Dear West Contra Costa student supporters, families, and friends,

Across West Contra Costa Unified School District, District-authorized charters, and relevant County-authorized charters, our students’ 2016-17 English and math scores declined from the previous school year. These results are unacceptable. They represent a failure to meet our moral obligation to students. This is not a problem with one school; rather, it is an epidemic, systemic failure rooted in historical inequity and oppression that disproportionately affects our low income students and students of color. To transform these outcomes, we must analyze the data and align our true understanding of our students’ reality. We must identify and implement interventions with the highest impact.

West Contra Costa Kids Can was developed to:

1. Provide data-driven insight about the performance and experiences of our public school students
2. Highlight key areas for improvement that could support increased student achievement across our community
3. Be an independent, annual publication that monitors our students’ progress to success in school and in life

This second annual report explores a range of indicators with data from traditional and charter public schools in West Contra Costa.

In this report, you’ll find information about:

1. Student outcomes from pre-kindergarten through college, with a focus on indicators throughout the high school years that shed light on and measure college readiness
2. Student access to medical and mental health services through on-campus health providers
3. Disaggregated student data that shows how specific groups of students are achieving compared to West Contra Costa students overall and other student groups

Message from the Authors

Thank you to the families, educators, community partners, and district leaders who’ve joined us on our journey to make student data available, accessible, and actionable — this is a critical first step in transforming outcomes for all young people.

Data must always be at the center of decision-making and progress monitoring. Every staff hour used and dollar spent should be done with intentionality and accountability.

We deeply appreciate all of the community members whose energy and partnership made this report possible. We hope you’ll use West Contra Costa Kids Can as a tool to inform discussions, decisions, actions, and solutions for our youth, from classrooms to the board room. Together, we can ensure that every young person in our community receives a high-quality education that fully prepares them to participate and succeed in life and work in the 21st century.

In partnership,

Natalie Walchuk, Executive Director
Maribel Lopez, Director of Community Leadership
Tiffany Kang, Communications Manager
Erika Ruiz Rodriguez, Operations Coordinator
Sheila Ramirez, Outreach Coordinator
Brittany Vickers, Education Pioneers Fellow

Special thanks to Beneficial State Bank as our presenting sponsor of this year’s student outcomes report.

Thank you to our Leadership Council, whose deep connections to West Contra Costa and strong backgrounds in education help to guide our work.
1. As we track student outcomes over time, we see that progress is flat and achievement gaps among ethnic and economic groups remain significant.

The percentage of students on-level in Kindergarten stays similar through elementary, middle, and high school. This overall flat trend—showing about 1/3 of students proficient in English language Arts and 1 in 4 in math—demands that we find ways to accelerate learning across our school system at all grades. We also must better meet the needs of our most underserved students, whose outcomes show they urgently need more targeted supports, not interventions designed for all children.

2. There is a distinct difference between college eligibility and college readiness.

The factors that impact student achievement are diverse and complex. Many years of programmatic and reform efforts have not transformed student outcomes. Our public university systems is important. However, A-G completion is not a measure of academic impact or likelihood of success in college and life. In this report, we explore a range of high school indicators that offer insight into the complexity of college readiness, including student GPA, D and F grades earned during freshman year, and enrollment in STEM courses. If we truly want to impact college eligibility, readiness, and success, we must look for policy and program changes that respond to the trends and challenges that arise in these other relevant indicators.

3. Every intervention or reform effort must come with a clear plan of evaluation.

Every intervention or reform effort must come with a clear plan of evaluation. For all public schools, district and charter. This information should be used to drive decisions on which school models and programs to replicate and scale, and which to discontinue.

4. The factors that impact student achievement are diverse and complex.

Many years of programmatic and reform efforts have not transformed student outcomes. Our young people’s needs are too great and the available resources too limited to not carefully track every strategy for highest impact. Data-driven planning, decision-making, monitoring, and evaluation must become standard practice among all district staff and board members.

The district’s Roadmap 2022 plan needs more specificity about key milestones for success and who is responsible for implementing key actions. There is more work to do within the district and across our community to align the district’s goals, strategy, resources, and LCAP plan to transform student outcomes.

Family Community Partnership

Families must be transparently informed and engaged in student progress. If families were given regular updates on student achievement (aligned to the 6-8 week instructional cycles that take place at our school), they could support the ongoing adjustments that their children’s teachers and school leaders are making.

Key Findings

Recommendations for Our School District

Learn from Bright Spots

We need to explore and evolve from within and outside of our district where students are experiencing success. Murphy, Korematsu, Pinole Valley High, Fairmont, Harding, Nystrom, and Verde currently show the top gains in English and Math. District’s nationwide are showing accelerated gains due to intentional, data-driven shifts. As a community, we must create opportunities for board members, district staff, school leaders, and educators to learn, share, and partner.

Data-Driven Action and Accountability

The district’s Research Academy, Accountability, and Data (RAAD) Executive Director is taking a first important step to build a central data warehouse this 2017-18 school year. Board members, district leaders, principals, and teachers need relevant and timely data about school and student performance. Identified data trends should inform budget, program, and instructional decisions, and be grounded in student experience and needs. Resources must be invested in programs and practices producing student gains, and discontinued for programs where evidence does not show impact.

Clarity Roadmap 2022 Plan

The district’s Roadmap 2022 plan needs more specificity about key milestones for success and who is responsible for implementing key actions. There is more work to do within the district and across our community to align the district’s goals, strategy, resources, and LCAP plan to transform student outcomes.

College Readiness — Opening Doors to Opportunity

Student outcomes in this report call out the need for a community-wide conversation about what we can do differently to ensure more of our young people are developing the knowledge, skills, mindsets, and habits they need to be college eligible, ready, and successful. Our schools should not be the gatekeepers, but rather the gateways to diverse opportunities and pathways to lives of well-being for young people, including the opportunity to attend and graduate from college.
Report Overview

West Contra Costa Kids Can 2017

This second annual student outcomes report is meant to provide data-driven insight about the performance and experiences of our public school students and highlight key areas for improvement that could support increased student achievement across our community. We hope the findings in this report and future editions inspire alignment, action, and data-driven decision-making in service of students.

What is “Cradle-to-Career” and why does it matter?

This report is organized based on the cradle-to-career timeline, meaning we look at specific milestones across our students’ educational journeys from early childhood through adolescence into adulthood. Many communities use frameworks like cradle-to-career to align efforts among health, social, and employment services to best respond to the needs of young people at each and every stage of their development.

How is this report structured?

Look for the following icons throughout the report to better understand the data.

- What is the most important information or highlight revealed by the data?
- Information explaining why the data is relevant to student success.
- Details on the type of data, where it comes from, and notes on data limitations.

About the Data

As you use and share this report, it’s helpful to keep in mind the following:

A Focus on 2016-17

We’re looking primarily at West Contra Costa student outcomes for the 2016-17 school year. Some of the graphs also focus on multi-year trends and outcomes from 2015-16.

Which schools are included?

Look for these symbols to understand whether the data represents all West Contra Costa public schools, District-run schools, or public charter schools. All charter schools reported here are district and/or county-authorized.

Is there missing data?

To assemble this report, we received robust indicator data directly from West Contra Costa Unified School District, which we deeply appreciate. We supplemented this data with data requests from charter operators and with publicly available data from the California Department of Education to try to present the fullest possible picture of student performance. Despite these many sources, we were, in a few cases, only able to produce analysis for students attending District-run schools in West Contra Costa due to the quality and detail of particular data sets. While these indicators do not capture all of our students, we believe they still tell important stories.

What’s the population size?

Look for this symbol defining “N” or student population size.

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Launched this year, the California School Dashboard (CASchoolDashboard.org) offers a new system to measure the quality and performance of our schools. This tool is critical to tracking student progress over time. It allows users to see data by schools and by student groups. It monitors performance in:

- Suspension Rate (K-12)
- English Learner Progress (K-12)
- English Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- College / Career Readiness (Grade 11)
- Graduation Rate (Grades 9-12)
- College / Career Readiness (Grade 11)
- Graduation Rate (Grades 9-12)

How are student performance levels measured?

The Dashboard combines two pieces of information — “Status” and “Change” — to produce a color-coded Performance Level, which is represented from low to high by a 5-color scale ranging from red to blue.

**STATUS** is student performance from the most current year of data. It ranges from Very High, High, Medium, Low, to Very Low.

**CHANGE** is the difference between student performance in the previous year and the current year. It ranges from Increased Significantly, Increased, Maintained, Declined, to Declined Significantly.

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### California School Dashboard Elementary English Language Arts • 2014-15 to 2015-16

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Status in 2016</th>
<th>Change from 2015 to 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>NO SCHOOLS</td>
<td>Increased</td>
</tr>
<tr>
<td>High</td>
<td>NO SCHOOLS</td>
<td>Increased</td>
</tr>
<tr>
<td>Medium</td>
<td>NO SCHOOLS</td>
<td>Maintained</td>
</tr>
<tr>
<td>Low</td>
<td>NO SCHOOLS</td>
<td>Declined Maintained</td>
</tr>
<tr>
<td>Very Low</td>
<td>NO SCHOOLS</td>
<td>Declined</td>
</tr>
</tbody>
</table>

Source: California Department of Education. (2017). Spring 2017 California School Dashboard. This chart was produced by the state in Spring 2017, before 2016-17 SBAC results were released. The state is expected to release revised dashboards this fall.
POPULATIONS

Overall Student Enrollment
English Learner and Low Income Student Enrollment
This report focuses on outcomes for specific groups of students to bring attention to our shared responsibility to ensure all West Contra Costa public schools are Title I-eligible and, including and especially, our young people from historically underserved backgrounds.

How are Latino and African American students enrolled in district and charter schools?

- **Latino students make up the majority of students enrolled.**
  - About 8 in 10 students in West Contra Costa charter schools are Latino.
  - About 5 in 10 students in WCCUSD are Latino.
  - District schools serve a slightly higher rate (17%) of African American students than charter schools (12%).

### Overall Student Enrollment

**Who are our students in West Contra Costa?**

**Student Enrollment By Ethnicity • 2016-2017**

- **African American**: 17%
- **Latino**: 53%
- **Other**: 30%

**WCCUSD**

- **Latino**: 78%
- **African American**: 17%
- **Other**: 5%

**CHARTER**

- **Latino**: 78%
- **African American**: 12%
- **Other**: 10%

**Total Students**: 33,150

**Ethnicity**

- **African American**: 17%
- **Latino**: 78%
- **Other**: 5%

**District**

- **Latino**: 56%
- **African American**: 14%
- **Other**: 10%

**Charter**

- **Latino**: 78%
- **African American**: 12%
- **Other**: 10%

**Note**: 112 students did not report ethnicity. This data is rounded to the nearest whole percent for values greater than 2%.

**Sources:**
- West Contra Costa Unified School District, Integrated Technology Department.
Vulnerable students make up the majority of our total student population.

- District and charter schools serve English Learners at similar rates.
- Charter schools serve slightly more low income students than district schools.

**Low Income Students**

<table>
<thead>
<tr>
<th>Source</th>
<th>District</th>
<th>Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Contra Costa Unified School District, Integrated Technology Department, California Department of Education. (September 1, 2017). 2016-17 CALPADS UPC Source File.</td>
<td>81%</td>
<td>76%</td>
</tr>
</tbody>
</table>

**English Learners**

<table>
<thead>
<tr>
<th>Source</th>
<th>District</th>
<th>Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Contra Costa Unified School District, Integrated Technology Department, California Department of Education. (September 1, 2017). 2016-17 CALPADS UPC Source File.</td>
<td>32%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Summary**

- District and charter schools serve English Learners at similar rates.
- Charter schools serve slightly more low income students than district schools.
PRE-KINDERTAGEN + ELEMENTARY SCHOOL

Kindergarten Readiness
Early Literacy
English Language Arts Proficiency
How is Kindergarten readiness measured by the DRDP?

The Desired Results Developmental Profile (DRDP) is an observation-based assessment tool that provides teachers with information about whether students are acquiring the knowledge, skills, and behaviors critical to being ready for Kindergarten.

The DRDP assesses students in the five key domain areas displayed in the bar chart based on three developmental levels: Exploring, Building, and Integrating.

Based on DRDP research, most preschoolers should reach the Building level by the end of preschool.

This data is rounded to the nearest whole percent for values greater than 2%.

How prepared are students for Kindergarten?

Nearly 100% of Pre-Kindergarten (4 year old) and Transitional Kindergarten students enrolled in WCCUSD Early Learning Programs’ demonstrated Kindergarten readiness as measured by the DRDP.

• More than half demonstrated mastery of the most advanced skills (Integrating) in each domain measured by the DRDP.

• If students are showing strong Kindergarten preparedness, how should students’ progress towards mastery in Kindergarten look?

Kindergarten readiness includes:

- Exploring: This refers to the percentage of children who are actively exploring through purposeful movement and communication, manipulation of objects, and the beginnings of cooperation with adults/peers. They are beginning to use nonverbal communication and over time, grow their ability to communicate verbally.

- Building: This refers to the percentage of children who have a growing understanding of how people/objects relate, how to investigate ideas, and how things work. They are using language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions.

- Integrating: This refers to the percentage of children combining strategies to express complex thoughts and feelings and solve multi-step problems. They start to engage in mutually supportive relationships and interactions.

WCCUSD Pre-Kindergarten and Transitional Kindergarten DRDP Results • Spring 2017

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Social and Emotional Development</th>
<th>Language Development</th>
<th>Literacy Development</th>
<th>Cognition Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2%</td>
<td>45%</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1%</td>
<td>44%</td>
<td>54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrating:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.8%</td>
<td>43%</td>
<td>54%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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• More than half demonstrated mastery of the most advanced skills (Integrating) in each domain measured by the DRDP.

• If students are showing strong Kindergarten preparedness, how should students’ progress towards mastery in Kindergarten look?

Kindergarteners who enter school with quality early learning experiences that provide them with grade level developmental, social, and academic skills are much more likely to become successful readers and lifelong learners. It is critical that all families have access to high quality early learning programs to support children’s early language processing skills and development.

By the age of two, some children from low income backgrounds are already six months behind their non-low income peers because of differences in the quality of early learning experiences.
Early Literacy Proficiency Over Time

Approximately 1 in 3 students was reading at or above benchmark during every testing period from Kindergarten through first grade.

- The data shows that students improve between fall and winter testing periods each year, yet that improvement flattens/decreases between winter and spring. Further analysis is needed to determine why early-year gains are not sustained in the second half of the year.

## How are students progressing in learning to read from the start of Kindergarten to the end of first grade?

### Percentage of Students Reading At / Above Benchmark

**2-Year Overall Trend**

**Kindergarteners in Fall 2015 to 1st Graders in Spring 2017**

- **2015-16 Kindergarten**:
  - Fall: 28%
  - Winter: 31%
  - Spring: 35%

- **2016-17 First Grade**:
  - Fall: 30%
  - Winter: 39%
  - Spring: 35%

### How does WCCUSD measure early literacy?

WCCUSD uses a computer-adaptive assessment, STAR Early Literacy, to measure the skills of beginner readers compared to a benchmark or standard. STAR addresses the need to determine students’ mastery of literacy concepts that are directly related to their future success as readers and learners. STAR provides teachers with benchmark scores that should inform how they plan instruction and monitor each student's progress and needs.

### It is hard to draw informed conclusions without consistent and accurate data reporting

Not all schools consistently reported data. While the data here includes 36 elementary schools overall, on the Fall 2015 kindergarten assessment, only 24 schools report test data, with many schools reporting for just 10 or fewer students. In some cases, individual students had multiple scores for a given testing period. Therefore, the available data could not be used in a cohort analysis. (To conduct our analysis, we used only the last student score during a testing period.) In addition, some students were tested during multiple administration periods (fall, winter, spring) in a given year while other students were only tested during one period. It is unclear if we are comparing similar scores from similar students during each testing period.

### How does WCCUSD measure early literacy?

STAR addresses the need to determine students’ mastery of literacy concepts that are directly related to their future success as readers and learners. STAR provides teachers with benchmark scores that should inform how they plan instruction and monitor each student’s progress and needs.
Early Literacy Proficiency Over Time by School

How are students at individual schools progressing in learning to read from Kindergarten through first grade?

Some schools are making significant gains in early literacy while others are falling behind during this critical time. How can we learn from successful schools to improve early literacy across all schools? Whose role is it to oversee progress and ensure students have a strong foundation?

The green bars show 14 of our schools making gains in supporting students to read at / above the benchmark standard by the end of first grade. At Lake, nearly 1 in 3 students improved to reading at / above benchmark. The purple bars show four of our schools where students are falling behind in literacy. The most significant decline at Bayview showed 1 in 5 students dropped to reading below benchmark by the end of first grade.

Learning to read is the fundamental building block in a child’s education. It is the gateway to learning and success in all other subjects, including Science, Technology, Engineering, and Math (STEM). Children reading proficiently by third grade are much more likely to be successful in school and ultimately in long-term outcomes like graduation, college, and career.

Here, we show the average growth for 18 elementary schools from Fall 2015 to Spring 2017. Only elementary schools with more than ten scores per testing period were included in this graph. 18 out of 36 (50%) WCCUSD elementary schools met this requirement. See endnotes for the list of schools that did not meet this requirement.

<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOLS</th>
<th>% READING AT / ABOVE BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>2017</td>
</tr>
<tr>
<td>Lake Peres</td>
<td>From 10% to 22%</td>
</tr>
<tr>
<td>Mira Vista</td>
<td>From 12% to 21%</td>
</tr>
<tr>
<td>Wilson</td>
<td>From 12% to 26%</td>
</tr>
<tr>
<td>Ellerhorst</td>
<td>From 5% to 18%</td>
</tr>
<tr>
<td>Valley View</td>
<td>From 18% to 31%</td>
</tr>
<tr>
<td>Murphy</td>
<td>From 14% to 26%</td>
</tr>
<tr>
<td>Riverside</td>
<td>From 3% to 11%</td>
</tr>
<tr>
<td>Verde</td>
<td>From 17% to 24%</td>
</tr>
<tr>
<td>Montalvin</td>
<td>From 19% to 28%</td>
</tr>
<tr>
<td>King Dover</td>
<td>From 31% to 41%</td>
</tr>
<tr>
<td>Tara Hills</td>
<td>From 21% to 40%</td>
</tr>
<tr>
<td>Stege</td>
<td>From 30% to 40%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>From 4% to 12%</td>
</tr>
<tr>
<td>Sheldon</td>
<td>From 17% to 25%</td>
</tr>
<tr>
<td>Harding</td>
<td>From 0% to 9%</td>
</tr>
<tr>
<td>Bayview</td>
<td>From 42% to 52%</td>
</tr>
</tbody>
</table>

Takeaways

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Early Literacy Proficiency by Ethnicity

How are students from different backgrounds mastering early reading skills at the end of Kindergarten and first grade?

In Kindergarten and first grade, Latino and African American students are experiencing a significant achievement gap compared to students from other ethnic backgrounds.

- Why, right at the start of their educational journey, are historically underserved students of color already falling behind in building the foundational skills needed for long-term academic success?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Kindergarteners</th>
<th>First Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td>23%</td>
<td>29%</td>
</tr>
<tr>
<td>African American</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>White</td>
<td>54%</td>
<td>48%</td>
</tr>
<tr>
<td>Asian</td>
<td>42%</td>
<td>52%</td>
</tr>
<tr>
<td>Filipino</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>35%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td><strong>35%</strong></td>
<td><strong>32%</strong></td>
</tr>
</tbody>
</table>

How have our students progressed in English over three years?

There has not been significant progress.

- Since 2014, the performance gap between West Contra Costa students and students across California has widened each year (from 11% to 13%).
- Our students who were third graders in 2014-15 experienced a 5% increase in English proficiency as fourth graders in 2015-16, and a 2% increase as fifth graders in 2016-17.

How is Reading Proficiency Measured?

Our students’ progress is assessed each year with the Smarter Balanced Summative Assessments (SBAC) in English Language Arts (ELA) and math, that are untimed, computerized tests which evaluate learning based on California’s Common Core State Standards. Here, we report data on SBAC English outcomes by following West Contra Costa students who were in third grade in 2014-15. We track their English performance over the next two school years, as fourth graders in 2015-16 and fifth graders most recently in 2016-17. We compare their results with the California average for each year of third, fourth, and fifth grade students.

Third Grade English by Income Status

The data here shows the complex intersection of economic status, ethnicity, and student success.

Our Latino and African American students are the only groups performing below the overall average in both low income and non-low income groups.

- The ways in which economic status and ethnicity impact student results is not one-dimensional. How do we find dynamic solutions that aim to not only interrupt the cycle of poverty, but also respond to racial inequities in schools, systems, and communities?

How do we measure income status?

Economically disadvantaged / low income students are identified as those that participate in the National School Lunch Program, which provides free and reduced-price lunches (FRL) to students from low-income families. Low-income families are defined by earning below 185% of the federal poverty line or $44,955 for a family of four.

The use of FRL for policy and research purposes is quickly becoming difficult, due in large part to policy changes enacted by Congress in 2010 that expand “community eligibility,” which allow schools with at least 40% of students identified as eligible for FRL to provide free lunches to all of their students and eliminate paper applications going forward. As a result, many schools are unable to identify and accurately report student achievement for their FRL students.

How do we measure ethnicity?

Ethnicity is determined by the race(s) self-reported by the student. The U.S. Census uses five categories: Asian, Black or African American, Hispanic or Latino, Multiracial, and White. In this case, “African American” includes all students who self-identified their race as Black or African American, “Filipino” students those who self-identified their race as Filipino, “Asian” as all Asian students, “Latino” as all Hispanic or Latino students, and “White” as all students who self-identified their race as White.

Overall, the data here gives us more questions than answers and shows the importance of studying multiple factors/measures to deeply understand our students’ outcomes. In a district like ours — where Latino and African American students make up over 4 out of 5 of all third graders receiving free/reduced-price lunch — it is critical that we focus resources and interventions to especially support students from historically underserved backgrounds.
Third Grade English by Student Groups

How are our students from different ethnic, language, and economic backgrounds performing in English?

Students from historically underserved backgrounds are falling far behind.

- Fewer than 1 in 10 (10%) English Learners are proficient in English.8
- Just 1 in 4 (25%) students from low income households are proficient in English. See page 27 for how we measure income status.

Studies show 16% of children who are not reading proficiently by the end of third grade do not graduate on time.9

These students are four times more likely not to graduate on time than their peers who are reading proficiently by the end of third grade.9

Native American students not represented because population size is 20 students or fewer.

MIDDLE SCHOOL

Math Proficiency
Eighth Grade Math Course Enrollment
How have our students progressed in math over three years?

There has been a decline in progress over time.

- Since 2014, the performance gap between our students and children county-wide has increased each year (from 19% to 22%).
- Similarly, the performance gap between our students and children statewide has increased over the last three years (from 9% to 13%).

How is Math Proficiency Measured?

Here, we report data on SBAC math outcomes by following West Contra Costa students who were sixth graders in 2014-15. We track their performance over the next two years, as seventh graders in 2015-16 and eighth graders in 2016-17. We compare results with the California and county averages for each year. See page 25 for more about SBAC.

Passing all English and math courses in the fifth and sixth grades is correlated with meeting standards on assessments in future grades. The growing performance gap in math is an urgent sign that our students need greater supports to be adequately prepared for success in middle school and later grades.

How are we doing?

- Grade 6 (2014-15): 23%
- Grade 7 (2015-16): 25%
- Grade 8 (2016-17): 33%

- Contra Costa County: 45%
- State of California: 36%
- West Contra Costa: 23%

Eighth Grade Math Course Enrollment by Student Groups

How are middle schoolers from different ethnic, language, and economic backgrounds accessing accelerated math courses?

Our white eighth grade students are significantly more likely (41%) to be enrolled in Algebra 1 or Geometry than their African American (13%) and Latino (17%) peers.

• Low income students are less than half as likely (16%) to be taking an accelerated math course than their non-low income peers (39%).

• English-Only students are seven times as likely (26%) to be taking an accelerated math course than their English Learner peers (4%).

Algebra 1 and Geometry are accelerated, high school-level math courses. This data here shows the percentage of district eighth graders enrolled in these two courses.

Native American, Pacific Islander, and Multiracial students are not represented because population size is 20 students or fewer.

Research shows that students who take higher-level math courses are better prepared for the workplace and earn higher salaries. Taking higher level math courses is key to accessing and completing a college education, especially for our low income students and students of color.

<table>
<thead>
<tr>
<th>STUDENT GROUPS</th>
<th>% ENROLLED IN ALGEBRA 1 OR GEOMETRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>41%</td>
</tr>
<tr>
<td>Filipino</td>
<td>30%</td>
</tr>
<tr>
<td>African American</td>
<td>13%</td>
</tr>
<tr>
<td>Latino</td>
<td>13%</td>
</tr>
<tr>
<td>Asian American</td>
<td>23%</td>
</tr>
<tr>
<td>Low Income</td>
<td>16%</td>
</tr>
<tr>
<td>Filipino</td>
<td>4%</td>
</tr>
<tr>
<td>African American</td>
<td>4%</td>
</tr>
<tr>
<td>Latino</td>
<td>4%</td>
</tr>
<tr>
<td>English Learner</td>
<td>4%</td>
</tr>
<tr>
<td>Low Income</td>
<td>4%</td>
</tr>
</tbody>
</table>

Research shows that meeting middle school math standards is correlated with success in high school and college readiness.10

Middle School

Eighth Grade Math by Student Groups

How are our students from different ethnic, language, and economic backgrounds performing in math?

Only eight of our 537 English Learner eighth graders (1.5%) are proficient in math.

- Fewer than 1 in 10 (9%) of our African American eighth grade students is proficient in math.
- Fewer than 1 in 5 (17%) of students from low income households is proficient in math. See page 27 for how we measure income status.

3 IN 4 ARE BELOW GRADE-LEVEL

### Percentage of 8th Graders Meeting / Exceeding Math Standards by Student Groups • 2016-17

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>40%</td>
<td>75%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Filipino</td>
<td>31%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>African American</td>
<td>9%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Latino</td>
<td>18%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>White</td>
<td>44%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Low Income</td>
<td>17%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>English Learner</td>
<td>1.5%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>OVERALL</td>
<td>23%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Sources:** West Contra Costa Unified School District. Integrated Technology Department. California Department of Education. (Sept 27, 2017). 2016-17 California Assessment of Student Performance and Progress Test Results.

Native American, Pacific Islander, and Multiracial students are not represented because population size is 20 students or fewer.

Research shows that meeting middle school math standards is correlated with success in high school and college readiness.10


3 IN 4 ARE BELOW GRADE-LEVEL
HIGH SCHOOL

Freshman Year Progress to College Eligibility
Students Accessing STEM Courses
Average Student GPA
11th Grade College Readiness
College Eligibility
Freshman students generally take seven courses. Each course takes two semesters. This creates 14 possible grades.

Ninth grade year is the single-best determinant of whether or not a student will graduate. Students are on-track if, during their first year of high school, they earn at least five full-year course credits and no more than one semester F in a core course. On-track students are 3.5 times more likely to graduate in four years than off-track students.

Receiving a D or F is a barrier to being eligible to apply for college. To be eligible to apply for California’s public universities, a C or better is required in all college preparatory classes. Ds and Fs are not acceptable and must be cleared by repeating the class. See page 72 for more on college eligibility.

Nearly half (44%) of 9th graders received at least one D or F.

- Of the 999 students in district high schools receiving at least one D or F during freshman year, 95% of them (945 students) are receiving multiple (between 2 and 12) Ds or Fs.

Ninth grade year is a more accurate predictor of graduation than students’ previous achievement test scores or other background characteristics.

How are our students performing in their classes the first year of high school?

- Nearly half (44%) of 9th graders received at least one D or F.

- Of the 999 students in district high schools receiving at least one D or F during freshman year, 95% of them (945 students) are receiving multiple (between 2 and 12) Ds or Fs.

- On-track students are 3.5 times more likely to graduate in four years than off-track students.

- Receiving a D or F is a barrier to being eligible to apply for college.

- To be eligible to apply for California’s public universities, a C or better is required in all college preparatory classes. Ds and Fs are not acceptable and must be cleared by repeating the class. See page 72 for more on college eligibility.

Numbers:

- 54
- 111
- 46
- 2
- 0

Sources:
West Contra Costa Unified School District, Integrated Technology Department. Data Departments at Aspire Public Schools, Leadership Public Schools, Making Waves Academy, and Summit Public Schools.
Freshman Year Progress to College Eligibility by Ethnicity and Income

How are our students from different backgrounds performing in the first year of high school?

Half of all Latino (50%) and nearly 2 in 3 African American (59%) students received a D or F grade.

Ninth graders from low income households were almost twice as likely to receive a D or F grade than their non-low income peers.

44% OF ALL 9TH GRADE STUDENTS RECEIVED AT LEAST ONE D OR F
**Students Accessing STEM Courses Over Time**

**How are we providing high schoolers access to advanced Science, Technology, Engineering, Math (STEM) courses?**

Overall, the rate of students enrolled in Chemistry, Precalculus and Calculus, Computer Science, and Physics courses has stayed flat over the last three years.

- Nearly 1 in 3 students have been enrolling in Chemistry courses. Around 1% of students have been enrolling in Computer Science courses.
- To be eligible to apply to the University of California system, students need two years of lab science (three years are strongly recommended).
- Low math proficiency has a direct negative impact on success in science and engineering classes.

**CHARTER DISTRICT**

Here, we show the percentage of high schoolers district-wide enrolled in Chemistry, Pre-Calculus and Calculus, Computer Science, and Physics classes (including honors and AP versions of these classes) over the past three school years.

**Percentage of Students Enrolled in STEM Courses • 3-Year Overall Trend • 2014-15 to 2016-17**

STEM employment is a rapidly growing field and we must prepare our children for these positions — especially with so many STEM job opportunities located here in the Bay Area.

Over the last decade, employment in STEM jobs has grown much faster than employment in non-STEM jobs. STEM workers also make higher incomes. In 2015, they earned 29% more than their non-STEM counterparts.**1**

**STEM COURSE**

**% OF STUDENTS ENROLLED**

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>30%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Precalculus and Calculus</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1%</td>
<td>1.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Physics</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

How are our high school students doing in their classes?

At nearly all of our district high schools, students averaged a GPA of below 3.0 in 2016-17.

- At Kennedy High, the average student GPA was 2.16.
- At Middle College, the average student GPA was 3.30.

Studies show GPA relates to long-term outcomes like college completion and income. For a one-point GPA increase, average annual earnings in adulthood increase by about 12% for men and 14% for women. A one-point GPA increase also doubles the likelihood of completing college. Colleges use GPA to measure a student’s overall academic performance and compare prospective students.

A Grade Point Average or GPA ranges from 0.0 to 4.0 and is a calculated average based on grades earned in all classes taken during a given semester.

<table>
<thead>
<tr>
<th>High School</th>
<th>Average Student GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Anza High School</td>
<td>2.76</td>
</tr>
<tr>
<td>El Cerrito High School</td>
<td>2.87</td>
</tr>
<tr>
<td>Hercules High School</td>
<td>2.99</td>
</tr>
<tr>
<td>John F. Kennedy High School</td>
<td>3.00</td>
</tr>
<tr>
<td>Middle College High School</td>
<td>3.30</td>
</tr>
<tr>
<td>Pinole Valley High School</td>
<td>2.66</td>
</tr>
<tr>
<td>Richmond High School</td>
<td>2.46</td>
</tr>
<tr>
<td>Vista High School</td>
<td>2.41</td>
</tr>
</tbody>
</table>

How is College Readiness Measured?

Here, we report on Smarter Balanced (SBAC) English and math outcomes among 11th graders in West Contra Costa high schools. 11th grade SBAC outcomes help to demonstrate whether students have the knowledge base and skills needed to take and succeed in entry-level, transferable, credit-bearing college courses.

Across all student groups, 11th graders experience large gaps in math performance compared to English performance.

- African American students experienced the lowest outcomes in both English (24% on-level) and math (6% on-level) compared to peers from other ethnic backgrounds.
- Only 17 English Learners (4%) met English standards and seven met math (1.6%).

Students meeting standards on the 11th grade English and math SBAC are exempt from remedial college courses in California public universities. Students who do not meet remediation are more likely to attain a postsecondary degree than those who need remediation.

To be eligible to apply to our state’s University of California (UC) and California State University (CSU) systems, students must earn a “C” or better on a set of courses known as the A-G requirements. See page 72 for list of A-G requirements.

How are our high schools preparing students to graduate eligible for college and career?

Only half of graduates (49%) are eligible to apply to our state’s University of California (UC) and California State University (CSU) systems.

- The majority of students (83%) in West Contra Costa are graduating.
- At six of our ten high schools, fewer than half of graduates were UC / CSU eligible.
- The percentage of students showing college readiness is even lower than the rate of college eligibility (see pages 49-50).

49% ARE COLLEGE ELIGIBLE

POST-HIGH SCHOOL

The Richmond Promise Scholarship and College Success Program
Contra Costa College Journey
Spotlight: Contra Costa College Putting Data in Action
The Richmond Promise Scholarship and College Success Program

How are Promise scholarship recipients transitioning to college?

Promise scholarship awardees in 2016 shared key barriers preventing them from enrolling in college directly after high school graduation:

- Navigating Systems. Understanding class registration, financial aid, tutoring services.
- Academic Preparedness. Struggling to keep up in class, doubting whether they belong in college.
- Other Obligations. Working part-time, caring for family members.

The Richmond Promise and Contra Costa College responded to the barriers students face in transitioning to college by analyzing the data and survey responses from the 2016 student cohort. Together, they designed and invested in a set of increased supports for students who were awarded the scholarship:

- Richmond Promise College Success Workshop focused on completing required paperwork, connections to point people / resources, financial literacy and aid, and building community.
- Math Jam, a week-long math intensive to prepare for college-level math and college in general.
- A series of courses focused on career exploration and preparing to transfer to a 4-year institution.
- College success coach access and one-on-one support.
- Connections to 4-year institution transfer services, tutoring, and academic advising.

As a result of data analysis and program changes, 20% more Promise scholars enrolled in college full-time in 2017 compared to 2016.

The majority (71%) of students from 2016 currently enrolled in college are the first in their family to attend college.

Richmond Promise Scholarships Awarded and Claimed by Year • 2016 and 2017

<table>
<thead>
<tr>
<th></th>
<th>CLASS OF 2016</th>
<th>CLASS OF 2017 *</th>
</tr>
</thead>
<tbody>
<tr>
<td># OF STUDENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Scholarships Awarded</td>
<td>384 (100%)</td>
<td>447 (100%)</td>
</tr>
<tr>
<td>Scholarships Claimed First Year after Graduation</td>
<td>255 (66%)</td>
<td>383 (86%)</td>
</tr>
<tr>
<td>Scholarships Renewed or Claimed After a Year Deferral Second Year after Graduation</td>
<td>210 (55%)</td>
<td></td>
</tr>
</tbody>
</table>

"Scholarships Claimed" means the student submitted required paperwork and enrolled in college on-time, full time fall after senior year.

* Class of 2017 numbers are preliminary data and are subject to change based on final student enrollment in college.

Source: The Richmond Promise.
Contra Costa College Journey

How are our community college students doing?

Students who enter Contra Costa College prepared are almost twice as likely to end up earning a degree, certificate, or transfer (74%) compared to their unprepared peers (37%).

- Prepared and unprepared students perform identically in terms of their initial persistence enrolling in three consecutive terms at CCC.
- Prepared and unprepared student trends begin to split when it comes to reaching the milestone of completing 30 units.

This data follows the journey of a cohort of degree, certificate and/or transfer-seeking students who started Contra Costa College for the first time in 2010-11 and were tracked for six years through 2015-16.

- **PERSISTENCE:** What proportion of students enrolled in the first three consecutive terms/semesters at CCC?
- **30 UNITS:** What proportion of students achieved at least 30 units? 30 units is significant since it marks the halfway point to an associate’s degree and the quarterway to a bachelor’s degree.
- **COMPLETION:** What proportion of students ended up completing a degree, certificate, and/or transfer?

Research shows that by 2020, nearly two thirds of jobs in our country’s 21st century economy will require postsecondary education and moving beyond high school. It is critical that students not only enlist through community college, but ultimately earn a degree to participate fully in the job economy.

Research by California Community Colleges: 2017 Student Success Scorecard.
Data in Action Spotlight: Contra Costa College

What impact can be made for students when data drives program design?

Over the past year, CCC has undertaken a comprehensive review of student outcomes, paying special attention to underserved student groups.

- Key changes were made by looking at course completion and progress for students who entered “Unprepared for College” (see pages 57-58).

Elimination / reduction of students needing to take prerequisite English and math courses before beginning to take transfer-eligible courses. Instead, students are now offered co-requisite courses (taken at the same time) to provide the extra support needed for success in rigorous transfer-eligible material. Previously, students could have as many as four prerequisite courses (or four terms) prior to beginning transfer-eligible courses.

Creation of “Math Jam” to prepare students for transfer-eligible math courses. In Math Jam, students review and preview core math concepts. They build a growth-mindset in partnership with math department faculty to overcome the emotional roadblocks to learning and developing strong student / staff relationships.

Expanded services in response to data showing that over half of enrolled students are food and housing insecure. Increased services include a food pantry, free produce, and financial planning resources, among other supports for students.

Restructuring of the criteria to determine students’ initial English and math course placements. Previously, course placement was determined by one exam. Now, multiple measures – previous grades, assessments, and student self-reflection – are all considered. Students are encouraged and supported to take the most challenging course they can in order to accelerate their path to completion of a degree, certificate, and / or transfer.

Focus on developing culturally relevant and community-responsive curriculum. CCC is supporting instructors to rethink instructional strategy, with a focus on changing the classroom experience from a passive lecture hall to an active learning lab where students engage through practice, partnership, and feedback in real-time.

Replacement of traditional tutoring with peer-led team learning. This shifted tutoring model seeks not only to reinforce content, but also to deepen students’ critical thinking and understanding of core ideas and concepts.

Each of these shifts represents an intentional adjustment made in response to student data and a commitment to ensuring students have the life opportunities they deserve. Burdened with much of the same bureaucracy and limitations as any other public education organization, Contra Costa College has found ways to become nimble and adjust to student need.
SCHOOL CLIMATE + STUDENT SERVICES

School-Based Health Centers
Students Accessing Internship Opportunities
Suspensions
How are suspended students doing academically?

The data shows the disproportionality of suspensions for African American students. They make up 16% of overall students enrolled, but 43% of all suspensions. Suspensions and expulsions take a toll on student achievement in many ways, such as:

- Taking students out of school, which directly interferes with academic progress.
- Weakening bonds/disengaging children from teachers, learning, and community.
- Undermining student achievement, even for children who weren’t personally suspended.

**Data Sources:**

West Contra Costa Unified School District, Integrated Technology Department. Data Departments at Aspire Public Schools, Caliber Schools, Leadership Public Schools, Making Waves Academy, and Summit Public Schools.
How have our students been using medical and counseling services?

The number of students served by individual counseling has increased by 114% (from 769 to 1,649) from 2012-16.

- The number of individual counseling visits has nearly doubled from 6,210 to 11,378 since 2013. The increase is related to behavioral health services added at Greenwood Academy (where 85 clients made 1,176 visits in 2015-16) and services expanding at all SBHCs.

- Students provided medical services and the total number of medical visits have remained constant.

SBHCs improve students’ health and academics.

SBHCs increase students’ access to health care and their likelihood of consistently using medical and behavioral services. SBHCs positively impact academic performance, affecting absences, dropout rates, disciplinary problems, and other student outcomes. SBHC users receiving mental health services improve their grades more quickly than their peers.

1 in 5 youth in America experiences mental illness. Young people with unmet mental health issues (like stress, anxiety, depression) are more likely to experience academic failure, enter the criminal justice system, abuse substances, or commit suicide. Suicide is the second leading cause of death for youth ages 15-24, according to the National Institute of Mental Health.

MEDICAL SERVICE TRENDS


<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL VISITS</td>
<td>8,240</td>
<td>6,210</td>
<td>8,692</td>
<td>11,378</td>
</tr>
<tr>
<td>STUDENTS SERVED</td>
<td>1,203</td>
<td>1,439</td>
<td>1,314</td>
<td>1,326</td>
</tr>
</tbody>
</table>

INDIVIDUAL COUNSELING TRENDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL VISITS</td>
<td>8,172</td>
<td>7,892</td>
<td>7,797</td>
<td>7,241</td>
</tr>
<tr>
<td>STUDENTS SERVED</td>
<td>1,064</td>
<td>1,238</td>
<td>1,326</td>
<td>1,497</td>
</tr>
</tbody>
</table>
Many chronic health problems disproportionately impact children and families of color and from low income backgrounds, contributing to the achievement gap. SBHCs providing culturally competent and confidential health services is critical to closing these gaps.

- Barriers like transportation / inconvenient locations and appointment systems prevent people from accessing the services they need. SBHCs help solve this problem because they operate where youth and families spend their time — at school.

- Female students were the majority of clients for both medical (71%) and individual counseling (60%) services.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOTAL STUDENTS SERVED</th>
<th>TOTAL # OF VISITS</th>
<th>VISITS PER STUDENT</th>
</tr>
</thead>
</table>
| MEDICAL SERVICES
| DE ANZA  | 331                  | 1,050             | 3.4                |
| EL CERRITO | 222               | 470               | 2.1               |
| HERCULES | 129                  | 401               | 3.1                |
| KENNEDY  | 184                  | 463               | 2.6                |
| PHOOLE VALLEY | 156            | 711               | 3.8                |
| RICHMOND | 297                  | 761               | 2.6                |
| TOTAL    | 1,356                | 4,257             | 3.2                |

| DE ANZA     | 360 | 2,183 | 6.1 |
| EL CERRITO  | 239 | 2,142 | 9.0 |
| GREENWOOD   | 86  | 1,176 | 13.8|
| HERCULES    | 190 | 913   | 4.8 |
| KENNEDY     | 254 | 1,726 | 6.8 |
| PHOOLE VALLEY | 195 | 751   | 3.9 |
| RICHMOND    | 326 | 2,487 | 7.6 |
| TOTAL       | 1,469 | 11,378 | 6.7 |

### Students Accessing Internship Opportunities

#### How are students with internships doing academically compared to students without internships?

11th graders with internships are achieving at significantly higher rates in both English and math compared to their peers without internships.

- Students with internships are meeting math standards at double the rate (32%) of those without internships.
- Students with internships are meeting English standards at nearly double the rate (66%) of those without internships.

#### Young people having relationships with adults who have gone to college is a key part of becoming prepared for college.

80% of students with internships were 11th graders, 7% of 10th, 11th, and 12th graders District-wide had internships. Here, we look at SBAC English and math proficiency for students with and without internships. 10th and 12th graders do not take the SBAC.

One key element of college preparedness is students having a college-going network. Young people need to have relationships with adults who have gone to college and can navigate the application process. Internships, especially for students from low-income families with fewer college connections, help young people to:

- Be introduced to professional networks
- Meet mentors to recommend them for summer jobs and other opportunities
- Build social capital while feeling like their work has a real-world purpose

#### Takeaway

- 80% of students with internships were 11th graders.
- 7% of 10th, 11th, and 12th graders District-wide had internships.
- Students with internships are meeting math standards at double the rate (32%) of those without internships.
- Students with internships are meeting English standards at nearly double the rate (66%) of those without internships.

### Percentage of 11th Graders Meeting / Exceeding Standards by Internship Participation • 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Students with Internship</th>
<th>Students without Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>66%</td>
<td>37%</td>
</tr>
<tr>
<td>Math</td>
<td>32%</td>
<td>14%</td>
</tr>
</tbody>
</table>

ENDNOTES

[1] WCCUSD’s Early Learning Programs are funded through the California State Preschool Program. These programs include fully credentialed teachers and highly trained aides focused on building students’ foundational skills and critical thinking which promote lifelong learning. Learn more at earlylearningdepartment.org.

[2] There is one student (0.2%) in the “Responding” tier, which is below “Exploring”. For our purposes here, we grouped that student into the “Exploring” category.

[3] For overall context, 12% of English Learner students statewide in Grades 3-8 and 11 met English Language Arts standards in 2016-17.


[14] The Richmond Promise is a community-wide scholarship fund and college success program with a goal of creating a college graduating culture in the City of Richmond where all young people are prepared to attend and complete post-secondary education. The Richmond Promise is a 501(c)3 non-profit formed by the Richmond Promise Board of Directors. Website: richmondpromise.org.


[21] While the number of students served by each agency represents a unique number of clients, because two agencies provided services at Kennedy, tracking students and visits separately, there is probable but minimal duplication in the number of students served at Kennedy.


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A-G REQUIREMENTS: UNIVERSITY OF CALIFORNIA / CALIFORNIA STATE UNIVERSITY

[A] HISTORY / SOCIAL SCIENCE

UC - Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one year of U.S. history and one-half year of American government.

CSU - Two years, including one year of U.S. history or one semester of U.S. history and one semester of civics or American Government and one year of social science.

[B] ENGLISH

UC - Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

CSU - Four years of college preparatory English composition and literature

[C] MATHEMATICS

UC - Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

CSU - Three years (four recommended), including Algebra 1, Geometry, Algebra II, or higher mathematics (take one each year)

[D] LABORATORY SCIENCE

UC - Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

CSU - Two years, including one biological science and one physical science

[E] LANGUAGE OTHER THAN ENGLISH

UC - Two years of the same language other than English or equivalent to the second level of high school instruction.

CSU - Two years of the same language; American Sign Language is applicable (waiver is possible)

[F] VISUAL AND PERFORMING ARTS

UC - One year chosen from dance, music, theater or the visual arts.

CSU - One year of dance, drama or theater, music or visual art

[G] COLLEGE-PREPARATORY ELECTIVE

UC - One year chosen from the “A-G” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

CSU - One additional year chosen from the UC A-G list
OUR MISSION: GO Public Schools West Contra Costa supports a coalition of families, educators, and community allies united around generating solutions to ensure that every West Contra Costa student thrives.

OUR VISION: Every child in West Contra Costa receives a quality education to fully participate and succeed in life and work in the twenty-first century.