

**College &  
Career  
Readiness**

# LCAP Goal 1

**Increase Student Achievement  
and Other Pupil Outcomes  
to prepare ALL students  
for College, Career, & Citizenship  
in the 21st Century**

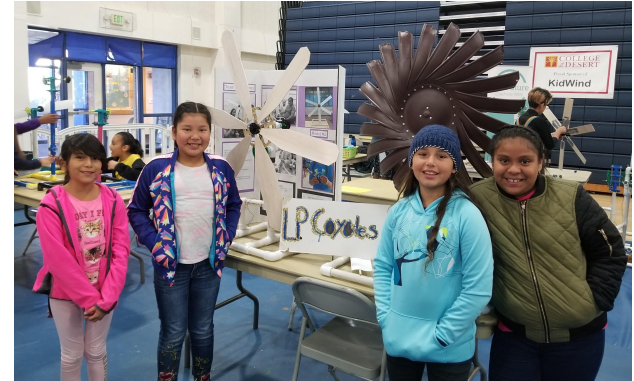
# Create a College & Career Mind Set Starting Early!

- **Introduce** college & career awareness in elementary
- **Explore** college & career options in middle school
- **Prepare** for college & career in high school



# Reverse the Messaging

- COLLEGE
- MAJOR
- CAREER
- CAREER
- MAJOR
- COLLEGE



## Students who identify careers of interest can:

1. Better identify colleges with the best programs that meet their needs
2. Are more likely to enroll in college
3. Do not waste time sorting out in college what they want to do for a career

# CVUSD

## Elementary

- Career awareness field trips
- VAPA & STEM (4-6)
- Dual immersion
- AVID

## Middle

- Career exploration
- Career electives
- Field trips to colleges & Industry
- AVID
- College & career fairs and presentations

## High

- Career exploration
- Career pathways
- Career academies
- Certifications
- Field trips to colleges
- Field trips to industry
- Dual Enrollment
- Articulated Courses
- College Applications
- AVID
- PUENTE
- Honors coursework
- A-G coursework
- AP Courses & Exams
- ACT/SAT/PSAT
- Counseling
- FAFSA/Dream Act
- Scholarships

# Our World is Shifting

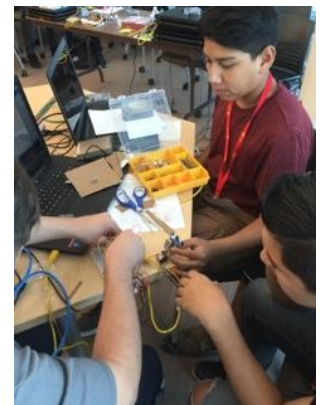
## Jobs of the Future

- Not all require a four-year degree
- Many require technical skill certifications
- Advanced Technology, Artificial Intelligence, Virtual Reality, Robots replacing many traditional jobs
- Technology is important to all careers



## Coachella Valley

- Cyber Security & Technology
- Health including Mental & Behavioral Health
- Agriculture
- Hospitality/Event Management
- Engineering and Green Energy Technology



# Fundamentals of Creating a College Going Culture

- Elementary – students learn about options and education required for careers
- Schools convey expectations that all students will prepare for college & career
- Schools, families, and community all reinforce the same message of high expectations!



# Best Way to Help Your Student

- Talk to them about their interests - ask them “What community problems do you see you would like to solve?”
- Encourage them to explore their interests and connect them with school work
- Set expectation of continuing education after high school
- Get involved in your child’s school and ask questions about programs available

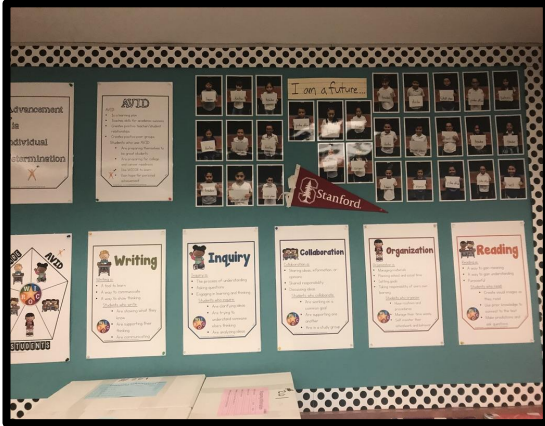


# Districtwide Writing Initiative

- **Site Administrator Trainer of Trainer**
- **Elementary Implementation**
  - **Model schools**
  - **Non-model schools**
- **Secondary Implementation**

# Advancement Via Individual Determination

# AVID



# AVID Implementation

## Methodologies and strategies

- Structured college preparatory system
- Promotes an environment of college readiness
- Support structure for first-generation college goers
- Educators are fully trained in AVID strategies
- Schoolwide approach to curriculum and rigor



# AVID Areas of Focus

## INSTRUCTION

*promotes:*



- ▶ WICOR® Strategies
- ▶ 21st Century Skills
- ▶ Student Leadership Skills
- ▶ Goal-Setting/Monitoring
- ▶ Rigor for All

## SYSTEMS

*support:*



- ▶ AVID Site/District Teams
- ▶ Professional Learning
- ▶ Secondary AVID Elective Classes
- ▶ Equity and Access to Rigorous Courses
- ▶ Data Collection and Analysis

## LEADERSHIP

*ensures:*



- ▶ Strategic Planning
- ▶ Modeling of Expectations
- ▶ College Readiness Mission and Vision
- ▶ Career Readiness
- ▶ Distributed Leadership Approach

## CULTURE

*fosters:*



- ▶ College Awareness and Preparation
- ▶ Common Belief in Student Success
- ▶ Family and Community Involvement
- ▶ High Expectations for All
- ▶ Positive and Safe Learning Environment

## I. AVID Schoolwide Instruction

AVID Schoolwide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

## II. AVID Schoolwide Systems

AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.

## III. AVID Schoolwide Leadership

AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

## IV. AVID Schoolwide Culture

AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

# Professional Development Requirement

## Elementary

50% of staff AVID-trained

## Secondary

60% of staff AVID-trained

# Elementary Teacher Trained

CMA	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2018	0%	0%	0%	0%	40%	40%	67%

MV	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	0%	0%	0%	100%	100%	100%	100%

CC	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	20%	14%	50%	57%	43%	33%	57%

SM	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	40%	14%	14%	86%	20%	50%	40%

PP	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2018	0%	0%	100%	100%	100%	100%	100%

JK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	0%	0%	0%	100%	100%	100%	100%

VDS	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2018	0%	40%	0%	60%	100%	100%	75%

MA	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	0%	0%	40%	60%	100%	100%	75%

OA	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	0%	0%	75%	75%	100%	100%	100%

PV	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	0%	0%	0%	100%	100%	100%	100%

LP	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	0%	0%	0%	0%	100%	100%	100%

WS	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2018	0%	0%	0%	0%	100%	100%	100%

VV	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	40%	0%	50%	60%	100%	100%	75%

SV	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2019	100%	67%	100%	100%	50%	100%	100%

# Secondary Staff Trained

- Teachers
- Counselors
- Administrators

## MIDDLE SCHOOL

**CDA**

School Yearid	Trained
2018	70.3%

**BD**

School Yearid	Trained
2018	70.3%

**TC**

School Yearid	Trained
2018	35.7%

## HIGH SCHOOL

**CVHS**

School Yearid	Trained
2018	44.4%

**DMHS**

School Yearid	Trained
2018	21.3%

**WSHS  
(7-12)**

School Yearid	Trained
2018	90.0%

# PATHWAY TO SUCCESS = VAPA

- **Hired 14 appropriately credentialed teachers and 10 paraprofessionals**
- **Curriculum based on Common Core Standards which include a combination of:**
  - **VAPA**
  - **AVID**
  - **PBIS**
  - **College & Career Readiness**
  - **STEAM**
- **Program start date: January 7, 2019**



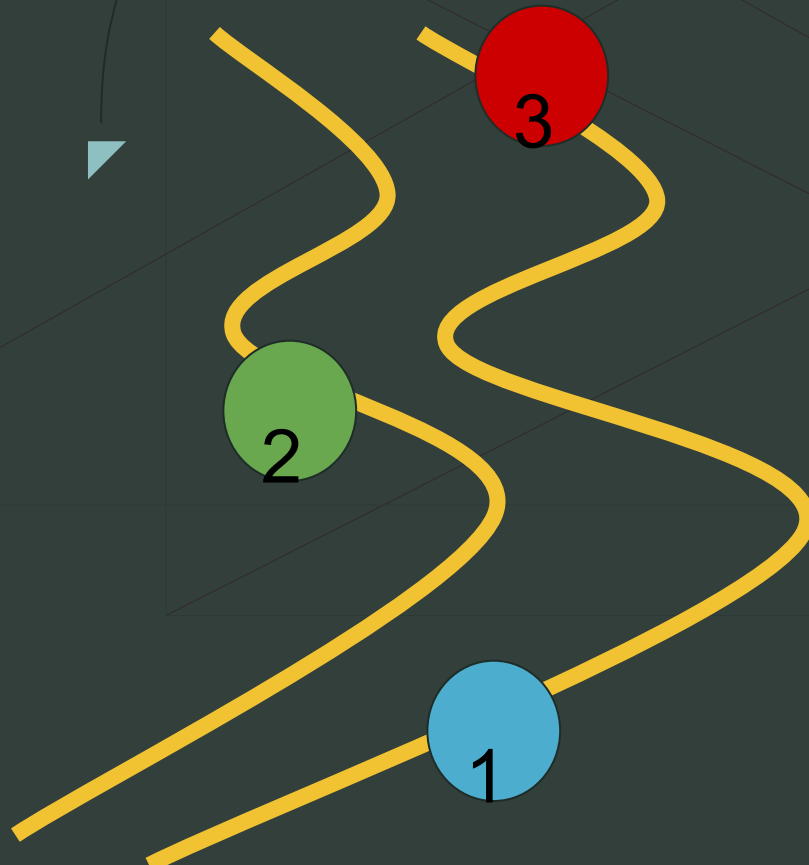


# PATHWAY TO SUCCESS = VAPA Curriculum

- **Unit 1- Music and Dance**
  - **Unit 2- Visual Arts**
  - **Unit 3- Art & Storytelling; Cartoon Strip or Graphic Story**
  - **Unit 4- Media Arts; Mock Interview Podcast**
  - **Unit 5- Visual Arts/Media Arts; Art Poster**
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# Objective

Establish a pathway for our dual language immersion students to follow as they transition into the middle school system and beyond.



# Benefits

- ❖ Boosts mental flexibility
- ❖ enhances ability to learn all subjects
- ❖ expands cultural knowledge & understanding
- ❖ builds self-confidence
- ❖ Seal of Biliteracy - special consideration for university admission & hiring
- ❖ Prepares for global economy

# One-Way Dual Language Program:

Native spanish speaking students use their primary language and English to learn content and language simultaneously.

	Kind er	1st	2nd	3rd	4th	5th	6th
Span/ Eng	80/20	80/20	70/30	60/40	50/50		

Our goal is for our students to follow the *bi-literacy* model by the time they begin 4th grade, where 50% of the instruction is provided in English and 50% in Spanish.

# What is a possible route in establishing the Language Pathway at our middle schools?

Strand 1: Structure

Strand 2: Curriculum

Strand 3: Instruction

Period 1 – ELA

Period 2 – Math

Period 3 – Science

Period 4 – Social Studies (Spanish) core replacement

Period 5 – P.E.

Period 6 – SLA (elective)

Period 7 – Elective

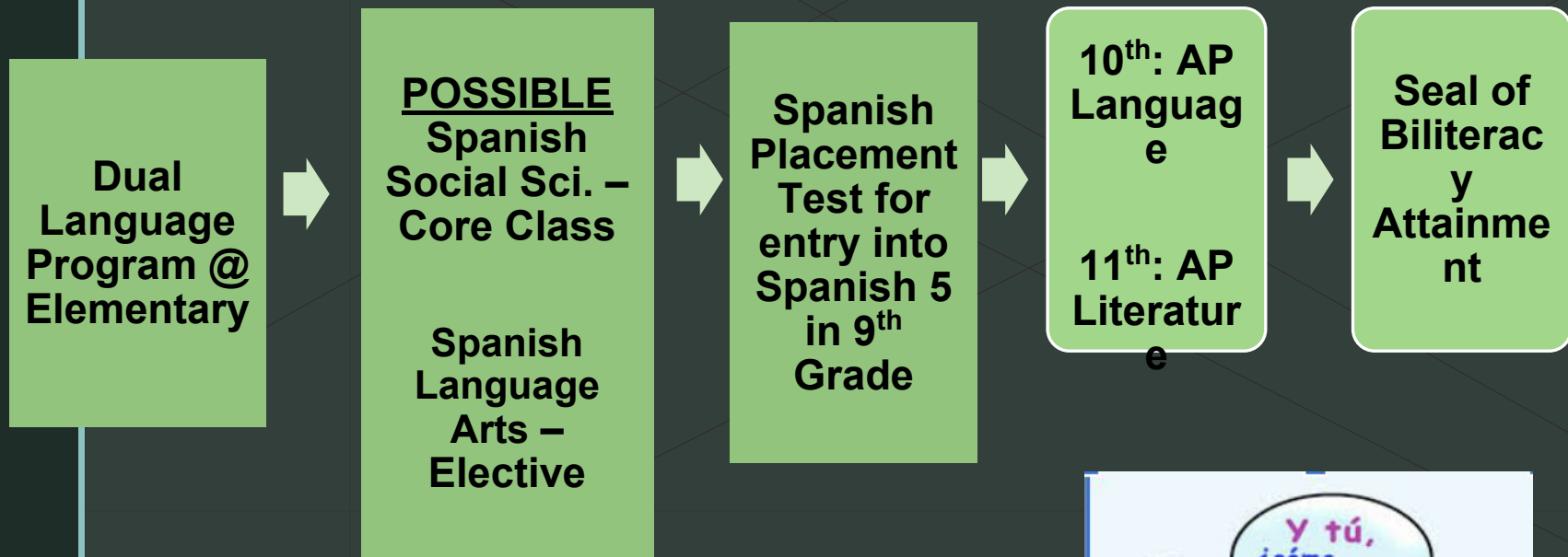
## Social Studies in Spanish – replaces core class



## SLA – elective literature based class

# What is the proposed Language Pathway Program?

Strand 4:  
Assessment &  
Accountability



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# Questions?

