2015 LCAP Community Town Hall Meetings
Questions & Responses

Funding Questions

What are the differences in the amounts? We received 6 million. Now how much will we receive? What are mandated costs? Give examples. (2/10/15)

Response: We are projecting that the Supplemental Concentration Grant funding will be $30 million next year. Mandated Cost funding is special dollars owed to the District by the State of California based upon the District performing State Mandated activities during prior years. We hope the State will provide funding to the District toward what is owed next year.

Is this the last year of the money? (2/10/15)

Response: The Local Control Funding Formula is in an 8 year cycle to be funded.

CC Working Group has not shared their thinking, working papers, criteria, conclusion, proposals. All the Suppl. Material money was spent by district staff w/ no consultation w/ affected teachers! (2/10/15)

Response: The CCSS working group is working on 2 tools to support Common Core Implementation. The first tool is a reflection tool that measures progress on common core implementation in the classroom with an accompanying central support document. The second tool is a supplementary materials online interactive platform that will provide a rating for CCSS supplemental materials as well as guidance in choosing quality supplemental materials. The CC working group shared draft versions of these tools at the March Academic Subcommittee and received feedback to further refine the tools. Pilots are scheduled to take place during the Spring 2015 and for a rollout to all in the Fall.

First, highly targeted funding led to many schools receiving no additional resources of staff or programs. Will second year funding be allocated more fairly to <u>all</u> schools who have substantial targeted population? At the same time, no resources were devoted to basic secondary problems: especially class size reduction. (2/10/15)

Response: All school sites received funding through the LCAP during 14-15 based upon their unduplicated student count. Those sites with more unduplicated count students received more funding. Additional teachers were provided, in addition to the required contract allocation, to Richmond High School and Kennedy High School. Helms Middle School and De Anza High School reduced class sizes using school level grant funding.

Will there be additional foundational funding for the high school health centers? Sustaining funding for counseling for non-medical eligible students is very challenging-and each health center heads an assistant. (3/5/15)

Response: Funding will be sustained, but not increased in 2015-16.

Is this money for special education teachers or general education teachers? (2/12/15)

Response: Funds are to provide an additional Special Education teacher and full time aide in the Full Service Learning Center.

CCSS Questions

What have they done in terms of CCSS? How will we provide feedback to their process? Does this money pay for textbooks or supplementary materials or both? (2/10/15)

Response: In mathematics, we are in a multi-year CCSS implementation process. Teachers use CCSS-M in curriculum guides to plan curriculum units and lessons, benchmark assessments are based on CCSS-M, and results are used collaboratively by teachers to create instructional mitigations to improve student learning. For feedback, parents are engaged in CCSS family nights and mathematics parent university nights held at

each school. In mathematics, the funds pay for a limited portion of the content coaching.

For elementary ELA, teachers are using a CCSS-aligned program that includes many components which directly support instruction of the CCSS. Teachers also supplement this base curriculum with CCSS aligned materials to differentiate instruction designed for improving individual student academic success.

Similar to mathematics, the elementary ELA program includes benchmark assessments based on the CCSS which have been taught on a trimester basis. These assessments include standard multiple choice type questions, as well as non-traditional questions and multi-day performance tasks for writing.

Feedback is gathered at the numerous Professional Development sessions offered for elementary ELA and by surveys to parents regarding the new CCSS -based Report Card.

Secondary ELA created CCSS aligned instructional modules for each semester. A writing performance task benchmark assessment on the text type of Informational/ Explanatory were designed for each semester with an additional writing argument assessment added for semester 2 specifically for 12th grade.

History/SS will pilot a writing performance task in the spring.

The focus of Literacy as a shared responsibility across content has been shared with ILT's and is incorporated in the 5-part series Reading and Writing Across Content for all content areas. Nancy Case Rico, a teacher from Sonoma State, conducted this 5 part series. Professional Development includes support for Literacy across content areas (ELA, History/SS, Science and World Language teachers participated).

Feedback is gathered through feedback forms, as well as from the visits to the ILT or ELA departments and their Dept. chairs during semester 1 and follow up visits as requested in semester 2. The semester 1 visits have resulted in mini professional developments during the school year.

A collaborative scoring process for all assessments incorporates feedback questions as well.

My understanding is that CCSS are not developmentally appropriate, especially for younger students, but as long as our teachers can modify and adapt them as appropriate, they are okay. We need to decouple CCSS from the standardized testing, which is a waste of time, money, and precious instructional time. The NEAP provides us with sufficient info around student proficiency. (2/12/15)

Response: In mathematics,CCSS are developmentally appropriate when teachers use best instructional practices to support student learning effectively through the use of multiple methods, representations, and strategies for teaching and learning. Although we are required to participate in standardized testing such as SBAC, our decisions are based on what works best for students rather than compliance with SBAC. NAEP provides only state results.

How are parents working with their children to understand Common Core? (2/12/15)

Response: In mathematics, parents can access Parent Guides on the district mathematics website (http://www.wccusd.net/math and click on Parent Guides on the left), which offers mathematics content and multiple methods consistent with CCSS. Parents attend mathematics parent university nights at schools.

Information about the CCSS for English Language Arts at the elementary level is available through the parent reports produced as a result of the STAR and Accelerated Reading assessments. Informational packets and guides have been distributed for parents throughout the past several years to help parents understand the transition to the CCSS. Elementary ELA staff participated in the production of a CCSS informational PowerPoint which was shared with parents at a CCSS Family night at each of our elementary schools. Elementary ELA staff have also provided CCSS presentations for a number of our elementary schools. Finally, additional information about the CCSS is available at the Elementary ELA page on the district website.

Information about the CCSS for ELA and Literacy across content information can be found on the Common Core website on the district webpage. During Back To School Night, the PTA brochures were distributed.   An ELA Presentation was conducted for the Bayside PTA as well as for secondary schools. All Principals have access to the PowerPoint and video to share at their CCSS family nights. Additional links to CCSS resources are on the ELA secondary webpage.

Are teachers embracing the common core standards? (2/12/15)

Response: In mathematics, as well as elementary ELA, teachers are embracing CCSS, because our district's implementation has focused on supporting student learning through the use of multiple methods for learning mathematics, including reasoning, flexibility, intuition, and relational thinking, as well as continuing an emphasis on basic skills. Additionally, coaching support and professional development has been provided as much as possible to teachers at several grade levels. Our secondary visits indicate that teachers are embracing CCSS. What is needed is additional professional development, direct coaching on the strategies that are embedded in the district's ELA Areas of focus, time to align current curriculum to the standards, and other resources, including technology to aid in teaching the skills needed to master the standards.

Is there an online repository for CCS resources? (2/12/15)

Response: In mathematics, the online repository of CCSS resources is http://www.wccusd.net/math, which includes a wide range of content presentations, best practice lessons for each grade level and course, curriculum guides, parent guides, study guides, and more.

Elementary ELA CCSS resources are provided on the district web page. Additional informational links, resources and support materials are added frequently.

In Secondary ELA, resources are housed on the ELA secondary web page, History/SS, VAPA and World Languages web pages respectfully. The next step is to develop videos of our teachers demonstrating CC instruction. Very similar to what you see on the Teaching Channel.

Furthermore, the Common Core working group is working on a resource guide.

Are new teachers coming with CCSS resources from the colleges? (2/12/15)

Response: In mathematics and ELA, teachers are coming with some resources from colleges, but most professional learning takes place through on-the-job training such as district professional development. Our district is more focused on rigorous content than teaching credential programs generally.

Who determined CCSS (State or Feds)? (2/12/15)

Response: States collaboratively adopted the CCSS. The state has provided limited additional funding for implementation.

What are NGSS? (2/12/15)

Response: NGSS are Next Generation Science Standards, a collaborative, state-led process to create new K–12 science standards that are rich in content and practice, arranged in a coherent manner across disciplines and grades, to provide all students an internationally benchmarked science education. The NGSS is based on the Framework for K–12 Science Education developed by the National Research Council.

When students get to their grade level in English and math, do they give up on them and leave them? Or Move on with them, etc? (2/12/15)

Response: In mathematics and ELA, when students become proficient at their grade level, teachers differentiate instruction to provide opportunities for continued and advanced learning. Teachers tailor lessons to challenge all students, regardless of their starting point, to make continued academic progress.

Where is preschool in all of this? (2/12/15)

Response: In mathematics, preschool is included in our Pre K-2 professional development, including after school and summer institutes. Preschool learning is seen as preparatory for K-12 learning and preschool students work on number and geometry concepts to prepare them for kindergarten learning and beyond.

What happens when students achieve mastery? (2/12/15)

Response: In mathematics and ELA, when students achieve mastery of a given concept or skill, the teacher provides additional challenges to help the students continue their learning. Rather than focus only on "mastery", teachers focus on developing all students' mathematical thinking, deep understanding of author's purpose, reasoning, flexibility, intuition, skill with multiple methods and approaches, ability to comprehend increasingly complex texts and make connections from prior learning to future learning. For example, students who are learning about multiplication can also apply their knowledge to algebra concepts if they are ready; students who understand the intent and meaning of a text can create complex and effective texts in their own writing.

In secondary ELA and Literacy across contents - as students matriculate tasks become more complex and tasks are for more rigorous purposes leading to achievement of the Anchor standards when they exit our K-12 system. The intent of the ELA standards ultimately are to produce students who are college and career ready. These students "demonstrate independence, build strong content knowledge, respond to varying demands of audience, task purpose and discipline, comprehend as well as critique, value evidence, and use technology/digital media strategically and capably and come to understand other perspectives and cultures".

In College and Career Pathways, students participate in integrated projects that are calibrated to the performance task for mastery. Each grade level is engaged in an integrated project that highlights the 21st century skills and the industry sector of the pathway.

English Learner students who achieve mastery in English Language Development and meet the Reclassification Criteria are redesignated to the status of Fluent English Proficient. They are able to receive content instruction solely in English and are no longer required to receive daily English Language Development instruction.

How do we monitor student progress? (2/12/15)

Response: In mathematics and ELA, we monitor student progress by daily engaging students in active learning, providing opportunities to learn in multiple ways, and analyzing their work in preparation for the next lesson, and we administer benchmark assessments three times a year, with the results collaboratively analyzed by teachers to create instructional mitigations and support continued student learning.

High School students progress is also monitored by the pathway leads and teaching teams throughout the integrated projects.

English Learner students are administered the CELDT test on an annual basis to determine students' progress in acquiring English. Elementary and secondary English Learner students are administered ELD Benchmark assessments three times a year to determine their skills in the four domains of language, listening, speaking, reading, and writing.

PD/Collaboration/Coaching Questions

Number of coaches district wide? (multiple dates)

Response: In mathematics and science, we have nine coaches covering grades 6 through high school; three coaches focusing on mathematics and science in grades 3-5; and three coaches focusing on middle and high school science. For elementary ELA, we have 1.5 coaches to support the ELA programs. For secondary ELA,

we have 1 coach to support ELA at the secondary schools and Read 180 implementation. For elementary ELD, we have 1 coach to support ELD. For secondary ELD, we have contracted a coach to support the secondary ELD program part time. For elementary TBE/DLI, we have 1 coach to support the TBE program. For the newcomer program, we have a .5 coach to support elementary teachers with newcomers enrolled.

How will this change the PD and collaboration time? Will this change the August preparation day? (2/10/15)

Response: For both mathematics and ELA, this arrangement will not change PD and collaboration time or the August preparation day; rather, it has enhanced PD and collaboration. For example, a coach can support and facilitate grade level meetings at school sites, and summer institutes can prepare all teachers with additional content and finalizing the upcoming year's curriculum guide. We will continue to provide professional development to the WCCUSD staff as we continue our implementation of the CCSS, NGSS, and new ELD standards. Instructional leadership teams will continue to be an essential lever of change at each school. We will continue to build collaborative environments to better serve our students.

How many teachers attend professional development? Number of teachers impacted by PD? (multiple dates)

Response: In mathematics, more than 500 teachers annually are involved directly in professional development, including through attendance at after school, summer, and site-based professional development, and content coaching in teachers' classrooms. With this impact, all teachers are then positively influenced through school site grade level collaboration.

To date, during the 2014-15 school year, more than 650 teachers have been involved in CCSS-related professional development sessions which have included Pizza and Planning collaboration session, Treasures program mini modules on the CCSS areas of focus, "Make it and Take it" sessions and Lesson Design.

During 2013-14 more than 1,100 teachers participated in CCSS-related trainings which included both in person and through the on-line Brokers of Expertise modules.

Approximately 300 secondary teachers this year have been involved in PD through Pizza and Planning, on site PD's and content specific PD for CC Literacy. In addition, approximately 40 secondary teachers have attended conferences and attended Advanced Placement training.

Approximately 50 teachers who are part of our academies participated in professional development in late July and August. The focus has been on the integration of CCSS with the performance task of the pathways.

How vital is it for professional development to continue? (2/12/15)

Response: In mathematics and ELA, it is extremely vital for professional development to continue because the demands of rigorous mathematics and literacy instruction (as well as CCSS) require that teachers continuously deepen their understanding of mathematics and English Language Arts content and instructional strategies. CCSS-M and the CCSS for ELA requires the teaching of new topics at some grade levels. Additionally, teachers need continued support to understand how their grade level instruction prepares students to be successful in their future mathematics and English Language Arts learning, both in college and careers.

Is there a plan to help with giving teachers more (some) PD time due to the lack of substitute teachers to release teachers for PD time? (3/7/15)

Response: In mathematics and ELA, the plan continues to be to provide after school and Saturday professional development and, as much as funding allows, full time content coaches to provide support at sites and in classrooms during instruction.

How many teachers were impacted by these funds? How many teachers attend PD? If we don't spend all the money by June 30 do we have to give it back? (2/10/15)

Response: All WCCUSD teachers were impacted by the CCSS funds. All the CCSS funding will be spent by June

30.

Coaches are located at Vista. Why doesn't each site get a coach located at their own site? (3/7/15)
Response: One of the Ed Services offices is located at Vista. However, mathematics, science and English Language Arts coaches are not located at Vista. They work exclusively at school sites in their teachers' classrooms providing demonstration lessons and collaborative planning of instruction. Coaches are more effective when they collaborate across multiple sites, are full time, and fully focused on supporting rigorous content within the subject area and within a narrow grade band (e.g., grade 6 only), to develop expertise. Site-based coaches need to take on other duties and the content coaching is diluted.

What is the professional development movement for TK teachers? (3/5/15)
Response: In mathematics and English Language Arts, TK teachers are included in all professional development, especially sessions provided for the Pre K-2 grade band, as well as all K-12 events.

How are the teachers selected to participate in the "PD or CCSS using evaluation"? (3/5/15)
Response: In mathematics, elementary English Language Arts, and secondary ELA across the contents teachers participate based on their interest, with additional support provided to schools with higher student need. There are different kinds of evaluation. Professional development focuses on supporting teachers to improve student learning. The professional development is evaluated to determine the best next steps to support teachers in improving student learning.

What is the focus of the coaching? What schools and grade levels get coaching? (2/10/15)
Response: In mathematics, the focus of coaching is mathematics content, multiple methods for teaching and learning, and the development of student thinking and reasoning. Teachers at all middle and high schools receive coaching support in mathematics; all middle schools in science; high school biology in science; all grade 6 teachers receive coaching in mathematics; most schools receive coaching in grades 3-5 mathematics and/or science (Bayview, Chavez, Collins, Coronado, Dover, Downer, Ellerhorst, Fairmont, Ford, Grant, Hanna Ranch, Kensington, Harding, King, Lake, Lupine Hills, Madera, Mira Vista, Murphy, Nystrom, Ohlone, Peres, Riverside, Shannon, Stege, Stewart, Tara Hills, Verde, Washington, Wilson, and Verde).

For this year, the focus of elementary ELA coaching is on our 3 WCCUSD CCSS areas of focus: Close Reading and improved writing, collaborative conversations and frequent use of formative assessments. Elementary ELA coaching support is provided at Stege, Nystrom, Lincoln, Lake and Verde, Mira Vista and Kensington. Site based ELA coaches are located at Coronado, King, Dover, Downer, Grant, Bayview and Montalvin.

This year, the Secondary ELA coach has been able to support the secondary ELA teachers at the focus schools (DeJean, Kennedy and Richmond) on the district areas of focus Reading and Writing informational text with an emphasis on Close Reading, collaborative conversations and daily use of formative assessment. Read 180 coaching is for all secondary schools using the program - Crespi, DeJean, El Cerrito, Helms, Hercules Middle, Hercules High, Kennedy, Korematsu, Pinole Middle, North Campus, Pinole Valley High and Richmond.

Pathway coaching has focused on supporting the pathway teams in the development of rigorous integrated pathway projects that are integrated into the performance task for quality pathways using the OPTIC certification rubric.

Elementary ELD/Secondary ELD (Secondary ELD Coaching Provided by a Consultant) – District Focus Areas : 1) Providing daily, rigorous English Language Development instruction.2) Developing and citing daily language objectives that frame opportunities for student discourse (collaborative conversations) and developing academic vocabulary. 3) Using genuine formative assessments to guide instruction frequently. Individual teacher coaching, grade level team coaching and small group coaching at Grant, Dover, Downer, King, Riverside, Verde coaching happens in grades K-6 (varies by site).

Secondary ELD Coaching - Grades 6-12 (coaches all levels of ELD which are multi grade classes, since students are placed by ELD level, not grade level), has also focused on the same as elementary, with specific targeted work with teachers new to ELD, implementing the existing ELD program and piloting the secondary ELD program at 2 schools. The contracted coach has done extensive work at Kennedy, Richmond High, Helms.

Elementary Transitional Bilingual/Dual Language Immersion - Implementing the TBE and DLI Programs as set forth in the Master Plan for English Learners. Extra support for supporting new TBE teachers and new third grades (Coronado, Grant, Lake, Lincoln and Verde). Implementing Tesoros (Spanish Version of Treasures). District Focus Areas for ELA applied to TBE and DLI settings 1) Including more informational reading and writing in daily practice and citing evidence from text (using the close reading strategy). 2) Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary*. 3) Using genuine formative assessments to guide instruction frequently.

Newcomer Coaching (Elementary) - The focus is on assessing students for native language literacy and knowledge of basic English concepts, integrating the newcomer students into the new classroom, and providing teachers with materials and strategies for targeted instruction (individual, and small group) based on student needs. Coaching happens at a variety of grade levels, K-6 and most recently at the following schools: Bayview, Coronado, King, Lake, Mira Vista, Ohlone, and Verde.

How many coaches do we have district-wide? How many were paid for by these funds? What is the impact on math coaches? (2/10/15)

Response: In mathematics and science, we have 16 coaches district wide. No coaches were funded by LCAP; two were funded by CCSS implementation funds; the remaining coaches are funded by grants the district applied for and received. Mathematics coaches continue to focus on supporting teachers to improve student achievement through the use of multiple methods. Funding for the .5 elementary ELA coach is from Federal Title I; the full time elementary coach is funded through Federal Title I and II monies.

If there is not sufficient space for full day kindergarten will room be added as portables regrouping relocating SPED classes etc.? (2/10/15)

Response: No, portables will not be added.

Who receives "Writer's Coach Connection"? Can we get it for middle schools? (2/12/15)

Response: Writer's Coach Connection is at El Cerrito, Korematsu, Kennedy and Richmond. At this time, there is no plan for expanding to other middle school.

Is writers coach and tech help "and materials" allocated/available to ASP programs. How? How can they become available? With training as well? (2/28/15)

Response: They are an independent group and if asked they can provide service.

Do general ed teachers need training to work with special ed students? (2/12/15)

Response: Differentiation training is beneficial to all teachers.

Technology

Schools have computer access and for some students their homes do so as well, but what happens to those students who don't have access to technology at home? Do they stay behind? The new test will be harder for them. (3/7/15)

Response: For families who qualify (free and reduced lunch or Title 1), Comcast has a program for $10 per month called Comcast Essentials. Also, we have vendors who are supplying free wireless devices so that the tablets or laptops will function without being "hard wired".

Are Ed Tech coaches hired through WCCUSD or outsourced? (2/28/15)

Response: Ed Tech coaches are hired through WCCUSD; they are WCCUSD teachers who are released full time to provide coaching support.

I am concerned about the efficient use of money on tech coaches. $90,000 for 2 seems like a lot. Can we pay for 3 or 4 with that amount? (2/10/15)

Response: Funding amount is based on our United Teachers of Richmond (UTR) contract.

Who decides who get the COW next? (2/10/15)

Response: The decisions are based on site need and teacher readiness. The decisions are made in collaboration with site administrators, Technology Teacher Leaders (TTLs), Ed Tech coaches, and district administration.

Teachers need training on COWs (2/10/15)

Response: Training/coaching is provided on a regular basis to the two teachers who are next to receive the equipment. They, in turn, will train two other teachers each.

Will there be modifications to COWs? (2/10/15)

Response: Equipment is revised every six months to ensure the latest and greatest at the best price.

Did or do teachers have any say about who is chosen as Tech Teacher Leader (TTL)? What if a staff is not happy with a TTL? (2/10/15)

Response: The principal designates the TTL. Teachers should work with their principal and Instructional Leadership Team to problem-solve together.

Our wireless connections are slow and timeout frequently. How on earth are we going to do the SBAC in a few weeks? This is not fair to our students! (3/7/15)

Response: We are working very hard on increasing our bandwidth which should be completed March 28, 2015. We will continue to increase our bandwidth to 10 Gigs by May. We have asked teachers to assist us by eliminating streaming.

COW does not have enough have enough bands with not enough Wi-Fi ports. Log-in issues. Need to reset and reboot. (2/10/15)

Response: We are working on these issues and most have been resolved or will be resolved once we increase our internet bandwidth. Please submit a helpdesk ticket so that we can support you.

Can we have a Full time Computer teacher at each site? (2/10/15)

Response: At this time, there is not enough funding to pay for this idea. There is also a teacher shortage in the state of California, and we can't pull 54 teachers out of the classroom. Our first priority is to fill classroom positions.

Full Day Kindergarten Questions

Is there data that supports the full day K being a success this school year? (2/10/15)

Response: Given that 2014-15 is the "start-up" year of implementation of full day kindergarten, we are still in the process of gathering information as well as determining support and program needs. We have established a regular forum for meeting with full day kindergarten teachers; we are gathering information about program needs and effectiveness via staff surveys. Finally, we are collecting data about students' academic performance throughout the year in order to compare it to the performance of students at sites which do not yet have the full day kindergarten program.

Will full day kinder remain at schools where it is currently held? (2/10/15)

Response: Yes, full day kindergarten will remain at schools where it is currently held.

How will hiring and retention be prioritized to ensure Kindergarten teacher to stay in high-needs areas? (2/10/15)
Response: The district will work within the guidelines of the bargaining unit agreement to recruit and retain teachers not just in Kindergarten but all areas of high need schools.

Kindergarten teacher prep time is an issue. (2/10/15)
Response: The Kindergarten prep time is covered under the bargaining unit agreement and is being properly implemented.

Will upper Grade prep continued if they go to a TK schedule? (2/10/15)
Response: Full day kindergarten will continue as a full day program with equal instructional minutes to the primary grades.

Fab Lab / STEM Center Questions

What will the District do around keeping the school sites open to allow access to the FAB Labs? (2/12/15) What security will be provided for the safety of those using the Lab after hours? (2/12/15)
Response: The regular district procedures (e.g., administrative and security personnel on site) will be used to keep school sites open to allow access to Fab Labs.

How soon will this be available to students? (multiple dates)
Response: The Fab Lab will be available to students starting in the 2015-16 school year.

Why are we the only K-12 with a FAB lab? (2/12/15)
Response: Our district was asked to partner with the Massachusetts Institute of Technology, and Chevron to become the flagship K-12 district for Fab Lab implementation.

When will the mobile lab be available? What is the plan for its route? Which sites will it visit? (2/12/15)
Response: The mobile Fab Lab will be available in 2015-16. All sites will have access, and the route will be determined by request and need.

If the FAB Lab is already being funding, why are we asking to vote on it? (2/12/15)
Response: The Fab Lab is being funded by a three year grant, and after the conclusion of the grant in 2017, the district will need to fund staff and materials. There are also additional supplies and materials and training that need to happen now to ensure that the Fab Lab will be used appropriately.

Would the Fab Labs affect our budgets? (2/12/15)
Response: No, since the cost of maintaining a Fab Lab is approximately $200,000 per year, a reasonable cost that will not adversely affect overall budgets.

How are the students and/or community/parent members protected "legally" by way of patents, etc.? (2/28/15)
Response: Part of the Fab Lab charter, which is required of all Fab Labs worldwide, is to allow people who create things in the Fab Lab to be owners of these objects. From the Fab Lab charter: "Who owns Fab Lab inventions? Designs and processes developed in Fab Labs can be protected and sold however an inventor chooses, but should remain available for individuals to use and learn from."

STEM and not STEAM? I'd like to see more opportunities for the arts to be integrated into everyday curriculum. Not just music, but creative writing and visual arts. Many of these disciplines could be integrated into the STEM labs. (3/7/15)
Response: We fully support integration of the arts in all activities, and also for the arts to be valued and

taught as separate subjects. Using the acronym STEM maintains its focus on science and mathematics content.

How can parents access the Fab Lab? (2/28/15)
Response: Parents will be able to visit and sign up to use the Fab Lab freely, by contacting the Fab Lab office once it is established in the fall.

How do we ensure that our district's community has priority to use Fab Lab, if this is the only one on the West Coast? I see us getting pushed out for university and business representatives. (2/28/15)
Response: The Fab Lab located in Richmond is for the exclusive use for our students and community. Any use beyond our schools and community must be through fees and contracts to our district. Additionally, the number of Fab Labs throughout California is expanding each year.

How was the location for each Stem Center determined? (2/12/15) FOSS Science Kits are what? What does FOSS mean? (multiple dates)
Response: The location of each STEM center was determined to provide access to all "families" of high schools and their feeder schools, and through direct discussions with the school sites, based on space availability.

FOSS Science Kits are what? What does FOSS mean? (multiple dates)
Response: FOSS is the Full Option Science System, created in the late 1980s by curriculum developers and hundreds of educators around the country, supported by the National Science Foundation. The FOSS program represents the best interpretation of what a contemporary science program should provide for elementary students and provides a general exposure to many aspects of the natural world in ways that are cognitively appropriate for children and in an environment that encourages creative and complex thinking in a dynamic social structure.

Bringing high tech equipment to unprepared students in the basics of math and science would be more of a waste of money. How about creating schools with extra curriculum activities in science where students from any school of the district can do classes and benefit from a very expensive lab. In order for students tossing up to the class or lab they must pass a test which would measure their level or aptitude to benefit from the use of the lab. (2/12/15)
Response: All science and Fab Lab materials will be fully accessible and available for all students throughout the district, and our academic programs are geared to provide students the prerequisite skills to maximize the benefit to students of these programs. These programs can be used both for activities during school as well as for extracurricular activities.

Grad Tutor Questions

What do Grad Tutors do? What is their effectiveness? How do we measure student growth? How many students do they work with at a school? Data to measure grad tutor effectiveness (STAR Assessment, CELDT, etc..)? What is the accountability to ensure Grad Tutors are quality? (multiple dates)
Response: Grad tutors provide additional instructional support to students, thereby allowing the students to have the opportunity for more individualized instruction. Because the focus of the work and the specifics of the lessons are directed by the classroom teachers, students receive high quality instruction in much smaller group settings. Because the grad tutors are a part of the overall instructional support team at a site, it is difficult to draw a direct line to the impact of their specific work. Anecdotal evidence from many teachers and students alike indicates that the team of grad tutors is a critical component of the intervention and support structure at our elementary sites. Grade tutors receive monthly training on a wide variety of instructional approaches to ensure that they are prepared to work with students on critical areas of academic need. This training includes the effective use of data from our Illuminate and Ren Learn data systems. These monthly training sessions also provide a check-in opportunity so our central office support team can learn about site

specific issues and brainstorm solutions to issues that have arisen. Secondary Grad Tutors provide support where sites deem necessary.

How can we get grad tutors at Pinole Middle to work RTI? PLEASE? (2/10/15)
Response: Sites will decide how their school allocations will be used. Some sites will fund grad tutor positions.

Have we thought of using high school students as tutors? (2/12/15)
Response: The De Anza Writing Center uses student tutors.

For Grad Tutors who push in to the classrooms, how much time is given for collaboration with teachers? (2/12/15)
Response: Grad tutors are encouraged to participate fully in all site collaboration that involves student learning. We provide compensation to grad tutors who work extra hours to participate in these critical conversations about student learning.

Please clarify the allocations on the LCAP Site Matrix. What does it mean for a school to be receiving .93 of a grad tutor? Also, how does what is being provided compare to what the schools currently have? Richmond High and Kennedy are being allocated 1 college counselor, so do they have 1 total now? Or were they added to full time team? (2/28/15)
Response: .93 is the equivalent of a 7 hour employee at a site and would be allocated based on the number of unduplicated students for the 2014-15 school year. The college and career counselors at Kennedy and Richmond would be added to their allocation.

Whole School Intervention / Learning Center / Psych Services

What results have you seen at Stege as a result of Whole School Intervention? Specifically in terms of academics, behavior (referrals, suspensions) and staff trends. With so many components of WSI, how are you teasing out the effectiveness of each piece? (3/7/15)
Response: We are currently reviewing the major elements of the Whole School Intervention. We will be looking at benchmark assessment results, attendance, social emotional growth, collaborative environment, and parental involvement growth.

At Stege- how are "whole" families supported? (3/5/15)
Response: We continue to provide resources and references to our families districtwide. Stege is working on involving Stege families in their educational program, as well as offering references to support family needs.

How do I find a psychologist for my child to be evaluated? (2/28/15)
Response: Contact your child's school of residence. Every school in the district has a site Psychologist.

Why are we not prioritizing mental health services? Psychologist is not sufficient to serve the most needy schools. Why not use an LCSW and intern model? (3/5/15)
Response: Many of our schools have mental health interns and therapists from non-profit community agencies who provide counseling and mental health support for our students. In addition, many schools have had an increase in psychology time this year. School psychology interns are also utilized to offer more counseling services at schools.

Why they don't have bilingual psychology help at King? (3/7/15)
Response: The District has Bilingual psychologists assigned as needed to school sites. In addition, if needed, any site psychologist may request assistance from the Bilingual Assessment Team.

Why are we allocating only 104K to social work services; we have 67% at low income students who are in poverty and who will need support to move forward with their basic needs in order to make progress academically. I think we

need to acknowledge our needs/challenges and focus our resources into those areas in order to make our kids academically stronger. (2/28/15)

> *Response: We are providing a variety of counseling and mental health supports to the schools including: provision of services by therapists and interns from community agencies, increases in psychology time, positive behavior interventions and supports, all wrap around services.*

What is the time gap between needing Special Ed Services and receiving them that the Full Service Learning Center would be filling for? (3/5/15)

> *Response: The Full Service Learning Center would provide similar services that a student identified for Special Education would receive. If, based upon progress monitoring student is showing minimal response to instruction, a referral to Special Education is made for testing.*

College Readiness

Are College Readiness programs available to all sites including Gompers, North Campus, Vista? Are there programs that assist students who are struggling that may be enrolled in a Continuation School? (multiple)

> *Response: All comprehensive and alternative schools have college readiness programs to support students.*

Would it be possible to add one more college and career provider at RHS? (2/12/15)

> *Response: Yes, a college and career counselor was added to RHS. In addition, UC fellows program from UC Berkeley provide additional college readiness at RHS.*

Please provide additional information regarding college readiness. (3/7/15)

> *Response: The strategy around College readiness is to provide all students with the information to prepare them to be college and career ready. The services are provided by the guidance counselors, college and career counselors, and the community based organizations that support the college going culture.*

How much money is spent for college prep programs? (3/5/15)

> *Response: Approximately $350,000-$500,000 annually in purchasing the Readistep, PSAT, SAT. Advance Placement courses and exams, Various community based programs i.e. young scholars, Ivy league connection, Mock trials, and college and career pathways (20) pathways throughout the secondary levels.*

How many college going certified counselors (FTE) per HS? How many academic counselors per HS? (3/5/15)

> *Response: Academic counselors per school is around 2-3 depending on special funding provided by the school and district. The strategy for the 2014-15 is to hire 3.5 College and Career counselors, with the continuation of the strategy to hire an additional three per year until 2017.*

Why don't we offer more test prep for PSAT and SAT? (3/7/15)

> *Response: Our district has access to an online test prep for PSAT and SAT. Students have access but have to sign up. Counselors were provided information in February, and schools will be supported to share information with students.*

Staffing

How are you planning on increase teacher pay to help teachers and in new ones? (2/28/15)

> *Response: Increases in pay in regards to teachers is part of the collective bargaining process.*

How do we attract teachers? Are our salaries competitive? We pay for health funds, is this why we have a teacher shortage? (2/10/15)

> *Response: The district attracts teachers through open recruiting on our site and by attending statewide, regional and some national teacher recruitment fairs. The district's total compensation package is*

competitive but work needs to be done to make us more attractive to potential recruits. The District currently pays for 80% of employee benefits, with 20% the responsibility of the employee. The teacher shortage is a nationwide and statewide problem currently. We are working with local universities to open up the pipeline for more teacher recruits.

Full Service Community Schools Questions

What FSCS services do we have - Whole district vs Title 1 school? (2/10/15)
WCCUSD currently partners with over 200 organizations who provide a variety of programs and resources at school site. More information about programs and locations can be found at http://westcountyfscs.org/search-schools/

Which community schools fit into the phase in plan? (2/10/15)
> Vision is to support all schools in becoming Full Service Community Schools with programs and resources that meet the needs of each individual school site. The majority of WCCUSD schools have some elements of being a Full Service Community School, we are rolling out a phased approached to create the model infrastructure and coordination to support comprehensive quality programming that matches need.
>
> Phase I/2014-15 School Year: Dover, Helms, Richmond High School
> Phase II/ 2015-16 School Year: Coronado, DeJean, Kennedy High School

What is the selection process for schools? (2/10/15)
> Selection process of schools is based on site level commitment and readiness, community partnerships and resources available to add the comprehensive coordinated support.

What does "roll out plan by school" year mean? (2/10/15)
> We have a phased approach for focused school site implementation. All sites will have tools to begin implementing best practices.

What are the measureable outcomes? (2/10/15)
> The goal of WCCUSD West County Full Service Community Schools (FSCS) is to increase student and family well-being by offering access to the high quality coordination of comprehensive academic, social, emotional, and health services that align with the WCCUSD graduate profile that prepares students to be college and career ready. With the main objectives to
> - Improve student achievement
> - Improve student attendance
> - Reduce student referrals, suspensions, expulsions
> - Increase parent/family engagement
> - Increase school campus safety, culture and climate transformation
> - Improve access and coordination of comprehensive services to our students and families.

Non-Title 1 schools have access to services for emergency crisis situations (2/10/15)
> All schools have access to services for emergency crisis situations.

Can students who live in Richmond etc. Title 1 schools have access to services if not attending school of residence? (2/10/15)
> It depends on the type of service; many programs are specific to the school site in which they are working directly with. However, some services, like access to the Contra Costa Health Services and mobile clinic and Kennedy High school clinic are open to any youth who have medi-cal.

If a full service school when will parents/guardians be allowed to be on campus to do laundry medical appts.? (2/10/15)

> Medical services are currently for students and pediatric patients. There is no plan to open campuses to provide laundry access. Programs and services will be available based upon school community need and partner agencies available to support programming.

How soon do you think the elementary school communities will be able to access the mental health/medical support at the high school site (I'm referring to emergency services that wouldn't normally be taken care of by emergency room care, child protective services, homes emergency services, etc.)? (2/10/15)

> The Contra Costa Health Services clinic will be open for pediatric appointments beginning in the Summer of 2015. Many elementary sites currently have access to some level of mental health support through WCCUSD personnel or community based partner mental health providers. Ina addition, the Contra Costa Health Services Mobile Health Clinic currently visits a number of elementary schools sites and is available to provide pediatric services for students and the community.

Why are we paying/using money for health services that children who qualify for medical can get for free? (2/12/15)

> We are not paying for the health services; we provide a portion of funding for the coordination at the high school based health centers. The actual cost of direct services is billed to medi-cal or insurance providers by our health provider partners.

Need clarification of "full services". Grp 4 made the distinction of "full services" being "secondary" as described in group 3 and "elementary/primary" and only/currently. Stege only as described in grp 4-confusing! (2/28/15)

> Full Service Community Schools are a strategy of providing integrated and coordinated supportive services, through community and city/county partnership, for students. The District is moving towards the entire district having this comprehensive and coordinated approach at elementary and secondary sites. The programming designed at Stege is a Whole School Intervention model that also directly impacts teaching/learning time and extension of the instructional day.

Can the Dental Clinic at Peres available for all students or only Peres students? (multiple dates)

> The new Contra Costa Health Services Dental Clinic at Kennedy High School will be available for all medi-cal eligible pediatric patients.

The home visiting program would help me because I do not have a car and my children don't always want to go to just some program, but this program would be marvelous for me. (3/7/15)

> We currently have a few sites implementing home visiting programs and, in collaboration with community partner agencies, may implement additional pilot programs.

Will the social emotional include early onset mental illness and multiple complex traumas? Suicide prevention? (2/28/15)

> Yes, all of our mental health supports included trained professionals who are able to screen for and support complex mental health issues. In addition, we provide suicide prevention through School Based Health Center and mental health providers at the individual site level.

How are the cities (Hercules, San Pablo, Richmond, etc.) been "pushed" to support WCCUSD schools. Because you can't do it alone. (3/5/15)

We work collaboratively with all cities within the District. The City of San Pablo has committed funds and staffing to support the FSCS work and the City of Richmond has been an integral partner as we develop our implementation planning.

What funds are provided for the implementation of full service community schools and how is funding spent at each site? (multiple)

In the 2014-15 LCAP:

- Support, coordination and programs for Full Services Community Schools (FSCS): Support, coordination and programs for Full Services Community Schools through $561,321 in supplemental & concentration grant funds. This funding includes support for funding of each of Health Center Coordination at De Anza High School, El Cerrito High School, Hercules High School, Kennedy High School, Pinole Valley High School, and Richmond High School. In addition funds were used to hire Technical Assistance external support, set benchmarks for FSCS success, and convene community and student stakeholder groups.
- Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.): Add parent liaison for targeted schools for full services community schools foundation & volunteer coordination using $1,490,393 in supplemental & concentration grants. See Site Dot Matrix for breakdown of School Community Outreach Worker positions by site.

Miscellaneous

I would like to see programs like mindful life, toolbox, and other restorative justice programs be placed as a priority, these programs like playworks are targeting the whole school. I especially feel like this should be a priority for the LCFF students. (3/5/15)

Response: Every School site in the district has implemented and is being supported by LCFF funds to implement Toolbox, Building Effective Schools Together (BEST), Restorative Justice Practices or Mindful Life. Also, there is on-going support and training to implement these programs.

How will the CELDT testing be administered this summer? Will they be going to computers for testing? (3/7/15)

Response: The format for CELDT testing this summer (2015) will not change. The CDE is still piloting the new ELPAC assessment, which will replace the CELDT, and has not provided any information yet as to the format of the new assessment.

Questions Still To Answer

Why are we not spending more on FSCS? (3/5/15)

Why is the stake holder development separated from full service community services, especially the first two points (work with the city and other agencies) and continue to expand work with community partners to support students and families? (3/5/15)

Support the community –strength-based approach toward families and education. Comel's work is still useful "School Power" Community Touchpoints is also helpful. More developmental and experiential understanding of where children are. (3/5/15)