MESSAGE FROM THE AUTHORS

January 25, 2017

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

We dream of a future where all 30,000+ young people in West Contra Costa have access to great opportunities in college, career, and life — independent of the neighborhoods they live in or the schools they attend.

We created West Contra Costa Kids Can based on the belief that our community’s wisdom and leadership are the most powerful levers in creating positive change for youth. We hope that this report honors and builds on the shared impact that families, educators, and advocates like you have already made in service of students.

The goals of West Contra Costa Kids Can are to:

1. Provide baseline measures about the performance and experiences of our public schools and students
2. Inspire alignment, action, and data-driven decision-making in support of students across our community
3. Be an independent, annual publication that helps to track students’ progress to success in school and in life

This report looks at all public schools in West Contra Costa by focusing on data regarding West Contra Costa Unified School District, in addition to data on the 12 charter schools in our neighborhoods. Learn more about the data on Page 7.

In this report, you’ll find information about:

1. Student outcomes from pre-kindergarten through high school, with a focus on gaps among youth from different ethnic and/or socioeconomic backgrounds
2. How students experience their school environments, through data on suspensions and student responses about safety and connectedness
3. Spotlights on how our students are doing in specific school communities across West Contra Costa, reminding us what’s possible for all kids

Thank you to the hundreds among you who’ve participated in GO events, taken our surveys, or met with us individually to raise issues, appreciations, and questions on behalf of West Contra Costa students and families. We deeply appreciate all of the community members whose time, energy, and partnership have made this report possible.

Lastly, we hope you’ll use West Contra Costa Kids Can as a tool to advocate for youth and be part of solutions.

Together, we can ensure that every young person in our community receives a high-quality education — one that fully prepares them to participate and succeed in life and work in the twenty-first century.

In partnership,

NATALIE WALCHUK, Executive Director
RICHARD PELAYO, Managing Director
MARIBEL LOPEZ, Director of Community Leadership
TIFFANY KANG, Communications Manager
ERIKA RUIZ RODRIGUEZ, Operations & Outreach Coordinator

GO Public Schools West Contra Costa Staff and Leadership Council
Special thanks to the United Way of the Bay Area as our presenting sponsor for this year’s West Contra Costa Kids Can student outcomes report.
Dear West Contra Costa community,

As your fellow neighbors, parents, WCCUSD alumni, and educators, we believe that right now there is incredible momentum and opportunity to make a positive impact for West Contra Costa students and families.

There are many reasons why this moment is so promising for our young people.

Last June, WCCUSD welcomed a new superintendent, Matthew Duffy. Alongside community advocates and district leaders, Superintendent Duffy has named and is acting on a firm commitment to prioritize quality teaching and learning. His team is also focused on improving school climate so that students feel safe and supported to overcome challenges and reach for their dreams.

Just a few months ago, our community elected two new WCCUSD Board of Education members -- Tom Panas and Mister Phillips -- to join Madeline Kronenberg, Liz Block, and Valerie Cuevas to represent and serve our families. The decision-making of our newly composed school board has a direct impact on the education and life outcomes of all students. Voters also renewed Measure T, providing $100 million over the next decade towards librarians, counselors, sports, and smaller elementary class sizes throughout our schools.

Our community’s capacity to generate solutions for students is loud and clear.

We know this because hundreds of you have turned out to discuss, plan, and take action with our community-informed BLACK MINDS MATTER campaign. In partnership with a group of West Contra Costa parents, educators, and student champions, we’ve come together through Black Minds Matter:

• To hear and advocate for improved educational outcomes for Black students and families in West Contra Costa, and

• To prioritize and target resources for programming in WCCUSD’s 2017-18 budget to expand opportunity for our community’s Black youth.

The data available show that throughout the journey from cradle to career, our community’s African American students experience some of the largest and most persistent gaps in learning and achievement. You’ll notice that this report highlights data specifically about Black student outcomes and experiences.

Please use West Contra Costa Kids Can as a tool to support our new superintendent, school board members, and teacher’s union to shape plans and allocate resources in the 2017-18 school year budget to effectively serve West Contra Costa students. This includes prioritizing resources and access to educational opportunities for our historically underserved student groups.

Children of all backgrounds and in all neighborhoods deserve access to equitable opportunities to be successful in life. Our community’s leadership is critical to delivering on this promise for every young person in West Contra Costa.

Thank you for playing a role to champion our students this school year and far beyond.

In community,

LOCAL LEADERSHIP COUNCIL
Alexandrea Creer
Gloria Scoggins
Kareem Weaver
Katherine Acosta-Verprauskus
Kathleen Maloney
Scottie Smith
Dr. Shantina Jackson
KEY FINDINGS

1. More information is needed about how West Contra Costa school leaders, educators, and policymakers use data on our students’ performance and experiences to make evidence-based decisions to improve student outcomes.

Data is most impactful for students when it is disaggregated, providing views of specific groups of students to better identify gaps and inform solutions; when it shows how students are performing compared to a benchmark or standard; and when it’s made available in a timely manner for use among all of our principals, school staff, and community members.

2. The data available show that throughout the journey from K-12, our African American students experience some of the largest and most persistent gaps in learning and achievement, compared to students from other backgrounds.

Fewer than half (42%) of West Contra Costa graduates meet the A-G coursework requirements to be eligibly to apply for University of California or California State University systems. Nearly 3 in 4 of our African American graduates leaves West Contra Costa schools ineligible to apply for a UC or CSU school.

3. Resources must be prioritized for all of our community’s historically underserved students and families. A quality education is the path to great opportunities in life, and has the power to interrupt historical inequity and oppression.

At each educational milestone of our children’s journeys from preschool to college, we must effectively align resources — which includes programs, trained staff, and materials — to meaningful measures of student achievement and well-being.
RECOMMENDATIONS FOR OUR DISTRICT

Given the data showing that our African American students and other historically underserved student groups experience persistent gaps in achievement as compared to their peers, we call on our community to consider focusing on this set of strategies, first shared by The Education Trust — West in their Fall 2015 Black Minds Matter report. The recommendations sourced here provide paths for how best to serve all students while focusing on our most vulnerable youth.

[DATA-DRIVEN RESOURCE DECISIONS] Within districts, provide extra support to struggling or highly segregated schools. Offer families at those schools meaningful ways to engage and secure the best opportunities for their children.

- Use quantitative and qualitative data to identify schools in need of support and develop meaningful improvement plans. Engage parents and students as true partners in identifying the best solutions for struggling schools.
- Target more supports for schools serving large populations of low income students, students of color, English Learners, and foster and homeless youth.
- Create more high-quality options for families, including magnet schools, college and career-prep academies, and early college or dual-enrollment high school programs.

[EARLY CHILDHOOD EDUCATION] Expand access to early education opportunities, especially for low-income families and families of color.

- Through partnerships between school districts and early education providers, make quality preschool and early education more accessible and affordable. Bring preschools into the school district in order to create smoother and more consistent transitions from Pre-K through third-grade.

[K-12 EDUCATION] Provide all students, including African American students, rigorous college and career-prep courses and instruction. Provide extra supports to students who are struggling academically.

- Provide extra learning time after school and during the summer.
- Expand access to rigorous classes, including A-G, AP, and credit-bearing courses at local colleges.
- Provide data by ethnicity to identify gaps in access to rigorous learning opportunities. Engage community members in discussion and planning to close opportunity and achievement gaps.

- For students who are struggling academically, offer opportunities for them to catch up and get on track to graduate and attend college. Offer tutoring, expanding before- and after-school learning time, providing opportunities to improve / remediate ‘D’ grades not accepted by our UC / CSU systems, and create opportunities to recover credits.

- Generate a personalized learning plan for each high-need student, especially foster youth, truant youth, and academically struggling students — populations that are disproportionately African American. These plans should address each child’s academic, socio-emotional, and health needs.

- Create district programs to motivate effective teachers and principals, especially culturally and linguistically diverse educators, to teach in highest need schools and subject areas.

[SCHOOL CLIMATE] Improve school climate so that students feel safe, supported, and engaged in — rather than pushed out of — school.

- Eliminate willful defiance and disruption [non-violent misbehaviors] as allowable reasons for students to be suspended in grades four and above. State law already prohibits this in K-3, but districts must act locally to disallow this practice for older students. Districts that have already made this move may consider prohibiting out-of-school suspensions entirely so that students don’t miss out on critical learning time.

- Provide teachers, counselors, and administrators with training on restorative discipline practices and culturally relevant instruction, and strategies for recognizing and addressing hidden biases.
REPORT OVERVIEW

WEST CONTRA COSTA KIDS CAN 2016
This first annual West Contra Costa Kids Can report is meant to provide baseline measures about our children and schools’ performance and experiences, and to inform progress and solutions moving forward. 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?
Each key indicator featured in this report includes the following elements to help you engage with the data:

A FOCUS ON 2015-16
This report focuses primarily on West Contra Costa student outcomes data for the 2015-16 school year. Some of the graphs also feature data / trends over time, leading up to 2015-16.

WHICH SCHOOLS ARE INCLUDED?
Look for these symbols to understand whether the data represent all West Contra Costa public schools, District-run schools, or public charter schools. This report includes data about both District and charter schools in West Contra Costa.

ARE THERE MISSING DATA?
This report includes only data from publicly available sources, most frequently research files from the California Department of Education or West Contra Costa Unified School District data dashboards. The state only reports school-level information for a student subgroup if more than 11 such students are enrolled in a school. This complicated our efforts to aggregate / combine subgroup SBAC performance and discipline data for our community’s district-run and charter schools. In cases where a charter school had fewer than 11 students enrolled in a particular demographic group, we were unable to aggregate their results into our reports.

WHAT’S THE POPULATION SIZE?
This symbol shares student population sizes within each graph or chart.

ABOUT THE DATA
As you use and share this report, it’s helpful to keep in mind a few things about the data:

A FOCUS ON 2015-16
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WHICH SCHOOLS ARE INCLUDED?
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WHAT’S THE POPULATION SIZE?
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# Overall Student Enrollment

Who are our students of West Contra Costa?

## Student Enrollment By Race/Ethnicity • 2015-2016

This chart shows student enrollment data by ethnicity for district-run and charter schools in West Contra Costa.

<table>
<thead>
<tr>
<th>POPULATIONS</th>
<th>2015-2016</th>
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</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>5,738</td>
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<tr>
<td>ASIAN</td>
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<tr>
<td>WHITE</td>
<td>3,172</td>
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<tr>
<td>FILIPINO</td>
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<td>MULTIRACIAL</td>
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<tr>
<td>PACIFIC ISLANDER</td>
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<tr>
<td>NATIVE AMERICAN</td>
<td>56</td>
</tr>
<tr>
<td><strong>LATINO</strong></td>
<td><strong>17,795</strong></td>
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</table>

Three-fourths of West Contra Costa students come from historically underserved backgrounds.

This report focuses on outcomes for specific groups of students, to bring attention to our shared responsibility of ensuring that West Contra Costa public schools serve all children well -- including youth from historically underserved backgrounds.

NOT REPORTED: 185 students did not report race/ethnicity in 2015-16.
MISSING DATA:
During the 2010-11 school year, more than 4,700 students were in the “None Reported” race/ethnicity category; because of this anomaly, the 2010 data in this graph is a projection.

This graph shows enrollment data trends where at least 1,000 students reported as a given race/ethnicity.

Over the last decade, West Contra Costa’s Latino student population has increased gradually by 27%, while our Black student population has decreased gradually by 27%.
In both District-run and charter schools, vulnerable students make up the majority of the total student population.

California’s education funding system, the Local Control Funding Formula (LCFF), was structured to provide extra financial resources to support our most vulnerable student populations (low-income students, English Learners, and students in foster care) because these student groups often experience and have historically experienced gaps in academic achievement and life opportunities. Under LCFF, school districts must create an annual Local Control Accountability Plan (LCAP) to demonstrate how funding is used to support actions and services for all students, including vulnerable student groups, and evaluate progress each year.
LOW-INCOME students are defined as those with family income low enough to qualify for free or reduced-price school meals; for a family of four this means an annual income of less than $29,965 for free meals, or $42,643 for reduced-price meals.

ENGLISH LEARNERS are students whose primary language is not English and who do not yet have the listening comprehension, speaking, reading, and writing skills necessary to succeed in a school’s regular instructional programs.

FOSTER CARE is intended to provide temporary, safe living arrangements for children who cannot remain safely at home.

SPECIAL EDUCATION is provided to meet the unique needs of children with a disability.
## African American Students in West Contra Costa Schools

Where are our African American students served? Which schools have populations of more than 25% African American students?

### SCHOOL NAME

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>OVERALL ENROLLMENT</th>
<th>AFRICAN AMERICAN ENROLLMENT</th>
<th>AFRICAN AMERICAN %</th>
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<tbody>
<tr>
<td><strong>ELEMENTARY SCHOOL</strong></td>
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<tr>
<td>Stege Elementary</td>
<td>298</td>
<td>167</td>
<td>56.0%</td>
</tr>
<tr>
<td>Richmond College Prep / RCP</td>
<td>444</td>
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<tr>
<td>King Elementary</td>
<td>476</td>
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<td>Sheldon Elementary</td>
<td>375</td>
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<tr>
<td>Coronado Elementary</td>
<td>424</td>
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<tr>
<td>Lincoln Elementary</td>
<td>436</td>
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<td>26.6%</td>
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<td>Lupine Hills Elementary</td>
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<td>24.5%</td>
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<tr>
<td>Highland Elementary</td>
<td>484</td>
<td>138</td>
<td>24.0%</td>
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<tr>
<td>Stewart Elementary</td>
<td>475</td>
<td>107</td>
<td>22.5%</td>
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<tr>
<td>Collins Elementary</td>
<td>359</td>
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<tr>
<td>Mira Vista Elementary</td>
<td>531</td>
<td>115</td>
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<tr>
<td>Bayview Elementary</td>
<td>606</td>
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<tr>
<td>Nystrom Elementary</td>
<td>487</td>
<td>96</td>
<td>19.7%</td>
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<tr>
<td>Peres Elementary</td>
<td>536</td>
<td>104</td>
<td>19.4%</td>
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<tr>
<td>Murphy Elementary</td>
<td>514</td>
<td>97</td>
<td>18.9%</td>
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<tr>
<td>Ohlone Elementary</td>
<td>359</td>
<td>66</td>
<td>18.4%</td>
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<tr>
<td>Tara Hills Elementary</td>
<td>492</td>
<td>89</td>
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<tr>
<td>Olinda Elementary</td>
<td>323</td>
<td>55</td>
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<tr>
<td>Valley View Elementary</td>
<td>342</td>
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<tr>
<td>Shannon Elementary</td>
<td>336</td>
<td>53</td>
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<tr>
<td>Riverside Elementary</td>
<td>401</td>
<td>63</td>
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<tr>
<td>Fairmont Elementary</td>
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<tr>
<td>Hanna Ranch Elementary</td>
<td>469</td>
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<td>15.1%</td>
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<tr>
<td>Washington Elementary</td>
<td>455</td>
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<tr>
<td>Wilson Elementary</td>
<td>496</td>
<td>70</td>
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<tr>
<td>Caliber: Beta Academy</td>
<td>608</td>
<td>85</td>
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<tr>
<td>Lake Elementary</td>
<td>421</td>
<td>56</td>
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<tr>
<td>Montalvin Manor Elementary</td>
<td>437</td>
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<tr>
<td>Elberhorst Elementary</td>
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<tr>
<td>Verde Elementary</td>
<td>319</td>
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<tr>
<td>Aspire Richmond Technology Academy</td>
<td>251</td>
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<tr>
<td>Harding Elementary</td>
<td>392</td>
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<tr>
<td>Madera Elementary</td>
<td>489</td>
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<tr>
<td>Ford Elementary</td>
<td>485</td>
<td>34</td>
<td>7.0%</td>
</tr>
<tr>
<td>Edward M. Downer Elementary</td>
<td>607</td>
<td>41</td>
<td>6.8%</td>
</tr>
<tr>
<td>Grant Elementary</td>
<td>519</td>
<td>33</td>
<td>6.4%</td>
</tr>
<tr>
<td>Kensington Elementary</td>
<td>534</td>
<td>29</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

| Cesar E. Chavez Elementary        | 569                | 29                         | 5.1%              |
| Dover Elementary                  | 740                | 35                         | 4.7%              |
| Benito Juarez Elementary / Richmond Charter Academy | 405 | 7 | 1.7% |

### MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>OVERALL ENROLLMENT</th>
<th>AFRICAN AMERICAN ENROLLMENT</th>
<th>AFRICAN AMERICAN %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hercules Middle</td>
<td>632</td>
<td>164</td>
<td>25.9%</td>
</tr>
<tr>
<td>Crespi Junior High</td>
<td>530</td>
<td>123</td>
<td>23.2%</td>
</tr>
<tr>
<td>Lovonya DeJean Middle</td>
<td>529</td>
<td>121</td>
<td>22.9%</td>
</tr>
<tr>
<td>Fred T. Korematsu Middle</td>
<td>589</td>
<td>125</td>
<td>21.2%</td>
</tr>
<tr>
<td>Pinole Middle</td>
<td>573</td>
<td>112</td>
<td>19.5%</td>
</tr>
<tr>
<td>Manzanita Middle School</td>
<td>135</td>
<td>19</td>
<td>14.1%</td>
</tr>
<tr>
<td>Helms Middle</td>
<td>985</td>
<td>100</td>
<td>10.2%</td>
</tr>
<tr>
<td>Richmond Charter Academy (RCA)</td>
<td>231</td>
<td>4</td>
<td>1.7%</td>
</tr>
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</table>

### HIGH SCHOOL

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>OVERALL ENROLLMENT</th>
<th>AFRICAN AMERICAN ENROLLMENT</th>
<th>AFRICAN AMERICAN %</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Cerrito High</td>
<td>1429</td>
<td>395</td>
<td>27.6%</td>
</tr>
<tr>
<td>Hercules High</td>
<td>980</td>
<td>262</td>
<td>26.7%</td>
</tr>
<tr>
<td>John F. Kennedy High</td>
<td>858</td>
<td>217</td>
<td>25.3%</td>
</tr>
<tr>
<td>De Anza High</td>
<td>1329</td>
<td>308</td>
<td>23.2%</td>
</tr>
<tr>
<td>Middle College High</td>
<td>278</td>
<td>61</td>
<td>21.9%</td>
</tr>
<tr>
<td>Aspire Richmond California College</td>
<td>232</td>
<td>50</td>
<td>21.6%</td>
</tr>
<tr>
<td>Preparatory Academy</td>
<td></td>
<td></td>
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<tr>
<td>Summit K2</td>
<td>224</td>
<td>46</td>
<td>20.5%</td>
</tr>
<tr>
<td>Pinole Valley High</td>
<td>1160</td>
<td>193</td>
<td>16.6%</td>
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<tr>
<td>Making Waves Academy</td>
<td>759</td>
<td>79</td>
<td>10.4%</td>
</tr>
<tr>
<td>Leadership Public Schools:</td>
<td>511</td>
<td>33</td>
<td>6.5%</td>
</tr>
<tr>
<td>LPS Richmond</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richmond High</td>
<td>1528</td>
<td>80</td>
<td>5.2%</td>
</tr>
<tr>
<td>John Henry High</td>
<td>125</td>
<td>3</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

**MISSING DATA:** Enrollment data not yet available for Summit Tamalpais, which opened in 2016-17.
Pre-Kindergarten Enrollment
How many of our children who qualify for subsidized preschool programs are enrolled?

Estimated Number of Low Income Children vs. Number of Low Income Children Enrolled in Preschool in West Contra Costa • 2015-16

WHAT ENROLLMENT DATA WAS AVAILABLE?
Here, we compare the estimated number of 3 and 4 year olds with the total number of available slots in state-licensed subsidized Pre-K programs, based on census data analyzed by Contra Costa County Office of Education. The data show 64% of all children estimated in need of subsidized programs are enrolled.

In 2015-16, 2,897 students were enrolled in Kindergarten through WCCUSD and charter schools in West Contra Costa.

WHAT ARE OUR SUBSIDIZED PRE-K OPTIONS FOR FAMILIES IN WEST CONTRA COSTA?

1. **CALIFORNIA STATE PRESCHOOL PROGRAM** (CSPP) is offered to families at or below 70% of the state’s median income. This includes WCCUSD Early Learning Programs. See pages 16-17.

2. **HEAD START** is offered through agencies in local communities to families at or below the federal poverty line.

3. **VOUCHERS** are given to parents or guardians who qualify for welfare-to-work CalWORKS or Alternative Payment Programs to apply to any child care provider, including a non-licensed provider like a relative.

In West Contra Costa, the estimated number of 3 & 4 year olds needing subsidized preschool exceeds the number of children who are enrolled by 36%. There are approximately 1,009 children not enrolled in subsidized preschool.

PRE-K OUTCOMES

It is critical that all families have access to high quality early learning programs to support our children’s early language processing skills and development. In fact, because of differences in the quality of early learning experiences, by the age of two, some children from low income backgrounds are already six months behind their better-off peers.
Pre-Kindergarten Child Center Quality
What is the quality of child care centers in West Contra Costa?

West Contra Costa Child Care Centers Quality Rating and Improvement System (QRIS) Scores • 2015-16

How is quality child care measured by QRIS?
Quality child care provides a safe, healthy, caring, and educational place for young children to learn and grow; it supports all areas of a young child’s development and well-being.

QRIS Observes Child Care Centers in Three Areas:
- CORE I: Child Development and School Readiness, Child Observation Health and Developmental Screening
- CORE II: Teachers and Teaching, Teacher Qualifications, Effective Teacher-Child Interactions
- CORE III: Program and Environment, Ratio and Group Size, Program Environment, Director Qualifications

Of the 35 West Contra Costa child care centers and family child care homes participating in QRIS, 94 percent (33 centers) are implementing, mastering, or exceeding quality standards.

Through the Quality Rating & Improvement System (QRIS), 95 participating programs in Contra Costa County receive a comprehensive assessment and rating to guide their improvement efforts and to describe their program to potential parents and caregivers. Learn more at qualitychildcarematters.org.
WCCUSD Early Learning Programs Enrollment and Outcomes

How prepared are our children for Kindergarten?

Kindergarteners who enter school with 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. From birth to age five, children develop language and thinking skills at a pace greater than at any other time of life, and are strongly impacted by interactions. The quality of early care and education that children receive has a powerful influence on future academic success.

HOW IS KINDERGARTEN READINESS MEASURED BY THE DRPD?

The Desired Results Developmental Profile (DRPD) is an observation-based assessment tool that provides our Kindergarten teachers with information to help observe, document, and reflect on our students’ learning and progress toward Kindergarten readiness.

ABOUT WCCUSD EARLY LEARNING PROGRAMS

WCCUSD Early Learning Department serves nearly 55 percent of all West Contra Costa students enrolled in Pre-Kindergarten and Transitional Kindergarten programs. 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 that promote lifelong learning. Learn more at earlylearningdepartment.org.
The DRDP assesses our students in the following five key domain areas:

<table>
<thead>
<tr>
<th>Domain Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROACHES TO LEARNING</td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td>AL</td>
</tr>
<tr>
<td>SOCIAL AND EMOTIONAL DEVELOPMENT</td>
<td>2%</td>
</tr>
<tr>
<td>LANGUAGE DEVELOPMENT</td>
<td>2%</td>
</tr>
<tr>
<td>LITERACY DEVELOPMENT</td>
<td>1%</td>
</tr>
<tr>
<td>COGNITION MATHEMATICS</td>
<td>1%</td>
</tr>
</tbody>
</table>

**EXPLORING:** Children actively explore through purposeful movement and communication, manipulation of objects, and the beginnings of cooperation with adults and peers. Children begin using nonverbal ways to communicate and over time, grow their ability to communicate verbally.

**BUILDING:** Children have a growing understanding of how people / objects relate, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions.

**INTEGRATING:** Children connect and combine strategies to express complex thoughts / feelings and solve multi-step problems, and start engaging in mutually supportive relationships and interactions.

By the end of Pre-K in Spring 2016, nearly 100% of our students demonstrated the knowledge, skills, and behaviors indicative of Kindergarten readiness as measured by DRDP. Approximately 1 in 5 demonstrated mastery of the most advanced skills (Integrating) in each domain.

DRDP results for our Transitional Kindergartens show similar rates of Kindergarten readiness.

**SPRING 2016**

- LITERACY DEVELOPMENT: 629

Learn more at [desiredresults.us/faq](http://desiredresults.us/faq)
Are our younger students on track to develop strong foundations for reading?

WHAT IS STAR EARLY LITERACY?

STAR Early Literacy is an online assessment that evaluates students’ skills sets in different aspects of early literacy. It is an adaptive assessment, meaning that the questions adapt throughout the test to meet students’ skill levels.

- **PROBABLE READERS** are becoming skilled at more quickly recognizing words and understanding content.

- **TRANSITIONAL READERS** have mastered the alphabet and sounds, and begin to blend sounds and read basic words.

- **LATE EMERGENT READERS** know most letters and sounds, and start to read picture books and familiar words.

- **EARLY EMERGENT READERS** have a beginning understanding that reading involves letters, words, and sentences.

Early literacy is the development of skills like vocabulary, phonics, and comprehension that are critical to the practice of reading. Students who build a strong literacy foundation are better prepared to grow across other content areas and achieve academic success overall.
K-2 Early Literacy Classifications by Race/Ethnicity • 2014-2015

DATA LIMITATIONS

This data does not show student outcomes by grade level or provide information about how our students should be performing at the end of their K-2 journey.

Data is one of the most powerful tools to support our students’ learning. High quality data is disaggregated, providing views of specific groups of students to better identify gaps and inform solutions. High quality data also shows how students are performing compared to a benchmark or standard. Lastly, data is most impactful for students when it is made available for use among all of our principals, school staff, and community members in a timely manner.
Third Grade English by Subgroups
How are our third grade students from different backgrounds performing in English Language Arts?

HOW IS READING PROFICIENCY MEASURED?
Our students’ progress is assessed each year with the English Language Arts (ELA) and Math Smarter Balanced Summative Assessments (SBAC). They are untimed, computerized tests that evaluate learning according to California’s Common Core State Standards. Here, we report data on SBAC English outcomes among West Contra Costa 3rd graders enrolled in district and charter schools, where data by race/ethnicity was available.

Research shows that 3rd grade often marks the period when students transition from learning to read to reading to learn. Therefore, 3rd grade reading skills are critical to our students’ long-term success across all subject areas for years to come. In fact, children who are not reading at grade level by 3rd grade are four times less likely to graduate from high school on time than those reading at below grade level.

Our Black, Latino, and Pacific Islander 3rd grade students are meeting or exceeding standards in English at lower rates than their Asian, White, Filipino, and Multiracial peers.
Between the 2014-15 and 2015-16 school years, 3rd graders of nearly all ethnicities in West Contra Costa made small to significant gains in English Language Arts.
We acknowledge the hard work and impact that all West Contra Costa educators and schools have made in supporting our elementary schoolers’ gains in English Language Arts achievement. The data provides baseline measures to help understand our shared progress moving forward.

Highland Elementary and Richmond College Prep (RCP) both serve African American, English Learner, and low income students at significantly higher rates than West Contra Costa schools overall.

Approximately 1 in 3 of our African American 3rd-6th grade students at Highland Elementary and RCP is proficient in English, as compared to 1 in 4 African American 3rd-6th graders across West Contra Costa schools overall.
Third Grade English by Socioeconomic Background

How does socioeconomic background impact our students’ performance?

Percentage of 3rd Graders Meeting/Exceeding Standards • 2015-2016

Across all ethnic groups, 3rd graders in West Contra Costa from low income households met or exceeded standards at lower rates than their non-low income peers.

The data show that our low income Black and Latino 3rd graders experienced the widest achievement gaps in reading performance, compared to our low income 3rd graders from other ethnic backgrounds.
Being on track in middle school Math is important because it shows whether our students are building the foundations needed to succeed in their long-term academic and life journeys. In fact, taking higher-level Math courses in high school is key to accessing and completing a college education, especially for our low income students and students of color. In addition, research shows that students who take higher-level Math courses are better prepared for the workplace and earn higher salaries.  

Across all ethnic groups, 40 percent or fewer of our 8th graders were proficient in Math.  

Our 8th grade Black, Latino, and English Learner students experienced an achievement gap in Math performance when compared to their peers of other ethnic and language backgrounds.
Eighth Grade Math by Subgroups

How are our eighth grade students from different backgrounds performing in Math?

Percentage of 8th Graders Meeting/Exceeding Standards by Ethnicity and Language • 2014-15 and 2015-16

8th graders from nearly all ethnic backgrounds made small to significant gains in Math between the 2014-15 and 2015-16 school years.

HOW IS MATH PROFICIENCY MEASURED?

Here, we report on SBAC Math outcomes for 8th graders in district and charter schools where data by ethnicity was available.
Our 8th grade Black (18%) and Latino (21%) students from non-low income households performed lower in Math than our low income White students (24%).
How does socioeconomic background impact our students’ performance?

### Percentage of 8th Graders Meeting or Exceeding Standards • 2015-2016

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Low Income Students Tested</th>
<th>Non-Low Income Students Tested</th>
<th>Meeting or Exceeding Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL STUDENTS</strong></td>
<td>570</td>
<td>1,703</td>
<td>17%</td>
</tr>
<tr>
<td><strong>LATINO</strong></td>
<td>124</td>
<td>1,082</td>
<td>17%</td>
</tr>
<tr>
<td><strong>AFRICAN AMERICAN</strong></td>
<td>102</td>
<td>308</td>
<td>7%</td>
</tr>
<tr>
<td><strong>ASIAN</strong></td>
<td>81</td>
<td>120</td>
<td>28%</td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td>139</td>
<td>71</td>
<td>24%</td>
</tr>
<tr>
<td><strong>FILIPINO</strong></td>
<td>54</td>
<td>55</td>
<td>27%</td>
</tr>
<tr>
<td><strong>MULTIRACIAL</strong></td>
<td>12</td>
<td>13</td>
<td>15%</td>
</tr>
<tr>
<td><strong>PACIFIC ISLANDER</strong></td>
<td>3</td>
<td>12</td>
<td>0%</td>
</tr>
</tbody>
</table>

8th graders from low income households were less likely to meet or exceed Math standards than their non-low income peers of the same ethnic background.
For young people to participate and succeed in life and work in the twenty-first century, it’s critical that they graduate from high school and access further education or training.

Our African American 11th graders demonstrated the lowest achievement in English and Math compared to their peers of other backgrounds.

HOW IS COLLEGE READINESS MEASURED?

Here, we report on SBAC English and Math outcomes among 11th graders in West Contra Costa public schools. 11th grade SBAC outcomes help to inform whether students are on track to demonstrating the knowledge and skills needed to take and succeed in entry level, transferable, credit-bearing college courses. Students may have to complete additional requirements in 12th grade.
11th Grade College Readiness by Subgroups
How prepared are West Contra Costa students to succeed in college and beyond?

Percentage of 11th Graders Meeting/Exceeding Standards by Ethnicity and Language • 2015-16

College readiness is critical because it impacts our students’ ability to participate in the future job economy. Research shows that by 2020, nearly two thirds of jobs in our country’s 21st century economy will require postsecondary education and training beyond high school. 13

Across all ethnic groups, our 11th graders experienced significant gaps in Math performance compared to English performance.

Total 11th Grade Enrollment 2,214

2016 CA Statewide: 59%

2016 CA Statewide: 33%
HIGH SCHOOL OUTCOMES: Spotlight on Hercules High School

Hercules High School graduated 98% of its 12th graders in 2015, with all ethnic subgroups graduating at a rate of 93% or higher. In addition, Hercules 11th graders met or exceeded standards on both the English and Math 2015-16 SBAC assessments at significantly higher rates than 11th graders districtwide.9

11TH GRADERS MEETING OR EXCEEDING SBAC STANDARDS • 2015-16

Across nearly all ethnicities, Hercules students graduated UC/CSU eligible at higher rates than their peers of the same ethnicity districtwide.

12th GRADE COHORT

Hercules Overall: 53%
WCCUSD Overall: 42%

African-American students at Hercules High School graduated UC/CSU eligible at a rate 13% higher than African American students districtwide.
College Eligibility Rates by Subgroups

How are we preparing our students from different backgrounds to graduate eligible for our state universities?

Cohort Graduates & Students UC/CSU Eligible as a Percentage of Cohort Size by Ethnicity and Language • 2014-15

Graduates who do not complete A-G coursework do not have access to our state universities. A-G completion is a tool to help monitor progress and see where students are meeting high academic standards.

WHAT ARE A-G REQUIREMENTS?

In order to apply for admission to our UC and CSU systems, students must earn a “C” or better on a set of courses known as the A-G requirements. A-G is meant to ensure that students have the knowledge base to continue into new and more advanced studies.
Nearly all 2015 graduates of Middle College High School and Leadership Public Schools: Richmond were eligible to apply to a UC or CSU school.

At five of the nine high schools in West Contra Costa, fewer than half of 2015 graduates were eligible to apply to a UC or CSU school.
College Eligibility Rates by High School

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

Cohort Graduation Rates vs. UC/CSU Eligibility Rates • 2014-15

While our high schools are graduating the majority of our students, there is a gap when it comes to graduating students with the A-G coursework required to be eligible for our state’s UC/CSU schools.

12th GRADE COHORT
- Middle College High
- Leadership Public Schools: Richmond
- Hercules High
- El Cerrito Senior High
- Richmond High
- De Anza Senior High
- Pinole Valley High
- Kennedy High
- Making Waves Academy
African American College Eligibility Rates by High School

How are our schools preparing African American students to be eligible for our state universities?

At each West Contra Costa high school, there were small to significant gaps in UC/CSU eligibility between African American students and their peers.
There is a strong correlation between FAFSA completion and college enrollment. As the cost of college continues to rise, financial aid is more important now than ever before. For many families, it plays a deciding role in informing whether or not students can access a college education. Anyone who wants financial aid for college needs to complete and submit a FAFSA. All federal grant and loan awards are determined by the FAFSA, and nearly all colleges base their own financial aid awards off of the FAFSA.
### Financial Aid Application Completion

Are students accessing critical financial aid to help pay for college?

**Free Application for Federal Student Aid (FAFSA) Completion Rates by School • 2014-2015**

<table>
<thead>
<tr>
<th>School</th>
<th>Completion Rate</th>
<th>Number of Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Anza Senior High</td>
<td>63%</td>
<td>239</td>
</tr>
<tr>
<td>El Cerrito Senior High</td>
<td>67%</td>
<td>311</td>
</tr>
<tr>
<td>Hercules High</td>
<td>75%</td>
<td>212</td>
</tr>
<tr>
<td>Kennedy High</td>
<td>46%</td>
<td>158</td>
</tr>
<tr>
<td>Middle College High</td>
<td>87%</td>
<td>62</td>
</tr>
<tr>
<td>Pinole Valley High</td>
<td>70%</td>
<td>287</td>
</tr>
<tr>
<td>Richmond High</td>
<td>49%</td>
<td>332</td>
</tr>
<tr>
<td>Leadership Public Schools</td>
<td>73%</td>
<td>107</td>
</tr>
</tbody>
</table>

**Overall Among Listed Schools**
- Completion Rate: 64%
- Number of Applications: 1,707

**Making Waves Academy**
- Completion Rate: 81%
- Number of Applications: 79

**WHAT IS THE FAFSA?**

The [Free Application for Federal Student Aid](#) gives students access to aid to help pay for college. Here, we report on the number of completed FAFSA forms among first-time filing applicants who received their diploma by the start of the 2016-17 school year.
School Climate
How connected and safe do West Contra Costa students feel?

WHAT IS THE CALIFORNIA HEALTHY KIDS SURVEY?

The California Healthy Kids Survey (CHKS) is a comprehensive youth health risk and resilience data collection service sponsored by the California Department of Education (CDE). CHKS is administered to 5th, 7th, and 9th-12th grade students with parental consent. This survey helps our schools compare staff perceptions to student perceptions and behaviors, as self-reported on the CHKS. It provides more detailed information about the learning and teaching conditions of our schools. The survey data helps our district promote better health among our youth and combat problems such as drug experimentation and violence.

- 5th graders responded with Yes, all of the time; Yes, most of the time; Yes, some of the time; or No, never.
- 7th, 9th-12th graders responded with Strongly disagree, Disagree, Neither disagree nor agree, Agree, or Strongly agree.
- DATA LIMITATIONS: This data is not disaggregated by ethnicity or gender to further understand student experiences.

When students feel safe, supported, and connected to our school communities, they are better positioned to learn and succeed. The data here show that there are gaps to close when it comes to our students’ experiences of school safety and connectedness. We should be using both districtwide and school-site level data to inform solutions and align resources to improve climate among our schools.
There is a 9% difference between 7th and 11th grade respondents when it comes to agreeing or strongly agreeing that they feel connected to people at school.

Nearly 1 in 10 of our 5th grade respondents does not feel safe at school.
Suspension Rates
How are our students from different backgrounds experiencing suspensions?

Out-Of-School & Defiance Suspensions Proportional to Enrollment by Ethnicity • 2014-15

Black students made up just 18 percent of the student population in 2014-15, yet they represented nearly half of all out-of-school suspensions and 39% of all suspensions for defiance.

Defiance is defined by CA Education Code 48900(k) which requires districts to report incidents involving students who disrupted school activities or otherwise willfully defied school personnel.

Being suspended even once is associated with later academic challenges. 4

LATINO AFRICAN AMERICAN ASIAN WHITE FILIPINO MULTIRACIAL PACIFIC ISLANDER NATIVE AMERICAN NOT REPORTED

17,091 5,755 3,117 3,189 1,633 440 247 42 241

2014-15 ENROLLMENT

30,596
SCHOOL CLIMATE

OUT OF SCHOOL SUSPENSIONS

3,719

LATINO 46%
AFRICAN AMERICAN 44%
LATINO 54%
AFRICAN AMERICAN 39%

SUSPENSIONS FOR DEFIANCE

1,388

LATINO 46%
AFRICAN AMERICAN 54%
LATINO 39%
AFRICAN AMERICAN 44%

LATINO 1,710
AFRICAN AMERICAN 1,615
ASIAN 97
WHITE 177
FILIPINO 49
MULTIRACIAL 33
PACIFIC ISLANDER 28
NATIVE AMERICAN 5
NOT REPORTED 5

LATINO 747
AFRICAN AMERICAN 547
ASIAN 32
WHITE 34
FILIPINO 12
MULTIRACIAL 9
PACIFIC ISLANDER 6
NATIVE AMERICAN 0
NOT REPORTED 1
Examining and understanding our special education students’ experiences and outcomes are critical to meeting their unique needs and preparing them to successfully transition into adult life. We desire to learn and partner with experts like you — families, educators, and community members — whose leadership is key to understanding, using, and acting upon the data to serve our community’s special education students.

California Department of Education student disability categories and descriptions include:

- **INTELLECTUAL DISABILITY** means significant limitations both in skills like reasoning, learning, and problem solving, as well as in adaptive behavior which covers many everyday social and practical skills.

- **SPEECH OR LANGUAGE IMPAIRMENT** means a communication disorder like stuttering, impaired articulation, language impairment, or voice impairment.

- **EMOTIONAL DISTURBANCE** impacts a student’s ability to effectively recognize, interpret, control, and express emotions.

- **SPECIFIC LEARNING DISABILITY** means a disorder in one or more of the basic psychological processes involved in understanding or using language. This includes conditions like dyslexia, brain injury, perceptual handicaps, and developmental aphasia.

- **AUTISM** means a developmental disability significantly impacting verbal and non-verbal communication and social interaction.
### Special Education Enrollment
Who are our students enrolled in special education?

#### Student Enrollment by Ethnicity and Disability • 2015-16

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>2015-2016 ENROLLMENT</th>
<th>INTELLECTUAL DISABILITY</th>
<th>SPEECH OR LANGUAGE IMPAIRMENT</th>
<th>EMOTIONAL DISTURBANCE</th>
<th>SPECIFIC LEARNING DISABILITY (SLD)</th>
<th>AUTISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL STUDENTS</td>
<td>32,564</td>
<td>296</td>
<td>995</td>
<td>72</td>
<td>1,869</td>
<td>416</td>
</tr>
<tr>
<td>LATINO</td>
<td>17,795</td>
<td>144</td>
<td>604</td>
<td>13</td>
<td>1,017</td>
<td>161</td>
</tr>
<tr>
<td>AFRICAN AMERICAN</td>
<td>5,738</td>
<td>107</td>
<td>158</td>
<td>41</td>
<td>539</td>
<td>92</td>
</tr>
<tr>
<td>ASIAN</td>
<td>3,179</td>
<td>31</td>
<td>85</td>
<td>0</td>
<td>87</td>
<td>74</td>
</tr>
<tr>
<td>WHITE</td>
<td>3,172</td>
<td>14</td>
<td>105</td>
<td>18</td>
<td>165</td>
<td>55</td>
</tr>
<tr>
<td>MULTIRACIAL</td>
<td>614</td>
<td>*</td>
<td>43</td>
<td>*</td>
<td>61</td>
<td>34</td>
</tr>
</tbody>
</table>

*MISSING DATA: Fewer than 11 students.

While African American students made up 18% of our district’s total enrollment in 2015-16, they accounted for 36% — double the proportion — of students classified with an Intellectual Disability.
Special Education Student Outcomes
Are our special education students graduating or earning a special education certificate of completion?

Cohort Outcomes • Class of 2014-2015

- **20%** Cohort Special ED Completers**
- **13%** Cohort Still Enrolled*
- **16%** Cohort Dropouts
- **52%** Cohort Graduates

Approximately 3 out of 4 special education students graduated or obtained their special education certificate of completion.

* Rate of students that remain enrolled without a high school diploma after the end of the 4th year of high school.

** Rate of special education students that leave high school without a diploma, but have completed requirements necessary to obtain a special education certificate of completion.
DATA SOURCES

A special acknowledgment for the support in data sharing from the Contra Costa County Office Education, First 5 Contra Costa Children & Families Commission, and WCCUSD Early Learning Department.

**California Department of Education, DataQuest**
dq.cde.ca.gov/dataquest
- Student Enrollment Trends by Race/Ethnicity, 2006-15
- Out-of-School Suspensions, 2014-15
- Special Education Enrollment, 2015-16
- Special Education Cohort Outcomes, 2014-15

**California Department of Education, California Assessment of Student Performance and Progress (CAASPP)**
caaspp.cde.ca.gov
- Third Grade English by Subgroups, 2014-16
- Third Grade English by Socioeconomic Background, 2015-16
- Eighth Grade Math by Subgroups, 2014-16
- Eighth Grade Math by Socioeconomic Background, 2015-16
- Eleventh Grade College Readiness by Subgroups, 2015-16

**California Department of Education, School Enrollment Files**
cde.ca.gov/ds/sd/sd/filesenr.asp
- Overall Student Enrollment, 2015-16
- African American Students in West Contra Costa Schools, 2015-16

**California Department of Education, California Longitudinal Pupil Achievement Data System (CALPADS) Unduplicated Pupil Count (UPC) Source File**
cde.ca.gov/ds/sd/sd/filescupc.asp
- LCAP Student Groups & Special Education Students Enrollment, 2015-16
- College Eligibility Rates by High School and Subgroups, 2015-16
- African American College Eligibility Rates by High School, 2015-16

**California Healthy Kids Survey**
chks.wested.org
- School Climate Student Responses, 2015-16

**Contra Costa County Office of Education**
- Estimates of 2012 children eligible for State Preschool (70% of 2005 State Median Income) from American Institutes for Research (AIR) analysis of American Community Survey, Public Use Microdata (PUMS)
- Number of children in Head Start Part-Day Programs: Contra Costa Community Services Bureau, April 2016
- Number of children in Part & Full Day California State Preschool Program: CA Department of Education, CD-801A Report for October 2014 from AIR Analysis

**First 5 Contra Costa Children & Families Commission, Quality Child Care Matters**
qualitychildcarematters.org
- Quality Matters Rated Programs Data, 2015-16
ENDNOTES

1 CALPADS Unduplicated Pupil Count (UPC) reports the number of individual students identifying in one or more categories (i.e. English Language learners, foster youth, and/or students receiving free or reduced-price meals).

2 This is the count of special education enrollment in the WCCUSD Special Education Local Plan Area (SELPA) as of December 2015. This number includes any charters that participate in the district SELPA. This number does not include students participating in other SELPAs nor does it include any students participating in the SELPA who are not yet in kindergarten.


4 2012 Estimates of children eligible for State Preschool (70% of 2005 State Median Income) from American Institutes for Research (AIR) analysis of American Community Survey, Public Use Microdata (PUMS)

5 Number of children in Part Day & Full Day CSPP, programs from CA Department of Education, CD-801A Report for October 2014 from AIR Analysis.

6 Number of children in Head Start Part-Day programs from Contra Costa Community Services Bureau April 2016.


9 Beginning with the 2014-15 school year, student progress towards college and career readiness has been assessed statewide using the California Assessment of Student Performance and Progress (CAASPP). The SBAC assessments in English Language Arts (ELA) and Math are untimed, computerized end-of-year tests that assess learning according to the Common Core State Standards. All students in grades 3-8 and grade 11 who do not have a cognitive disability take the SBAC. In this report, we share data on outcomes among West Contra district and public charter schools where SBAC data was available.


15 west.edtrust.org/resource/black-minds-matter
QUALITY MATTTERS RATED PROGRAMS
All of the child care programs in this list are part of Quality Matters, a program that offers training, coaching and financial rewards to help licensed child care programs in Contra Costa County give young children the best quality early care and education they can. All of these programs are committed to quality care. They each have a rating based on the quality of care they provide.

## QUALITY RATING AND IMPROVEMENT SYSTEM

<table>
<thead>
<tr>
<th>CORE</th>
<th>ELEMENTS</th>
<th>OBSERVATIONS</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE I: Child Development and School Readiness</strong></td>
<td>Child Observations</td>
<td>Providers use a curriculum to meet learning needs and may hold parent-teacher conferences.</td>
<td>Use DRDP on every child twice per year</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Developmental Screenings</td>
<td>Providers make sure children receive health screenings and that children are developing on track.</td>
<td>Assess at entry; refer children</td>
</tr>
<tr>
<td><strong>CORE II: Teachers and Teaching</strong></td>
<td>Teacher Qualifications</td>
<td>Caring and knowledgeable staff who have a lot of training and rarely quit. Providers have taken classes or earned degrees in Early Childhood Education.</td>
<td>24 units in Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Effective Teacher-Child Interactions</td>
<td>Providers that talk, play, read, laugh and interact positively with the kids in their care. Providers develop children’s critical thinking skills, language, and curiosity.</td>
<td>Observations in emotional support, classroom organization, and instructional support</td>
</tr>
<tr>
<td><strong>CORE III: Program and Environment</strong></td>
<td>Ratio and Group Size</td>
<td>Small group sizes and a small number of kids to every adult.</td>
<td>Preschool: 3 adults to 24 children</td>
</tr>
<tr>
<td></td>
<td>Program Environment</td>
<td>Provides a rich learning environment with varied materials, activities and routines. Areas are healthy, clean and safe.</td>
<td>Environmental Rating Scale - 4.0+</td>
</tr>
<tr>
<td></td>
<td>Director Qualifications</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### HOW DO I FIND QUALITY CARE?
It can be hard to find and choose the best care for your child. There are different options for licensed child care programs for children ages 5 and under, including:
- Child care centers
- Home-based family child care programs
- Preschool programs

There are benefits to all of these different types of care, but the signs of quality for all of them are the same.

The following resources are available to help you choose the best care for your child and family, and to find a quality program:

**CONTRA COSTA CHILD CARE COUNCIL**
Contra Costa County's child care resource and referral agency. They offer free child care referrals, online resources and tip sheets to help families find and choose care, financial assistance for low-income working families and more.

**CALL:** (925) 676-5442
## Rating Criteria

Programs are rated on the following. Centers are also rated on director qualifications and ratios/class size.

### TEACHER-CHILD RELATIONSHIPS

<table>
<thead>
<tr>
<th>Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Understands positive teacher-child interactions</td>
</tr>
<tr>
<td>3</td>
<td>Has been rated on quality of teacher-child interactions and has plan for improvements</td>
</tr>
<tr>
<td>4</td>
<td>Scores high on providing:</td>
</tr>
<tr>
<td></td>
<td>- Emotional support</td>
</tr>
<tr>
<td></td>
<td>- An organized classroom</td>
</tr>
<tr>
<td></td>
<td>- Consistent schedules and routines</td>
</tr>
<tr>
<td></td>
<td>- Interactions that build vocabulary, critical thinking skills and curiosity</td>
</tr>
<tr>
<td>5</td>
<td>Scores highest on providing:</td>
</tr>
<tr>
<td></td>
<td>- A safe, clean, and enriching environment</td>
</tr>
</tbody>
</table>

### ENVIRONMENT

<table>
<thead>
<tr>
<th>Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Aware of ways to provide a safe, clean and enriching environment</td>
</tr>
<tr>
<td>3</td>
<td>Has been assessed on providing a safe, clean and enriching environment and has plan for improvements</td>
</tr>
<tr>
<td>4</td>
<td>Rates high on providing:</td>
</tr>
<tr>
<td></td>
<td>- A safe, clean, and enriching environment</td>
</tr>
<tr>
<td></td>
<td>- Good health practices</td>
</tr>
<tr>
<td></td>
<td>- A variety of activities, materials and play areas right for a child's age</td>
</tr>
<tr>
<td>5</td>
<td>Rates highest on providing:</td>
</tr>
</tbody>
</table>

### CHILD SKILLS AND OBSERVATION

<table>
<thead>
<tr>
<th>Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Observes how children are developing</td>
</tr>
<tr>
<td>3</td>
<td>Uses state-approved tool to support children's learning and development</td>
</tr>
<tr>
<td>4</td>
<td>Evaluates children's learning and development, uses results to help children learn, and holds parent conferences</td>
</tr>
<tr>
<td>5</td>
<td>Enters results into a software program to help each child learn</td>
</tr>
</tbody>
</table>

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>12 to 24 Early Childhood Education (ECE) college units</td>
</tr>
<tr>
<td>3</td>
<td>24 ECE units, 16 General Ed units, 21 hours of professional development</td>
</tr>
<tr>
<td>4</td>
<td>Associate's degree in ECE</td>
</tr>
<tr>
<td>5</td>
<td>BA degree in ECE</td>
</tr>
</tbody>
</table>

### HEALTH & DEVELOPMENT

<table>
<thead>
<tr>
<th>Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Ensures children receive annual vision and hearing tests</td>
</tr>
<tr>
<td>3</td>
<td>Checks to see if children are developing on track</td>
</tr>
<tr>
<td>4</td>
<td>Uses a form recommended by pediatricians to check children's development</td>
</tr>
<tr>
<td>5</td>
<td>Also checks children's social and emotional development</td>
</tr>
</tbody>
</table>
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.