



# COSUMNES OAKS HIGH SCHOOL

SCHOOL SITE COUNCIL | AUGUST 30, 2017

# OUR TASK TODAY



- Review Strategic Goals

- Review and Clarify Supplemental Concentration Fund criteria

- Review and Clarify what does not meet criteria for Supplemental Concentration Funds

- Review current areas of focus – what do KPIs indicate (Key Performance Indicators)

- Recommendations based on data



# EGUSD HAS DEFINED WHAT DRIVES THE LCAP?

High-Quality  
Classroom  
Instruction  
and  
Curriculum

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Assessment,  
Data Analysis,  
& Action Plan

All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.

Wellness

All students will have an equal opportunity to learn in a culturally responsive, physically, and emotionally safe environment.

Parent,  
Family, &  
Community  
Partnerships

All students will benefit from programs and services designed to inform and involve family and community partners

## EGUSD STRATEGIC GOALS

# CALIFORNIA HAS IDENTIFIED 8 STATE PRIORITIES

## Conditions of Learning

### Priority 1

**Basic Services:** compliance with Williams Act, instructional materials, teacher assignments and credentials, facilities

### Priority 2

**Implementation of Standards:** SBE adopted, include programs and services for ELs to access the Common Core and ELD standards

### Priority 7

**Course Access:** for subgroups, to a broad course of study

## Pupil Outcomes

### Priority 4

**Pupil Achievement:** statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)

### Priority 8

**Pupil Outcomes:** specified subject areas

## Engagement

### Priority 3

**Parental involvement**

### Priority 5

**Pupil Engagement:** attendance, dropout and graduation rates

### Priority 6

**School climate :** suspension and expulsion rates, etc.

Which priority did EGUSD add?

THERE ARE 3 BROAD STATE CATEGORIES

**High-Quality  
Classroom  
Instruction  
and  
Curriculum**

- ✓ Access to courses (Honors, AP/IB, CTE)
- ✓ a-g Completion
- ✓ CAASPP
- ✓ Content Standards Implementation
- ✓ CTE Sequence Completion
- ✓ EAP
- ✓ Instructional Materials
- ✓ Progress Toward English Language Proficiency
- ✓ Redesignation
- ✓ Teacher Assignment

**Assessment,  
Data Analysis,  
& Action Plan**

- ✓ Assessment Systems
- ✓ Data and Program Evaluation
- ✓ Student Information Systems

**Wellness**

- ✓ Attendance
- ✓ Chronic Absenteeism
- ✓ Cohort Graduation
- ✓ Expulsion
- ✓ Facilities
- ✓ Dropout Rate
- ✓ School Climate
- ✓ Suspension

**Parent,  
Family, &  
Community  
Partnerships**

- ✓ Family and Community Engagement
- ✓ Connectedness
- ✓ Family Survey
- ✓ Family Outreach

**MEASURED BY...**

## High-Quality Classroom Instruction and Curriculum

## Assessment, Data Analysis, & Action Plan

## Wellness

## Parent, Family, & Community Partnerships

- ✓ Access to Courses (Honors, AP/IB, CTE)
- ✓ PSAT Participation and Achievement
- ✓ SAT/ACT Performance
- ✓ CAASPP Results
- ✓ CTE Sequence Completion
- ✓ Professional Development
- ✓ EAP – College Readiness
- ✓ a-g course completion
- ✓ AP Participation, Achievement, and Grade Consistency, Pass Rate
- ✓ Post Secondary Acceptance
- ✓ Instructional Materials
- ✓ EL Proficiency and Redesignation
- ✓ Credentialed Teachers
- ✓ Number of dual enrolled (in college)

- ✓ Post Secondary Enrollment and Retention
- ✓ Professional Learning Communities
- ✓ EL /CELDT
- ✓ Foster Youth
- ✓ SED Data
- ✓ Student Work
- ✓ Program Evaluation
- ✓ Research Based
- ✓ Focus on College & Career 10 year Plan
- ✓ Advocacy
- ✓ Target Initiatives
  - AP success recruiting
  - Math I Repeater Outreach

- ✓ Attendance
- ✓ Chronic Absenteeism
- ✓ Advocacy
- ✓ Cohort Graduation
- ✓ Suspension & Expulsion Data
- ✓ CA Healthy Kids Survey
- ✓ Parent Survey
- ✓ Senior Survey
- ✓ Mental Health Therapist
- ✓ Crisis Intervention
- ✓ Mandated Reporter
- ✓ Suicide Awareness
- ✓ PBIS Implementation
- ✓ Social Emotional Learning
- ✓ School Climate
- ✓ SARC Narrative
  - ✓ (School Accountability Report Card)
- ✓ CSSP
  - ✓ (Comprehensive Safe Schools Plan)

- ✓ CTE Internships & Certifications
- ✓ Parent Education Series
- ✓ Communication
- ✓ Site Surveys
- ✓ Freshman Parent Orientation
- ✓ LINK Crew
- ✓ SSC
- ✓ Industry Sector Coaches (CTE)
- ✓ Volunteer Opportunities
- ✓ Parent Survey
- ✓ EL /Foster/SED Data
- ✓ SARC Narrative
  - ✓ (School Accountability Report Card)

MEASURED BY...2016-2017

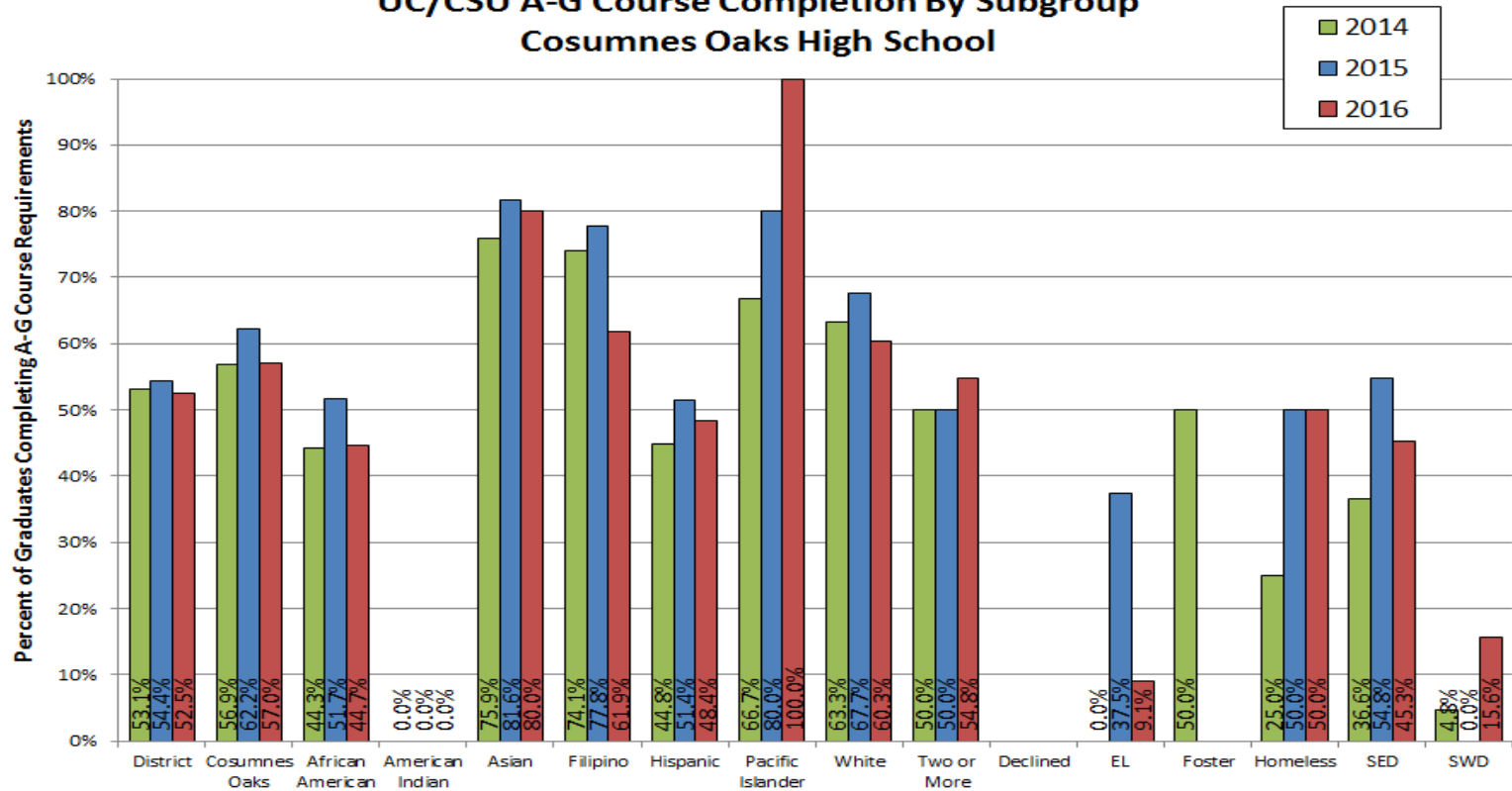
PROPOSED...2017-2018

Red indicates 2016-2017 extremely limited allocation

Green indicates proposed additional allocations due to LCAP funding & an expansion on already supported initiatives.

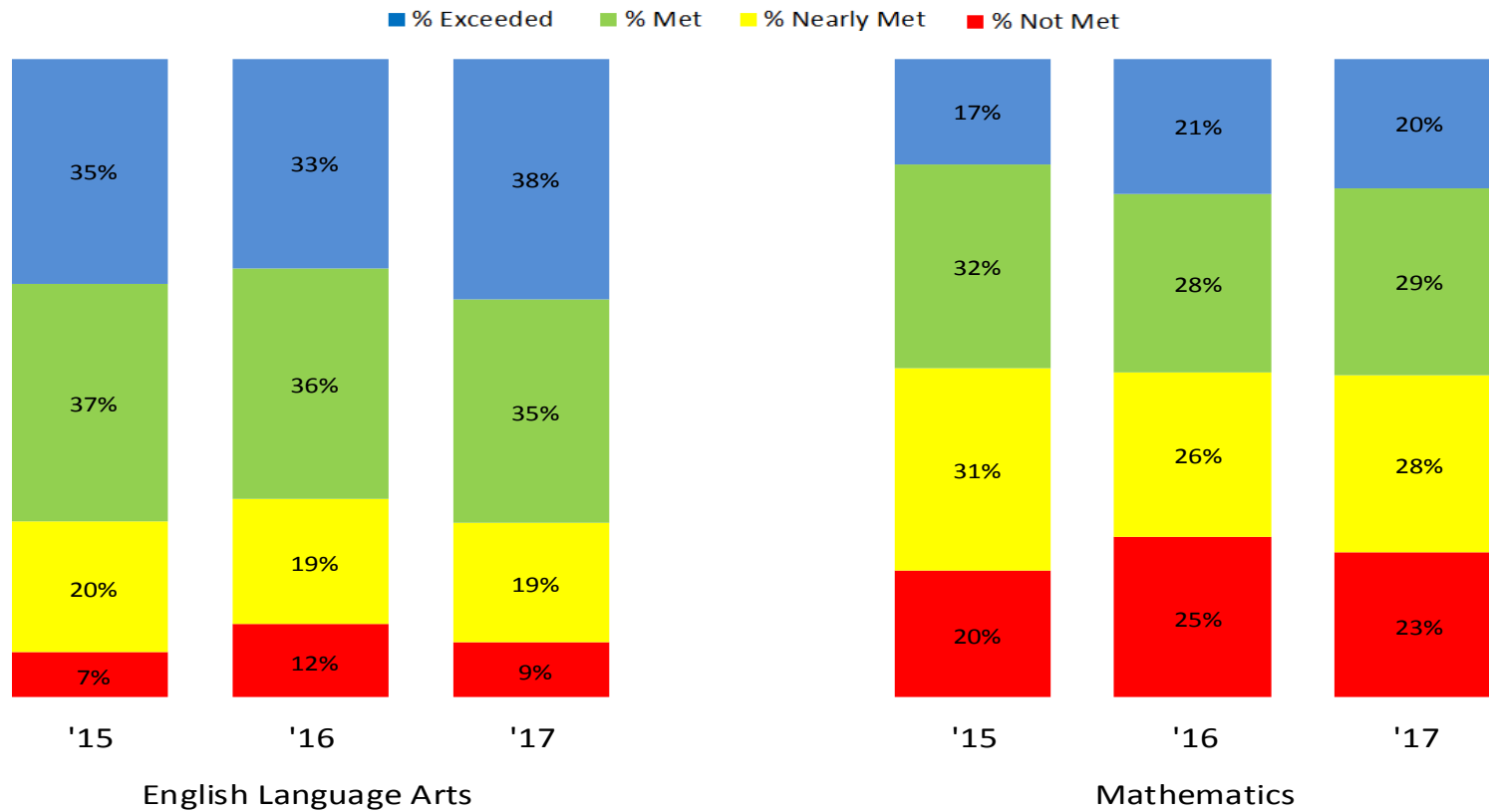
# A-G (SHOULD BE LOWER CASE) COMPLETION

UC/CSU A-G Course Completion By Subgroup  
Cosumnes Oaks High School



- Parent Education Series
- Advocacy Classes
- Counselor Intervention
- Extended Day
- Academic Intervention student/Parent Meetings
- Facilities
- Supplies
- Technology
- Communication

# 2015-2017 CAASPP-PERFORMANCE CATEGORIES, GRADE 11



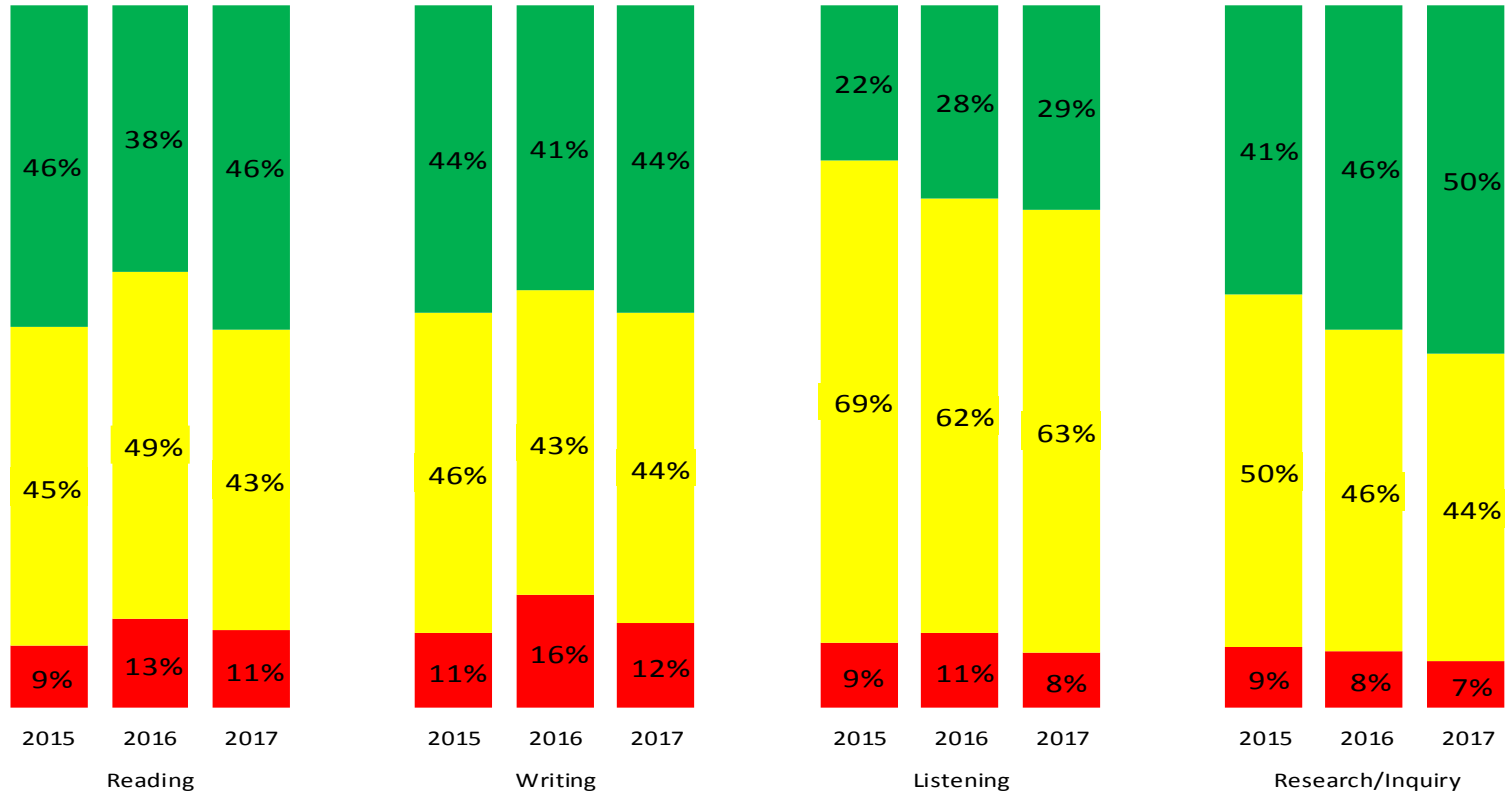
- PLC Team Training Team
- Site Solution Tree Training
- PLC Teacher Leader
- Curriculum Coaches
- Release Time/Subs
- Course Alike Professional Development
- Technology

- Technology Training
- Best Practice Conferences
- Leadership Development
- Materials
- Facilities
- Curriculum and Curriculum Development
- Academy and Pathway Enrichment



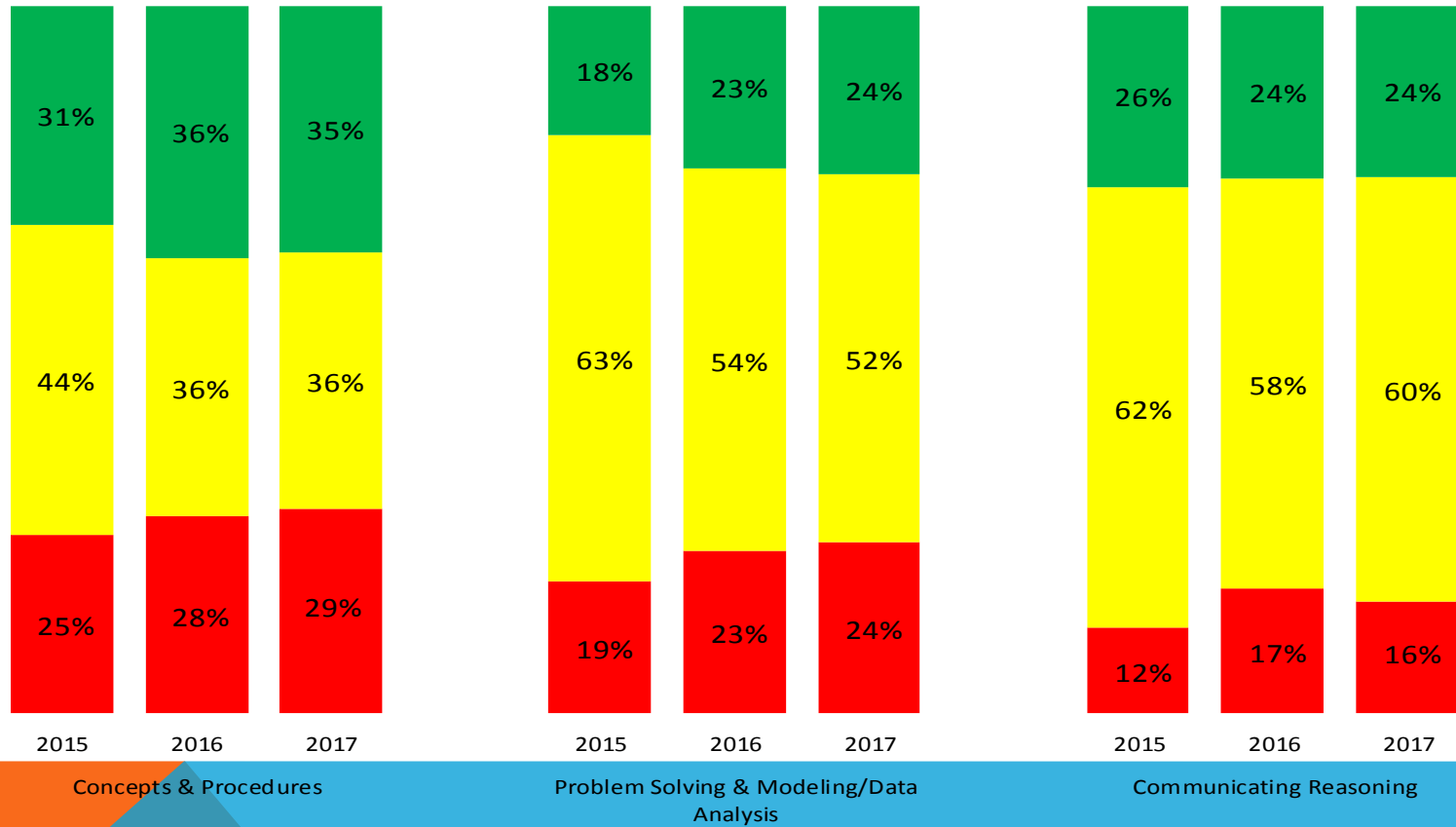
# 2015-2017 CAASPP ENGLISH LANGUAGE ARTS CLAIMS, GRADE 11

■ % Above Standard   ■ % Near Standard   ■ % Below Standard



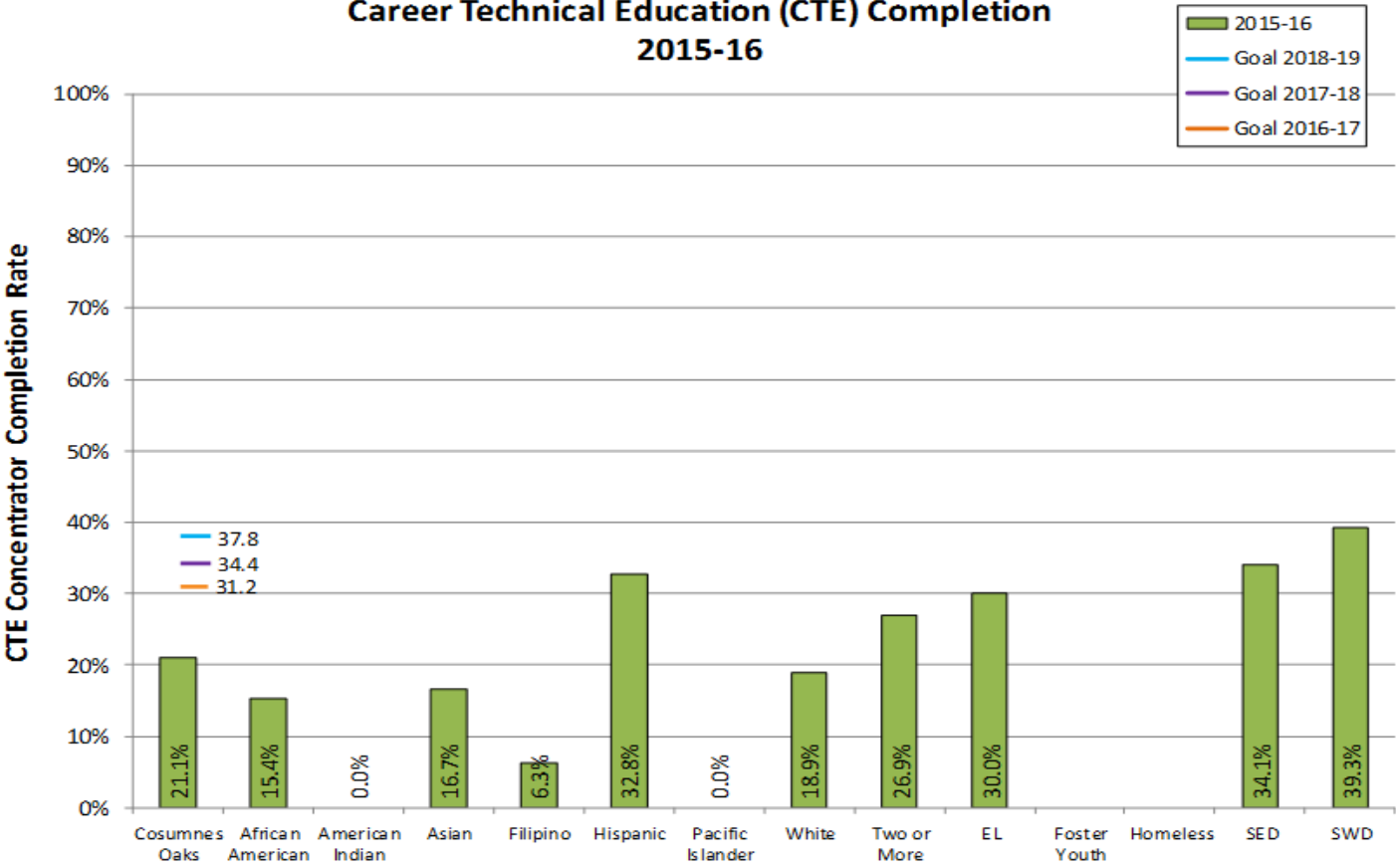
# 2015-2017 CAASPP MATHEMATICS CLAIMS, GRADE 11

■ % Above Standard   ■ % Near Standard   ■ % Below Standard



# Career Technical Education (CTE)

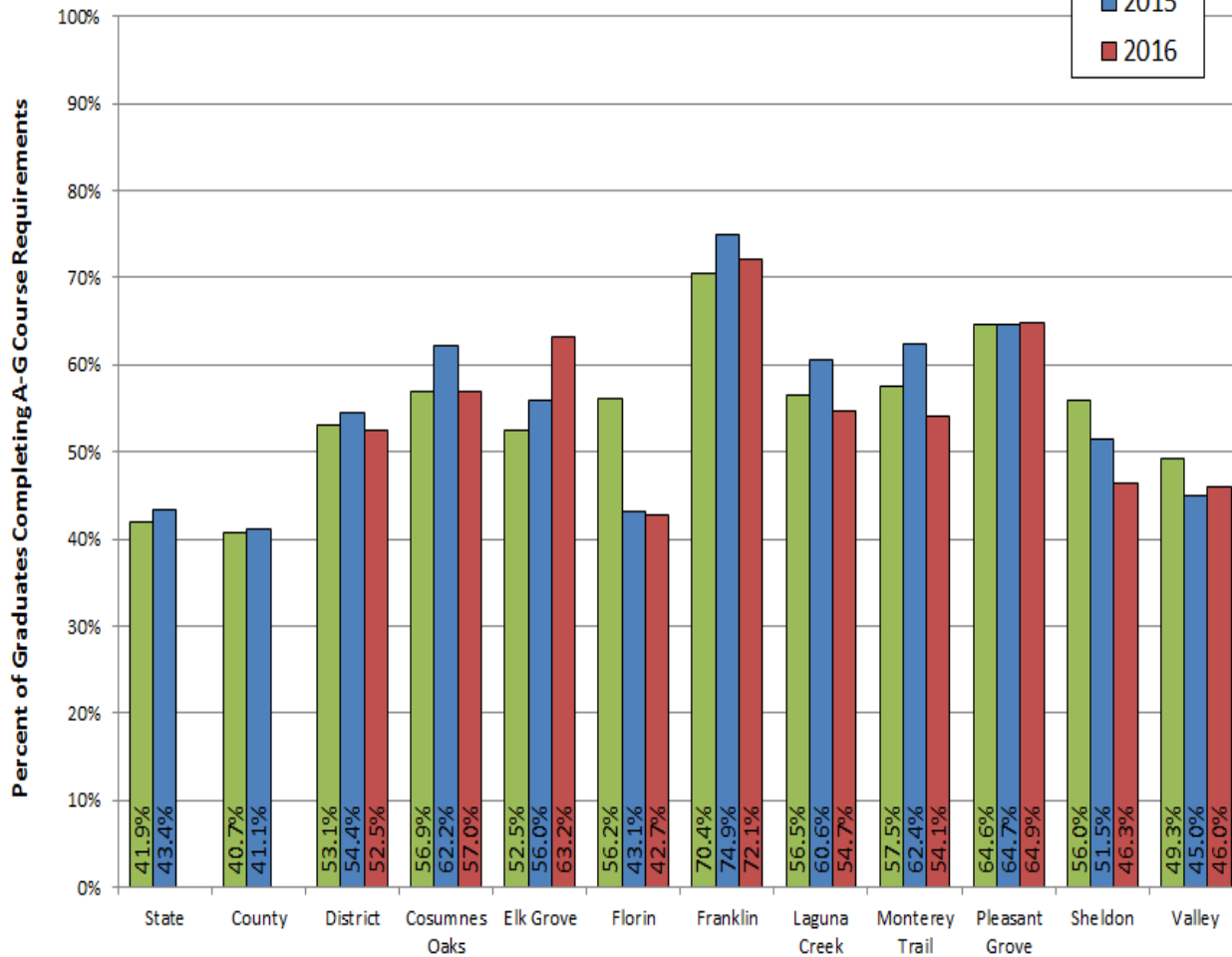
**Career Technical Education (CTE) Completion  
2015-16**



- Counselor/Sector Coach Outreach to Underrepresented Groups
- Teacher Training
- Community Connection/Internships
- Technology
- Equipment
- Parent Information
- Industry Leader Visits
- University Specific Outreach
- CTE Pathway Development
- Counseling and Guidance Tech
- Communication

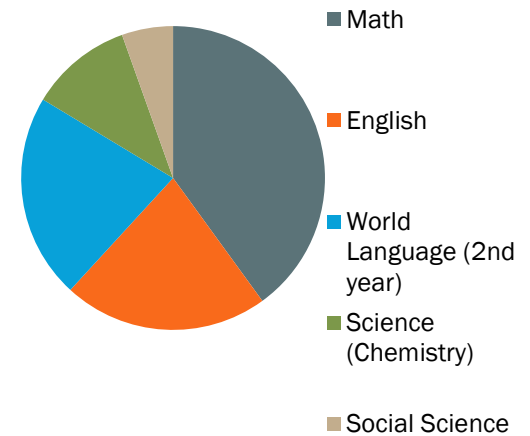
# A-G COURSE COMPLETION

UC/CSU A-G Course Completion  
State, County, District & Schools



**Data Dig**  
An analysis of students who did not complete a-g requirements have revealed the following:

Gatekeeper courses



# ANOTHER EXAMPLE OF DATA

Cosumnes Oaks High School								
AP Scores 2017								
	<u>AP Pass Rate</u>	<u># Students Tested</u>	<u># Students in Cohort</u>	<u>% Tested</u>	<u>Score of 3 or higher</u>	<u>2016 pass rate</u>	<u>2015 pass rate</u>	<u>2014 pass rate</u>
AP Biology	75%	12	69	17%	9	39%	81%	71%
AP Calculus AB	74%	57	97	59%	42	18%	57%	68%
AP Calculus BC	77%	13	15	86%	10	95%	96%	82%
AP Calculus BC (AB Subscore)	85%	13	15	86%	11	92%	93%	82%
AP Chemistry	59%	22	33	66%	13	50%	45%	23%
AP English Language	55%	210	230	91%	115	67%**	40%**	71%**
AP English Lit	66%	35	122	29%	23	82%	83%	86%
AP Macroeconomics	92%	52	90	58%	48	56%	63%	77%
AP Microeconomics	92%	50	98	51%	46	86%	88%	95%
AP Music Theory	50%	2	19	16%	1	100%		
AP Physics 1	53%	40	110	36%	21	39%	35%	42%
AP Physics 2	83%	6	39	15%	5	69%		
AP Psychology	85%	126	196	64%	107	72%	69%	56%
AP Spanish	91%	11	21	52%	10	90%	100%	100%
AP Statistics	61%	23	70	33%	14	82%	84%	69%
AP Art 3-D	83%	6	8	75%	5	100%	100%	67%
AP Drawing	100%	3	12	25%	3	100%		
AP Government	60%	30	96	32%	18	65%	64%	72%
AP Comparative Gov't and Politics	75%	16	89	18%	12	n/a	n/a	n/a
AP US History	80%	81	95	85%	65	81%	71%	73%
AP World History	67%	179	225	80%	120	70%	51%	53%
	71%	987			698			
Indicates increase								
Indicates drop of 10%+								
**First year of AP English Language- Prior years, sstduents took the test without the class.								

# THE EAP HAS SHIFTED MEANING

Beginning in 2015, CAASPP grade 11 ELA and math results categories directly correspond to EAP results categories.

Separate EAP tables and briefs are no longer produced.

## CAASPP

Standard Exceeded



## EAP

Exempt, ready for college-level coursework

Standard Met



Conditionally exempt, conditionally ready

for college-level coursework

Standard Nearly Met



Did yet not demonstrate readiness for

college-level coursework

Standard Not Met



Did yet not demonstrate readiness for

college-level coursework

CAASPP  
COUNTS!

- ✓ Technology
- ✓ Teacher confidence
- ✓ Student confidence
- ✓ Extended Day
- ✓ Advocacy
- ✓ Altered bell Schedule
- ✓ Materials
- ✓ Parent outreach

# MORE DATA...

- ✓ Attendance Rates
- ✓ Chronically Absent Students
- ✓ Suspension Rates (We had zero expulsions.)
- ✓ Areas of Focus 2016-2017
- ✓ Recommendations 2017-2018
- ✓ Parent (Climate) Survey
- ✓ Staff (Climate) Survey
- ✓ Senior Survey

Next week it will look like this...

Site Goal 1.1			
Cosumnes Oaks High School will provide access to courses which prepare students for college, career, other post-secondary opportunities, and life readiness. An important metric for this site goal is a-g completion; since some advanced level courses require pre-requisite course completion, access necessitates that high quality instruction is an imperative.			
<b>Metric:</b> Access to Courses (Honors, AP/IB, CTE)		<a href="#">Add Site Goal</a>	<a href="#">Edit Site Goal and Metric</a>
Actions/Services 1.1.1			
Principally Targeted Student Group			
<ul style="list-style-type: none"> <li>All</li> </ul>			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Professional Learning Community Reinforcement: <ul style="list-style-type: none"> <li>Teacher (team) release days</li> <li>Solution Tree trainingby consultant</li> <li>PLC Conferences and Seminars</li> <li>Teacher (team) planning time.</li> </ul>	PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [ ] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).	<ul style="list-style-type: none"> <li>a-g completion</li> <li>AP/Honors participation</li> <li>PSAT; SAT;ACT Data</li> <li>AP Pass rate/participation</li> <li>CCI (College and Career Indicator)</li> </ul>	Certificated Substitute = \$170/day Certificated Timesheet = \$40/Hour Dollars not to exceed \$40,000  Conferences/Seminars/Consultants Dollars not to exceed \$15,000
		<a href="#">Add Actions</a>	<a href="#">Edit Actions</a>
		<a href="#">Delete Actions</a>	



# GRADUATE PROFILE

EGUSD graduates demonstrate their readiness to succeed in college, career, and life readiness through:



**Creative problem-solving**

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

**THINK**



**Self-awareness, self-reliance, self-discipline**

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities

**PLAN**



**Technical literacy**

- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

**CONNECT**



**Communication and collaboration**

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

**COMMUNICATE**



**Community engagement**

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

**ENGAGE**



**Integrity**

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity

**ACT**



**INTENDED OUTCOME**

**COLLEGE, CAREER, LIFE READY GRADUATES**



## NEXT STEPS...

August 20,  
2017

- Review additional data and make additional funding recommendations

September  
6, 2017

- Review and Approve Funding Allocations

Winter  
2018

- Review current plan | Adjust Funding allocation if needed | Begin to formulate recommendations for 2018-2019

Spring  
2018

- Review and assess current plan effectiveness | Adjust Funding allocation if needed | Make recommendations for 2018-2019

**THANK YOU FOR YOUR PARTNERSHIP IN MAKING  
COSUMNES OAKS HIGH SCHOOL THE BEST THAT  
IT CAN BE FOR STUDENTS, PARENTS, STAFF,  
FAMILIES, AND OUR SCHOOL COMMUNITY.**