

**District Local Control Accountability Plan Parent Committee Meeting  
April 16, 2014  
Written Questions / Responses & Comments**

We need to improve HR services, given lots of new employees.

*Response: The services in HR are built to handle the new employees coming into the district. Personnel have been trained and the Munis system will allow for HR to quickly and positively address HR issues*

Classified employees need professional development and additional support from HR.

*Response: We are working with our classified groups to assist in planning professional development opportunities.*

Need to add chart for number of employees being added by job classification.

*Response: We are currently working on a staffing chart by job classification, which will be completed by May 30, 2014.*

Teacher salaries – I understand why it can't be addressed in the budget but it's important. We need to respect our professionals and pay them equitably.

*Response: We will continue to work with all bargaining groups to ensure they feel as if they are valued professionals.*

Need to increase counseling at high schools for career school readiness

*Response: We will increase College & Career Counselors at the sites with 75% or more unduplicated students in Year 1. Specifically, we will be adding one counselor each to De Anza High School, Kennedy High School, Richmond High School. Gompers and North Campus will share an additional counselor.*

Need job description for Full Services Community Schools workers.

*Response: We are currently working on the job description, which will be completed by May 30, 2014.*

The parent liaisons/community workers – role or suggested role...be involved in the community, do the outreach to the community, find workshops or partnerships of programs that will benefit each community that pertains to targeted school...**NOT** be another secretary!

*Response: Sites will be directed to ensure that the tasks they assign to the community outreach workers will adhere to their job descriptions.*

We need grant writers in the district with a track record of success.

*Response: Presently, the district department initiating a grant is responsible the development implementation and evaluation of any grant awarded to WCCUSD. Grant funds in the district total over \$54 million.*

What programs does the district fund in total? What programs are ½ funded by the district?

*Response: Many programs have various District resources committed to them, for instance some programs include State and Federal grants which were awarded to the District as well as Local Control Funding Formula resources.*

What programs on this list of programs are funded by grants that the schools write for?

*Response: The LCAP does not include any competitive grants that individual schools were awarded.*

Why is none of the money (800K) be used for increasing typists for data entry coming from base?

*Response: The District staffs typist clerks at all schools based upon the type of school, elementary, middle and secondary. The purpose of increasing the elementary school typist clerk hours is to assist schools with gathering the information from families so that the school can properly represent their free and reduced lunch, foster youth and English language learner enrollments. This effort ties directly to the supplemental and concentration funding, therefore the increased hours are funded by that source.*

How are you holding schools accountable for spending concentration and supplemental grant funding on high need students? Why not add this to the LCAP since this is an accountability plan?

*Response: Schools will be allocated funding from the supplemental and concentration resources, the school site plan will include the information on how the funding is to be used, the plan must align with the District's six strategies – this is the school site accountability component. The Education Services Department will oversee the work on school site plans and the Board of Education will approve the site plans. This is consistent with how other State and Federal Grants are handled at schools sites. The LCAP is a District level accountability document.*

Provide a detailed budget separating base, supplemental, concentration for ALL categories in an easy to read template. Need more details for schools impacted by which activity or service. Need expenditure data broken down by school.

*Response: A template of the 2014-15 plan will be provided with more detailed information.*

Provide specifics in activity to provide additional resources for high schools over 75% EL/LI/FY – what positions are included in \$950,000 spend.

*Response: A template of the 2014-15 plan will be provided with more detailed information.*

Increase 1.1 is not enough \$ for materials – be specific (books materials, art materials)

*Response: The LCAP plan includes augmenting the highest needs schools along with programs throughout the District which have not had sufficient targeted materials funding in many years, such as art, music, and physical education. The LCAP does not represent the entire materials budget for the school district.*

Full day Kindergarten. LCAP year 2014-2015 nine schools, 2015-2016 fourteen schools, 2016-2017 nine more schools. What about remaining five schools? Out of a different fund?

*Response: The remaining schools would be implemented in the 2017-18 school year using base funding.*

ELL – Provide funding, specifically designated to those parents constantly involved in the education of our children, to attend workshops, such as CABE or others that are provided...make the funds available at the district level, not the decision of the principal.

*Response: Parent engagement is an important component of our school district. If parents are interested in district level involvement and participation in district level training, we hope they will join the Multilingual Advisory Committee (MDAC). The purpose of this committee is to advise the district governing board on issues related to English learners (ELs).*

How do we do accountability well? How do we monitor this? How is it really measuring that we served the population that we were supposed to serve? Especially for the supplemental grant. What metrics are we using to track the population being served.

*Response: Accountability for the LCAP comes in two ways and reported in the fall to the District Local Control Accountability Plan committee as well as the Board of Education. First, is the degree to which the activities and services in the plan are implemented as indicated in the plan. The second way will come in the 2015-16 plan when the results from the measures in Section II of the plan are updated.*

What is the Healthy Kids Parent Survey?

*Response: The California School Parent Survey (CSPS) is a companion tool to the California Healthy Kids Survey (CHKS) and the California School Climate Survey (CSCS). Together, they form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System – a comprehensive set of integrated surveys designed to help schools meet the mandates and goals in the Blueprint for the proposed reauthorization of the Elementary and Secondary Education Act (ESEA) released by the U.S. Department of Education in March 2010. The CSPS is designed to provide teachers, administrators, and other school staff with information directly from parents that can be used to foster positive learning and teaching environments, parent involvement, and student achievement, health, and well-being.*

Surveys are not the best way to do parent engagement/involvement especially if you are reaching/working with parents of English Language Learner students.

*Response: The California School Parent Survey (CSPS) is available in Spanish, Tagalog, Ukrainian, Vietnamese, Arabic, Farsi (Persian), German, Hebrew, Hindi, Hmong, Japanese, Khmer (Cambodian), Korean, Lao, Continental Portuguese, Brazilian Portuguese, Punjabi, Russian, Chinese, Samoan, Somali, Urdu, Western Armenian, and Eastern Armenian. English and Spanish surveys are available as online and paper surveys. All other languages are available as a paper-version only.*

What is the data on school site arrest, youth on probation in middle and high school? How is this population being supported upon returning to schools?

*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. We work with students on probation returning to our district on a case by case basis to determine services needed.*

Are parents providing input on baseline measures? More complete information needed on exact baseline data - Will parents be involved?

*Response: Detailed measures and targets for the next three years are included in the draft of the District Local Control Accountability Plan. Community suggestions for different measures or targets will be considered.*

Where's the data on the impact of Playworks?

*Response: Playworks survey staff each year about its impact on students at recess and in the classroom. Last year, over 95% of staff reported an increase in the following behaviors: use of conflict resolution strategies, level of cooperation among students, number of students engaged in healthy play, intensity of student physical activity, and number of students that are physically active. Over 90% of staff reported increase in the following behaviors: students play outside their play group, students' abilities to focus on class activities, level of cooperation with others during class, and level of participation in academic activities. For more information on survey results and/or the program in general, please visit the website: [www.playworks.org](http://www.playworks.org).*

Some of the goals and metrics are not realistic because schools cannot affect more than a small percentage – e.g. pg. 6 “Decrease achievement gap on standardized tests.” The achievement gap is passed on large environmental issues that schools simply may not be able to move the needle on. Standardized tests measure the social-economic status of students.

*Response: Targets were set based on district historical data. The State requires that we use standardized test scores to measure Pupil Achievement.*

Schools should not be judged by API – our students are not test scores and test scores track to neighborhood socio-economic status.

*Response: The State requires that we use API scores as one of the measures of Pupil Achievement.*

Reduce / eliminate standardized testing – you don't fatten a pig by weighing it more often or with "more rigor." High stakes testing – minimize or eliminate. Kids are not a test score. They need to be evaluated on their capabilities, not whether they can take a test. Alternate evaluation methods.

*Response: The State requires that we use standardized test scores to measure Pupil Achievement.*

Students need test taking strategies for PSAT. Students need SAT Prep classes at the high school.

*Response: Students receive the PSAT Student Guide and schools receive lessons on preparing students for the PSAT, which English and mathematics teachers use in their classrooms. Once a student takes the PSAT, they can log into their account on the College Board website to receive their individualized study plan based on their PSAT scores. As all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders take the PSAT, students have two years to work on their study plan to get them ready to take the PSAT in the 11<sup>th</sup> grade to compete for awards and scholarships. Eleventh graders who take the PSAT may also log into their account to receive their individualized SAT Study Plan based on their PSAT scores. In addition, all 11<sup>th</sup> graders will have free access to College Board's online SAT study course in the spring. The SAT study course will prepare students for taking the SAT as seniors in the fall.*

List of schools below 95% attendance.

*Response: Schools with a 2012-13 attendance rate below 95% include: Bayview, Chavez, Collins, Coronado, Downer, Ford, Grant, Highland, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Ohlone, Olinda, Peres, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Crespi, Portola, De Anza, and Kennedy.*

Under increase parent engagement, involvement, and satisfaction, we have "develop annual parent survey which will measure engagement, involvement, and satisfaction." We could have something stronger there than a survey.

*Response: The Strategic Plan Report identified surveys as the primary collection tool for measuring engagement and satisfaction. Community suggestions for different measures or targets will be considered.*

We need healthy lunch and breakfasts for students, not the current food.

*Response: WCCUSD Food Service provides 30,653 meals per day, 5.5 million meals per year. We welcome community input through our District Wellness Committee and through our Breakfast and Lunch surveys (in English and Spanish) on our website: <http://www.wccusd.net/page/258>.*

How will teachers continue to build relationships with students, parents and other teachers?

*Response: Differentiated training will be provided to teachers on collaboration, building emotional competence, restorative practices, home visiting processes, and other areas based on identified needs. Schools will hold family education nights that describe school programs, discuss standards expectations, celebrate academic achievement and extracurricular activities.*

How will the professional development dollars (Suppt/conc) be tied to specific outcomes for unduplicated pupils?

*Response: Our first step to tie PD to outcomes is to ensure that teachers, other staff members, students, parents and other stakeholders participate in and receive quality PD. The PD must be ongoing, continuous, and differentiated to meet the needs of varied stakeholders. Observational tools and surveys results will initially be used to determine if we are meeting the needs of our stakeholders. Next step is to set specific, measurable, attainable, relevant, timely, and apply to everyone (SMARTER) targets and long-term goals for the adults and students in our educational system. Then, create and use local benchmarks, performance tasks, student samples, portfolios, and state interim, formative and summative assessments to determine effectiveness of practice and program, and/or increase in student proficiency.*

How will the scholar in residence be tied to specific outcomes for unduplicated pupils?

*Response: Data has been and will continue to be gathered in the following ways:*

- *Interviews with teachers,*
- *Survey results gathered from Portola teachers regarding the professional development and coaching around implementation of Universal Design Learning (UDL), and*
- *Teachers' qualitative and quantitative data from the middle school conference (April 26, 2014).*

What will the Gifted and Talented Educational (GATE) program look like for 2014-15?

*Response: GATE is an old term. We are moving forward with referring to our higher performing students as high potential or academically advanced students. We are going to be rebuilding our plan of action for high potential students (HPS). We will hire a coordinator for academically advanced and visual and performing arts programs to help build the plan. This plan will include a full range of supports for high potential students through differentiated curriculum, instruction and assessments. The plan will also include professional development opportunities for staff on how to implement accelerated programs, differentiated curriculum, and assessment. PD will include lesson design, performance-based assessments, and integrated projects. There will be parent meetings for parents of advanced learners. One mathematics example of acceleration for 2014-15 for high achieving students in middle school is to institute the multiple measure placement matrix. Through this new process, we will be growing the number of students in Algebra in Grade 7, and thus building capacity to have Geometry in Grade 8. This will carry through to Grade 9 students in Algebra II and so on.*

What educational efforts are supportive to early childhood education?

*Response: There is a great deal of focus on early learning in WCCUSD from preschool-third grade. We have 16 preschool sites. We have 13 Transitional Kindergarten (TK) sites for 2013-14, and we will have 18 TK sites for the 2014-15 school year. We have implemented early learning best practices, and created a new report card process that is aligned to the Common Core, and supports effective parent conferences, and program alignment. Our teachers participate in authentic collaboration teams to support professional growth, as well as participate in professional growth opportunities like Desired Results Developmental Profile (DRDP), California Preschool Instructional Network (CPIN), National Association for the Education of Young Children (NAEYC), Ages and Stages Questionnaire (ASQ), and Early Edge. Additionally, there is an Early Learning District Committee chaired by Board member, Elaine Merriweather, to ensure that early learning is supported with quality materials, supplies, and teachers. Our long term goals are:*

- *To build and implement an effective early learning program that will promote academic success for all students,*
- *Meet children where they are, getting to know them well, enable them to reach goals that are challenging, and achievable, and*
- *To implement parent engagement strategies that support student growth*

Will the Fab Lab serve elementary schools? What's happening with science?

*Response: The Fab Lab will be open to all students K-12, as well as community members and adult classes. Not only will we bus students throughout the district to take "study trips" to the lab, these study trips will happen after our science coaches do in-class science workshops. In other words, we will do outreach workshops, and follow-up with Fab Lab study trips to extend the workshop learning. We also now have middle school science curriculum guides. We will be developing and implementing district benchmark science assessments next year. In addition, our new STEM-West grant will provide science professional development to Grade 3-5 teachers, as well as STEM-coaches focusing on math and science for Grade 3-5.*

Is WCCUSD providing regular Common Core State Standards (CCSS) training?

*Response: Yes, we provide CCSS training in English Language Arts (ELA), Mathematics, and Literacy in History/Social Studies, Science, and Technical subjects. PD ranges from CCSS 101, Smarter Balanced Assessment Consortium (SBAC) assessment, CCSS mathematics, and ELA progressions, on-line Brokers of expertise, mathematics multiple methods, increased student discourse, development of academic vocabulary, informational reading and writing, citing evidence from text, and authentic performance tasks.*

How do you separate out curriculum from standards for teaching?

*Response: The standards represent what students should know and be able to do by the end of the school year. Standards represent the "what". Curriculum materials and instructional practice is the "how" we are going to ensure students get there (to accomplishing the "what").*

What programs are targeted toward African American students and families? (Since the data shows that African American students are the lowest performing in everything.) Strategic plan said there was a shortfall of African American input. How will this be addressed here?

*Response: Programs targeted toward African American student include the following: Mental health providers at the secondary schools provide personal and group counseling for African-American students; enrichment programs are available to students, this includes Upward Bound, Trio Programs, Young Scholar Program; concurrent enrollment with community colleges and 4-year colleges; access to Advancement Placement, Link Learning, and offerings for high performing students; after-school programs; and admission into Holy Names University if the students has a 2.75 GPA in in the required 15 A- G classes.*

Why can't kinders take their lunches home when they are picked up from school? (They are leaving the campus for the day.)

*Response: The School meal programs in WCCUSD provide school meals freely, or at a subsidized price, to the children of low income families. These free or reduced meals have the potential to increase household food security, which can improve children's health and expand their educational opportunities. The meals are provided at breakfast, brunch, lunch and afternoon snack.*

We need more counseling, teacher training, and parent training. We need to provide counseling and additional psychological services for high need elementary schools. How will the 1.9 million for counseling services be tied to specific outcomes for unduplicated pupils? Psych and social services – school is only a small percentage of the effect for student success – need more wrap around services to essentially address the real issue of poverty. Since our society is unwilling to address the real cause of educational underachievement, these services address those issues.

*Response: Additional Counseling/Psychologists will be provided for 2014-15. LCAP will provide an additional day of support for the 5 neediest schools. Through Medi-Cal reimbursement and Contra Costa County Mental Health the following Schools will be provided additional support: Portola Middle School, Harding Elementary, Crespi Middle School, Tara Hills Elementary, Highland Elementary and Sheldon Elementary.*

Home visits should be a part of building relationships with families.

*Response: Presently, home visits are a site based decision. The Strategic Plan Report lists 'developing a robust home visit program' in implementation strategy 14.5. This home visit program will be developed during the 2014-15 school year.*

How will the 425K to add extra-curricular programs be tied to specific outcomes for unduplicated pupils? How will those extracurricular programs be determined? Will students have input?

*Response: Presently, deciding which extracurricular activities are offered to students is a site based decision. Student leadership will act in advisory capacity to the principal. The programs will be offered school wide this will ensure the inclusion of the all students.*

Community Partnerships – How will they be leveraged? Who will be responsible for this and how will grant writing be incorporated?

*Response: The community partnerships will be leverage to develop sustainable programing that enhances student learning and or improve school climate. Presently, the district department initiating a grant is responsible the development implementation and evaluation of any grant awarded to WCCUSD.*

What does the word safe mean...I hope it doesn't mean more police officers (Richmond High) Police cars don't make us feel safe.

*Response: West County Full Services Community Schools is an integrated, comprehensive, coordinated initiative aimed at achieving educational success, well-being and self-efficacy for students, families and communities. Based on the 2012-13 California Healthy Kids Survey results, 2% of 5<sup>th</sup> graders never feel safe at school and 4-5% of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders feel unsafe or very unsafe.*

Make sure student site councils get maximum exposure. Agendas, minutes, etc...should be posted.

*Response: All School Site Council agendas and minutes are available at the front desk at each school site.*

Have restorative justice programs instead. Suggestion to add Restorative Justice as socio-emotional program for elementary schools (from Ford teachers).

*Response: Restorative Justice is presently used in all secondary school sites, as well as at several elementary schools.*

We need Class Size Reduction at grades 4 to 6. We need Class Size Reduction at middle and high school levels.

*Response: The School Board has directed staff to implement Class Size Reduction in grades K-3. As LCFF is implemented, class size ratios in other grade levels will be improved.*

Health centers should provide counseling services to deal with large percentage of high school students who consider suicide and the impact of bullying (from health center coordinator). School based health centers need additional funding – to \$120,000 per site.

*Response: The CDE Safe, Supportive, Schools (S3) Grant sunsets in June 2014. Under the propose budget, all secondary high schools will receive \$100,000 to continue to support the students. The sites will have to develop plans that promote a safe school climate which may include social emotional services, staffing and professional development.*

Some of the programs at the school that were mentioned on the list aren't active anymore, so will the money be going towards opening those programs back up or will they be taken off the list? Also some programs are not listed.

*Response: All programs are active at school sites in the district. The LCFF provides opportunities for expansion of services to additional school sites.*

Funders want to see the school and school district contribute to programs to show commitment before they fund certain programs.

*Response: District is part of the Mental Health Collaborative and provides matching funds along with the County. Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) funding to support community Mental Health Programs in the schools.*

Board members can go to schools around the district and have conversations about the LCAP.

*Response: Board members do visit schools and classrooms.*

As committee members can we receive the contact numbers or emails of all the members to keep in touch?

*Response: The committee member names and contact information are public record. To access that list, individuals would need to make a public information request through Debbie Haynie in the superintendent's office: dhaynie@wccusd.net.*

Will we have more parent committee meetings?

*Response: The District Local Control Accountability Committee is scheduled to meet again on April 28, 2014 and may meet one additional time to complete the work.*

What were the demographics for the Strategic Plan committee. Did they represent the community? Are the students who will generate the money a part of the plan.

*Response: The District does not have records that are responsive to the question of the demographics of the strategic plan steering committee. There is one representative from that committee on the District Local Control Accountability Plan committee. While not required by law, students from each high were selected to participate in the development of the LCAP by participating on the District Local Control Accountability Plan committee.*

How will the district process for LCAP going to be different from the strategic plan process.

*Response: State statute allows districts to include additional goals, measures, actions and services beyond the required elements of the Local Control Accountability Plan. The WCCUSD LCAP will include elements from the Strategic Plan Report, accepted by the Board November 13, 2013 into the LCAP.*

Why do students not have a vote? How are their voices heard? You should try to get student input because most students don't know about LCFF. One way to do that is have board members go to each school and have an assembly where they inform students of what is going on and handout surveys either before they come in and collect them or after the assembly and they turn it in to their teachers.

*Response: The statute that created the Local Control Accountability Plan process did not require that students be involved with the LCAP committee. Rather the statute requires parent involvement on that group. The Board of Education in creating the District Local Control Accountability Plan committee decided to include students from each high school. The input of students has been and will be considered in developing the plan.*

With a long list of additional programs, there's a concern that the district will do too many things and not do them well.

*Response: Many of the programs that are in the 2014-15 District Local Control Accountability Plan are extensions of work already going on within the district. Initiative that require less support, such as adding full-day kindergarten, are more assertively included in the plan than initiatives, such as the whole school intervention model, which require much more support.*

Many of the actions and services on the LCAP seem great on paper. However, how can we make sure services that are currently offered at schools are not cut?

*Response: Accountability for the LCAP comes in two ways and reported in the fall to the District Local Control Accountability Plan committee as well as the Board of Education. First, is the degree to which the activities and services in the plan are implemented as indicated in the plan. The second way will come in the 2015-16 plan when the results from the measures in Section II of the plan are updated.*

We need multiple translators for the LCAP meeting especially if there are breakout groups.

*Response: There will be multiple translators at meetings beginning with the April 28 meeting.*