15 Actual</b>	<i>15-16 Goal</i>	<b>15-16 Actual</b>	<i>16-17 Goal</i>
% College Ready (EAP English) will increase by 2%	<b>40%</b>	42%	<b>40%</b>	44%
% College Ready (EAP English) EL will increase by 4%	<b>5%</b>	9%	<b>4%</b>	13%
% College Ready (EAP English) LI will increase by 4%	<b>34%</b>	38%	<b>33%</b>	42%
% College Ready (EAP Math) will increase by 2%	<b>16%</b>	18%	<b>17%</b>	20%
% College Ready (EAP Math) EL will increase by 4%	<b>2%</b>	6%	<b>2%</b>	10%
% College Ready (EAP Math) LI will increase by 4%	<b>11%</b>	15%	<b>11%</b>	19%
CELDT proficiency rate will increase by 3%	<b>30%</b>	37%	<b>32%</b>	40%
EL reclassification rate will increase by 2%	<b>11%</b>	13%	<b>9%</b>	15%

# LCAP Goal 1 Measures – NEW!

 Met/Exceeded Goal       Did Not Meet Goal

	16-17 Goal
56% of 3rd grade students will have growth of 9 months or more on the STAR Reading grade level equivalent assessment	56%
48% of 3rd grade students will grow by 1 point or more in writing on the Writing Benchmark Assessment	48%
45% (+4.5%) of Grade 4 students will score 70% or higher on the standards-aligned mathematics benchmark	45%
35% (+5.9%) of Grade 6 students will score 70% or higher on the standards-aligned mathematics benchmark	35%

# LCAP Goal 1 Actions & Services - Summary

## Actions/Services Working Well

- SIG Continuation (DeAnza/Helms)
- Library/Renaissance Learning
- Out of School Time
- Grad Tutor
- Read 180
- Counselors/College Going Culture
- Secondary Class Size Reduction

## New Actions/Services

- Peres Efficacy
- Practices for African American Student Support & Success
- High Performing Students
- Puente Counseling
- 

## Actions/Services That Need Adjustments

- Linked Learning/Academies
- STEM Centers/Fab Lab
- Full Day Kindergarten
- Whole School Intervention
- RAP Center
- Master Plan for English Learners



# LCAP Goal 1 Actions & Services

## Schoolwide Improvement Grant/Quality Education Investment Act at Helms Middle and De Anza High School – \$1,400,000

### 2015-16 Review - De Anza HS

- Continued the “extended day” to maintain seven period day
- Provided additional collaboration time for teachers (additional three hours per month of collaboration)
- Covered two planning days in June during which teachers analyzed data and created curriculum maps for the 2015-16 school-year
- Maintenance of support positions (Instructional Specialist position, two periods per day of new teacher coaching, and three release periods for freshman house intervention)

### 2016-17 Plans - De Anza HS

- Continuing extended day, support for additional collaboration and the teacher leadership positions
- Maintaining seventh period
- Maintaining teacher collaboration time
- Maintaining teacher leadership positions
- Launching Link Crew

### Action/Service Outcomes

- Student Attendance has increased from 93.7% in 2011-12 to 96.6% in 2014-15
- Graduation Rates have increased from 76% in 2011-12 to 88% in 2014-15
- UC/CSU Completion rates have increased from 26% in 2011-12 to 39% in 2014-15
- Number of Quarter 1 Honor Roll students increased from 193 in 2014-15 to 244 in 2015-16

# LCAP Goal 1 Actions & Services

## Schoolwide Improvement Grant/Quality Education Investment Act at Helms Middle and De Anza High School – **\$1,400,000**

### 2015-16 Review - Helms Middle

- Bilingual Typist Clerk
- Grad Tutor support
- Funding and sub release days for study trips
- After-school program tutoring
- Funding for in-state conference attendance
- Instructional materials and supplies

### 2016-17 Plans - Helms Middle

- Funded 6 additional teachers to reduce class size
- Maintained purity in our house structure (4 core teachers per house)
- Kept class size averages under 34
- Enabled Helms to offer 5 different electives (GTT1, GTT2, Music, Art, & Spanish)

### Action/Service Outcomes

- Helms increased from 67<sup>th</sup> percentile in 2012-13 to 90<sup>th</sup> percentile in 2015-16 (CHKS Climate Report)
- Student Attendance data increased from 95% to 96.76%

# LCAP Goal 1 Actions & Services

## Library Books & Renaissance Learning - \$340,657

### 2015-16 Review

- School library books labeled with AR levels to assist in student choice. Teachers are labeling classroom library books, if desired.

### 2016-17 Plans

- Continue additional funding for school library collections
- Analyze each school library collection to monitor for specific needs

### Action/Service Outcomes

- Students checked out an additional 37,244 books (8% increase from 2014-15)
- Average collection age for the district has improved from 1991 to 1997

# LCAP Goal 1 Actions & Services

## Library Books & Renaissance Learning - \$340,657

### 2015-16 Review - Renaissance Learning

- Collaborated with Richmond and Contra Costa County Library staff on literacy programs
- 161 teachers attended a variety of trainings on STAR Reading, Early Literacy and Accelerated Reader
- Prep teachers and graduate tutors received training on how to interpret reports and use Instructional Plan to provide differentiated instruction

### 2016-17 Plans - Renaissance Learning

- Library Services staff to digitally assign correct products to each teacher in early August so access is ready on first day of school
- Ongoing Training opportunities for teachers and staff on STAR Reading, Early Literacy and Accelerated Reader
- STAR Assessments designed as identifier for intervention such as RTI groups, learning center placement and Read 180/System 44
- School wide Accelerated Reading implementation at Middle Schools
- Analysis of data provides and informs PD and instructional focus

### Action/Service Outcomes

- 90% of teachers in grades 4 & 5 received in-depth training in the use of STAR data to impact instruction
- Classroom participation rate on the Fall 2016 STAR Reading was 83% (grades 2 – 6)

# LCAP Goal 1 Actions & Services

## Summer Out-of-school Time Services - \$748,002

### 2015-16 Review

- Provided admin (principal and secretary) and custodial support for elementary and middle school summer program
- Provided basic classroom supplies for elementary and middle school summer program
- Provided elementary and secondary ELD coach support
- Provided bilingual grad tutors to support newcomers
- Secondary 9-12 extended learning -Credit Recovery

### 2016-17 Plans

- General Expenditures include: Licenses, curriculum, instructional materials and supplies, and staffing
- ELA/Math- Blended learning using programs from Edmentum
- ELD - provides differentiated instruction that focuses on authentic communication, accuracy, and academic language
- Visual and Performing Arts and/or Coding
- After school enrichment programs in literacy, art, and science
- High School credit recovery in core curricular areas
- College and Career Readiness enrichment programs (University and community partners)

### Action/Service Outcomes

- 1,913 Elementary school students
- 2,547 Middle and High school students
- See October 5, 2016 Summer School Board Presentation for additional outcomes

# LCAP Goal 1 Actions & Services

## Grad Tutor Intervention Service - \$1,917,251

### 2015-16 Review

- Collected feedback from graduate tutors and site staff on successes, challenges, and ideas for problem solving
  - all responders indicated that they wanted to have ongoing training on how to best support students
  - all responders indicated that they spend 90% of their day working directly with small groups of students
- Ongoing training provided to grad tutors on instructional pedagogy, small group instruction, student engagement and data assessment.

### 2016-17 Plans

- Survey on effectiveness of Graduate tutor support- for teachers, students
- Monthly meetings for Grad Tutors - check in - successes and challenges - sharing of best practices
- Ongoing training for Grad tutors and Bilingual Grad tutors on instructional strategies and California Standards
- Integrate ELD strategies and supports for all Grad tutors
- Four Grad Tutors are becoming teachers
- Ed Pioneer Fellow will conduct analysis of service

# LCAP Goal 1 Actions & Services

## Read 180 Secondary Intervention Program - \$484,052

### 2015-16 Review

- Read 180/System 44 at all secondary schools
- Progress monitor students for progress and exit when meet the goal
- Ongoing coaching support and training for teachers
- Data analysis of effectiveness of the program

### 2016-17 Plans

- Increased Read 180/System 44 by .2 FTE at middle and high schools
- Progress monitor students and exit when they meet goals
- Ongoing coaching support and training for teachers
- Data analysis of effectiveness of the program
- Increase number of students completing all 3 integral rotations by at least 10%

### Action/Service Outcomes

- Increased number of students enrolled from 274 in 2015-16 to 435 in 2016-17
- Increased from 45% to 50% of Read 180 students meeting their 2015-16 goal
- 54% of students in Read 180 completed work in all 3 integral rotations

# LCAP Goal 1 Actions & Services

## College Counseling & Support for College Going Culture - \$2,671,410

### 2015-16 Review

- 6 College & Career Counselors provide information and assistance for all post-secondary education and career options
- College Board Suite of Assessments (PSAT 8/9, PSAT/NMSQT, SAT School Day) administered to 8-12th grade students (free of cost)
- Gateway to College
- Young/Rising Scholars

### 2016-17 Plans

- Continue 2015-16 Actions
- Ensure College & Career Counselors spend 90% of their time on college readiness activities
- Increase collaboration with local college fairs and workshops (EAOP, Higher Ed Week College Fair, etc.)
- Increase communications surrounding College Day and test preparation

### Action/Service Outcomes

- Number of SAT takers increased from 845 in 2012-13 to 1,687 in 2015-16
- Number of AP Exams increased from 1,825 in 2012-13 to 3,011 in 2015-16

# LCAP Goal 1 Actions & Services

## Secondary Class Size Reduction - \$1,864,458

### 2015-16

Added 8 FTE at the following schools:

- Middle Schools: DeJean, Crespi, Pinole
- High Schools: Kennedy, Pinole Valley, Richmond, Greenwood

### 2016-17 Plans

Added 17.7 FTE at the following schools:

- All secondary schools



# Actions & Services Adjustments

# LCAP Goal 1 Actions & Services

## Linked Learning and Career Pathways- \$1,067,293

### 2015-16 Review

- Implemented Community of Practice monthly meeting for site leaders and Lead Pathway teachers
- Implemented Local Pathway Action teams to develop relationships, align WCCUSD/CCC course work, and increase rigor of pathways
- Developed Pathway websites for business/family involvement
- Certified five pathway lead teacher
- Doubled the # of students concurrently enrolled at CCC
- Created Intern Host Guide and developed systems approach to WBL partnerships

### 2016-17 Plans

- Implement Get Focused, Stay Focused at Kennedy High School and Greenwood,
- Implement Engineering Your World course at Kennedy
- Implement Advanced Manufacturing at Greenwood
- Continue LPAT & add LMAT team
- Extend Dual & Concurrent Enrollment Opportunities for students
- Finely Tune Pathway Website content and social media outreach
- Continue COPs
- Provide additional master-schedule trainings
- WCCUSD/CCC curriculum alignment.
- WCCUSD/CCC counseling collaboratives

### Action/Service Outcomes

- Number of students were enrolled concurrently at CCC increased from 477 in 2014-15 to 889 in 2015-16.
- Number of student internships increased from 85 in 2014-15 to 106 in 2015-16.
- Number of Nationally Certified Pathway teachers increased from 5 to 9
- - All CTE Pathway courses are now A-G, except for 1

## Linked Learning and Career Pathways Major Adjustments

2016-17

- Teachers are working with Linked Learning Alliance, CCC, and ConnectEd to improve instructional practice, align coursework, use rubrics, collaborate, and ensure that high rigorous instruction becomes the norm
- Surveying Pathway teachers to determine what other supports are needed beyond PD
- Working with retired teachers union and HR to build cadre of subs. to ensure Pathway teachers participate in common planning time
- Provide enough periods on the high school campuses to support EL and special need students so they are able to select a pathway and have the support needed to be successful.
- Contextualize curriculum and integrate coursework to better align, and increase the rigor of Pathway verbal and written projects
- Connect partners in the creation of authentic projects and assessment, followed by internships.
- Joint collaboration with community college to better align curriculum and develop more dual enrollment courses that will provide more successful transition into college
- More availability of college and career counselors as well as stronger professional development so they have the capacity to better support at risk Pathways students.

# LCAP Goal 1 Actions & Services

## STEM Opportunity / FAB LAB - \$372,839

### 2015-16 Review

- Crespi Hybrid Fab Lab constructed and furnished
- Fab Lab Equipment, Materials, Supplies
- Full-time clerical support
- Ongoing work with teachers to create model lesson for classroom visits
- Opened and stocked the STEM (Lupine, Downer, Harding, Verde) Centers with FOSS kits for checkout

### Action/Service Outcomes

- Fab Lab Institutes held for 94 teachers
- 209 student contacts at Fab Labs

### 2016-17 Plans & Adjustments

- Expand access to Fab Lab and Mobile Fab Lab
- Open Crespi Hybrid Fab Lab
- Build Fab Lab Standards-based Curriculum Lessons
- Training K-6 teachers in FOSS kits and system for checking out materials.
- Partner with CCC teachers through LPATs to use the facility
- Double the number of teachers trained;
- 500+ student contacts at Fab Labs;
- Weekly Open Houses for interested schools/teachers;
- 2 workshops per month for teacher training;
- Development of a student corps for Fab Lab support;
- Deployment of the Mobile Fab Lab 2x month every month until February, once a week thereafter

# LCAP Goal 1 Actions & Services

## Full Day Kindergarten (All schools except for Fairmont and Madera) - \$2,297,086

### 2015-16 Review

- Additional instructional materials purchased to support learning during the longer day
- Training provided on how to maximize the additional instructional hours
- Mentor teachers from initial cohort provided support to new full day kinder teachers during check-in meetings

### 2016-17 Plans & Adjustments

- Hold Additional Full-Day Kindergarten meetings for participating teachers
- Provide additional instructional materials for participating teachers
- Training to provide support for effective instruction for the additional instructional hours
- Coaching for teachers who need additional support implementing the full day component
- Aligning with Preschool/TK curriculum, instruction, assessment and enrichment
- Review DRDP for implementation in kindergarten

#### Planned Action/Service Outcomes

- Increase number of probable readers identified by STAR Early Literacy assessment

# LCAP Goal 1 Actions & Services

## Whole School Intervention Model at Stege & Dover Elementary - \$914,522

### 2015-16 Review

- Coring of instruction has had positive effect among staff
- Increase in professional development opportunities (technology, social-emotional, ELA, and math)
- Social Emotional Programs complement, but also compete with each other
- Learning Center lacks clear model

### 2016-17 Plans & Adjustments

- Continue to retain staff
- Continue coring of instruction
- Continue to re-image the learning center
- Weekly technology trainings
- 6 hrs./mo. of social emotional training
- Continue to utilize Restorative Justice and scale training among staff

#### Action/Service Outcomes

Attendance: 2014-2015: 91.4% 2015-2016: 90.74% - Decrease of .66%

Suspension Days: 2014-15: 215; 2015-16: 134 - Decrease by 38%

Teacher Retention: 2014-15: 10 new teachers 2015-16: 4 new teachers, 2016-17: 2 new teachers

# LCAP Goal 1 Actions & Services

## English Language Learner Assessment and Reclassification Adjustments

### 2015-16 Review

- Funded 7 RAP Center Staff
- Expanded roles of current staff to build greater data-analysis capacity
- Monitored Reclassification process to track the rate of ELs reclassifying and to identify additional supports needed (i.e., LTELs)
- Translation Services (173 meetings, translators were sent out to serve schools 559 times)
- CELDT Administration
- Monitor EL student program placement

### 2016-17 Plans

- Funding 7 RAP Center Staff
- Identified team to review and update Reclassification process to align with best practice and the ELPAC
- Pilot ELPAC assessments at 3 schools to prepare for upcoming transition from CELDT to ELPAC
- 1233 CELDT Initial Assessments completed to date
- 8293 CELDT Annual Assessments completed to date
- Continue Translation Services

## English Language Learner Master Plan Adjustments

### 2015-16 Review

Continued to implement six components of the Master Plan for English Learners (MPEL):

1. Identification, Assessment and Program Placement
2. Instructional Programs
3. Monitoring of Student Progress and Reclassification
4. Staffing and Professional Development
5. Parent and Community Involvement
6. Evaluation and Accountability

### 2016-17 Plans & Adjustments

- Self-Study by outside agency to map our work for the next 3-5 years
- Revise the Master Plan to define clear goals and outcomes related to EL achievement and multi-lingual programming
- Align the work of District departments to the recommendations of the self-study and goals and outcomes indicated in the revised Master Plan
- Fully train ALL staff (Central office leaders, site administrators, and site instructional providers) in key areas: CA ELA/ELD Framework, CA ELD Standards, Integrated and Designated ELD
- Support implementation of training across central office and school sites through ongoing PD, ongoing site coaching, Communities of Practice (both administrator and instructional providers), and using Cycles of Inquiry and Observation Protocols
- Create “lab” schools at elementary, middle, and high to model high quality instruction for ELs and act as model schools for intra-district learning and observation

LCAP updates will be presented at the following **Board of Education Meetings:**

- November 2: Goal 1
- January 18: Goal 2 & 3
- March 22: Goal 4
- May 24: Goal 5 & End of Year Summary



Updates will also be presented at **DLCAP Parent Committee** meetings (1/26, 3/21, 4/27, 5/11)

