

District Progress on LCAP Goals: College and Career

October 12, 2017

Learning Targets

- Review Strategic Plan Principles
- Review key metrics and actions for Goal 2
- Understand current outcome data for secondary schools
- Learn how Woodland Joint Unified School District plans to address the needs shown in the data



Strategic Plan

The mission of Woodland Joint Unified School District is to prepare and empower all students for a future of endless possibilities.

Goals

- All students will be grade level proficient in literacy, numeracy and 21st Century skills.
- Every student will graduate high school and be competitively college and career ready through a choice of pathways.
- All students will be engaged and experience a safe, respectful and caring environment.

Principles

- ❖ We believe students benefit from highly challenging instruction with early supports to form a strong foundation for learning.
- ❖ We believe our students need to be provided real world experiences, technology and tools.
- ❖ We believe all students have the right to be academically and socially successful, and it is our job to provide them opportunities to realize that success.
- ❖ We believe students need to use their strengths, talents and interests to be successful.
- ❖ We believe parent, family and community engagement provides the foundation for student success.
- ❖ We believe the learning environment extends from home to school and requires respectful relationships among everyone involved.

Goal 2: All students will be graduate high school and be competitively college and career ready through personalized learning.

Metric/Indicator	Baseline	2017-18
Increase the cohort graduation rate at each high school	The 2015-16 cohort graduation rate: <ul style="list-style-type: none"> • CCHS = 65.3% • PHS = 94.3% • WHS = 94% 	Increase the cohort graduation rate at all high schools to 95%.
Percentage of students meeting UC/CSU A-G course requirements	38% of graduates have met the minimum requirements for UC/CSU admission.	Increase by 5% the number of graduates that complete UC/CSU A-G requirements.
Increase the number of students who are “Prepared” on the College and Career Indicator	34.7% of students are Prepared on the CCI. (2013-14 data)	40% of students are Prepared on the CCI.

Cohort Graduation Rate

Cohort Grad Rate (3 year change)



All students increased by 2%

Hispanic increased by 4.3%

White decreased by 2.3%

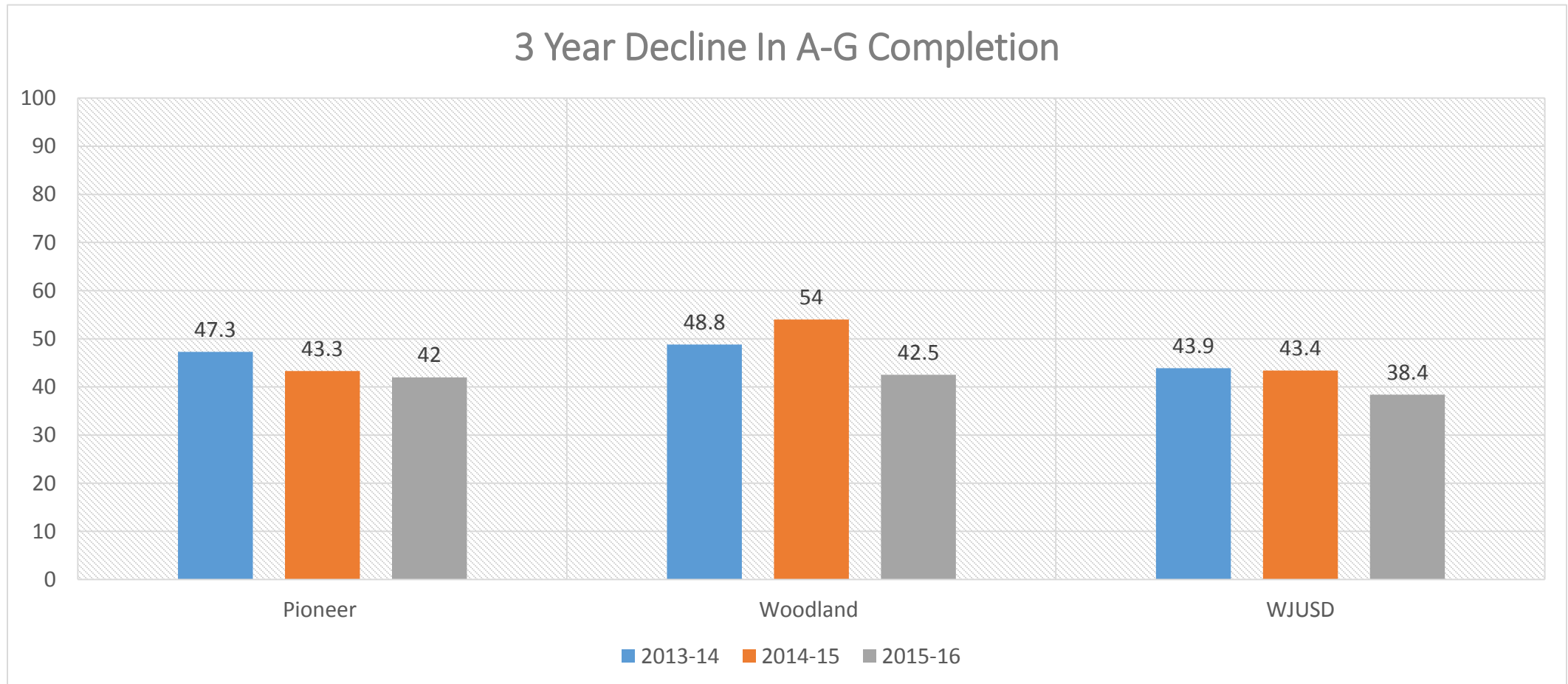
English Learner increased by 11.3%

SED increased by 4.6%

 grad rate declined/dropout rate increased over 3 years (>10 stu)
 grad rate increased/dropout rate declined over 3 years (>10 stu)

Cohort Graduation Rate	2015-16		2014-15		2013-14	
	#	%	#	%	#	%
Woodland Joint Unified	631	90.9%	604	90.4%	654	88.9%
Hispanic	405	91.4%	376	88.9%	385	87.1%
American Indian	*	100%	*	50.0%	*	75.0%
Asian	27	93.1%	39	90.7%	49	96.1%
Filipino	*	100%	*	100%	*	100%
African American	*	57.1%	*	83.3%	*	77.8%
White	177	88.9%	171	94.5%	198	91.2%
2 or More Races	*	100%	*	83.3%	*	100%
Not Reported	*	100%	n/a		*	100%
English Learners	174	88.3%	155	85.2%	124	77.0%
Foster Youth	*	62.5%	*	60.0%	n/a	
Migrant Education	14	87.5%	*	90.9%	18	81.8%
Special Education	34	68.0%	52	73.2%	36	58.1%
Socioeconomically Disadvantaged	471	89.5%	415	88.7%	422	84.9%

Completion of minimum A-G requirements



“Prepared” on the College and Career Indicator

College/ Career Level	# of Cohort Students at Each Level	% of Cohort Students at Each Level
Prepared	229	34.7%
Approaching Prepared	223	33.8%
Not Prepared	207	31.4%

CCI Measures

- Career Technical Education (CTE) Pathway completion
- Grade 11 CAASPP in English Language Arts and Mathematics
- Advanced Placement (AP) exams
- International Baccalaureate (IB) exams
- Dual Enrollment
- A-G completion

Actions to Support this Metric

- Opportunities for students to access rigorous learning
 - Online content through Odysseyware
 - Ethnic Studies program/course development (board update: October 26)
- Career Technical Education Pathways including Visual and Performing Arts
 - New course offerings (Voices from the Field: October 26)
 - Pathway review and completion
- Master Schedule Audit
 - Ensure equity and access for all students, especially English Learners and Students with Special Needs

Next Steps

- Transcript Audit
- Develop partnership with Woodland Community College for Dual Enrollment
- Continuing implementation of California Colleges Guidance Initiative
- Data review to determine root causes

Questions and Comments