2019 WEST CONTRA COSTA KIDS CAN

FOURTH ANNUAL STUDENT OUTCOMES REPORT

PUBLIC SCHOOLS
WEST CONTRA COSTA

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GLOSSARY OF TERMS

AAPAC
African American Parent Advisory Council

AASAT
African American Site Advisory Team

A-G
Courses Required for admissions to CSU/UC

ADA
Average Daily Attendance

ALD
Academic Language Development

AP
Advanced Placement High School Courses

BOE
Board of Education

CADAA
California Dream Act Application

Chronic absenteeism
Absences totaling 10 percent or more of the school year

CSU
California State University

ELA
English Language Arts

ELAC
English Language Advisory Council

ELD
English Language Development

EL
English Learner

ELPAC
English Language Proficiency Assessments for California

ESL
English as a Second Language

FAFSA
Free Application for Federal Student Aid

FEP
Fluent English Proficient

GATE
Gifted and Talented Education

GPA
Grade Point Average

IEP
Individualized Education Program

K
Kindergarten

K-12
Kindergarten through 12th Grade

LCAP
Local Control Accountability Plan

LCFF
Local Control Funding Formula

PD
Professional Development

PSAT
Preliminary Scholastic Aptitude Test

PTA
Parent Teacher Association

SAT
Scholastic Aptitude Test

SBAC
Smarter Balanced Assessment Consortium

SSC
School Site Council

SST
Student Study Team

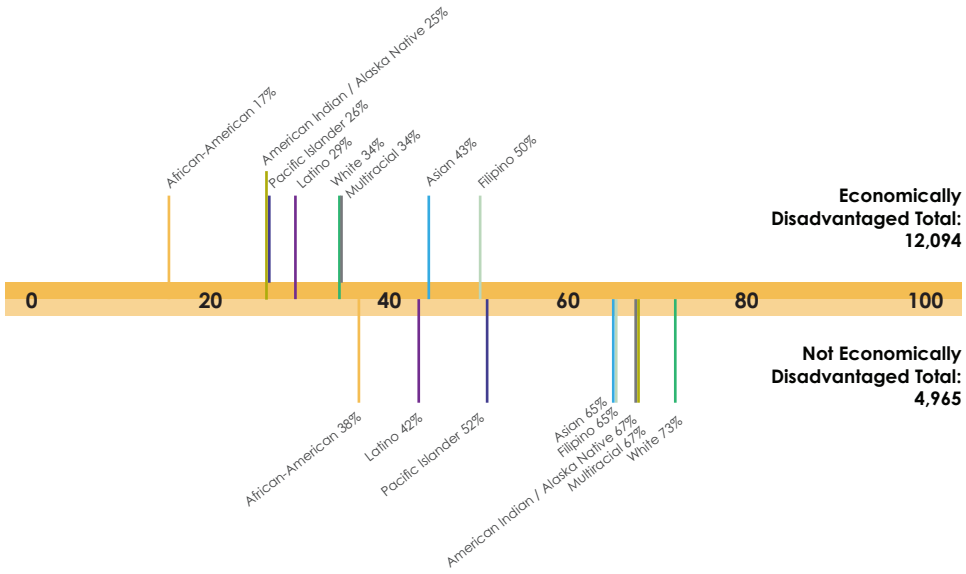
STEM
Science, Technology, Engineering, and Math

UC
University of California

WCC
West Contra Costa

WCCUSD
West Contra Costa Unified School District

ENGLISH LANGUAGE ARTS PROFICIENCY BY INCOME STATUS AND ETHNICITY



Overall, the data shows the persistence of achievement gaps and shows the importance of studying multiple factors and measures to deeply understand our students' outcomes. In a community like ours — where Latino and African-American students make up 4 out of 5 of all students receiving free/reduced-price lunch — it is critical that we focus resources and interventions to especially support students from historically underserved backgrounds.

WHY WE ADVOCATE

West Contra Costa Unified School District (WCCUSD) has committed to providing the highest quality education to enable students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society. If this vision is to become a reality, it calls for a complete re-thinking of the purpose and structure of school, one that puts the unique needs of our learners at the center. We, as a community of students, families, educators, and community allies, must advocate for transformed schools and equitable systems, organized around new principles that:

01 **Hold, and deliver on, high expectations for all students**

02 **Develop academic, social-emotional, and other skills critical for success in work and in life, with access to a depth and breadth of academic and extracurricular experiences**

03 **Develop active, empowered learners that feel ownership of their academic journey**

04 **Develop flexible and personalized learning environments where learning can happen in different places, at different times, and in different ways, inside and outside of school**

05 **Cultivate engaged and informed citizens, ready to actively participate in our democracy**

06 **Empower educators to drive solutions and craft school designs to best meet the needs of their students**

07 **Engage families and caregivers as essential partners in the work**

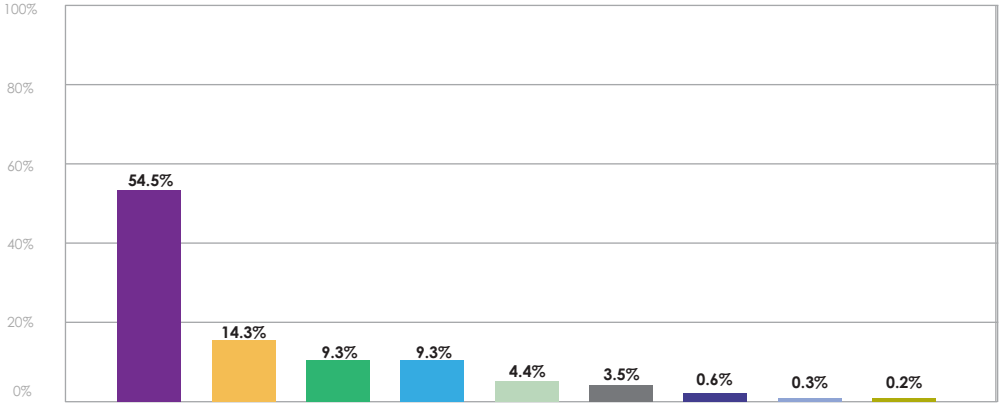
We envision a day when all schools prepare every child — regardless of skin color, family income, home language, or neighborhood — to succeed in our rapidly evolving world. We aim to equip all children for a world none of us can fully envision. That means schools that prize knowledge, creativity, and habits of mind and heart to solve new problems in new ways — and that recognize we do not have a single child to lose.

We invite all of you, our partners and allies, to work together to envision and strive for a transformed public education system that equitably serves all of our young people. Let's work together to ensure our children thrive once their time in our schools has come to an end. Together, we can make this dream a reality.

OVERALL STUDENT ENROLLMENT

Overall Student Count: 34,113

District: 28,121
Charter: 5,992

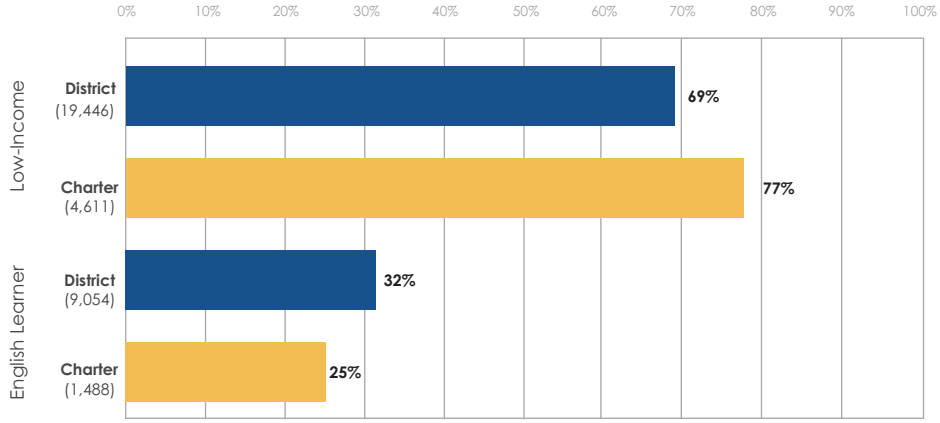


- Latino (19,276)
- African-American (5,068)
- White (3,296)
- Asian (3,287)
- Filipino (1,540)
- Multiracial (1,236)
- Pacific Islander (210)
- Not Reported (117)
- Native American (83)

D+C*

** includes data from district-run schools and public charter schools*

ENGLISH LEARNER AND LOW-INCOME STUDENT ENROLLMENT



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Serving families and communities in Richmond, San Pablo, El Cerrito, Hercules, Pinole, El Sobrante, and Kensington, West Contra Costa public schools impact the lives of more than 34,000 young people.

Yet, across all of our public schools, we find that achievement gaps persist: only 1 in 5 WCC schools has more than 50% of students proficient in English Language Arts, and only 1 in 10 WCC schools has more than 50% of students proficient in math.

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 serve all children well, including and especially, our young people from historically underserved backgrounds.

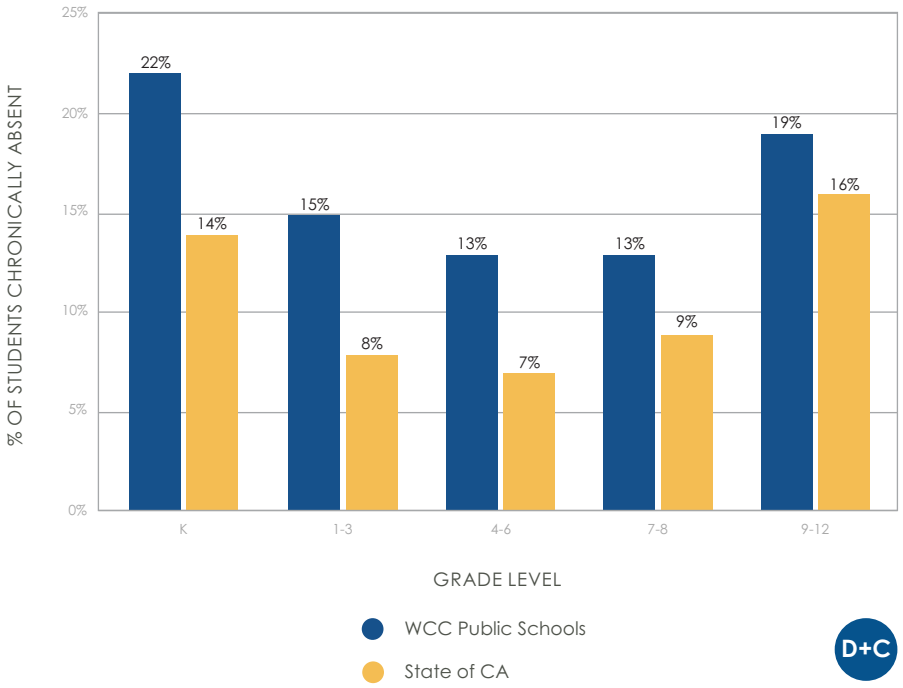
KEY STANDARDS BY GRADE LEVEL

Below you will find a selection of the key standards for the grade levels discussed throughout the report. They reflect some of the essential skills to be mastered by the end of each grade level. To see a complete list of standards, as well as ideas for what to do at home and questions for your child's teacher, visit the California PTA website, https://capta.org/focus-areas/education/common-core/. There is information for grades Kindergarten-8th and High School available in six languages.

Grade Level	English Language Arts	Math
Kindergarten	Naming upper-and lower-case letters, matching those letters with their sounds, and printing them Asking and answering questions about key details in stories or other information read aloud Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are)	Adding with a sum of 10 or less; subtracting from a number 10 or less; and solving addition and subtraction word problems Adding and subtracting very small numbers quickly and accurately (e.g., 3 + 1) Correctly naming shapes regardless of orientation or size (e.g., a square oriented as a "diamond" is still a square)
3rd Grade	Reading closely to find main ideas and supporting details in a story Comparing the most important points and key details presented in two books on the same topic Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters Independently conducting short research projects that build knowledge about various topics	Multiplying and dividing up to 10 × 10 quickly and accurately, including knowing the times tables from memory Beginning to multiply numbers with more than one digit (e.g., multiplying 9 × 80) Understanding fractions and relating them to the familiar system of whole numbers

5th Grade	Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas Integrating information from several print and digital sources to answer questions and solve problems Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view	Adding and subtracting fractions with unlike denominators (e.g., 2 1⁄4 – 1 1⁄3), and solving word problems of this kind Multiplying fractions; dividing fractions in simple cases; and solving related word problems Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place
7th Grade	Citing several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play Conducting research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection Presenting claims and findings to others emphasizing main points, making eye contact, speaking loudly enough, and pronouncing words clearly	Analyzing proportional relationships and distinguishing proportional relationships from other kinds of mathematical relationships Solving word problems that have a combination of whole numbers, fractions, and decimals Solving equations such as 1⁄2 (x – 3) = 3⁄4 quickly and accurately, and writing equations of this kind to solve word problems
High School	Evaluating arguments and specific claims, assessing whether the reasoning is valid and the evidence is sufficient, and as appropriate, detecting inconsistencies and ambiguities Making an argument that is logical, well-reasoned, and supported by evidence Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible	Working with rational and irrational numbers, including working with rational exponents Interpreting algebraic expressions and transforming them purposefully to solve problems Analyzing functions algebraically and graphically, and working with functions presented in different forms Proving theorems about triangles and other figures

CHRONIC ABSENTEEISM



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TAKEAWAYS

NEARLY 1 OUT OF EVERY 4 WCC KINDERGARTENERS IS CHRONICALLY ABSENT.

Every day of school is critical — particularly in grades K-3. Research suggests that poor attendance in kindergarten and first grades can significantly influence whether a student will read proficiently by the end of third grade. Students who are not reading on grade level by the third grade are four times more likely to drop out of high school.

THINGS TO CONSIDER

- **How many days of school has your child missed this year?**
- **Did your child complete his/her make-up assignments?**
- **For extended absences, have you completed paperwork for independent study?**

"Look at your little ones, and ask yourself what you want for your children. Be their best model. There's no better way to teach a child than to be a model."

EDITH LOPEZ

NEXT STEPS

PERSONAL

- When your child is feeling ill, review the How Sick is Too Sick For School guide published by Attendance Works
- If transportation is a challenge, visit your school office for support and resources
- If your child's absences are frequent, and not clearly from illness, work to discover the root of the issue. Your child may be struggling academically, or experiencing trouble with peers. If your child cannot explain what is going on, request a meeting with their teacher to explore potential causes

SYSTEMIC

- Advocate to implement a schoolwide program to focus on and encourage strong attendance through incentives and positive messaging
- Explore ways to incorporate mentoring into the school environment, especially for children struggling with attendance, to focus on strategies to improve grades and attendance and address the day-to-day challenges of school
- Prioritize spaces in after-school programs for chronically absent children. These programs increase attendance by igniting a child's passion for learning and offering an opportunity to connect with mentors, teachers and peers

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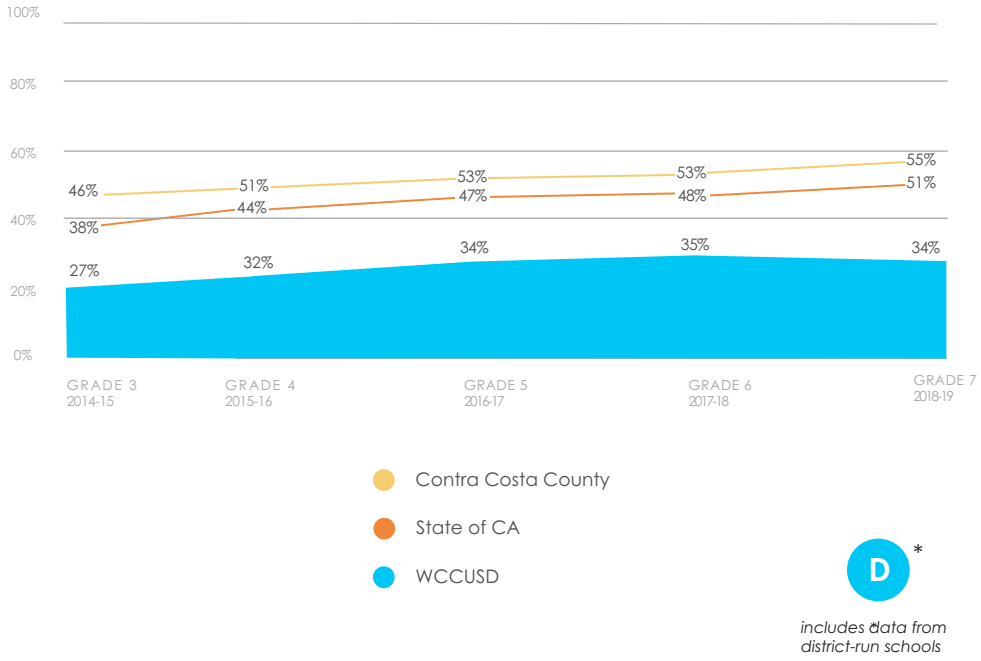
PERCENT OF 3RD GRADERS MEETING / EXCEEDING READING STANDARDS (5-YEAR TREND)



D *

includes data from district-run schools

"Data is important because decisions need to be based on evidence and without it we are only working off of opinions."

GUADALUPE CALVARIO-ENLLANA

TAKEAWAYS

IN 2014-15, 27% OF WCCUSD 3RD GRADERS MET OR EXCEEDED READING STANDARDS. IN 2018-19, ONLY 34% OF THOSE SAME STUDENTS MET OR EXCEEDED READING STANDARDS. OVER 5 YEARS, THE PROFICIENCY RATE FOR THESE STUDENTS HAS ONLY GROWN BY 7%.

In 2018-19, both Contra Costa County and the state showed a rise in student achievement averages. WCCUSD regressed.

THINGS TO CONSIDER

- **What is your child's current reading level for independent and instructional reading?**
- **What is an example of a book that is the "right fit" for your child right now? What should he/she be reading at the end of 3rd grade?**
- **What reading trackers or online programs can you use at home to support your child's reading level?**

NEXT STEPS

PERSONAL

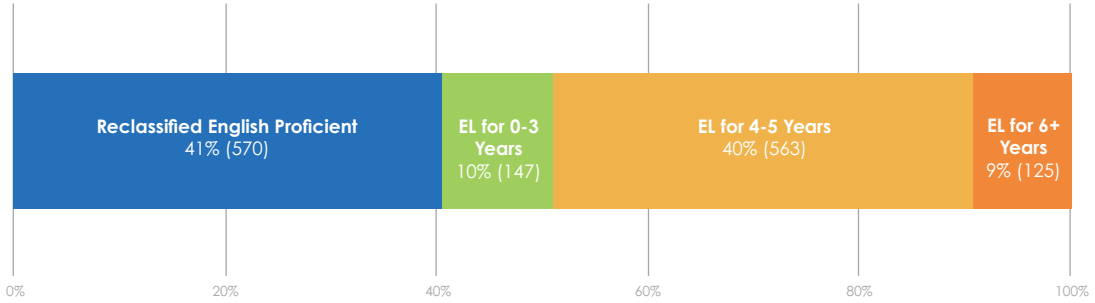
- At your parent-teacher conference, ask for the student-level report of the reading assessment
- Request an independent reading list that matches your child's reading level
- Help your child become more familiar with technology! Request a Chromebook from your child's teacher, and engage the district for a free WiFi hotspot if needed in your home

SYSTEMIC

- Advocate for an early warning system to identify students needing additional reading support, that includes 1st, 2nd, and early 3rd grades
- Optimize the functions of Illuminate to strengthen assessment, monitoring, and selection of interventions for students
- Schools must regularly evaluate their current interventions against student progress to assess impact and to know what programs to continue, grow, and discontinue

Go to Resource Page #28

RECLASSIFICATION STATUS FOR ENGLISH LEARNERS BY 5TH GRADE (CLASS OF 2019)



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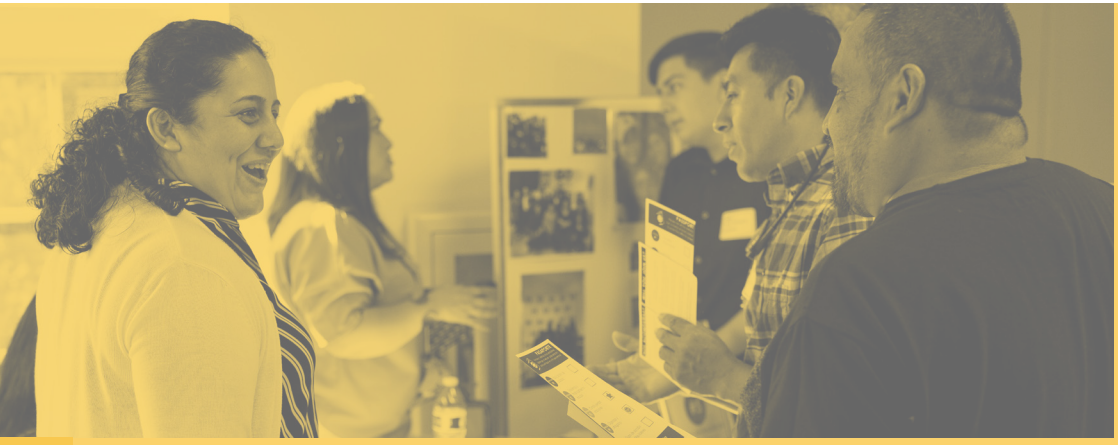

"I never in my life thought I'd be in an advocacy world...but if there's 30 other students who can benefit, then why not fight for them?"

STEPHANIE SEQUEIRA

TAKEAWAYS

ONLY 4 IN 10 ENGLISH LEARNERS ARE RECLASSIFIED BY 5TH GRADE.

AT THE 5TH GRADE LEVEL, WCC IS AROUND 5% BEHIND THE STATE RECLASSIFICATION RATE. BY 11TH GRADE, THE DISTRICT IS 9% BEHIND THE STATE AVERAGE.

THINGS TO CONSIDER

- **Is your child in ALD or ELD? If ELD, what is your child's current English Learner level?**
- **If your child is an English Learner, what progress needs to be made in order for him/her to be reclassified as English Proficient?**
- **Who is your child's ELD or ALD teacher? What is your child currently learning during the ELD or ALD block at school? What is your child's progress to date?**

NEXT STEPS

PERSONAL

- Ask for your child's status on the four strands of the ELPAC and ensure that the teacher provides evidence by way of sample work and an example of what "on-level" work looks like for comparison
- At your parent-teacher conference, ask if your child is on target to be reclassified by the end of the year. If not, ask what will be done to change that course and how you as a parent can support

SYSTEMIC

- Advocate for a public assesment of current, on-the-ground, integrated and designated ELD practices in the classroom and related student impact
- Once assessment is complete, offer dedicated teacher development to address identified gaps in ELD instruction and data analysis
- Advocate for a more expansive ELD report card that provides student progress data and provide corresponding teacher training on the new tool
- Attend your school's ELAC committee and request trainings, guest speakers, and expanded information to be shared publicly

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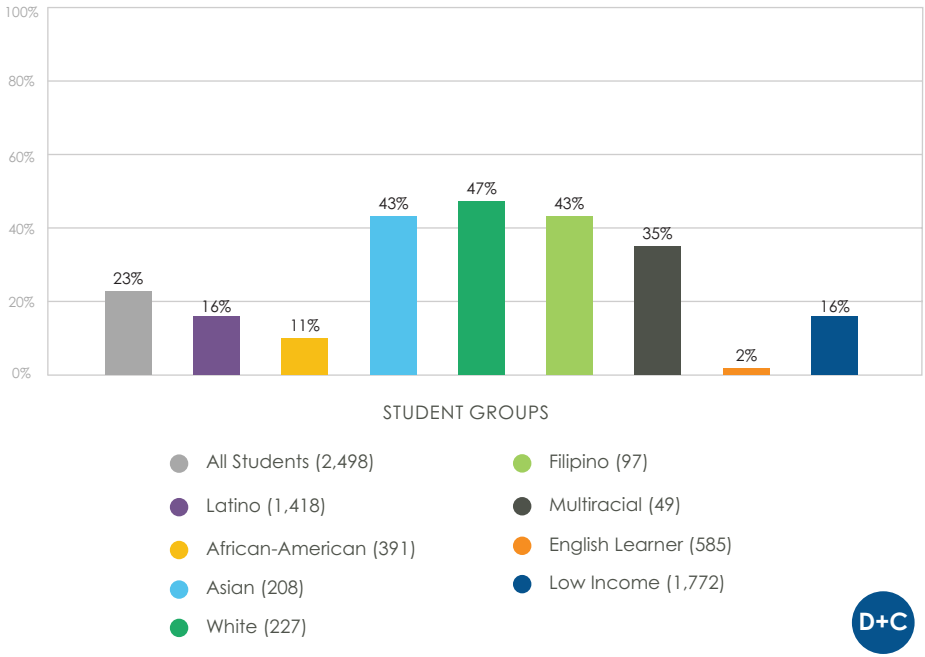
STUDENTS MEETING OR EXCEEDING 7TH GRADE MATH STANDARDS



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“There is strength in numbers! As a community of parents, when we have a set goal we are most effective in achieving a better outcome.”

TIFFANY HARRIS

TAKEAWAYS

IN 2018-19, THE MATH PROFICIENCY RATE INCREASED BY 4% FROM 2017-18 FOR 7TH GRADE AFRICAN-AMERICAN STUDENTS.

Being on track to take Algebra in 8th grade is critical in the pursuit of a competitive application to a UC or CSU.

THINGS TO CONSIDER

- **What are your child's SBAC math results from previous years?**
- **Using SBAC results from previous years, how will you know your child is on track to take Algebra in 8th grade?**
- **What skills does your child need to strengthen to be on track to take Algebra in 8th grade?**

NEXT STEPS

PERSONAL

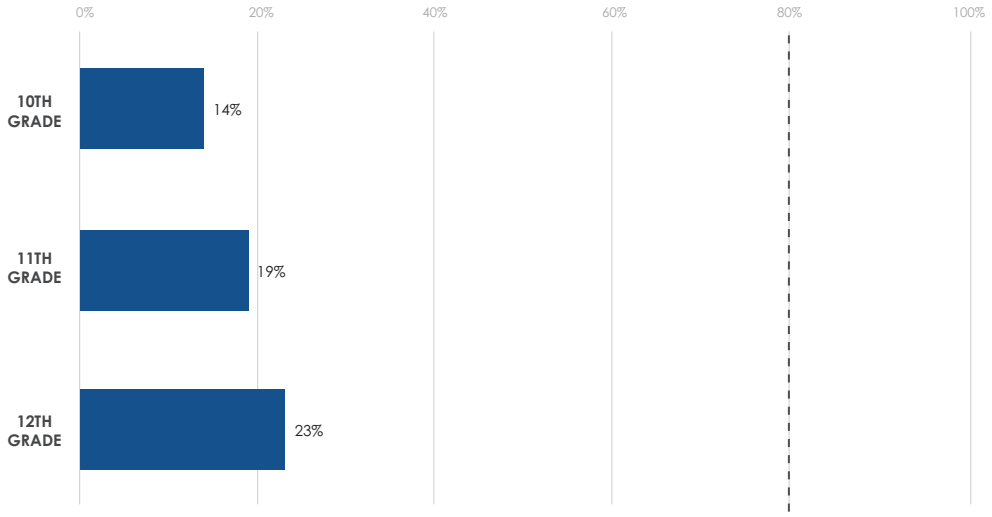
- Sign up for Powerschool to know what's happening in your child's classroom daily
- Assessment and placement decisions for 8th grade happen in 7th grade. Ask for the testing schedule and decision deadline
- Meet with your child's teacher to review testing data from 3rd grade to 7th grade to develop a plan for Algebra in 8th grade

SYSTEMIC

- Conduct a site level gap analysis on the previous year's SBACs to identify focal area for the year (i.e geometry, numeracy, etc.)
- Dedicate funding for teacher planning time to work across grade levels on key gaps
- Support setting publicly shared, bold annual goals at sites to raise expectations for teachers and students

COLLEGE READINESS BASED ON PSAT OR SAT RESULTS

STUDENTS MEETING OR EXCEEDING PSAT/SAT BENCHMARKS (%)



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"Being a parent leader is important to me because I am able to share information and I can help other parents create educational change in my community."

MARIA TERESA FRANCO

TAKEAWAYS

EVEN BY 12TH GRADE, FEWER THAN ONE IN FOUR WCCUSD STUDENTS IS CONSIDERED COLLEGE-READY.

SAT performance is heavily considered in the college admissions process, even if your child's grades are strong and competitive.

THINGS TO CONSIDER

- **What are your child's PSAT scores from 10th and/or 11th grade?**
- **How is your child preparing for the SAT? Have you explored free preparation courses like Khan Academy or enrolling in a fee-based prep course?**
- **Have you registered your child to take the SAT in 11th grade? When is the district-sponsored SAT date in 12th grade?**

NEXT STEPS

PERSONAL

- Encourage your child to take the SAT more than once
- Save the date for the district-sponsored SAT in the fall of your child's senior year. Be sure your child goes to school rested, fed, and prepared to take the test with the proper materials, including #2 pencils and an approved calculator
- Download the Daily Practice for the SAT app for Apple or Android phones. It includes daily practice questions, a link to Khan Academy, and a "scan and score" option for students who take a full sample test using The College Board resources. https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests

SYSTEMIC

- Advocate to expand SAT preparation opportunities across the district
- Host parent sessions to review PSAT outcomes to better understand test format and current student progress
- Incorporate test preparation into the school day throughout the junior year so students can grow in skills and confidence

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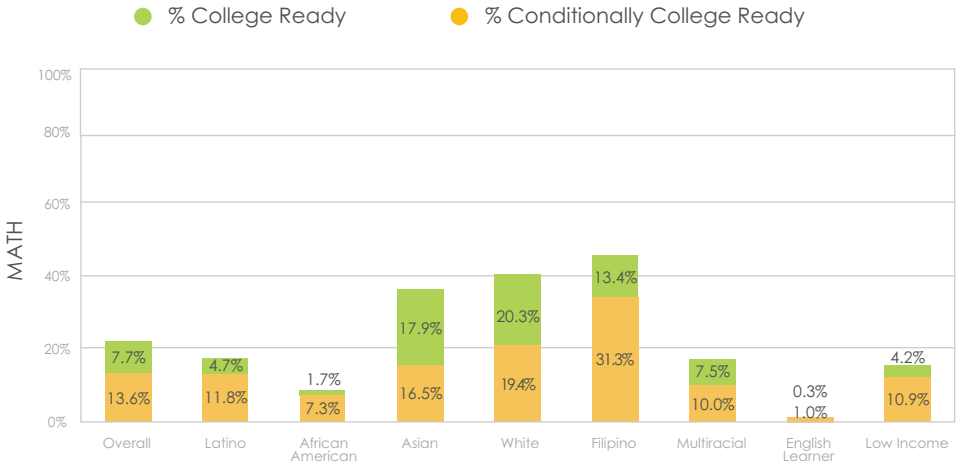
MEASURING COLLEGE READINESS IN 11TH GRADE



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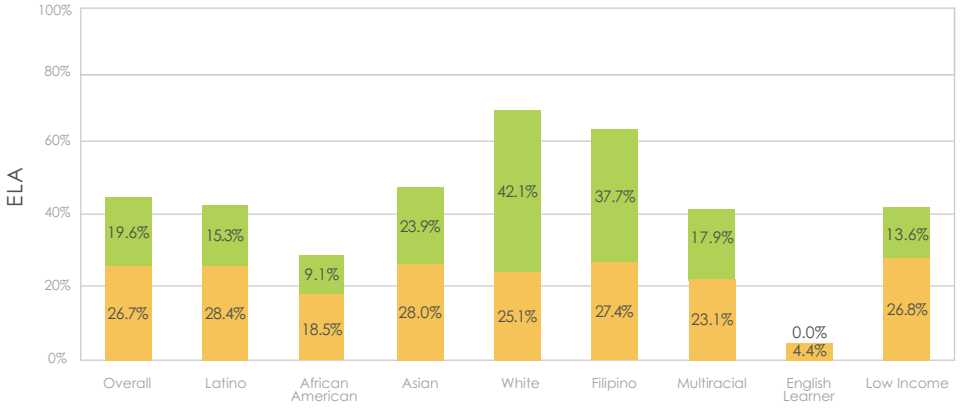

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TAKEAWAYS

ONLY 183 OUT OF 2,369 CURRENT SENIORS ARE UNCONDITIONALLY READY FOR COLLEGE-LEVEL MATH COURSEWORK.

Out of 390 English Learners in the current senior class, only 5 are at or above level in math.

THINGS TO CONSIDER

- **What are your child's 11th grade SBAC scores in ELA and math?**
- **Is your child ready or conditionally ready for college courses?**
- **Have you reviewed your child's TES report?**

NEXT STEPS

PERSONAL

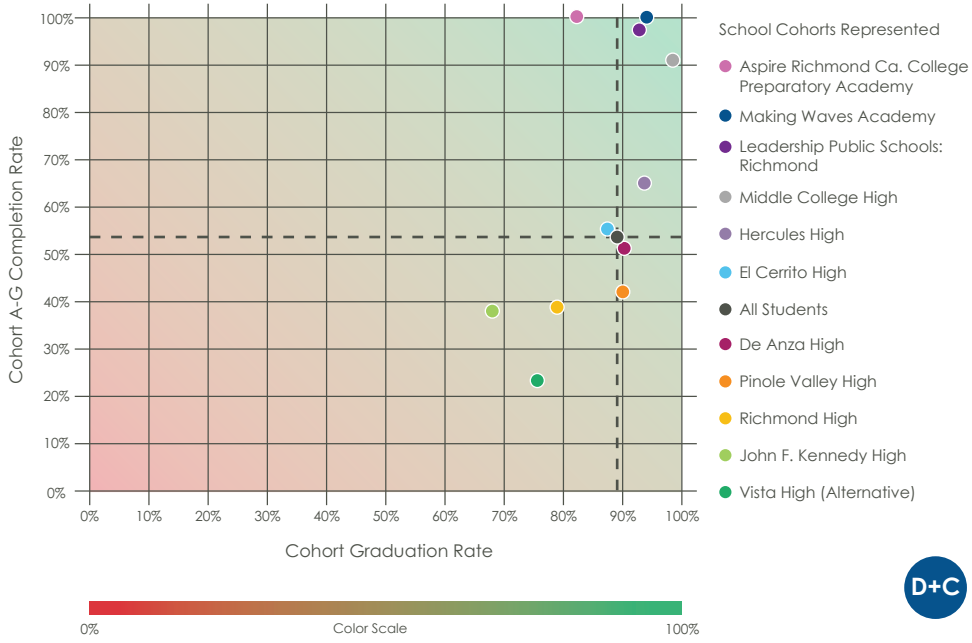
- Results from the 11th grade SBAC are the current best measure of college readiness. Advanced students (per the top SBAC rating) are considered unconditionally college ready. Proficient students are considered conditionally college-ready
- Performance on 11th grade SBAC impacts placement in college courses
- CSU/UC applications open the summer between 11th and 12th grade

SYSTEMIC

- Work to develop a positive culture of testing engagement and accountability at every site where all stakeholders understand why assessments matter and commit full effort during testing periods
- Advocate for paid teacher time to meet in departments to align curriculum across levels AND to meet in grade levels to optimize student supports

Go to Resource Page #43

12TH GRADE GRADUATION RATES VS. A-G ELIGIBILITY (BY SCHOOL)



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TAKEAWAYS

DESPITE A NEARLY-90% GRADUATION RATE, ABOUT HALF OF WCC GRADUATES HAVE THE COURSES THEY NEED TO BE ELIGIBLE FOR ADMISSION TO A UC OR CSU.

At individual schools, A-G completion rates range from 38% to 100%.

THINGS TO CONSIDER

- **How many credits does your child need to earn this school year in order to qualify to graduate?**
- **What A-G courses must your child take this year to be eligible for CSU/UC admissions?**
- **What are options to make up any missing or failed courses?**

"My hope is that in WCC all students — especially those most marginalized — are able to reach their grade level so they can have a better future."

MARIA TERESA HERNANDEZ

NEXT STEPS

PERSONAL

- A letter grade of "D" qualifies for graduation units but does not qualify for college eligibility
- Know your child's course schedule each high school year and monitor any transfers to ensure he/she stays on track to A-G eligibility
- Monitor progress to both graduation and A-G course completion. They are a different set of requirements

SYSTEMIC

- Explore utilizing peer coaching to support all freshmen receiving initial training on A-G eligibility
- Create the data infrastructure for quick multilingual access to A-G progress to date to allow educators and families up-to-date information in real time
- Advocate for funding for summer school placements for students with Ds and explore the possibility of Saturday and evening classes

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TIME FOR ACTION

Throughout this book, you have seen key data and learned about the next steps that you can take to change outcomes for individual young people, school sites, and our larger public education system. It is only when each and every one of us takes action, can we begin to drive toward change that ensures all students in West Contra Costa have access to the quality education they deserve.

Please take the time to create your action plan and let's take the first step, together.

Personal Advocacy Steps

- ◯ Review your child's report cards, test scores, and classwork
- ◯ Schedule a parent-teacher conference
- ◯ Visit the local library to check out "best fit' books
- ◯ Schedule a meeting with your child's high school counselor to develop a plan
- ◯ _____
- ◯ _____
- ◯ _____
- ◯ _____

Systemic Advocacy Steps

- ◯ Attend a SSC, PTA, ELAC, or district school board meeting
- ◯ Call or email a board member
- ◯ Email or meet with a school prinicpal
- ◯ Review your's school SARC or the district data dashboards
- ◯ _____
- ◯ _____
- ◯ _____
- ◯ _____

PARENTS: KNOW YOUR RIGHTS

Did you know that parents and caregivers have legal rights to school and student involvement? These laws were created and put into effect by families, teachers, concerned community members, and groups like the PTA, who want the best for our kids.

NEW LAW STRENGTHENS PARENTS' RIGHTS TO BE HEARD IN SCHOOL DECISIONS:

California's new school-funding law — the Local Control Funding Formula (LCFF) — strengthens parent voice in major funding decisions that affect our young people and schools. School districts are now required to seek out parents' input and implement our decisions through Local Control and Accountability Plans (LCAP), which focus on eight key areas of student success.

REGULATIONS REQUIRE PARENT INVOLVEMENT

Parents' rights are outlined in detail in California Education Code. Our rights include:

Visiting a school for classroom observation	**Monitoring their student's academic progress**
Participating in parent-teacher conferences	**Having access to their students' records**
Volunteering	**Helping to establish and review standards**
Monitoring student attendance	**Participating in the development of school rules**
Receiving student testing results	**Being informed about psychological testing**
Determining school selection	**Participating in councils and committees**
Ensuring safe school environments	**Contributing to policy development**
Reviewing curriculum	

These rights are overseen and upheld by the California Department of Education.

FAMILY-SCHOOL PARTNERSHIP ACT GIVES YOU TIME TO GET INVOLVED

The Family-School Partnership Act encourages parents and caregivers to get involved in children's school activities by providing rights to time off work. Under the Act, if you work in a business with 25 employees or more at the same location, you have the legal right to request and take off up to 40 hours per year to participate in school or preschool-sponsored activities. Hours off are provided through vacation usage, personal leave, compensated time off or unpaid time.

CORE DATA

What is the CORE Data Collaborative?

The CORE Data Collaborative is a network of school districts and charter schools working together to inform school improvement and encourage data accountability and transparency. According to the official website, more than 3,000 schools and 2 million students are part of the CORE network. Benefits of membership include both increased data access and a learning community to share best practices. West Contra Costa Unified School District (WCCUSD) joined the CORE Districts in 2018.

GROWTH VS. CHANGE: A DEEP DIVE INTO STUDENT AND SCHOOL SCORES

When you receive your child's standardized test results in the mail every fall, you are reviewing their Smarter Balanced (SBAC) results. These results capture your **child's change in achievement**, or the distance from meeting standards from 1 year to the next. You learn if your child did not meet standards, nearly met standards, met standards, or exceeded standards. You also see your child's overall score listed next to their band placement. These results do not take into account where your child started the year prior, or any demographic factors like income level, disabilities, or English Learner status.

CORE data works differently. CORE data measures a student's growth in a school year by taking your child's SBAC scores from the previous year and establishing a prediction for how much your child's overall score should grow the following academic year. To calculate your child's anticipated growth, CORE takes into account the following factors: 1) student characteristics, 2) family resources, and 3) a student's starting point. Each factor is assigned a value so that a customized growth target can be projected for your student.

This target represents how much we would expect a student - and similar students - to grow in an academic year. Having now accounted for student characteristics, family resources, and each student's starting point, and having identified a growth target, CORE's data tools then try to capture how effectively schools and teachers are able to help their students grow in a given year.

When new SBAC scores are released, CORE then takes your child's predicted growth target and compares that to their actual progress. A school is then given a **Student Growth Percentile** (SGP), which reflects the degree to which all students met, or did not meet, their predicted growth targets.

ATTENDANCE

Studies have shown that students who attend school regularly are more likely to read on-level by third grade, are less likely to drop out in high school, and show more persistence in college. Additionally, absences drastically impact the financial health of our schools. It is estimated that for every day a child is absent, our West Contra Costa schools lose an average of $50 a day.

HERE ARE 5 TIPS TO MINIMIZE ABSENCES:

1. **Prioritize attendance.**
   As a parent, it is essential that you model the importance of school for your children. Establish daily routines for waking up on time for school, for doing homework, and for going to bed at a decent hour.

2. **Make a transportation plan.**
   If your schedule or transportation situation makes getting your child to school a challenge, ask for assistance. Make a carpool or transportation plan with other parents or family members, or ask your school principal for community programs or school initiatives that may help.

3. **Carefully weigh sick days.**
   When your child is showing signs of an illness, consider her symptoms. You can send your child to school if:

   - She has a runny nose and a little cough, but no other symptoms
   - She has not taken any fever reducing medicine for 24 hours, and has had no fever during that time
   - She has not vomited or had any diarrhea for 24 hours

4. **Help students complete assignments.**
   When your child has to miss school, make arrangements with teachers to pick up a packet of make-up work. Additionally, if your child will be out for multiple days, Independent Study is both an opportunity for the district to get paid during your child's absences and for your child to continue the learning process. Parents can submit a written request, whenever possible, to the principal or designated representative at least five (5) days before a proposed acceptable absence to allow for Independent Study approval.

5. **Ask questions.**
   If you notice that your child is prone to missing school, ask questions to address the root cause. Is someone bullying your child? Is your child struggling academically? Is your child bored in class? Have an honest conversation, and discuss your findings with your child's teacher and principal.

TIPS FOR PARENTS ON PARENT-TEACHER CONFERENCES

A key ingredient for educational achievement is the parent-teacher conference.

1. The First Tip: Show up, please!

2. Get Ready. Do your homework prior to parent-teacher conferences.

Prepare by writing notes to yourself concerning:

Any questions about the school's programs or policies.

Things you can share with the teacher about your child and his/her life at home.

Questions about your child's progress.

3. Ask Important Questions

4. Don't be afraid to engage in a frank conversation with your child's teacher. Your goal is to develop an action plan for your child's success at school. Good questions to ask the teacher include:

What are my child's strengths and weaknesses?

How does my child get along with classmates?

Is my child working up to his/her ability? Where could he/she use improvement?

What can we do at home to support what you are doing in the classroom?

5. Initiate the Action Plan

Start immediately on the action plan you and the teacher put together. Discuss the plan with your child and track the progress. Stay in touch with your child's teacher throughout the year with regularly scheduled "report card" conferences that can keep the communication lines open.

Action Plan / Conference Notes:

TEST-TAKING TIPS FOR THE SAT

The Scholastic Aptitude Test (SAT) is a college entrance exam used by many colleges and universities throughout the country as part of the college admissions process. In West Contra Costa Unified high schools, the SAT is administered to all seniors without charge.

We have compiled some tips for parents to help their students prepare to take the SAT:

1. Know the format.

The SAT is a three-hour exam (not including short breaks). Students are given an additional 50 minutes to complete the optional essay portion.

Altogether, the SAT score range is 400 - 1600 for a student's composite SAT score. The optional essay consists of three separate scores on scales of 2-8.

Section	Total Testing Time	Number of Questions
Reading Test	65 minutes	52
Writing and Language Test	35 minutes	44
Math Test (two sections)	**Section 1 : No Calculator** 25 minutes **Section 2 : Calculator Permitted** 55 minutes	58
Essay (optional)	50 minutes	--

2. Take the Preliminary SAT (PSAT).

The PSAT will help students become familiar with the SAT testing format and length. Additionally, the Online Score Report gives students, teachers, and parents insight into a student's strengths and growth areas.

3. Talk to your students about their test prep plans.

This is an important time for your child to assess her studying habits, and for you as a parent, to help determine what support will best prepare her. Khan Academy continues to be a popular, free test prep option, but if your child requires more targeted and structured support, a tutor or in-person prep class may be more suitable.

4. Remember, the SAT is only one component of the college admissions process.

College admissions officers emphasize that they holistically evaluate each applicant. That means they focus on factors beyond test scores, including high school grades, extracurricular activities, an applicant's personal statement, and recommendations from teachers and counselors.

DID YOU KNOW?

- There is no guessing penalty on the SAT. Previously, students lost points for answering incorrectly. This is no longer the case.
- The University of California requires students to complete the essay portion of the SAT to be considered for admission; the California State University system does not have this essay requirement.
- It is important that your high school senior takes the SAT before December. This ensures that her scores will be ready for application deadlines.

ENGLISH LEARNER RESOURCES

A child's initial English Language Learner (ELL) status is established when he/she first enters school. The California Education Code requires schools to determine the language(s) spoken at home by all students through a tool called the Home Language Survey. If a language other than English is spoken in the home, a child will be coded as an English Language Learner and be assessed to determine his/her level of English proficiency in four areas: listening, reading, writing, and speaking.

Students who are identified as ELL participate in English Language Development (ELD) classes throughout the school year. At the elementary level, students who are not identified as ELL are enrolled in Academic Language Development (ALD) classes. If a student is still identified as ELL at the high school level, there are limitations to what other courses they can enroll in, which may ultimately impact college eligibility.

State and federal laws require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten or transitional kindergarten through grade twelve (ages 3-21). The English Language Proficiency Assessments for California (ELPAC) is aligned with California's 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial ELPAC
an initial identification of students as English learners

2. Summative ELPAC
an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

The ELPAC replaces the California English Language Development Test (CELDT). It is the required state test for ELP that must be given to students whose primary language is a language other than English. This is the first year of the full implementation of this new test.

Resources
You can take a practice test with your child to learn more about the process and get comfortable with the tool. The Practice Tests include sample test questions and directions and can be found at https://www.elpac.org/resources/practicetests/.

THERE ARE FOUR DATA POINTS, SET BY THE STATE, TO CHANGE A STUDENT'S ELL STATUS:

(CA Education Code 313)

1 **Assessment of English Language Proficiency**
Use data from the ELPAC, which is the state assessment of the 2012 English Language Development (ELD) Standards.

2 **Comparison of student performance in basic skills**
Use of local reading assessments.

3 **Teacher evaluation**
Use holistic recommendation based on overall classroom performance.

4 **Parent opinion and consultation**
Use of letter sent to families.

This process happens once a year. Parents receive a notification letter each year with an update on their child's ELL status.

SPECIAL EDUCATION

What Are Parents' Special Education Rights in California?

PARENTS AND STUDENTS OVER 18 HAVE THE RIGHT:

To Participate Parents have the right to refer their child for special education services, to participate in the development of the IEP and to be informed of all program options and alternatives, both public and nonpublic.

To Receive Prior Written Notice Parents have the right to receive prior written notice, in their native language, when the school district initiates or refuses their request to initiate a change in their child's identification, assessment, or educational placement in special education.

To Consent Parents must provide informed, written consent before their child is assessed or provided with any special education services. Likewise, parents may refuse to consent to an assessment of, or the placement of, their child in special education. Parental consent must also be provided before any change in special education services may occur. The district must ensure that parents understand proceedings of the IEP team meeting including arranging for an interpreter for parents with deafness or those whose native language is one other than English.

To Receive Independent Educational Assessments If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent educational evaluation (IEE) at public expense.

To Access Educational Records Parents have the right to inspect, review, and obtain copies of their child's educational records.

To Stay in the Current Program if There is a Disagreement About Placement If parents disagree with the district regarding their child's special education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved.

To Be Given a Hearing Regarding Disagreements About an IEP Parents have the right to present a complaint relating to the provision of a FAPE* for their child; to have an attorney, an advocate, and the student, if appropriate, present at the due process hearing; and to make the hearing public. To request a due process hearing or to receive a complete notice of procedural safeguards related to a due process hearing, contact the Office of Administrative Hearings.

To Receive Mediation Parents are encouraged to consider settling disagreements regarding their child's special education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. Parents may seek mediation alone or separate from due process, or they may participate in mediation pending a due process hearing. Mediation cannot be used to delay the parental right to a due process hearing.

To File a Complaint Against Your School District If parents believe their child's school district has violated the law, they may file a complaint with the California Department of Education. The Department must investigate complaints alleging violations of noncompliance with IDEA, state special education laws, or regulations, and issue a written report of findings within 60 days of receiving the complaint.

To Be Informed of School Discipline and Alternative Placement There are specific rules regarding the suspension and expulsion of students with IEPs. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. If the student with a disability is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the child's current placement and the extent to which the disability is the cause of the misconduct. Regardless of the child's placement, the district must provide FAPE.

**FAPE is defined as Free and Appropriate Education*

A-G ELIGIBILITY & REQUIREMENTS

High school students must take and pass all A-G courses to be eligible for California's university systems.

Students must pass all 15 of the A-G courses with a grade of C or better and maintain a grade point average of at least a 2.0 (C average). For some universities, a 3.0 grade point average (B average) is necessary for consideration.

A-G requirements are just the minimum bar.

Students should go beyond A-G to be truly ready and competitive for college. It's really important to keep in mind that these are minimum standards. To get into more competitive schools, students will want to go beyond what's required.

Take more academic classes than required.

University admissions departments generally recommend an additional year of math (ideally getting to the highest level of math—Calculus), laboratory science, and foreign language.

Take the most challenging classes available.

Students should ask to be placed in honors or Advanced Placement (AP) classes. AP classes are considered college-level work and if a student passes the AP exam, he or she can receive college credit for the class.

WHAT CLASSES DOES MY CHILD NEED TO TAKE TO BE ELIGIBLE FOR CALIFORNIA'S UNIVERSITY SYSTEMS?

A

History/social science One year of world history, cultures and historical geography and two semesters of U.S. history, or one semester of U.S. history and one semester of American government or civics

B

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

C

Mathematics Three years of college-preparatory mathematics including or integrating topics covered in: Elementary algebra, Advanced algebra, Two- and three-dimensional geometry. Also acceptable are courses that address the above content areas, and include or integrate: Trigonometry or Statistics

D

Laboratory Science Two years, providing fundamental knowledge in two of the following disciplines: Biology, Chemistry, Physics

E

Language other than English Two years of the same non-English language

F

Visual and performing arts One year chosen from dance, drama/ theater, music or visual arts

G

College-preparatory elective One year of an additional approved "a-f" course beyond the minimum required for that subject area, or a course that combines any of the "a-f" subject areas in an interdisciplinary fashion

WHAT SHOULD I DO TO SUPPORT MY CHILD TO GRADUATE READY AND ELIGIBLE FOR COLLEGE?

- ○ Ask your school if all students are required to take A-G classes, and what are their specific plans to make sure your child is eligible for a four-year university.
- ○ When your child is about to start high school, work with the school to make a four-year plan on how he/she will meet all the requirements by graduation.
- ○ If your child falls behind because he/she didn't pass a class, ask your school what their plan is to make sure your child has finished all the A-G requirements by graduation.

THE 21ST CENTURY COLLEGE AND CAREER LANDSCAPE

The internet has been around now for just over three decades; cars can park themselves, cell phones outnumber human beings, and California boasts the fifth largest economy in the world.

The world continues to evolve — and at a truly rapid pace. It is estimated that by 2030, between 400 and 800 million workers worldwide will be displaced by automation, and more than 80 percent of future employment opportunities will require some form of post-secondary training. With advances in technology, growing global markets, and significant shifts in workforce demands, our young people will need a quality education and a new set of skills and abilities to thrive in the 21st century.

We must now look to our K-12 schools to not only ensure that each student graduates college and career ready — our students must be college and career competitive.

The path to college admissions in California looks drastically different than it did for previous generations of learners. When high school seniors applied to UC in 2009, a little over 21,000 applicants did not receive an offer of admission; in 2018, nearly 75,000 students were denied admission. With California's public universities receiving a record number of applications, it is important that our young people demonstrate both academic mastery and meaningful participation in extracurricular activities.

The following pages offer sample profiles to help parents and students plan high school schedules in pursuit of a competitive college application to a UC or CSU. While we hope this information can inform decision-making, following these recommendations does not guarantee admission to a California public university.

2009

- **freshman applicants:** 98,204
  freshman admits: 76,526

2018

- **freshman applicants:** 182,129
  freshman admits: 107,439

CALIFORNIA PUBLIC UNIVERSITIES BY THE NUMBERS

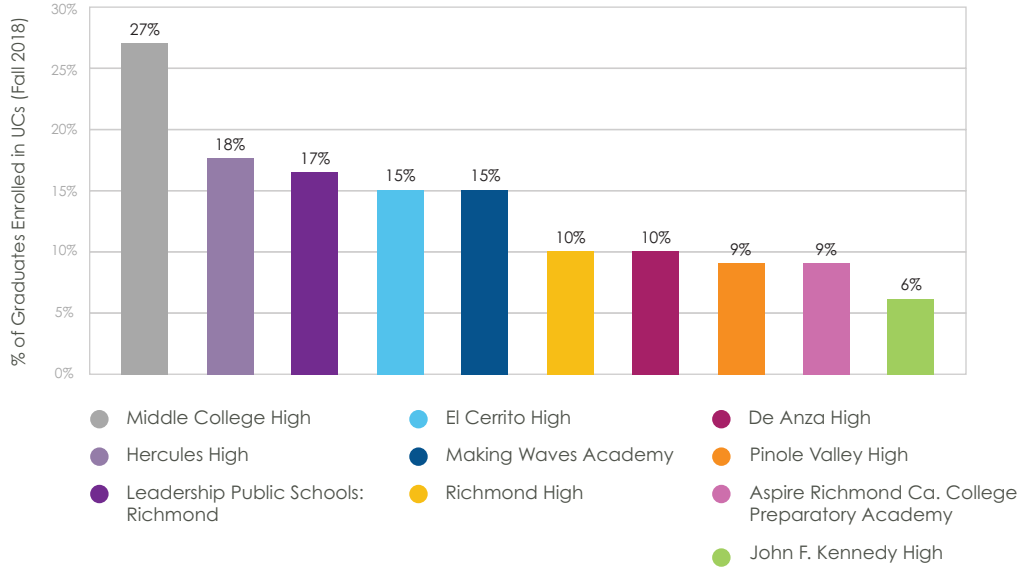
There are currently 9 UCs and 23 CSUs.

Who is getting into UCs and CSUs?*

When we looked at enrollment figures for incoming college freshmen in 2009 and in 2018, we saw that:

- Overall enrollment has **increased** by 26% and 9% for UCs and CSUs, respectively
- Overall enrollment for African-American students has **remained stagnant** at UCs (approximately 4%), and **decreased** at CSUs
- As of 2018, Asian students represent the highest enrolled ethnicity at UCs, while Mexican American students represent the majority of freshman enrollees at CSUs
- In 2009, 2% of freshman enrollees at UCs were international students; in 2018, international students represented 13% of the incoming freshman class. Out of all ethnicity indicators, international student enrollment has grown the most from 2009 to 2018

What percentage of WCC graduates from the Class of 2018 ended up at a UC in the fall of the same year?



What scores do UC and CSU students get on the SAT? What are their GPAs?

According to the most current freshman profile data, UCs, on average, admit students with SAT reading scores between 580 and 660, math scores between 580 and 700, and GPAs between 3.92 and 4.22.

The most current data available shows that CSUs, on average, admit students with SAT reading and math scores between 490 and 590, and GPAs around 3.38.

**In this section, we used ethnicity descriptors consistent with those reported by both UC and CSU.*

COMPETITIVE STUDENT PROFILE: UNIVERSITY OF CALIFORNIA

All grades must be a "B" or better | GPA must be a 3.0 or higher

STEM focus

9th Grade Recommended Courses

- English 1
- Geometry or Algebra II/Trigonometry
- Biology
- Language (other than English) 1 or 2
- History/Social Science/Cultural Geography
- P.E.
- Visual and Performing Arts (art, photography, band, dance, theater)*

**Students are encouraged to satisfy this requirement early, as the rigor of academic coursework increases in grades 10, 11, and 12.*

10th Grade Recommended Courses

- English 2 (Honors if offered)
- Algebra II/Trigonometry or Pre-calculus
- Chemistry
- Language (other than English) 2 or 3
- AP World History
- P.E.
- Elective (AP if offered)

11th Grade Recommended Courses

- AP Language or AP Literature
- Pre-calculus or AP Calculus (AB)
- Physics (Honors if offered) or another Laboratory Science (AP if offered)
- Language (other than English) 3 or 4
- AP U.S. History
- Elective (AP if offered)

12th Grade Recommended Courses

- AP Language or AP Literature
- AP Calculus (AB or BC)
- Laboratory Science (Honors or AP if offered)
- AP Government and Economics
- Elective(s) (AP if offered)

Humanities focus

9th Grade Recommended Courses

- English 1
- Geometry
- Biology
- Language (other than English) 1 or 2
- History/Social Science/Cultural Geography
- P.E.
- Visual and Performing Arts (art, photography, band, dance, theater)*

**Students are encouraged to satisfy this requirement early, as the rigor of academic coursework increases in grades 10, 11, and 12.*

10th Grade Recommended Courses

- English 2 (Honors if offered)
- Algebra II/Trigonometry
- Chemistry
- Language (other than English) 2 or 3
- AP World History
- P.E.
- Elective (AP if offered)

11th Grade Recommended Courses

- AP Language or AP Literature
- Pre-calculus
- Physics (Honors if offered) or another Laboratory Science (AP if offered)
- Language (other than English) 3 or 4
- AP U.S. History
- Elective (AP if offered)

12th Grade Recommended Courses

- AP Language or AP Literature
- Statistics or AP Calculus
- Laboratory Science (Honors or AP if offered)
- AP Government and Economics
- Elective(s) (a social science-focused AP is recommended, if offered)

THINGS TO CONSIDER

- **To accelerate, students can take classes at a local community college.** *Note: These are actual college courses. The grades received remain on your student's official college transcript.*
- **In addition to demonstrating academic excellence, UC admissions also consider a student's activities and achievements in the following categories:**
  - **Community Service**
  - **Work Experience**
  - **Educational Prep Programs**
  - **Extracurricular Activities**
  - **Awards and Honors**

Note: The ideal competitive candidate will have two activities in each category listed above.

COMPETITIVE STUDENT PROFILE: CALIFORNIA STATE UNIVERSITY

All grades must be a "C" or better | GPA must be a 2.0 or higher

STEM focus

9th Grade Recommended Courses

- English 1
- Algebra I or Geometry
- Biology
- Language (other than English) 1 or 2
- History/Social Science/Cultural Geography
- P.E.
- Visual and Performing Arts (art, photography, band, dance, theater)*

**Students are encouraged to satisfy this requirement early, as the rigor of academic coursework increases in grades 10, 11, and 12.*

10th Grade Recommended Courses

- English 2
- Geometry or Algebra II/Trigonometry
- Chemistry
- Language (other than English) 2 or 3
- World History (consider AP)
- P.E.
- Elective (consider AP, if offered)

11th Grade Recommended Courses

- English 3 (consider Honors or AP)
- Algebra II/Trigonometry or Pre-calculus
- Laboratory Science (consider Honors or AP)
- Language (other than English) 3 or 4
- U.S. History (consider AP)
- Elective (consider AP, if offered)

12th Grade Recommended Courses

- English 4 (consider Honors or AP)
- Pre-calculus or AP Calculus (AB)
- Laboratory Science (consider Honors or AP)
- Government and Economics (consider AP)
- Elective(s) (AP if offered)

Humanities focus

9th Grade Recommended Courses

- English 1
- Algebra I or Geometry
- Biology
- Language (other than English) 1 or 2
- History/Social Science/Cultural Geography
- P.E.
- Visual and Performing Arts (art, photography, band, dance, theater)*

**Students are encouraged to satisfy this requirement early, as the rigor of academic coursework increases in grades 10, 11, and 12.*

10th Grade Recommended Courses

- English 2
- Geometry or Algebra II/Trigonometry
- Chemistry
- Language (other than English) 2 or 3
- AP World History
- P.E.
- Elective (AP if offered)

11th Grade Recommended Courses

- AP Language or AP Literature
- Algebra II/Trigonometry or Pre-calculus
- Laboratory Science (consider Honors or AP)
- Language (other than English) 3 or 4
- U.S. History (consider AP)
- Elective (consider AP, if offered)

12th Grade Recommended Courses

- AP Language or AP Literature
- Fourth year of mathematics
- Fourth year of science (laboratory or non-laboratory)
- Government and Economics (consider AP)
- Elective(s) (consider a social science-focused AP is recommended, if offered)

THINGS TO CONSIDER

- **A student cannot satisfy A-G requirements with a D. If your student received a D in any A-G course, explore ways to retake the course.**
- **Some CSUs do not require the SAT for admission, but we recommend that students take the exam at least once. SAT results are another important indicator of your student's overall readiness for college coursework.**
- **It is important to check the GPA requirement for admission, as these requirements vary widely between CSUs.**

COLLEGE SUCCESS PLAN

Subject	7th/8th Grade	FA	SP	SU	9th Grade	FA	SP	SU	10th Grade	FA	SP	SU	11th Grade	FA	SP	SU	12th Grade	FA	SP	SU
History/Social Science (2 years required)																				
English (4 years required)																				
Mathematics (3 years required) (4 years recommended)																				
Laboratory Science (2 years required) (3 years recommended)																				
Language other than English (2 years required) (3 years recommended)																				
Visual/Performing Arts (1 year required)																				
College Electives (1 year required)																				

Interested In:

- ☐ Community College
- ☐ California State University (2.0 GPA)
- ☐ University of California (3.0 GPA)
- ☐ Private Univ/College
- ☐ Other

CAREER INTEREST

_____

_____

COMMENTS/NOTES

_____

_____

_____

A-G GPA Calculator

A = 4 x ____ = ____

B = 3 x ____ = ____

C = 2 x ____ = ____

D = 1 x ____ = ____

F = 0 x ____ = ____

Semesters ____ Points ____

(Divide points by number of semesters)

(Points ____) / (Semesters ____)=

Unweighted GPA _____

Add # of Honors/AP/IB semester to Points:

(Points ____) / (Semesters ____)=

Fully Weighted GPA _____

Test	Dates	Total Score	Verbal	Math	Writing

D or F in A-G Courses	Grade	Action Plan	Semester

FINANCIAL AID FAQS

What is the difference between the FAFSA and the California Dream Act Application (CADAA)? *

Students should only complete one of the applications (not both), according to the citizenship requirements below:

YOU ARE ELIGIBLE TO COMPLETE THE FAFSA IF YOU ARE A:	YOU ARE ELIGIBLE TO COMPLETE THE CADAA IF YOU ARE:
• U.S. Citizen	• Undocumented
• Permanent Resident	• Have a valid or expired DACA
• Eligible non-citizen	• U Visa holders
• T Visa holder	• Have Temporary Protected Status (TPS)
	• Meet the non-resident exemption requirements under AB 540

Does my family need to file the current year's taxes before completing the FAFSA? *

No. As of 2016, families can use tax information from the previous year to complete the FAFSA.

Are good grades required for financial aid? *

No. Most financial aid, including grants and loans, is awarded based on a family's finances. Merit scholarships are awarded based on a student's academic performance.

Is financial aid available for community college students?

Yes. The California College Promise Grant (formerly the BOG fee waiver) offers free tuition at a California community college for students meeting the eligibility requirements. Additionally, the Cal Grant B and Cal Grant C may be awarded to eligible community college students. If your student receives a Cal Grant A award, but enrolls in a California community college instead, their Cal Grant A award will be held in reserve for up to 2 years until your student transfers to a 4-year university. To be considered for these grants, your student must complete the FAFSA or CADAA.

As an undocumented student am I eligible for federal financial aid? *

No. Undocumented students are not eligible for federal student aid. If you attend an eligible California public or private institution, **you will be considered for California state financial aid.**

Is it safe for me to apply for the CADAA? *

See the joint-statement released by the California Student Aid Commission with the California Department of Education:

"The information provided via the California Dream Act Application is used solely to determine eligibility for state financial aid and isn't shared with the federal government or used for immigration enforcement purposes. The CSAC will protect this information to the fullest extent of the law."

**This content is pulled directly from the California Student Aid Commission's website. See Endnotes for additional information.*

TRANSCRIPT EVALUATION SERVICE (TES)

How do I know my child is on track to meeting A-G requirements?

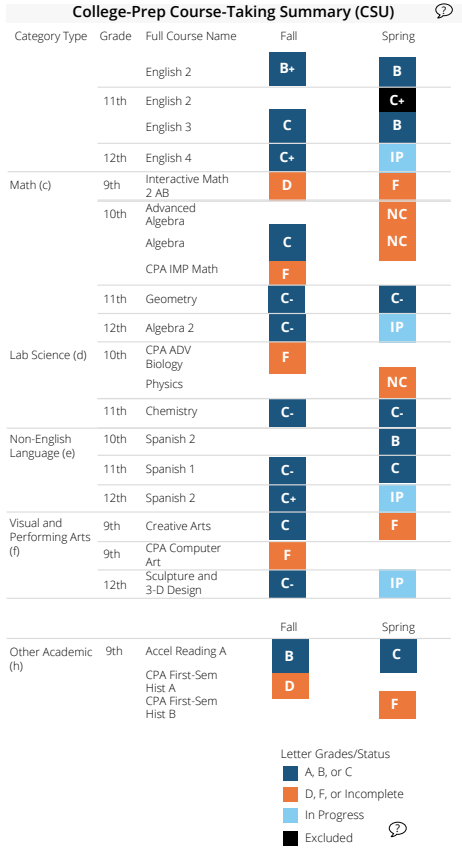
TES is a data tool for evaluating high-school transcripts to help students achieve UC and CSU eligibility.

What can the TES reports tell us about our school, district and individual students?*

School- and district-level reports show your 9–12th-grade students' progress, by grade level, toward meeting the minimum "A-G" and GPA requirements for UC and CSU admission. This information about college eligibility can help administrators to plan curricula and schedules. Individual student reports are provided for each student whose record is evaluated. These individual reports give a snapshot of earned "a-g" course credits and of those still needed to meet UC and CSU requirements. In WCCUSD, TES student reports are mailed home twice a year.

Does TES take college courses into account?*

Yes. If a student transcript includes college courses, TES will include them based on the courses' academic level (college level versus basic skills), subject area and transferability. Those aspects are verified through ASSIST, the database of course articulation for California community college courses.



We recommend reviewing the Xs and checkmarks first. An "X" next to any subject area requires attention.

This means either:

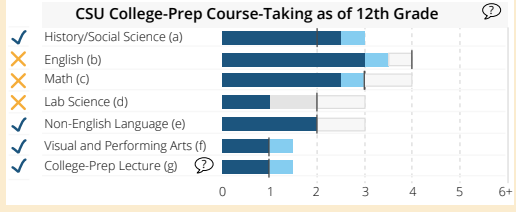
1. Your child has yet to enroll in one or more required courses for admission to a UC or CSU.

2. Your child has completed the required courses but did not receive a qualifying grade for admission to a UC or CSU.

Note: A student can graduate high school with Ds or better, but can be ineligible to apply to California's public universities.

3. Your child was not enrolled in a course that meets the A-G criteria.

Example: The interactive math course listed on this student's report does not meet the A-G criteria.



**This content is pulled directly from the Transcript Evaluation Service's website. See Endnotes for additional information.*

ENDNOTES

PG. 4 - SBAC ELA Proficiency By Income Status and Ethnicity 2018-19	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*
PGs. 6-7 - Student Demographics (Enrollment by Ethnicity, Vulnerable Student Groups Enrollment, District-Charter 2018-2019)	*California Department of Education. (July 2019). 2018-19 Enrollment by School, CALPADS UPC Source File.*
PGs. 8-9 - Power Standards K, 3, 5, 7, HS	*https://capta.org/focus-areas/education/common-core/*
PG. 10 - Chronic Absenteeism	*California Department of Education. (July 2019). 2017-18 Chronic Absenteeism Data.*
PG. 12 - SBAC ELA Proficiency, Overall 5-Year Cohort Trend, 3rd Grade 2014-15 to 7th Grade 2018-19	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*
PG. 14 - Reclassification Status for English Learners By 5th Grade (Class of 2019)	*California Department of Education. (September 2019). 2018-19 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade*
PG. 16 - 7th Grade 2018-19 Math Proficiency by Subgroups including ELs and FRLs	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*
PG. 18 - College Readiness Based on PSAT or SAT Results	*West Contra Costa Unified School District. Board Presentation: WCCUSD Mid Year Literacy Results; PSAT, SAT Results*
PG. 20 - 11th Grade College Readiness by Subgroups. Percentage of 11th Graders Meeting/ Exceeding Standards by Subgroups • 2018-19	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*
PG. 22 - Graduation Rates vs. UC/CSU Eligibility by School	*California Department of Education. (September 2019). 2017-18 Four-Year Adjusted Cohort Graduation Rate.*
Resource PG. 25 - Parents: Know Your Rights	*https://capta.org/focus-areas/family-engagement/parents-rights/*
Resource PG. 26 - Core Data	*https://coredistricts.org/wp-content/uploads/2017/07/2016-2017-Data-Collaborative-Q-and-A.pdf*
Resource PG. 27 - Attendance	*http://www.naesp.org/sites/default/files/RtP_Attendance(2).pdf*
Resource PG. 28 - Parent-Teacher Conference Tips	*http://www.nea.org/home/60103.htm*
Resource PG. 29 - Test-Taking Tips For the SAT	*https://www.greatschools.org/gk/articles/sat-or-act-help-your-child-get-ready/* *https://www.studypoint.com/ed/the-sat/*
Resource PGs. 30-31 - English Language Learner Resources	*https://www.elpac.org/* *https://westcontracosta.agendaonline.net/public/Meeting.aspx?AgencyID=211&MeetingID=66131&AgencyTypeID=1&IsArchived=False*
Resource PGs. 32-33 - Special Education	*https://www.cde.ca.gov/Sp/se/qa/pssummary.asp*
Resource PGs. 34-35 - A-G Eligibility	*https://innovateschools.org/parent-guide/parent-guide-what-are-the-a-g-requirements/*
Resource PG. 36 - The 21st Century College and Career Landscape	*McKinsey Global Institute: https://www.mckinsey.com/global-themes/future-of-organizations-and-work/ what-the-future-of-work-will-mean-for-jobs-skills-and-wages*
Resource PG. 37 - California Public Universities By the Numbers	*https://www.universityofcalifornia.edu/infocenter/admissions-source-school* *https://www.thoughtco.com/sat-scores-for-university-of-california-campuses-788665*
Resource PGs. 40-41 - College Success Plan	*Adapted from the EAOP Academic Planner*
Resource PG. 42 - Financial Aid FAQs	*https://www.csac.ca.gov/post/can-i-get-cal-grant-if-im-going-community-college* *https://www.csac.ca.gov/sites/main/files/file-attachments/california_dream_act_faq.pdf*
Resource PG. 43 - Transcript Evaluation Service (TES)	*https://www.transcriptevaluationservice.com/getting-started/report-navigation-guides/student-report.html*
Resource - School Summary Page	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*

NOTES, IDEAS, & TAKEAWAYS

OVERVIEW			DEMOGRAPHICS 2018-19							SBAC RESULTS 2019					
School Name	Family	Grade	Total Enroll	FRL	ELL	White	Asian	AA/ Black	Hispanic/ Latino	Other	2019 ELA	ELA - Change from 2018	Three-Year Average Change	2019 Math	Math - Change from 2018	Three-Year Average Change
Amethod: Benito Juarez Elementary	Charter	Elem	421	89%	43%	1%	3%	2%	93%	1%	33%	-5%	2%	35%	-5%	2%
Aspire Richmond Technology Academy	Charter	Elem	345	82%	37%	1%	3%	11%	67%	19%	48%	3%	4%	43%	-3%	3%
Bayview Elementary	Richmond	Elem	512	91%	46%	3%	10%	21%	59%	8%	10%	-4%	-3%	7%	-3%	-2%
Cesar E. Chavez Elementary	Richmond	Elem	556	93%	66%	3%	1%	5%	90%	1%	15%	-2%	-1%	11%	1%	-1%
Collins Elementary	Pinole	Elem	305	69%	24%	14%	15%	19%	35%	17%	36%	0%	0%	34%	6%	0%
Coronado Elementary	Kennedy	Elem	435	95%	52%	3%	3%	23%	68%	3%	9%	0%	-5%	8%	1%	-3%
Dover Elementary	Richmond	Elem	657	96%	65%	3%	3%	3%	89%	3%	26%	6%	1%	11%	1%	-1%
Edward M. Downer Elementary	Richmond	Elem	592	92%	62%	3%	4%	6%	85%	2%	24%	4%	1%	16%	1%	0%
Ellerhost Elementary	Pinole	Elem	359	43%	18%	28%	6%	10%	42%	13%	39%	-6%	-2%	30%	-3%	-3%
Fairmont Elementary	El Cerrito	Elem	522	54%	35%	20%	26%	7%	32%	14%	49%	3%	2%	43%	9%	3%
Ford Elementary	Richmond	Elem	446	92%	56%	4%	7%	4%	80%	4%	28%	1%	0%	12%	1%	-1%
Grant Elementary	Kennedy	Elem	524	90%	72%	3%	4%	4%	87%	2%	20%	3%	1%	9%	1%	-1%
Hanna Ranch Elementary	Hercules	Elem	458	29%	11%	9%	22%	14%	23%	32%	60%	6%	-1%	53%	6%	-4%
Harding Elementary	El Cerrito	Elem	459	35%	20%	38%	20%	9%	22%	10%	60%	2%	3%	54%	5%	2%
Highland Elementary	De Anza	Elem	456	89%	41%	3%	12%	21%	57%	7%	33%	-5%	-4%	30%	-2%	-1%
Kensington Elementary	El Cerrito	Elem	475	7%	7%	59%	12%	3%	12%	14%	86%	3%	0%	74%	-2%	-2%
Lake Elementary	Richmond	Elem	375	94%	61%	3%	6%	12%	72%	6%	16%	-4%	-3%	19%	0%	3%
Lincoln Elementary	Kennedy	Elem	403	93%	64%	2%	1%	18%	74%	4%	14%	1%	1%	16%	4%	3%
Lupine Hills Elementary	Hercules	Elem	419	46%	15%	8%	21%	16%	26%	29%	37%	1%	0%	31%	-2%	0%
Madera Elementary	El Cerrito	Elem	474	19%	13%	41%	22%	5%	14%	18%	74%	1%	1%	69%	-3%	1%
Martin Luther King, Jr. Elementary	Kennedy	Elem	470	97%	49%	5%	7%	32%	53%	3%	9%	5%	-2%	6%	1%	-2%
Murphy Elementary	De Anza	Elem	467	69%	27%	11%	13%	21%	42%	13%	36%	-11%	1%	23%	-12%	1%
Nystrom Elementary	Kennedy	Elem	520	93%	57%	3%	3%	18%	73%	4%	19%	6%	2%	19%	6%	5%
Ohlone Elementary	Hercules	Elem	450	31%	13%	8%	19%	16%	23%	33%	51%	-4%	0%	50%	4%	2%
Olinda Elementary	De Anza	Elem	368	33%	18%	18%	24%	13%	28%	17%	48%	-4%	-1%	43%	0%	0%
Richmond College Preparatory	Charter	Elem	542	75%	40%	0%	1%	25%	71%	4%	50%	-4%	2%	47%	-6%	2%
Riverside Elementary	Richmond	Elem	390	92%	41%	6%	13%	19%	52%	11%	27%	-3%	-2%	24%	-4%	-1%
Shannon Elementary	Pinole	Elem	354	65%	30%	9%	15%	14%	40%	22%	30%	-14%	-5%	39%	-5%	1%
Sheldon Elementary	De Anza	Elem	335	75%	33%	10%	16%	20%	40%	13%	39%	8%	2%	23%	-5%	-2%
Stege Elementary	Kennedy	Elem	260	93%	28%	2%	7%	52%	29%	11%	11%	3%	1%	8%	5%	2%
Tara Hills Elementary	Pinole	Elem	448	70%	29%	8%	8%	21%	51%	11%	31%	-5%	-4%	20%	-1%	-3%
Valley View Elementary	De Anza	Elem	352	54%	15%	28%	14%	16%	29%	13%	35%	-7%	-4%	32%	-1%	-3%
Washington Elementary	El Cerrito	Elem	465	58%	39%	14%	2%	12%	67%	5%	30%	10%	-2%	24%	6%	-2%
West County Mandarin	N/A	Elem	137	49%	31%	7%	30%	10%	36%	17%	N/A	N/A	N/A	N/A	N/A	N/A
Wilson Elementary	Kennedy	Elem	395	87%	47%	5%	11%	10%	64%	9%	30%	4%	1%	20%	1%	0%
Caliber: Beta Academy	Charter	E & M	802	79%	24%	3%	3%	15%	76%	3%	47%	4%	5%	32%	2%	2%
Mira Vista Elementary	El Cerrito	E & M	566	59%	25%	25%	10%	18%	38%	9%	40%	-6%	0%	34%	0%	1%

OVERVIEW			DEMOGRAPHICS 2018-19							SBAC RESULTS 2019					
School Name	Family	Grade	Total Enroll	FRL	ELL	White	Asian	AA/ Black	Hispanic/ Latino	Other	2019 ELA	ELA - Change from 2018	Three-Year Average Change	2019 Math	Math - Change from 2018	Three-Year Average Change
Montalvin Manor Elementary	Pinole	E & M	498	87%	45%	6%	7%	13%	66%	8%	48%	-1%	0%	28%	5%	0%
Peres Elementary	Richmond	E & M	549	96%	57%	2%	2%	15%	77%	4%	26%	0%	-2%	19%	0%	1%
Stewart Elementary	Pinole	E & M	451	44%	13%	15%	12%	20%	37%	16%	30%	-3%	-2%	21%	2%	-1%
Verde Elementary	Richmond	E & M	344	97%	70%	1%	0%	10%	85%	3%	20%	3%	3%	14%	2%	3%
Voices	Charter	E & M	133	65%	59%	1%	1%	2%	93%	2%	N/A	N/A	N/A	N/A	N/A	N/A
Amethod: Richmond Charter Academy	Charter	Middle	269	88%	23%	0%	4%	1%	94%	1%	41%	4%	-3%	29%	8%	-4%
Crespi Junior High	De Anza	Middle	449	78%	18%	9%	16%	21%	43%	10%	37%	4%	-1%	20%	3%	0%
Fred T. Korematsu Middle	El Cerrito	Middle	696	43%	14%	32%	14%	16%	31%	7%	55%	1%	2%	40%	-2%	2%
Helms Middle	Richmond	Middle	864	94%	37%	2%	5%	9%	81%	3%	22%	2%	0%	7%	0%	-2%
Hercules Middle	Hercules	Middle	603	44%	9%	7%	20%	19%	25%	29%	51%	-1%	3%	33%	-1%	1%
Lovonya DeJean Middle	Kennedy	Middle	467	92%	44%	1%	5%	23%	68%	3%	11%	-4%	1%	3%	-1%	-1%
Manzanita Middle	Charter	Middle	119	71%	37%	2%	2%	5%	88%	3%	26%	-4%	-1%	16%	1%	-1%
Pinole Middle	Pinole	Middle	529	66%	16%	13%	12%	21%	43%	12%	34%	2%	1%	19%	0%	-2%
Summit Public School: Tamalpais	Charter	Middle	352	61%	16%	4%	10%	15%	56%	14%	40%	-13%	N/A	32%	-4%	N/A
Aspire Richmond College Preparatory	Charter	M & H	541	66%	16%	1%	8%	13%	74%	5%	39%	-2%	-7%	22%	3%	-3%
Invictus Academy of Richmond	Charter	M & H	78	73%	24%	4%	3%	23%	63%	8%	40%	N/A	N/A	24%	N/A	N/A
Making Waves Academy	Charter	M & H	940	83%	23%	1%	2%	8%	86%	4%	50%	5%	3%	26%	1%	0%
Summit Public School: K2	Charter	M & H	533	60%	16%	9%	7%	18%	48%	18%	49%	-2%	-5%	27%	-2%	-6%
Amethod: John Henry High	Charter	High	320	84%	13%	0%	1%	3%	95%	0%	68%	6%	N/A	21%	-20%	N/A
De Anza High	De Anza	High	1,368	72%	20%	9%	13%	22%	46%	11%	45%	0%	5%	12%	-2%	0%
El Cerrito High	El Cerrito	High	1,506	42%	12%	30%	18%	19%	27%	6%	49%	8%	0%	31%	2%	2%
Hercules High	Hercules	High	867	43%	9%	4%	22%	25%	22%	27%	60%	-2%	-1%	38%	12%	3%
John F. Kennedy High	Kennedy	High	851	94%	38%	2%	5%	25%	65%	3%	14%	-6%	-1%	2%	1%	0%
Leadership Public Schools: Richmond	Charter	High	597	86%	15%	0%	2%	3%	93%	3%	62%	-1%	-4%	28%	2%	-1%
Middle College High	Hercules	High	288	54%	2%	8%	17%	13%	52%	10%	75%	-9%	-7%	57%	2%	1%
Pinole Valley High	Pinole	High	1,120	59%	18%	13%	11%	15%	49%	12%	50%	8%	2%	21%	2%	1%
Richmond High	Richmond	High	1,567	90%	40%	1%	4%	7%	85%	3%	40%	6%	0%	16%	5%	2%
Greenwood Academy (Alternative)	Kennedy	Other	313	75%	33%	4%	2%	20%	65%	9%	4%	-1%	0%	0%	0%	0%
Vista High (Alternative)	Richmond	Other	253	73%	23%	15%	9%	26%	43%	8%	36%	8%	3%	8%	3%	-1%
WCC Public School Total	N/A	N/A	33,709	71%	31%	10%	10%	15%	57%	9%	37%	1%	0%	25%	1%	0%
Contra Costa County Total	N/A	N/A	177,940	42%	16%	29%	13%	9%	36%	13%	54%	0%	0%	44%	0%	0%
State Total	N/A	N/A	6,186,278	61%	19%	23%	9%	5%	55%	8%	51%	1%	1%	40%	1%	1%