UPDATE FROM WCCUSD SUPERINTENDENT

Kenneth Chris Hurst, Sr., Ed.D

May 26, 2022

MEET YOUR SUPERINTENDENT

Kenneth C. Hurst, Sr., Ed.D

- 24 years in education
- Former Superintendent of Othello School District
- Associate Superintendent in Oceanside
- Administrator in San Diego Unified and Poway Unified
- Math Teacher and Computer Programming Teacher in Poway

Safety: Things to Consider

- The safety plan includes immediate actions that will be implemented at all school sites;
- **Safety** includes the physical and psychological or emotional safety of all stakeholders;
- The long term planning and training to fully implement the positive behavior interventions and support framework, as well as full implementation of restorative and healing centered practices is essential to safety planning;
- Long-term strategies related to the social, emotional, and behavioral health of our students is key in creating safe schools;
- Youth Voice and community engagement is needed to fully implement any plan;
- Data can change the plan at any moment;
- Safety requires a multi-layered approach and is ever changing given the needs;
- Accountability is needed at all levels to ensure implementation
- Focus on social/emotional health continues to be the leading strategy in preventing violence on campus;

Trend Data:
Incidents Involving Weapons on Campus

Qualitatively, across all incidents:

- Weapons found on campus were related to "outside events"
- Students did not feel safe when coming to/from campus
- Social media influenced decision making

Weapons (Firearms)

Academic Year
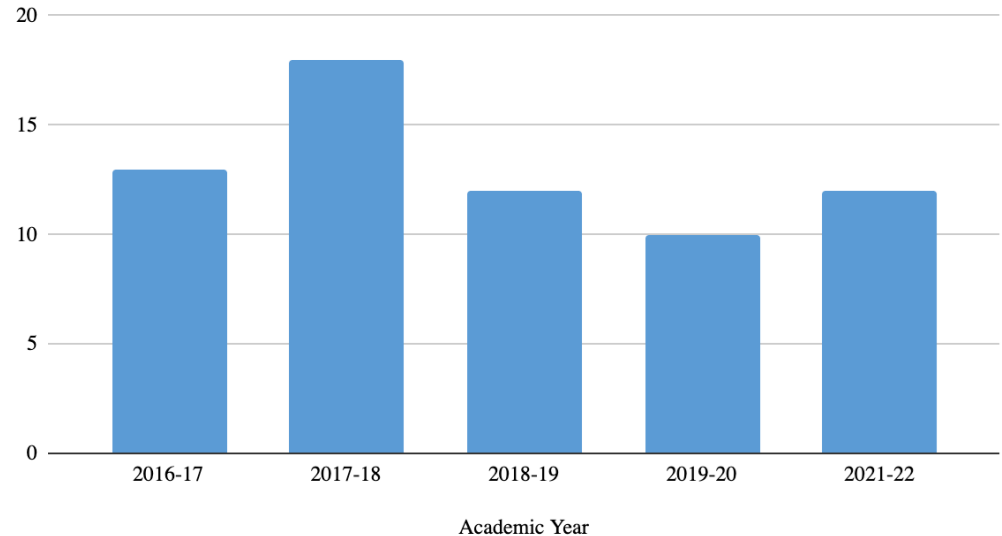
Long Term Strategies

- Ensure that fully functioning School Safety/Climate Teams are active on every site
- Continue to monitor school climate trends
- Focus on structured and explicit teaching of Social/Emotional Learning in classrooms
- Behavioral/Mental Health Supports
- Continue the build-out of a centralized support to support student social/emotional/behavioral health
  - To date, we have added **3 Social Workers** and **2** Board Certified **Behavior Analysts** to support students
- Grant Opportunity (Senator Skinner's Office)
  - Mental Health Supports
  - Truancy Coordinator
  - Climate & Culture Supports

Immediate Action Steps

- Communication
- Safety Checklists for Ongoing Monitoring
- CSS Coverage & Visibility
- Single Point of Entry
- Wearing Lanyard and ID onsites
- Identification of vulnerable youth to provide immediate support (behavioral and mental health)
- Deployment of Central Office Staff to school sites

Ongoing Monitoring
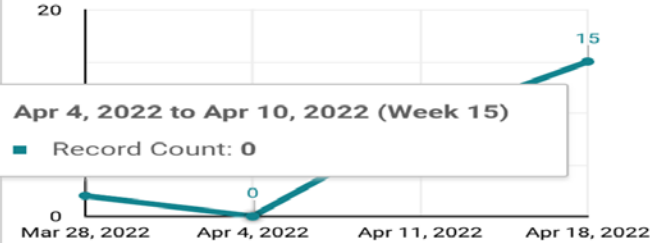
21-22 Safety Checklist Monitoring Summary
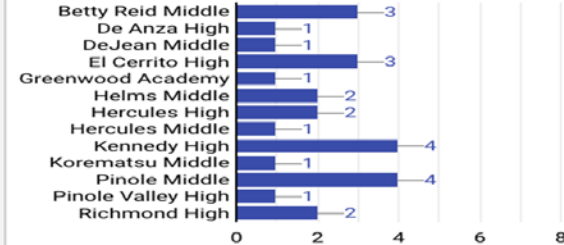
School ▼

 # Safety Checks
26

 # Sites Visited
13

of Safety Checks Completed by Week

Apr 4, 2022 to Apr 10, 2022 (Week 15)
■ Record Count: 0

Mar 28, 2022 — Apr 4, 2022 — Apr 11, 2022 — Apr 18, 2022

of Safety Checks Completed by Site

- Betty Reid Middle — 3
- De Anza High — 1
- DeJean Middle — 1
- El Cerrito High — 3
- Greenwood Academy — 1
- Helms Middle — 2
- Hercules High — 2
- Hercules Middle — 1
- Kennedy High — 4
- Korematsu Middle — 1
- Pinole Middle — 4
- Pinole Valley High — 1
- Richmond High — 2

(0 – 2 – 4 – 6 – 8)

K8 and Secondary Safety Checks

| School	Timestamp	Checklist Completer	K8/SEC [Single Point of entry monitored by Staff Member]	K8/SEC [Gates/Doors secured or monitored]	K8/SEC [Student parking lot gates secured]	K8/SEC [Locked bathroom or monitored by staff]	K8/SEC [Vis signs poste near the entrance advising visitors to report to th main office
Betty Reid Middle	Apr 15, 2022	michael.booker	No	No	Not observed	No	Yes
Betty Reid Middle	Apr 21, 2022	jfranco	Yes	Yes	Yes	Yes	Yes
Betty Reid Middle	Apr 21, 2022	ssigler	Yes	Yes	Not observed	Not observed	Yes
De Anza High	Apr 18, 2022	ssigler	Yes	Yes	Yes	Yes	Yes
DeJean Middle	Apr 20, 2022	jfranco	Yes	Yes	Not observed	Yes	Yes
El Cerrito High	Apr 13, 2022	ssigler	Yes	Yes	Yes	Not observed	Yes
El Cerrito High	Apr 14, 2022	jfranco	Yes	Yes	Yes	Not observed	Yes
El Cerrito High	Apr 20, 2022	michael.booker	Yes	No	Not observed	Not observed	Yes
Greenwood Academy	Apr 20, 2022	ssigler	Yes	Yes	Yes	Yes	No

COVID-19 Safety

- 87 percent of students ages 12+ and over 90 percent of staff fully vaccinated
- Recent increase in case and positivity rate in county and district:
  169 student cases and 30 staff cases and county level of spread labeled by CDC as "medium"
- During omicron peak there were 732 student cases and 70 staff cases the week of January 10
- Strongly recommending masks for all schools and employees
- Worked with labor partners to find solution all could agree to
- Masks and tests important part of our mitigation strategy
- Weekly testing at all school sites in addition to testing for exposed groups/classes
- Dedicated contact tracing group that monitors and identifies Outbreaks for additional cleaning
- Group tracing approach recommend by County Health and CDPH guidelines
- Vaccine Mandate aligned to the State's date of July 2023

Budget Update: Governor's May Revise

- The May Revise includes $300.7 billion budget to "provide relief from rising inflation, ensure public safety, address homelessness, **transform public education**, and combat climate change."
- The May Revise is the last statutory step in the State Budget process before the Legislature adopts the state's spending plan by June 15.
- The Newsom Administration has updated revenue projections and proposals based on the latest cash receipts and economic forecasts

Major Ongoing Investment-January to May

★ In January, the Governor proposed $8.8 billion in major ongoing investments in Proposition 98
  ○ Expanded Learning Opportunity Program (ELO-P) was the largest proposed investment, $3.4 billion
  ○ LCFF was the second largest and an added ADA policy to address long-term declining enrollment
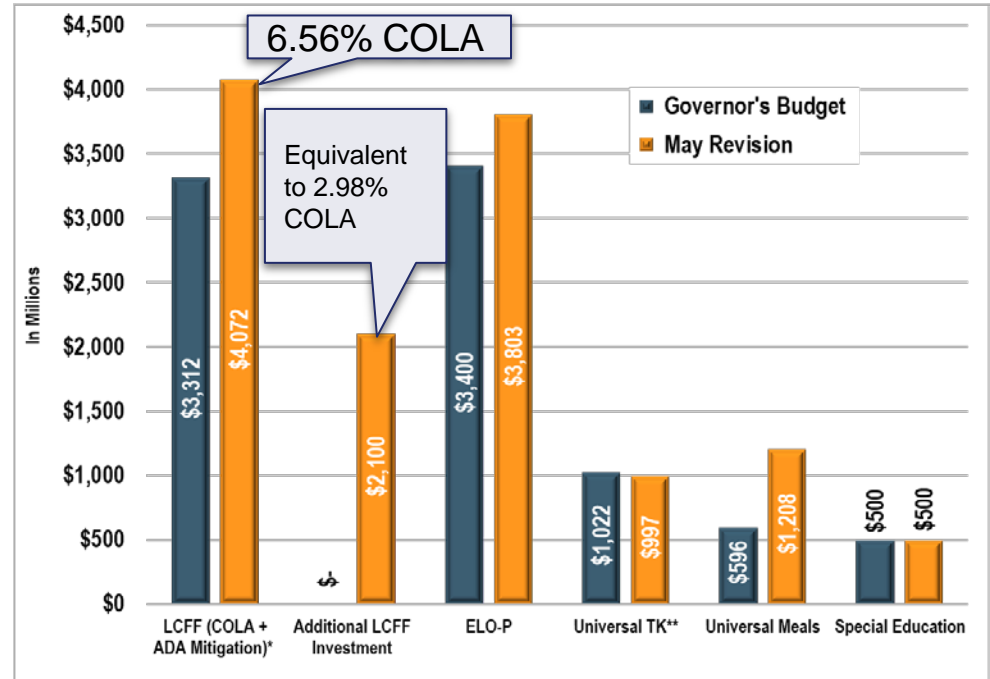
Note: Excludes investments less than $500 million
*LCFF May Revisions costs for Districts, charters, COEs, ADA Adjusted
**Transitional Kindergarten (TK)

What Does May Revise Mean for Us?

- New revenue for the district is important, increases our revenue projection by about **$8 million**.
- We have a **$45 million deficit** however.
- Ongoing expenses subject to inflationary pressures.
- District budget in similar position because of declining enrollment.

Instructional Focus Plan
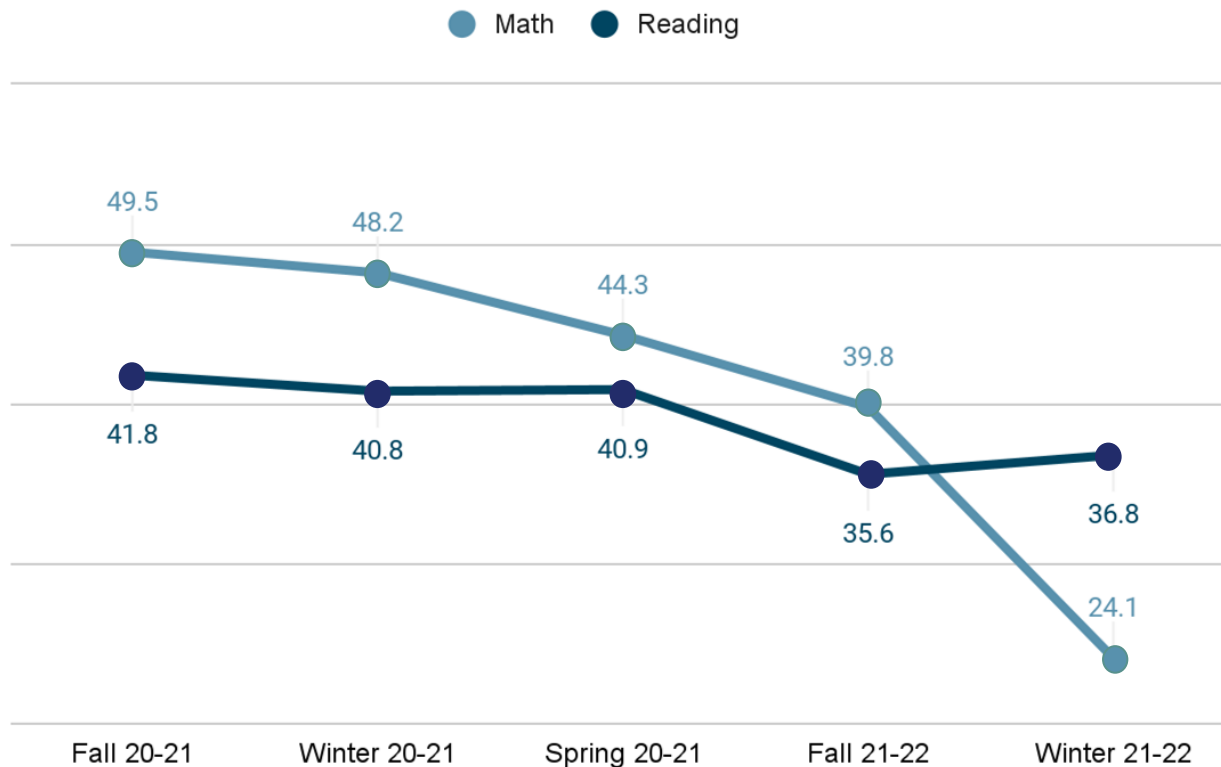
Goals for Student Success

In alignment with California's Local Control Accountability Plan (LCAP) process and our district's profile of a Graduate, WCCUSD Ed Services have articulated the following goals and corresponding measures as our collective expression of the outcomes we desire for our students.

GOAL 1 Success in the Early Years	Every student will develop social-emotional skills and make steady progress towards meeting developmental standards through joyful learning, purposeful play, and meaningful learning.

GOAL 2 Whole Child: Empowered, Supported, Safe, Connected, and Engaged	Every student will develop habits and behaviors that elevate the student's voice, agency, empowerment, in a safe, caring, and supportive environment.

GOAL 3 Critical Thinking and Mastery of Content	Every student will demonstrate mastery of core content and skills through the application of critical thinking, reading, speaking, writing, and problem solving.

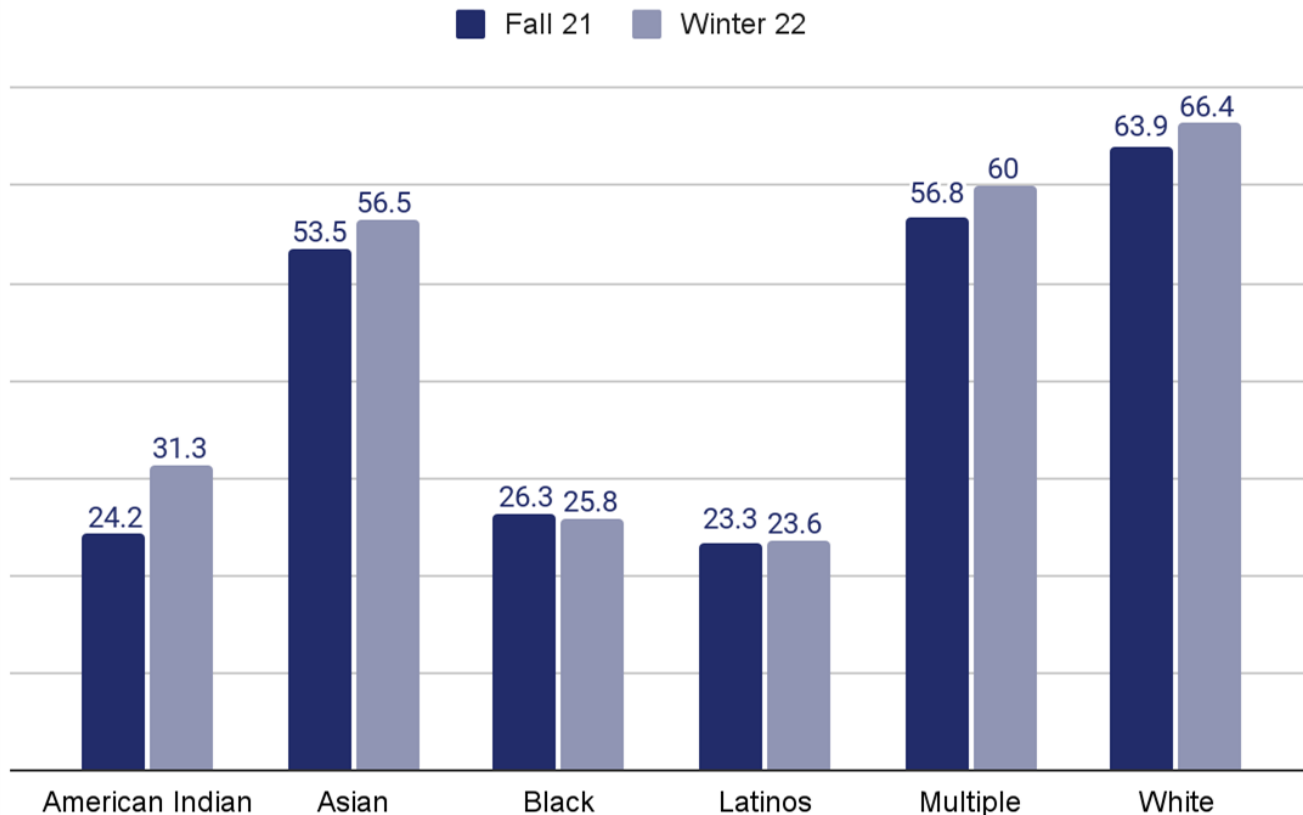| GOAL 4 Readiness for College, Career, and Life	Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school with the global competencies that prepare them for college, career, and post-secondary experiences.

Measures of Student Progress

Goal 1: Success in the Early Years

Measures of Student Progress	Equity Priority Groups
1.1 Students in Preschool-Grade 3 who demonstrate engagement in purposeful play, creativity in problem-solving, and prudent risk-taking in learning. 1.2 Students in Preschool-Grade 3 who meet growth criteria in developmental domains: social-emotional, physical development, Literacy Development (phonological awareness and letter/word knowledge, phonemic awareness, phonics, fluency, comprehension, and vocabulary) and Mathematics. 1.3 Students in Grades 1-3 who are reading at or above grade level. 1.4 Students in Preschool-Grade 3 who receive timely and effective early intervention.	a. ELL students: Language development b. AA Students: Math c. Homeless students: Social-emotional development domains

Goal 2: Whole Child: Empowered, Supported, Safe, Connected, and Engaged

Measures of Student Progress	Equity Priority
2.1 Students who feel safe; have a sense of belonging; are engaged in personal goal-setting; and exhibit equity of voice and participation in the classroom. 2.2 Disproportionality in suspensions and office referrals. 2.3 Students with at least 90% attendance rate.	a. AA students: Suspensions and office referrals b. Homeless students: 90% Attendance rate c. African American, Latinx, Pacific-Islander-chornic rate

Goal 3: Critical Thinking and Mastery of Content

Measures of Student Progress	Equity Priority
3.1 Students who can solve real world, interdisciplinary problems. 3.2 Students meeting local benchmarks, state, and national proficiency standards 3.3 Students with equitable access to advanced programs/courses/classes.	a. Special Ed students: Meeting IEP goals b. ELL: Reclassification rate c. ELL: Growth on SBAC ELA d. AA/Hispanic students: Access to "GATE" programs e. AA 9th graders: D/F grades

Goal 4: Readiness for College, Career, and Life

Measures of Student Progress	Equity Priority
4.1 9th & 10th grade students on-track to graduate 4.2 Students who graduate from high school. 4.3 Students who meet A-G requirements. 4.4 Students who enroll in and complete CTE programs. 4.5 Students attaining externally-benchmarked milestones: *Seal of Biliteracy*; early-college credit; industry-recognized certificate. 4.6 Students with a *High School & Beyond Plan* that includes at least one of these: college acceptance letter, enlistment in the military, trade/technical/apprenticeship program, employment, entrepreneurial pursuit, community/volunteer service.	a. ELL: Graduation rate b. IEP: Participation in CTE c. AA: A-to-G requirements d. Hispanic students: Chemistry and Algebra 1

Reading & Math Overall Proficiency Rates
Fall to Fall Longitudinal

● Math ● Reading

Math: 49.5, 48.2, 44.3, 39.8, 24.1
Reading: 41.8, 40.8, 40.9, 35.6, 36.8

Fall 20-21 | Winter 20-21 | Spring 20-21 | Fall 21-22 | Winter 21-22

Reading Proficiency Rate Fall 2021

@wccusd

Math Proficiency Rate Fall 2021

Legend: Fall 21, Winter 22

Group	Fall 21	Winter 22
American Indian	21.9	17.6
Asian	41.5	45.6
Black	11.4	10.6
Latinos	12.1	13
Multiple	38.9	40.5
White	44.1	46.8
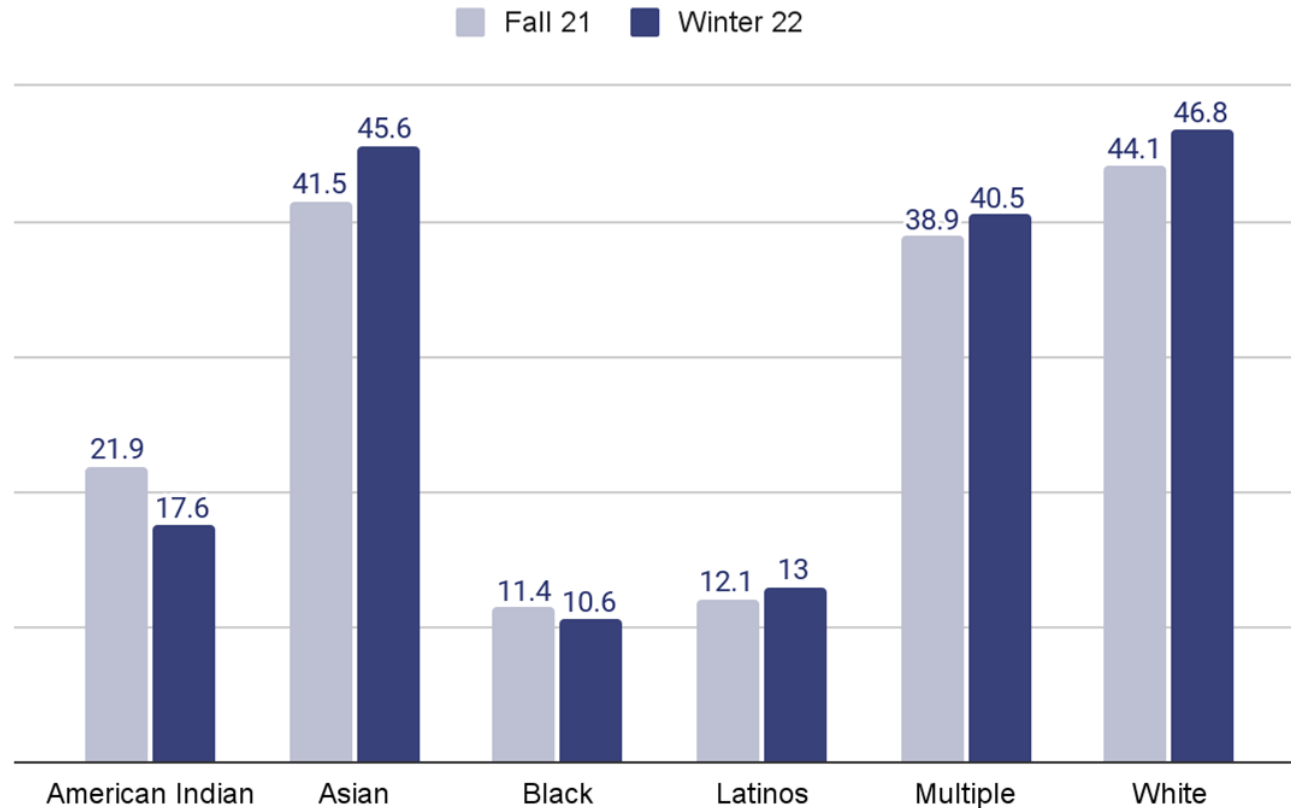
2020-21 Attendance and Suspensions

	Enrollment	Chronic Absenteeism	Suspension Count
American Indian/Alaska Native	69	20.9%	
Asian	2,997	8.7%	
Black/African American	3,803	34.8%	1
Filipino	1,424	6.7%	
Hispanic/Latino	14,474	21.2%	
Native Hawaiian/Pacific Islander	148	34.9%	
Unknown	2	*	
White	3,080	12.9%	2
Multiple	1,386	13.9%	
District Total	**27,383**	**19.8%**	**3**

Data Source: California Department of Education, https://dq.cde.ca.gov/dataquest/. Data for 2020-21, accessed 5/24/22.
Data Notes: Table includes non-charter schools only. *Data suppressed to protect student privacy.

Continuous Improvement Cycle

VISION

Ideal State

Current Reality of the school

Gap Analysis

Cultural Systems

Learning Systems

Economic System

Change

Leadership Voice

Monitoring & Feedback

Next Level of Work

High Leverage Actions

Theory Action
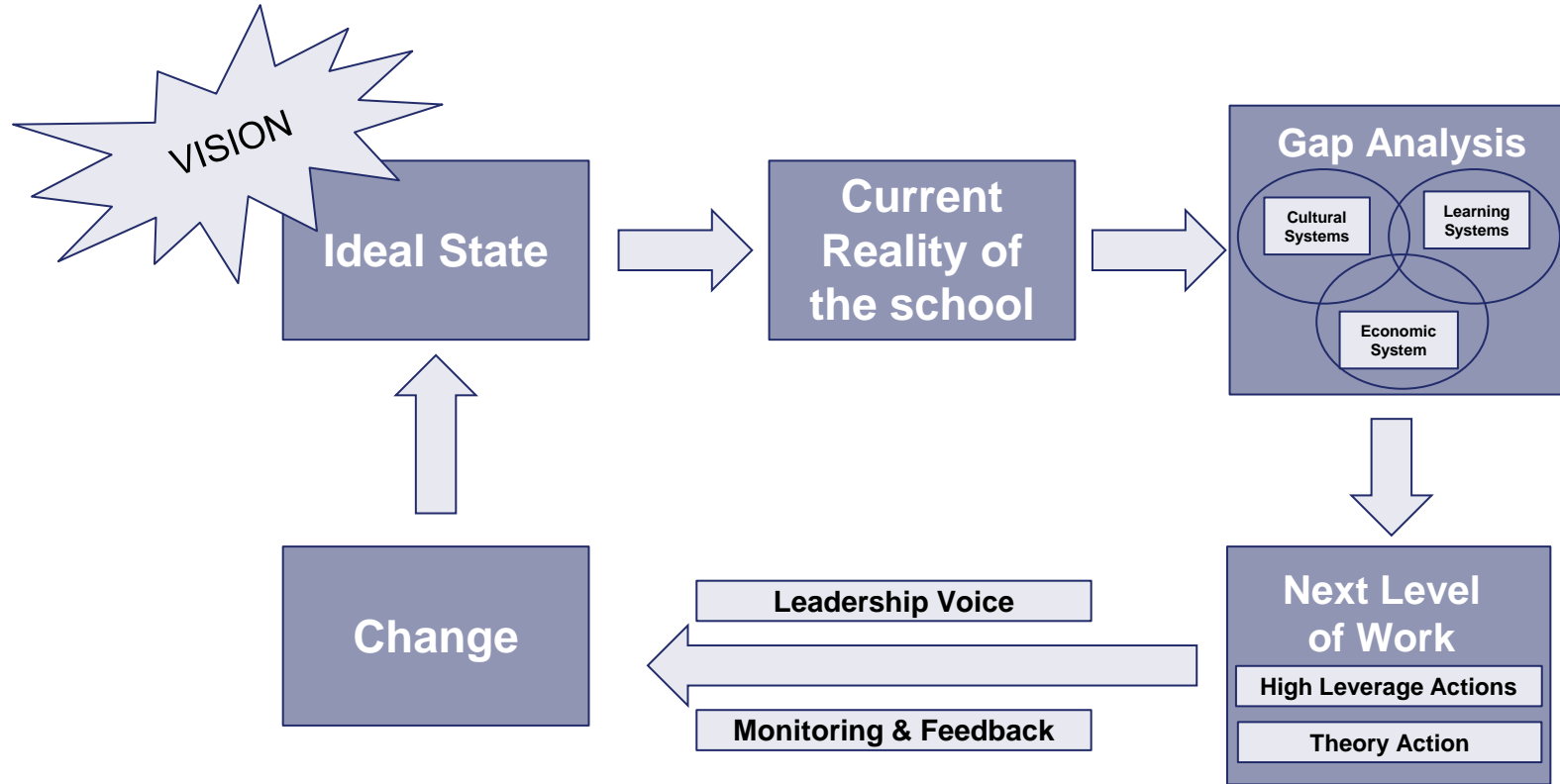
WCCUSD Priorities

Equity Audit is driving Strategic Planning Spring 2022

- Vision (Equity)
- Mission
- Core Values
- Equity Statement
- Anti-Racism Statement
- Graduate Profile
- 2-3 Goals
- Compelling Scorecard

Strategic Planning Process

Meeting people where they are

SCOWs phone outreach

May PAC meetings

Student led listening during school

Community Mtg #1

Set stage for Strategic Planning

Community Mtg #2

Focus on Mission/Vision

Community Mtg #3

Narrow down Mission/Vision; focus on Grad Profile

Survey to entire community for input on Mission, Vision, Grad profile

Mission, Vision, Grad Profile to Board for Approval

Guiding Coalition #1

Guiding Coalition #2

Guiding Coalition #3

April

May

June

Educating Through an Equity Lens

Global Competency means our students can:

- Investigate The World
- Recognize Perspectives
- Communicate Ideas
- Take Action

In our new society, students will need to:

- Buy/Sell in the world market
- Work/Collaborate with people from other cultures and countries
- Be globally competitive in employable skills
- Tackle the most pressing economic challenges for the globe

GLOBAL COMPETENCY

Skill Development

- Critical Thinking
- Collaboration
- Creativity
- Curiosity
- Communication
- Entrepreneurs
- Networking

Foundational Skills

- ELA/History/Social Science
- STEM (Science, Technology, Engineering, Mathematics)
- World Language
- VAPA
- Exercise & Nutritional Science

Global Pathways

- Design Thinking
- Problem-Based (Inquiry)
- Linked Learning
- Maker/Thinker Space
- Exhibition/Internships

**Parent Engagement/Training
Year Round Full-Day Pre-Kindergarten**