

# WCCUSD FEEDER FAMILIES APPROACH

# K-12 FEEDER PATTERNS 2016-17

## Kennedy

High Kennedy

Middle DeJean

Elementary Coronado,  
Grant King, Wilson,  
Lincoln, Nystrom, Stege  
Alternative Greenwood

## Richmond

High Richmond

Middle Helms

Elementary Bayview,  
Chavez, Dover, Downer,  
Ford, Lake, Peres,  
Riverside, Verde  
Alternative Vista

## De Anza

High De Anza

Middle Crespi

Elementary Highland,  
Murphy, Olinda, Sheldon,  
Valley View  
Alternative Harbour Way

## El Cerrito

High El Cerrito

Middle Korematsu

Elementary Fairmont,  
Madera, Harding, Mira  
Vista, Kensington,  
Washington

## Pinole

High Pinole Valley

Middle Pinole

Elementary Collins,  
Ellerhorst, Montalvin,  
Shannon, Stewart K-8,  
Tara Hills

## Hercules

High Hercules, Middle  
College

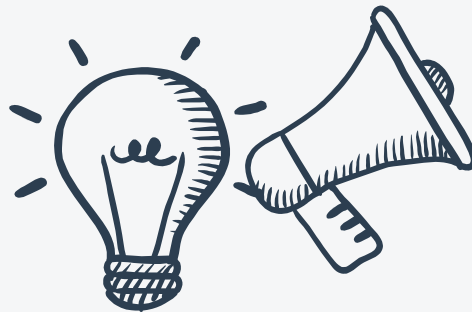
Middle Hercules  
Elementary Hanna  
Ranch, Lupine Hills,  
Ohlone

# OUR MISSION

**Effective  
Teachers**



**Excellent  
Leaders**



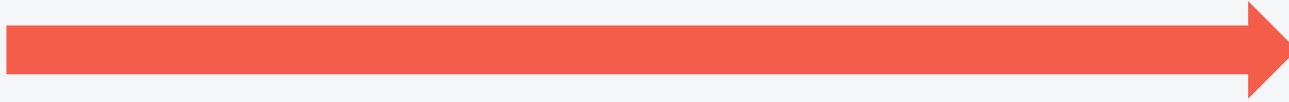
**Engaged  
Communities**





# HOW WILL WE GET THERE? OUR PRIORITIES

Current  
State



Target  
State



1. Deepen the implementation of quality learning, teaching and leadership practices in our classrooms and schools.



2. Build talented staff through a professional learning system that is personalized, empowering and adaptive.



3. Create powerful school and District cultures predicated on positivity, trust, inclusion, safety and communication.

# 2017-2018 THEORY OF ACTION

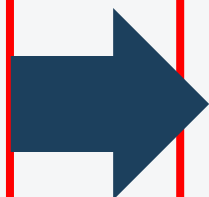
**Building Agency (student, parent, teacher, leader) is a Foundational Principle.**

## **District Priorities**

*If WE:*

**Create powerful school and district cultures predicated on positivity, trust, inclusion, safety and communication, and**

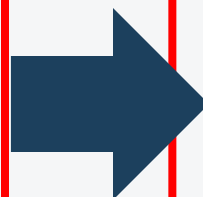
**Offer professional learning that is personalized, empowering and adaptive.**



## **School Capacity**

*Then we will foster:*

**Knowledgeable and effective teachers and leaders who work relentlessly to deepen the implementation of quality learning, teaching and leadership practices.**



## **Student Impact:**

*Leading to:*

**Student achievement growth for all students throughout the district.**

**Students and parents more powerfully engaged in learning each and every day.**

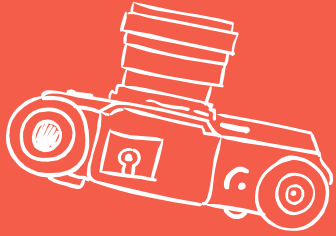
The background features a light blue line-art illustration of various school and office supplies. In the top left is a portion of a computer keyboard. To its right is a USB drive. Further right is a pen and a notepad with a pencil. In the bottom left is a coffee cup on a saucer, a spoon, and a pair of glasses. In the bottom right is a smartphone, a small square object, and a pair of earbuds with a cable.

# WHERE TO START?

**Our district's commitment to equity requires us to look first to deepen supports in the places where the need is greatest:**

**The Kennedy Family Schools**

# THE KENNEDY FAMILY FOCUS





# KENNEDY FAMILY PROFILE

**High School** Kennedy

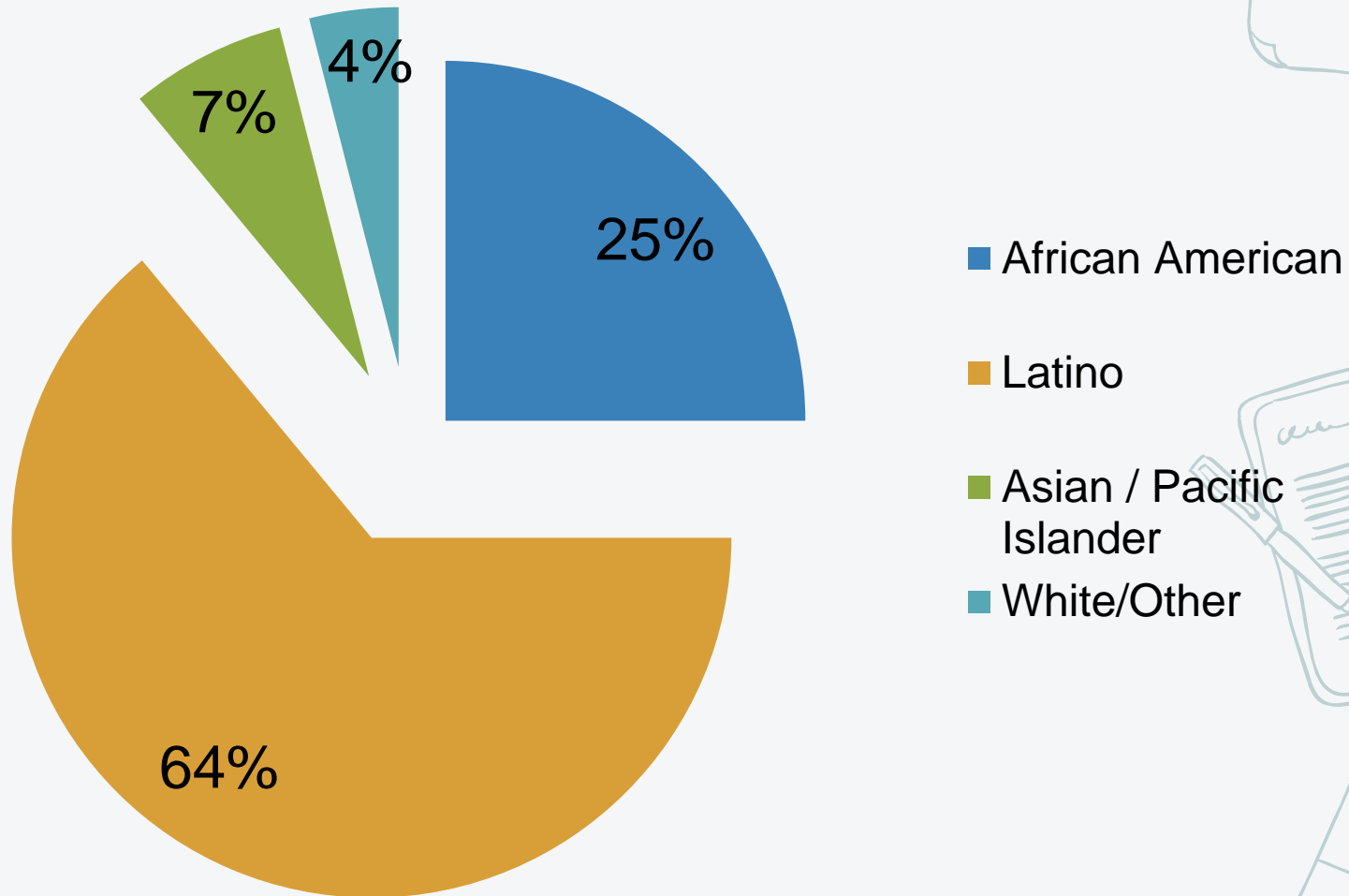
**Middle School** DeJean

**Elementary Schools** Coronado, Grant, King,  
Wilson, Lincoln, Nystrom, Stege

**Alternative Education** Greenwood Academy

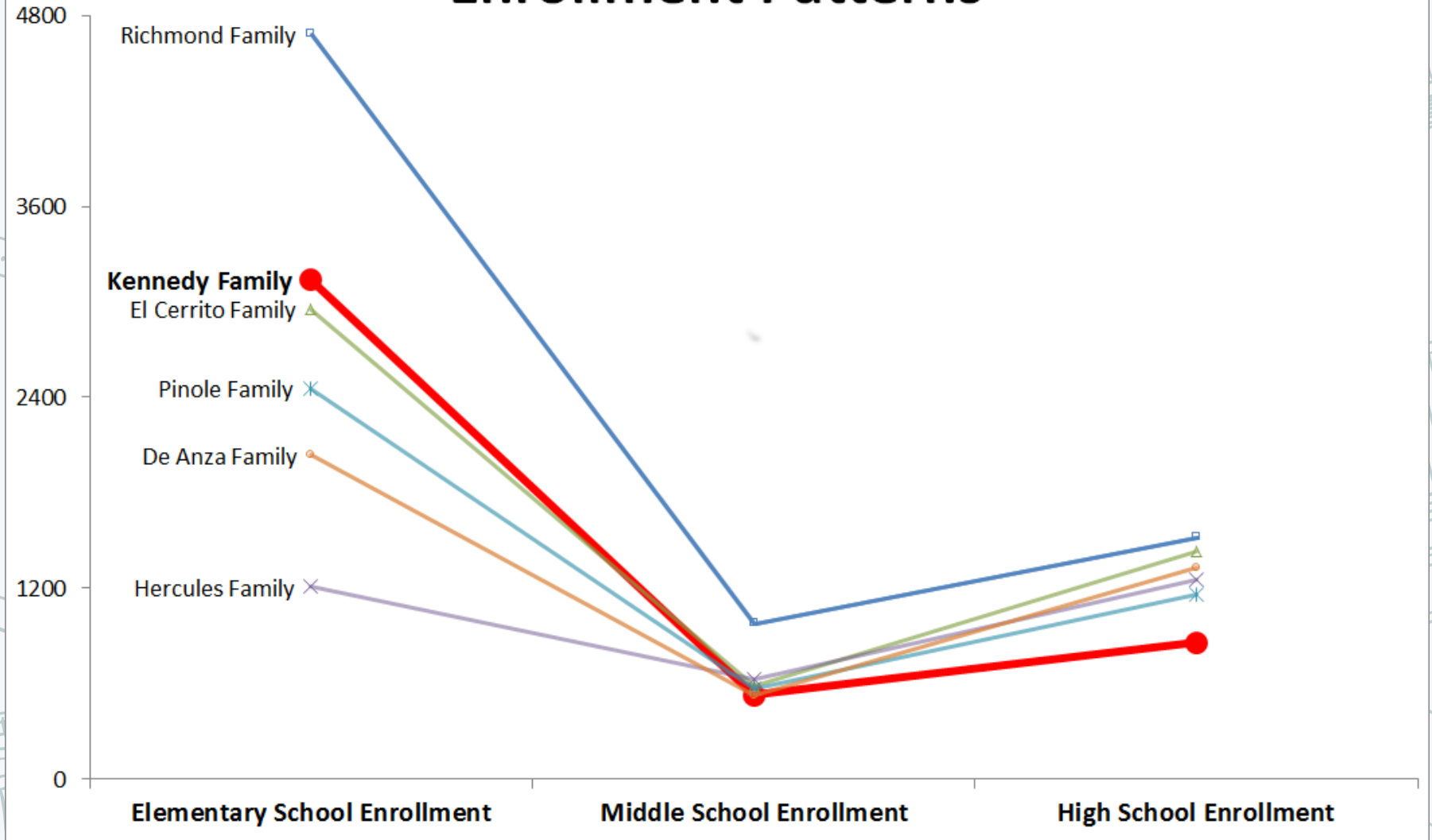


## Kennedy Family Demographics



**The Kennedy Family serves the highest concentration of African American and Latino students.**

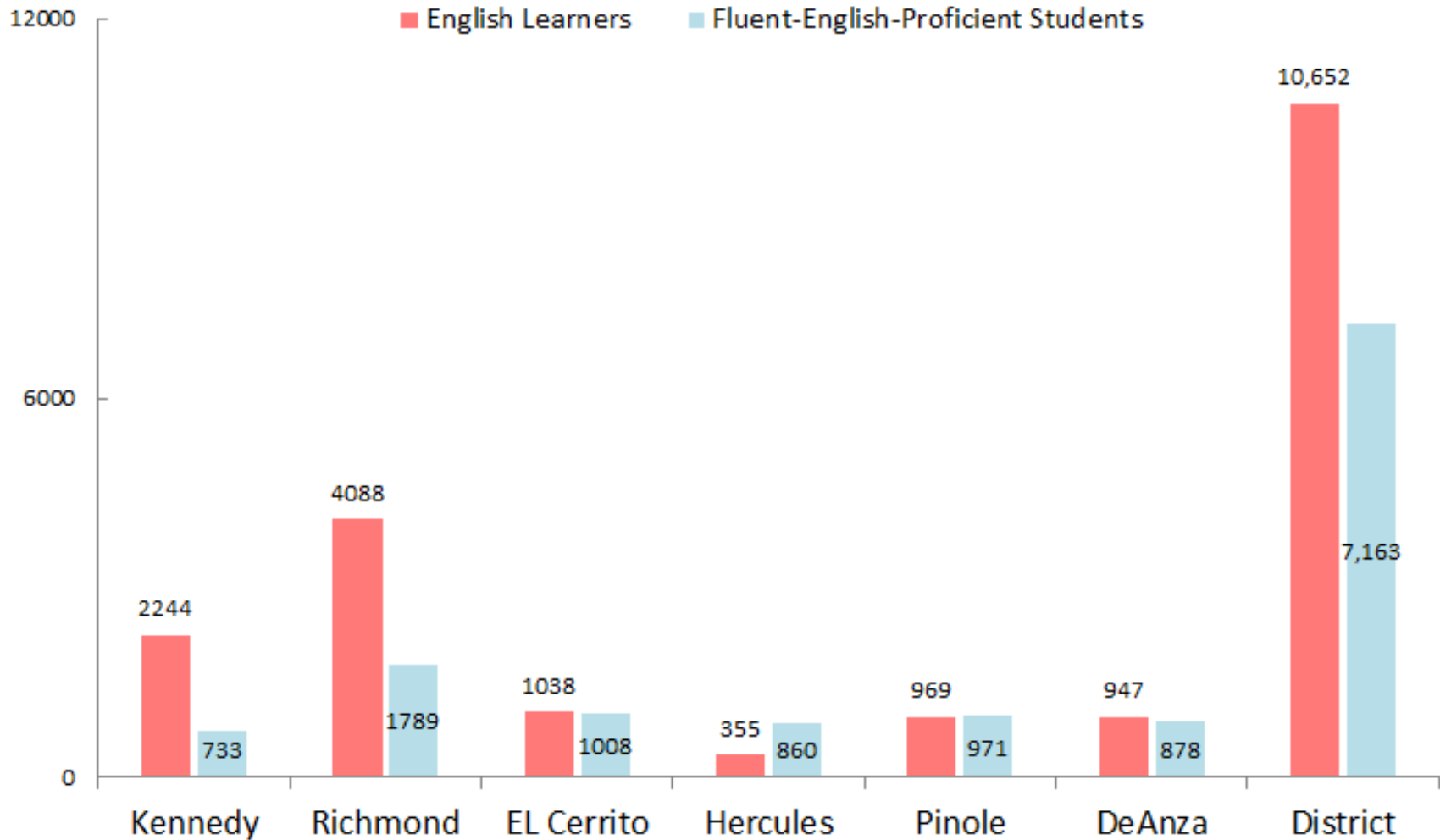
# Enrollment Patterns



**Kennedy has the second highest enrollment in elementary schools but significantly drops to the lowest by high school.**

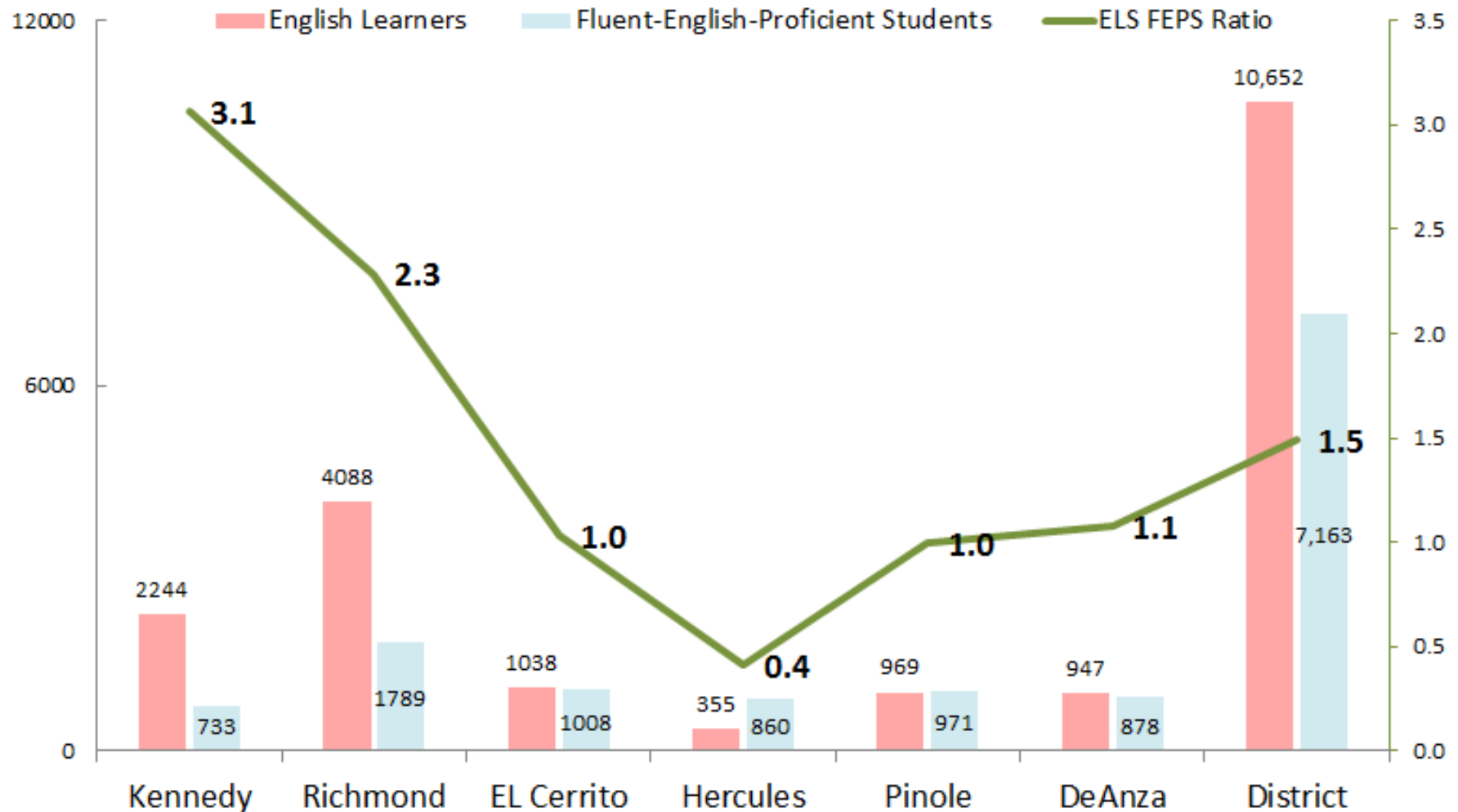
## English Learners to Fluent-English-Proficient Students Ratio

English Learners    Fluent-English-Proficient Students



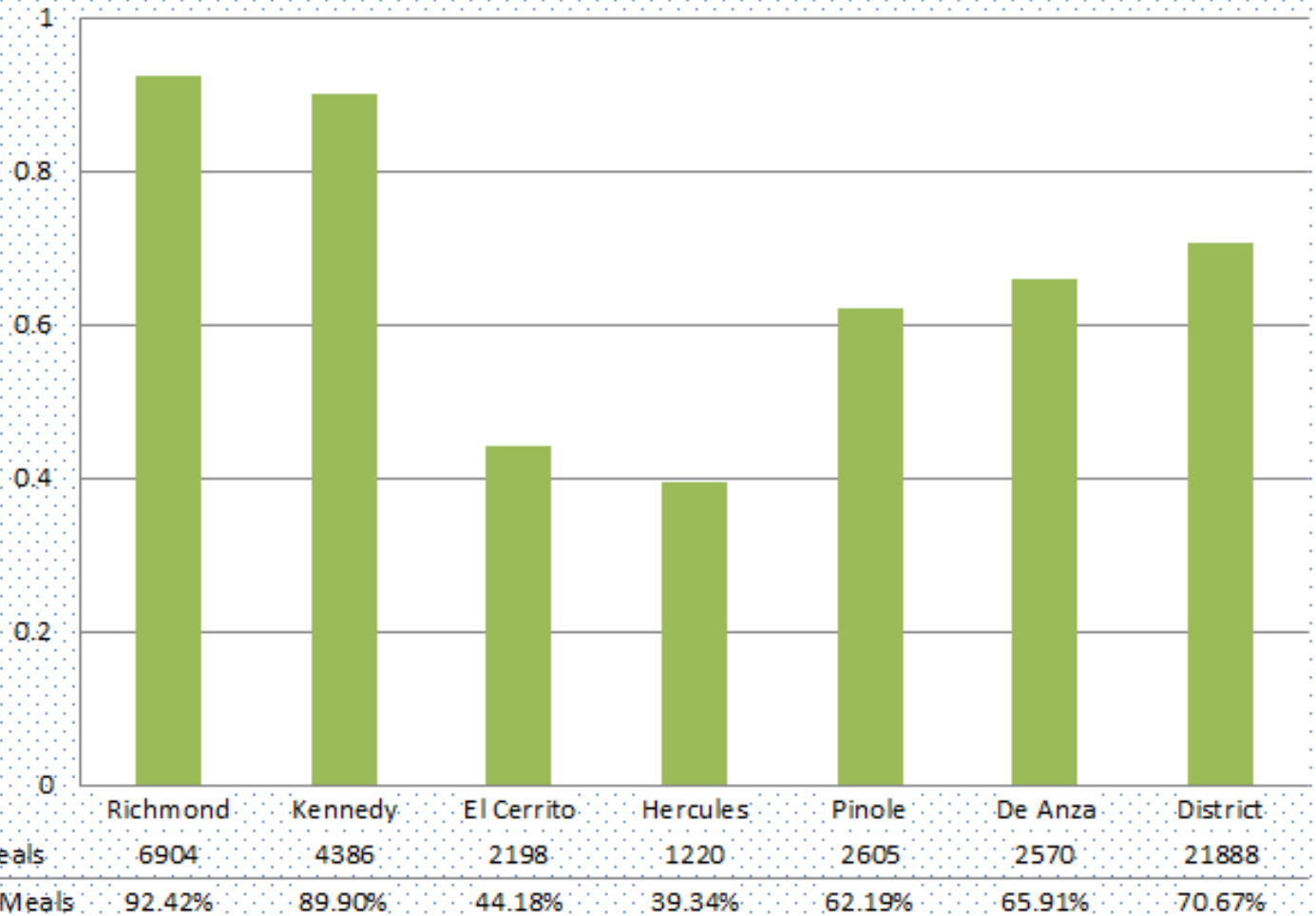
**Kennedy serves nearly a quarter of the district's English learners yet only a small percentage of those students are English Proficient**

## English Learners to Fluent-English-Proficient Students Ratio



There are 3 times as many English Learners than English Proficient Students, highly disproportionate compared to other Families

## Family Poverty Scale




**The District average of of student's with Free or Reduced Meals is 70%, while the Kennedy and Richmond families are 90% and over**




## 2015-16 SBAC Site Comparison: Kennedy Family

On our most recent SBAC, 14% of Kennedy Family students met grade level standards in English Language Arts, compared to 35% district wide and 8% met standards in Math compared to 24% district wide.



	Met SBAC ELA Standard			
		YES	NO	Number Met
<b>District</b>	<b>14984</b>	<b>35%</b>	<b>65%</b>	<b>5244</b>
Coronado	238	24%	76%	57
Grant	282	17%	83%	48
King	249	14%	86%	35
Lincoln	234	11%	89%	26
Nystrom	252	12%	88%	30
Stege	152	8%	92%	12
Wilson	275	28%	72%	77
DeJean	493	7%	93%	35
Kennedy	223	17%	83%	38
Greenwood	98	2%	98%	2
<b>Kennedy Family</b>	<b>2496</b>	<b>14%</b>	<b>86%</b>	<b>359</b>

	Met SBAC Math Standard			
		YES	NO	Number Met
<b>District</b>	<b>15,078</b>	<b>24%</b>	<b>76%</b>	<b>3619</b>
Coronado	239	17%	83%	41
Grant	282	11%	89%	31
King	248	10%	89%	25
Lincoln	241	7%	93%	17
Nystrom	254	3%	97%	8
Stege	151	3%	97%	5
Wilson	276	20%	80%	55
DeJean	490	5%	95%	25
Kennedy	220	3%	97%	7
Greenwood	95	0%	100%	0
<b>Kennedy Family</b>	<b>2496</b>	<b>8%</b>	<b>92%</b>	<b>212</b>





# KENNEDY FAMILY STAFFING CHALLENGE

54.8% - NEW HIRES LEAVE THE KENNEDY FAMILY

33.75 - AVERAGE NUMBER OF NEW TEACHERS  
ENTERING THE KENNEDY FAMILY

(That's 25% of all new teacher hires!)

70% OF KENNEDY FAMILY STAFF HAVE 3 YEARS OF  
TEACHING EXPERIENCE OR LESS

HIGHEST NEED = GREATEST  
OPPORTUNITY FOR GROWTH!

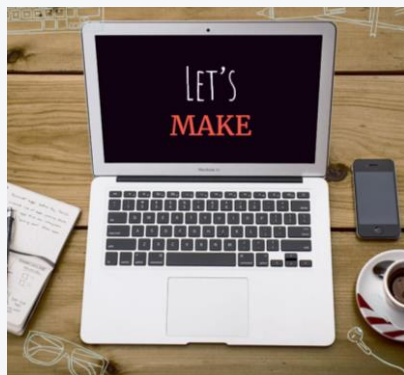




# THE THREE CORE STRATEGIES OF THE EQUITY APPROACH IN THE KENNEDY FAMILY



PARTNERS IN  
SCHOOL  
INNOVATION



FAB-LAB

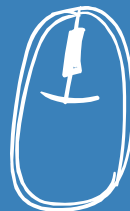
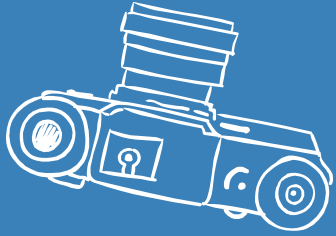


FAMILY SPORTS  
LEAGUE



CAMPAIGN FOR  
RECLASSIFICATION

# PARTNERS IN SCHOOL INNOVATION





ANOTHER "INITIATIVE?"

**NO!**

Partners In School Innovation is not a new initiative but rather brings additional support, proven procedures and best practices learning structures to help schools get **better** at doing **what we have already chosen to do.**

Partners commits and invests in those who are **here.**

# A GOOD MATCH TO KENNEDY FAMILY NEEDS

## Partners in School Innovation

- ✘ Is VERY selective in new commitments and a sought after resource with a phenomenal track record in schools like these (SFUSD, ARUSD)
- ✘ Has a proven approach to supporting high quality instruction in urban education
- ✘ Works with those who meet their criteria - schools must meet prerequisites critical for successful transformation
- ✘ Fits WCCUSD's standard - our values and vision for students are aligned



# PARTNERS RESULTS

**82%** of Partners schools significantly increased the number and percentage of students reading at grade level after just one year of partnership

Of those schools, **79%** outpaced state and district growth rates





# HIT THE GROUND RUNNING

Conditions are ripe for successful transformation - over the years, WCCUSD has already planted the seeds of transformative growth:

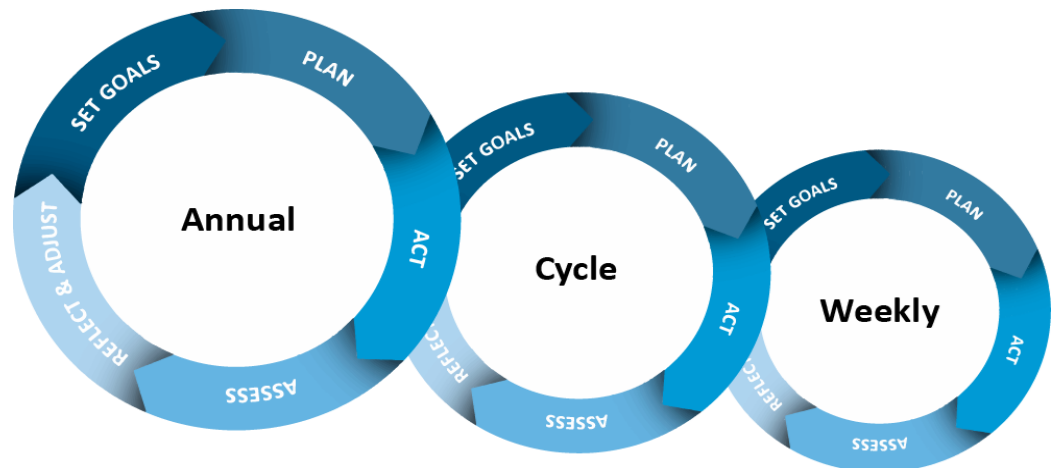
- ✗ Leaders, through past training and experience, have the mindset of improvement, equity focus, and assets-orientation.
- ✗ Foundations of early literacy and ILT work are already in place
- ✗ There is district support and awareness around Instructional Leadership Teams and overall transformation awareness

# PARTNERS METHODOLOGY

## Data-driven, equity-focused facilitation and coaching

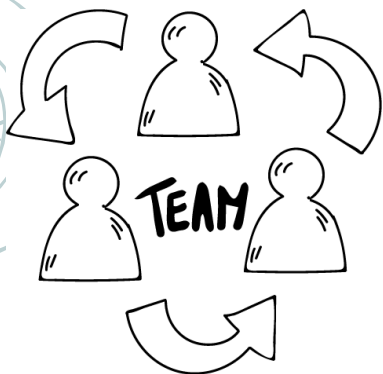
- ✗ Support to collect, review and reflect on student and adult practice data
- ✗ Actionable data that teachers experience as an effective tool and not a burden
- ✗ Chartering of school-based transformation teams charged with implementation of key initiatives needed for high achievement
- ✗ Support for planning and implementation of priority school and district initiatives.

## Results-Oriented Cycles of Inquiry



The Kennedy Family of schools will receive on-site support (coaching, professional development, meeting facilitation) and assistance in execution and implementation of key strategies.

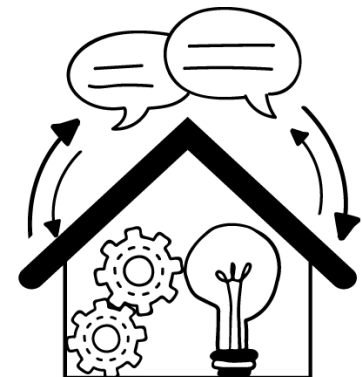
## **Distributed Leadership**



## **Responsive Instruction**



## **School Agency**







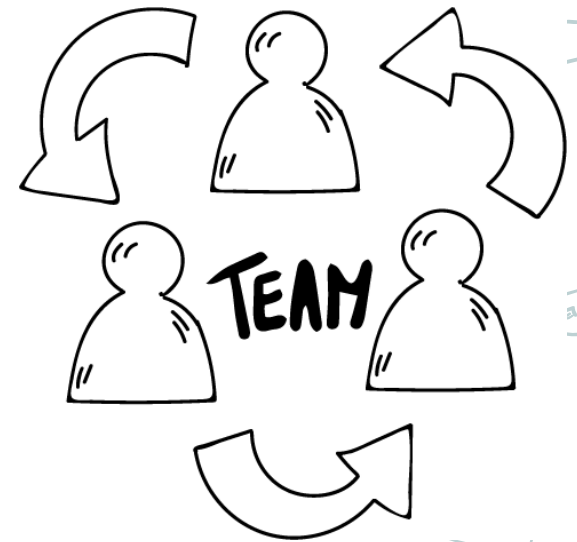
# Distributed Leadership

## ✕ Creating and supporting effective Instructional Leadership Teams

Helping each school develop clear goals, a theory of action and a strategy for supporting

## ✕ Building Transformational Leadership Capacity

**Job-embedded** professional learning for teams of principals, coaches and teachers in job-embedded professional development, preparing them to tackle the key equity challenges at their sites.

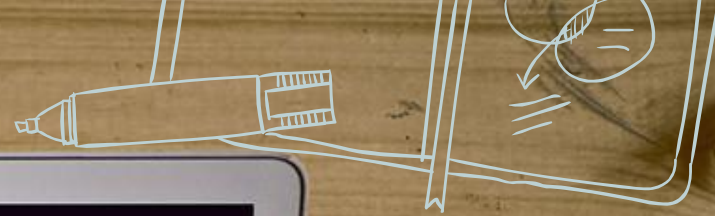
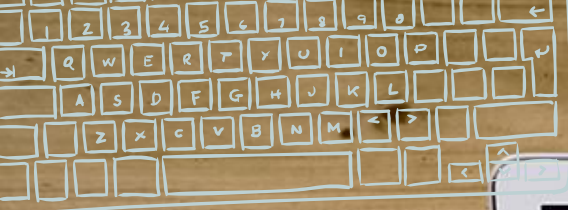


# Responsive Instruction: Early Literacy

- ✗ High quality literacy across all schools
- ✗ Consistency in guidance and support from balanced literacy experts - have specific and practical questions answered
- ✗ Grade level collaboration, deepening professional expertise
- ✗ Coherent understanding and use of curriculum and remediation
- ✗ Data driven instruction and intervention



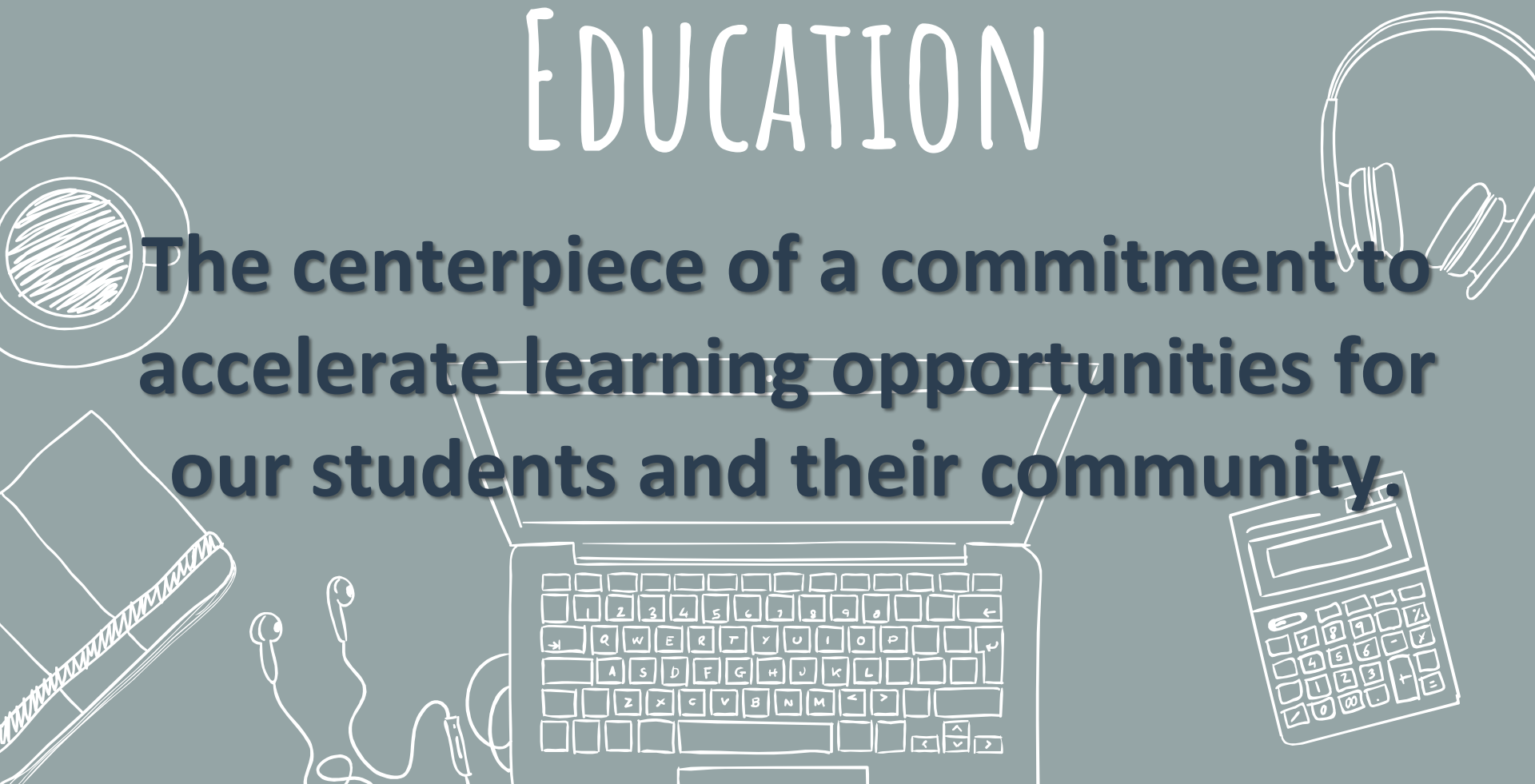
LET'S  
MAKE





# FAB LAB IN STEM

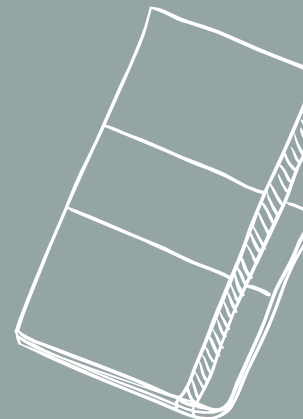
# EDUCATION



**The centerpiece of a commitment to  
accelerate learning opportunities for  
our students and their community.**



MAKING IS LEARNING!







# WHAT IS A FAB LAB?

- ✕ Platform for learning, innovation and invention: a place to play, to create, to learn, to mentor, to invent.
- ✕ A stimulus for local entrepreneurship.
- ✕ Connector of global community of learners, educators, technologists, researchers, makers and innovators



## THE WCCUSD FAB LAB AT KENNEDY HIGH SCHOOL

A collaboration between the District, MIT's Center for Bits and Atoms, the Fab Foundation and Chevron Corporation, puts advanced digital fabrication tools in students' hands of all ages.

# AN INVITATION

WCCUSD invites committed partners to collaborate in expanding access to our community-wide, interage learning opportunity - The Fab Lab.







# AN INVITATION FOR...

## **Connection**

The Fab Lab connects West Contra Costa to a global network of innovative educators and brings state of the art learning to this historically underserved community. Its project-based learning approach both accelerates and deepens learning.



# AN INVITATION FOR...

## **Community**

By expanding the Fab Lab's operating hours, outreach and professional capacity, we hope to stimulate student interest in this burgeoning field and give them an experiential advantage that mitigates the barriers that keep low-income students of color from accessing high quality stem careers.



# AN INVITATION FOR...

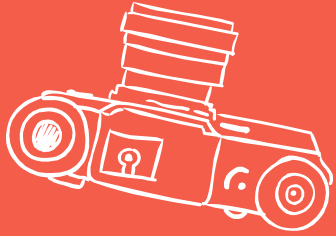
## **Opportunity**

Developing the Fab Lab's full potential mitigates structural forces excluding many of the Bay Area's historic communities from sharing in regional opportunity.

**Expanding the mobile FabLab will allow STEM education to arrive at the doors of Kennedy elementary and middle schools on a consistent basis.**

Expanding the presence of the FabLab will allow the FabLab to be a more present and central focus of the Kennedy Family of schools

# CAMPAIGN FOR RECLASSIFICATION





# OUR ENGLISH LEARNER STUDENTS

## Newcomers

- ✗ Build “hubs” to better serve Newcomers in the district and Kennedy Family
- ✗ Deepen the resource for Newcomers in the district and Kennedy family

## Long Term English Learners

- ✗ Allow for more access to core classes for those close to proficiency
- ✗ Create a personalized approach to ELD 3 students


## Community campaign for Reclassification

- ✗ Involve students, parents and the community in a CLEAR understanding of how students become reclassified



# ELD FLEXIBILITY

- ✗ ELD Level 3 is the key to Reclassification
- ✗ No more need to lock in ELD 3 students in a self contained classroom with other ELD 3 students
- ✗ Understand the profile of each ELD 3 student and make the right decision about the schedule and program for each student



IF STUDENTS AND PARENTS KNOW ABOUT  
RECLASSIFICATION CRITERIA = MORE  
STUDENTS WILL BE RECLASSIFIED!





# FAMILY SPORTS LEAGUE



# HEALTHY KIDS, HEALTHY DISTRICT

✕ Build culture and community





## HEALTHY KIDS, HEALTHY DISTRICT

“Children who live in poverty often face socioeconomic obstacles that impede their rights to have playtime, thus affecting their healthy social-emotional development. For children who are underresourced to reach their highest potential, it is essential that parents, educators...recognize the importance of lifelong benefits that children gain from play.”

Milteer, R. M., K. R. Ginsburg, and D. A. Mulligan. "The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bond: Focus on Children in Poverty." *Pediatrics* 129.1 (2011): n. pag. Web. 6 Apr. 2017.



## HEALTHY KIDS, HEALTHY DISTRICT

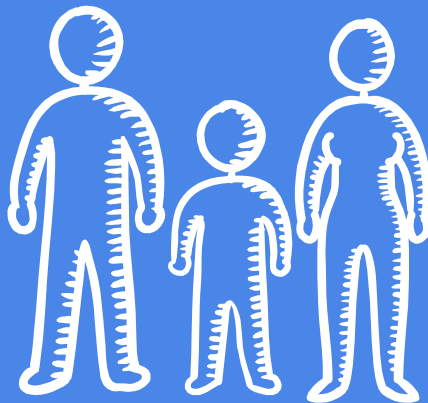
### ✕ Promote school engagement

“School engagement is best realized when the educational setting attends to the social and emotional development of children as well as their cognitive development. The challenge is to make each child feel competent in a school setting, because the experience of success forms positive associations with school attendance.”

## HEALTHY KIDS, HEALTHY DISTRICT

### ✕ Engage parents

“Children’s healthy development is mediated by appropriate nurturing relationships with consistent caregivers. Play allows for a different quality of interaction between parent\* and child, one that allows parents to “listen” in a very different, but productive, way.”



## HEALTHY KIDS, HEALTHY DISTRICT

### ✕ Enhance socio-emotional, physical, cognitive, and creativity development

“Play also helps forge connections between children. It allows them to learn how to share, to negotiate and resolve conflicts, and to learn self-advocacy skills when necessary.



## HEALTHY KIDS, HEALTHY DISTRICT

### ✕ Create learning experiences outside the classroom

“At its core, the development of resilience is about learning to overcome challenges and adversity. As mentioned, children learn to deal with social challenges and navigate peer relationships on the playground. In addition, even small children use imaginative play and fantasy to take on their fears and create or explore a world they can master.



## HEALTHY KIDS, HEALTHY DISTRICT

### ✗ Hold kids accountable for their school work



“Even in the academic environment, play helps children adjust to the school setting, thereby fostering school engagement, and enhances children’s learning readiness, learning behaviors, and problem-solving skills. In addition, play and recess may increase children’s capacity to store new information, as their cognitive capacity is enhanced when they are offered a drastic change in activity.”







## THE OPPORTUNITY

- 
- ✗ Opportunity to invest thousands of boys and GIRLS in staying active, eating healthy and living well
  - ✗ Opportunity to leverage athletics to improve attendance and academics
- 



## BUILDING TOWARD A DISTRICT WIDE SPORTS LEAGUE FOR GRADES 5-8

- ✕ Let's start small and first with the Kennedy family
- ✕ Let's find new ways to use fitness and sports for MANY students

