

## District Local Control Accountability Plan Parent Committee Meeting

March 25, 2014

### Written Questions / Responses & Comments

- Where is the funding for student athletes in this formula?

*Response: Funding for athletics in WCCUSD comes from the Parcel Tax that was first approved by voters in 2004 and renewed in 2008 and 2012.*

- As it relates to data, where are the numbers on arrests on sites, amount of students on probation, and number of students that have to be reinstated due to jail stays 30 day, etc.?

*Response: WCCUSD does not keep data on police activity on campus. Those statistics are gathered by the police agencies that serve our communities – Richmond Police, El Cerrito Police, San Pablo Police, Kensington Police, Pinole Police, Hercules Police and the County Sheriff's office*

- I think the LCAP has been well thought out; however, you are missing an extremely important part of the equation (K-12 children & teacher professional development). That part is the parents of the K-12 kids, or rather, the education of the parents of school children, namely adult education parent education classes & ESL classes. More support for adult school class can directly reflect on K-12 student outcomes. Please visit some of the adult school ESL classes on elementary school campuses & talk to the parents who attend those classes.

*Response: The WCCUSD Adult Education program provides parent education and ESL classes at 22 sites.*

- Help the English learner more, the program is too important. Help the schools with more Latin American with the funding.

*Response: The District is presently re-building the English Learner Master Plan to provide consistent guidance for the implementation of EL programs and services to English Learner students. WCCUSD offers the following services for EL students:*

#### ▪ **Elementary**

- *Elementary EL students receive 45 minutes daily of ELD instruction (30 minutes in kindergarten).*
- *Structured English Immersion (SEI) classes are offered at all elementary schools.*
- *Transitional Bilingual Education (TBE) – (Spanish/English)  
Bayview, Chavez, Coronado, Dover, Downer, Ford, Grant, Lake, Lincoln, and Verde.*
- *Dual Language Immersion (DLI) K-6 classes are offered at Washington Elementary. The program continues at Portola Middle and El Cerrito High. We will be expanding the DLI program to Stewart K-8 for the 2014-15 school year.*

#### ▪ **Middle and High Schools**

- *Two periods of daily ELD instruction for students in ELD 1-3*

- *Middle School: 1 period of Highpoint and 1 period of WRITE*
- *High School: 1 period of Keystone and 1 period of WRITE*
- *1 period of ELD and one regular English class for students in ELD 4*
- *Sheltered (or EL clustered) math, history, science classes provided at Crespi MS, DeJean MS, Pinole Valley, DeAnza, Richmond and El Cerrito High Schools*
- *Bilingual math, history and science classes are provided at Richmond High School.*
- *Some elementary and secondary schools have additional programs for EL students/families outside of the regular instructional day (i.e., after school tutoring, parent workshops).*
- *The District has two secondary coaches and one elementary coach providing ELD and content teacher classroom support for the 2013-14 school year. We will be hiring additional coaches for the 2014-15 school year.*

- **Question to PTA Rep:** How many of our schools have a working PTA? %? Many have parent organizations that meet weekly – how many? Which schools? Six high schools, middle schools + K-8, % of PTAs?

*Response from Bayside PTA: Elementary Schools (including TK - 6): Fifteen plus one in process of chartering*

*K-8 Schools: Two*

*Middle Schools: Two*

*High Schools: Four*

*Response from Community Engagement: There are a total of 18 Parent Clubs in WCCUSD Schools including Bayview, Chavez, Dover, Downer, Ford, Grant, Highland, King, Lake, Lincoln, Nystrom, Peres, Riverside, Verde, Wilson, Crespi, Helms, and Richmond High.*

- How specifically is the district deciding which schools get what additional programs? For example, 9 schools are getting full-day kindergarten, but there are more than 9 that are considered low-income.

*Response: The District uses the percentage of unduplicated students when deciding services for a particular school. The intent of the LCAP is schools with the highest percentage of unduplicated students will receive the greatest amount of assistance. An example is deciding which schools would pilot full day Kindergarten. With two schools already piloting, the District chose an additional nine. The eleven schools with full day Kinder for 2014-15 will be the eleven schools with the highest elementary unduplicated count.*

- As a teacher at Lincoln Elementary that supports the targeted population (ELL, LI, FY) I am concerned about how the money will be allocated. I also noticed that there is no specific money for a literacy coach but I think that is what our school needs most to succeed. We also need curriculum that is aligned to Common Core. I also believe that principal needs more control in hiring.

*Response:*

- *Central office professional development (PD) and coaching is provided to elementary schools in grade level and schoolwide teams, as well as in districtwide full-day, afterschool (pizza and planning), and weekend trainings. The Common Core literacy training has been focused on informational reading and writing and students citing evidence from the text, increasing student*

*collaborative conversations (student talk), and increasing the use of formative assessments to guide and enhance instruction.*

- *For the 2013-14 school year, our 2 literacy coaches provided services at our 14 focus schools. We are hiring additional coaches for the 2014-15 school year in order to provide critical coaching to more schools.*
- *Our newly adopted elementary Treasures program is aligned to the Common Core (informational text, increased focus on student talk, and argument writing). Teachers and central office staff went through a rigorous adoption process to select Treasures as our new adoption. Teachers determined that Treasures would help WCCUSD transition to the CCSS.*
- *Both site and central Grad tutors are trained in the same CCSS areas mentioned above, as well as in techniques to support struggling learners.*

*The Lincoln Elementary Principal has final say in all certificated placements at the school (and has for at least the last three years). This is assured in accordance with California Education Code 35036.*

- *How are the committee members chosen?*

*Response: On January 29, 2014, the Board of Education approved the guidelines for the selection of the members of the District Local Control Accountability Plan Parent Committee. Letters seeking recommendations for nominees who are parents or legal guardians of WCCUSD students, were sent to the heads of each organization including the Bayside Council of PTA's, Concilio Latino, community Budget Advisory Committee, Contra costa Interfaith Supporting community Organization, Multilingual District Advisory Council, North Richmond Network, Building Blocks for Kids, NAACP, Special Education CAC, Public Employees Local #1, School Supervisors Association, United Teachers of Richmond, West Contra Costa Administrators Association, Alternative Education and the Strategic Plan Steering Committee. Principals solicited parent participants through flyers, phone calls and at School Site Councils and other meetings. The application was also posted on the District's web site. Each high school attendance area family of principals met to review the applications received at their individual schools and agreed by consensus on the nominees presented below. High school principals also nominated sophomore and junior level students- one from each high school- to serve as ex officio members.*

- *Which schools need the funds most?*

*Response: Below is a chart that shows the percent of unduplicated students who are either low income, English language learner or foster youth. Other factors in determining need would include conditions of learning, student learning outcomes and engagement of students and parents.*

School	Total	Elg	Percent
Verde	327	320	97.9%
Lake	430	419	97.4%
Dover	771	751	97.4%
Downer	704	681	96.7%
Chavez	671	647	96.4%
Lincoln	466	448	96.1%
Grant	588	564	95.9%
Stege	366	351	95.9%
Nystrom	512	491	95.9%
King	508	484	95.3%
Ford	494	470	95.1%
Coronado	459	433	94.3%
Bayview	715	673	94.1%
Montalvin	414	388	93.7%
Riverside	428	391	91.4%
Highland	523	475	90.8%
Wilson	518	467	90.2%
Peres	571	456	79.9%

School	Total	Elg	Percent
Tara Hills	565	427	75.6%
Sheldon	372	272	73.1%
Shannon	349	255	73.1%
Murphy	493	360	73.0%
Fairmont	576	418	72.6%
Washington	474	335	70.7%
Mira Vista	558	392	70.3%
Collins	391	215	55.0%
Lupine Hills	396	216	54.5%
Stewart	469	234	49.9%
Ellerhorst	418	199	47.6%
Valley View	342	155	45.3%
Ohlone	350	153	43.7%
Harding	367	152	41.4%
Olinda	346	139	40.2%
Hanna Ranch	482	170	35.3%
Madera	546	156	28.6%
Kensington	518	66	12.7%

Middle Schools	Total	Elg	Percent
DeJean	627	593	94.6%
Helms	957	898	93.8%
Crespi	584	437	74.8%
Pinole MS	648	454	70.1%
Portola	523	307	58.7%
Hercules MS	669	297	44.4%

High Schools	Total	Elg	Percent
Gompers	164	152	92.7%
Richmond	1491	1377	92.4%
Kennedy	834	690	82.7%
North Campus	182	138	75.8%
DeAnza	1103	784	71.1%
Pinole Valley	1257	726	57.8%
El Cerrito	1333	721	54.1%
Middle College	275	133	48.4%
Hercules High	1018	426	41.8%

- How can I become a committee member?

*Response: Membership on the committee is limited to the positions authorized by the Board on January 29, 2014. Meetings are public and there is a public comment section at each meeting where anyone can speak to the committee.*