

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
May 8, 2015

Upcoming Events – Bruce Harter

May 9: Super Saturday, Contra Costa Community College, 9:00 AM
May 9-10: Spring Play, El Cerrito High, 7:00 PM
May 11: Technology Subcommittee, IT Center, 4:00 PM
May 11: Agenda Setting, Superintendent's Office, 4:30 PM
May 11: District LCAP Committee, Kennedy Library, 6:30 PM
May 12: Facilities Subcommittee, FOC, 4:00 PM
May 12: Academic Subcommittee, DeAnza Library, 6:30 PM
May 12: Richmond Area Band Festival, Helms, 6:30 PM
May 13: Linked Learning Academy Awards, El Cerrito Theater, 5:30 PM
May 13: Pinole Middle Band Festival, Pinole Middle School, 7:00 PM
May 14: Hercules Band Festival, Hercules Middle School Cafeteria, 7:30 PM
May 15-16: Spring Dance Concert, El Cerrito Theater, 7:00 PM
May 16: Decision Day Celebration, El Cerrito High, 10:00 AM

Response Letter – Bruce Harter

Enclosed please see the response letter to Dr. Alleyne's inquire about parcel tax expenditures.

Assessment Brief – Nicole Joyner

Attached you will find the 2015 May/June Assessment Brief. The purpose of the brief is to keep staff informed of upcoming key assessment dates and to highlight important announcements. The Brief will also be posted to the Assessment Website under Assessment Updates.

Multitiered System of Supports (MTSS) – Steve Collins

The California Department of Education supports the use of evidence-based practices and specific research-proven approaches for organizing educational systems and instruction. The Multitiered System of Support (MTSS) provides the overall organizing structure, which is enhanced at the student level by Response to Intervention (RtI) and Universal Design for Learning (UDL).

As I mentioned at Wednesday night's Board Meeting, attached you will find the pamphlet the California Department of Education, Special Education Division has distributed explaining MTSS.

Summer Food Service Program - Barbara Jellison

West Contra Costa Unified School District (WCCUSD) is working to make sure that no children in West Contra Costa County go hungry when school is closed this summer. Over 20,000 children in West Contra Costa County receive free or reduced-price meals during the school year, but many of these children do not get enough to eat when school is out. The WCCUSD Summer Food Service Program (SFSP), which begins Monday, June 8, 2015, will have approximately 70 community and school sites that will ensure that low-income children continue to grow and learn during the summer. The Summer Food Service Program, sponsored by the U.S. Department of Agriculture, is the largest federal resource available for local programs that combine mealtime with recreational and educational activities. For the location of the nearest site go to the Food Services website under Summer Feeding, Sites, Dates and Times.

Water conservation strategy for WCCUSD- Vince Meyer

East Bay Municipal Utilities District (EBMUD) has declared a Stage 4 critical drought and set a community-wide goal to reduce water use by 20% of 2013 usage. West Contra Costa Unified School District's average water consumption is approximately 10.3 gallons/ day/ student. The District is participating in the mandatory water reductions using the following strategies:

- Promoting water conservation stewardship amongst our students, faculty and staff.
- Strict limits on frequency: water no more than two non-consecutive days per week before 9 a.m. and after 6 p.m. with no runoff.
- Watering frequency reduced from 3 to 2 times per week on sports fields. This will allow the District to maintain athletic playability and community facility use.
- Watering frequency reduced from 3 to 1 time per week on ornamental lawns.
- Watering frequency reduced to an as-needed basis for shrubs and trees.
- No watering allowed within 48 hours of measurable rainfall.
- No washing of driveways and sidewalks; except as needed for health and safety.
- Identification of broken and or leaking water fixtures; sinks, toilets, etc. and repairing them quickly.
- Installation of low flow aerators in faucets supplied by EBMUD
- Facilities planning to utilize the latest industry practices in low water consumption equipment and facility design.
- School sites are being requested to contact Maintenance (620-2159) or create a work order to address leaks promptly.
- The district website will have contact information for community members to report water issues/concerns.

The District is closely monitoring water consumption to confirm that strategy aligns with the mandatory water reductions. With the aforementioned strategy already implemented, the District is well on its way to meeting the mandatory requirements without negatively affecting classroom instruction and/or facility use.

2013-14 Graduation Rates Released – Nicole Joyner

The California Department of Education (CDE) released statewide graduation rates for the class of 2013-2014 cohort last week. Graduation rates increased at six of the seven district high schools for which a graduation rate is calculated, while the seventh remained steady. De Anza High School achieved a 4.8 percent graduation rate increase for 2013-2014 over 2012-2013, while the State of California as a whole increased high school graduation rates by 0.4 percent. The following three tables provide an overview of WCCUSD's graduation rates. Graduation, dropout, and A-G completion rates were used as indicators to determine school progress. Rates were calculated by CDE based on four-year cohort information using the state's California Longitudinal Pupil Achievement Data System (CALPADS). The term "cohort" indicates that the same groups of students were followed for four years in this data collection.

A-G completion rates are included in tables 2 and 3, and measure student completion of the established minimum freshman eligibility requirements for entrance into UC and CSU systems. These requirements include completion of 15 year-long college preparatory courses. Completion of this course sequence is used as a proxy for college and career preparedness.

West Contra Costa Unified School District
Office of the Superintendent

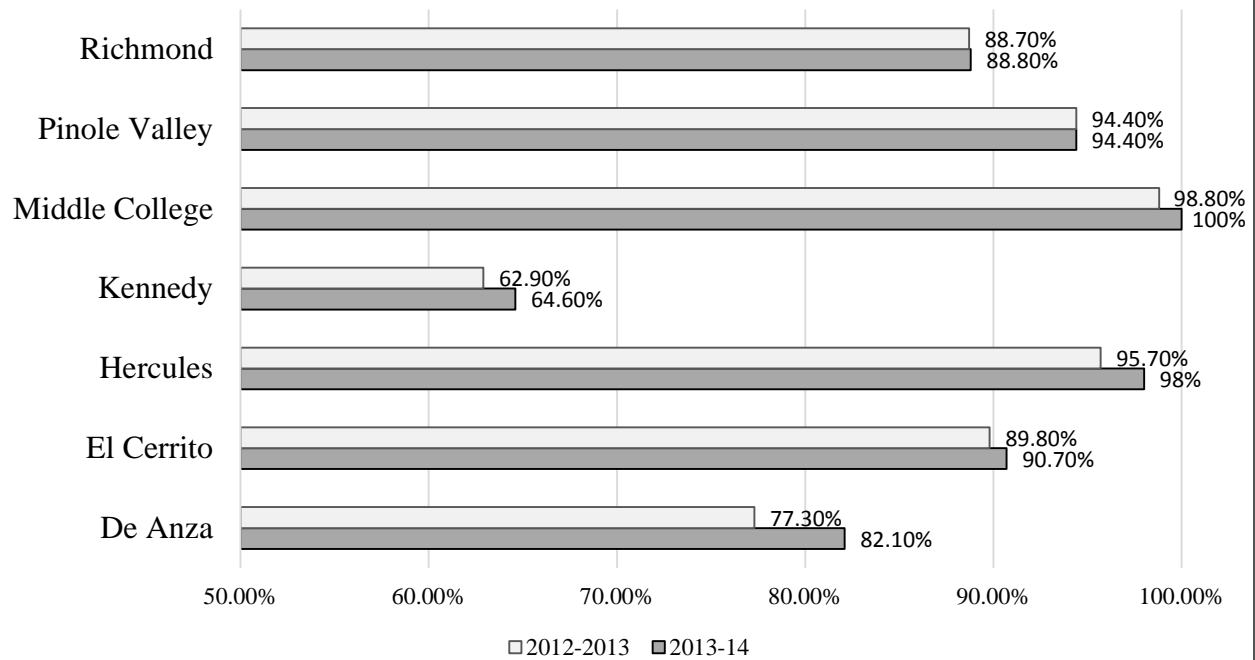
Table 1: Shows 2013-2104 WCCUSD graduation rates, drop-out rates, and A-G completion rates by school. El Cerrito (54.6%), Hercules (53.9 %), and Middle College (92 %) surpassed the State average (41.9%) in rate of students completing A-G requirements.

Table 2: Compares graduation rates for 2013-14 with 2012-13 across the seven high schools for which graduation rates are calculated.

Table 3: Compares WCCUSD’s performance with 16 other large districts in the State of California, and provides the State of California average.

| Table 1 | | | |
|-----------------------------------------------------------------------------------------|-------------------------|-----------------------------|------------------------------|
| WCCUSD Grad Rate, Drop Out Rate, and A –G Completion Rates for 2013-14 by School | | | |
| School | Cohort Grad Rate | Cohort Drop Out Rate | A –G Completion Rates |
| De Anza | 82.1% | 7.7% | 38.3% |
| El Cerrito | 90.7% | 9.3% | 54.6% |
| Hercules | 98.0% | 1.6% | 53.9% |
| Kennedy | 64.6% | 33.1% | 28.5% |
| Middle College | 100% | 0% | 92.0% |
| Pinole Valley | 94.4% | 4.1% | 28.6% |
| Richmond | 88.8% | 8.6% | 38.9% |

Table 2
Graduation Rate* Comparison: 2013-14 over 2012-13



*The CDE does not calculate graduation rates for Gompers, North Campus or Vista high schools, instead assigning them the District’s overall graduation rate.

Table 3
Selected Districts: 2013-14 Graduation, Drop Out Rate, and A –G Completion Rates

| District | Grad Rate | Drop Out Rate | A –G Completion Rates |
|-------------------------|--------------|---------------|-----------------------|
| Antioch Unified | 77.4% | 11.6% | 32.4% |
| Compton Unified | 60.2 % | 32.2% | 23.3% |
| Fresno Unified | 79.3% | 14% | 45.3% |
| Hayward Unified | 79.6% | 14.8% | 45.9% |
| Inglewood Unified | 72.4% | 24.2% | 30.9% |
| Los Angeles Unified | 70.4% | 17.0% | 46.1% |
| Montebello Unified | 87.2% | 6% | 27.6% |
| Mount Diablo | 85.1% | 10.2% | 29.4% |
| Oakland Unified | 60.5% | 24.1% | 49.1% |
| Pittsburg Unified | 74.5% | 20.2% | 24.6% |
| Riverside Unified | 87.3% | 6.5% | 41.0% |
| Sacramento City Unified | 85.1% | 5.3% | 44.6% |
| San Francisco Unified | 79.9% | 11.9% | 56.9% |
| San Jose Unified | 85.6% | 7.4% | 47.8% |
| Stockton Unified | 75.8% | 18.2% | 9.9% |
| Vallejo City Unified | 72.0% | 21.2% | 30.7% |
| WCCUSD | 77.7% | 14.6% | 42.1% |
| STATE OF CALIFORNIA | 80.8% | 11.6% | 41.9% |

Adult Education – Sheri Gamba and Wendell Greer

A number of concerns were raised at the April 30, 2015 Community Budget Advisory Committee by teachers from the Adult Education department. The same teachers, along with some of their students, addressed the Board regarding some of the same concerns at the May 6 Board Meeting.

Adult Education, as a State program, is going through a period of transition. You may recall that during the Great Recession Adult Education was placed on the “Tier III” cut list by the State. This meant that school districts throughout California were faced with a decision on whether or not to continue to fund Adult Education or to close the program and use the funds for K-12 education.

The West Contra Costa Board chose a middle path. The District kept Adult Education but required the program to make cuts (at the same time the K-12 programs were making cuts). Since that time the Board has stayed the course. The Local Control Funding Formula (LCFF) eliminated the Adult Education funding stream and in order to keep Adult Education the Board funded it through the general fund.

Starting in 2015-16 the State is moving toward a new funding model. The Adult Education department is participating in the regional consortium for a new block grant. The funding amount for each district is unknown, but presumed to be the lesser of the 2012-13 expenses or State apportionment exhibit for 2012-13. With that assumption the funding for Adult Education would be an estimated \$2.9 million. The grant information has not yet been announced, but the district hopes to receive more information during the May Revise.

The budget process is moving forward assuming that there will be a block grant. Aides and babysitters are in the budget for 2015-16 to support ESL classes. The Adult Education fund is “Fund 11” in the districts records. It is shown in every budget and financial report that is submitted to the County and State.

The new State grant will likely come with program parameters that the Adult Education program will need to implement. In addition, the Adult Education program is in the process of re-forming in light of the Fiscal Crisis Management Team Audit that was presented during the 2013-14 school year. Changes are being made in the program, fiscal and human resources management in accordance with the findings in that audit.

In terms of the location of the Adult Education Program, I encourage the Board to review the latest Adult Education program brochure. Please note that programs are held in a variety of facilities district wide, including the main campuses of Serra and Alvarado. The Alvarado school campus has always served a dual purpose that included use for district wide professional development and meetings. Students can register at special kiosks at the Alvarado school. The Adult Education program has and continues to monitor the need and demand for various classes and works toward placing them throughout the community.

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Update on Agenda Online – Marcus Walton

Last week, staff requested that Board members determine which device they would like to use in order to access Agenda Online. After further discussions, it has been determined that a standard device would be the best option to ensure compatibility and a consistent standard for support. Board members will be provided a Dell laptop with all of the necessary software and accessories to access Agenda Online and utilize the device for District business.

We plan on having the devices available to you by Wednesday, May 20.

If you need training or support on the use of the laptops, please inform Debbie Haynie. Training of Board members on the Agenda Online software is tentatively scheduled for the week of May 26.

Public Records Log – Marcus Walton

Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, CA 94801-3135

Bruce Harter, Ph.D.
Superintendent

Telephone: (510) 231-1101
FAX: (510) 236-6784

May 5, 2015

Dr. Fatima Alleyne
604 S. 29th Street
Richmond, CA 94804

Dear Dr. Alleyne:

I'm writing in response to your email message of May 1, 2015 in which you expressed concerns about the distribution of resources from the District's parcel tax.

The parcel tax in the West Contra Costa Unified School District has been in place since 2004. The parcel tax was renewed in both 2008 and 2012. Since the voters have approved the parcel tax in 2004 the Board has funded the same program components each year.

The ballot text for the parcel tax Measure G talks about supporting a wide variety of programs as well as concepts that are supported that will improve the overall quality of education. It also provides flexibility in that during some years the board may revise the budget toward the variety of programs that are included. However, the parcel tax is not the only support for many of the programs and concepts included in the ballot nor are the programs and concepts necessarily meant to be co-dependent.

1. The extra-curricular/after school athletics activities program is funded by the parcel tax. This program provides for all of the after school sports programs at the high schools throughout the District. There are many other District after school programs provided through federal, state and local grants and through the Local Control Accountability Plan that operate at the primary level at our elementary and middle schools. The athletic activities program is not the only after school opportunity offered at the high school level, but it is one that has been paid for through parcel tax since 2004. It qualifies under the parcel tax language of supporting after school programs.
2. School Psychologists play an integral role by working with academically and socio-emotionally challenged students. This supports academic achievement for these students in their core academic areas. School Psychologists are members of the academic team that teachers value as a part of the student services at their schools. The expense qualifies under the parcel tax language of protecting core academics, preparing students for college and the workforce.
3. The number of library services staff has increased by three between 13-14 and 14-15. In addition the District gave a 3% raise in 14-15 and improved the contribution amounts provided to all employees. Library services paid from parcel tax funds were \$2.3 million in 2013-14 and are \$2.5 million in 2014-15. This was included in the documents provided to the Community Budget Advisory Committee.
4. Clean and well-kept facilities are an important part of retaining qualified teachers and keeping campuses safe for employees and students.

May 5, 2015

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5. Special Education has a variety of grants and funding that support their programs, including this contribution from the parcel tax toward speech teachers. Speech teachers provide support for core academic programs and are qualified teaching professionals.
6. The parcel tax contributes toward the District's class size reduction program. The State has never fully funded class size reduction, even when there was a special grant to encourage district's to implement K-3 class size reduction. The current State program, the Local Control Funding Formula, asks districts to make progress toward class sizes of 24 students to 1 teacher in grades K-3 over an eight year period from 2013-14 through 2020-21 school years. The West Contra Costa School District Board made lowering class sizes in grades K-3 a higher priority than the State. The K-3 class sizes are already at 24:1 in 2014-15. The parcel tax helps pay for implementing the program earlier than the State requires. Thirty teaching positions were added to the schools budgeted teachers in 2014-15 at a cost of \$2.6 million, the parcel tax contributes \$1.6 million toward the general expense for that effort.
7. The library program is funded through the parcel tax at every school, elementary through high school.
8. The parcel tax is a fixed funding source, the priorities for the parcel tax budget were set in place in 2004 when the District was adopting program and service cuts in the categories that are now supported through the local parcel tax.
9. The parcel tax was passed to preserve programs and services that would otherwise be cut. The 2004 parcel tax reversed the program cuts and employee lay-offs associated with the cuts.

Sincerely yours,



Bruce Harter
Superintendent

cc: Board of Education

From: Fatima Alleyne <fatimaalleyne@gmail.com>
Sent: Friday, May 01, 2015 1:06 AM
To: Harter, Bruce
Cc: randallenos@sbcglobal.net
Subject: Parcel Tax Expenditures

Dr. Harter,

My name is Dr Alleyne and I am sending this email to inquire about the text of Measure G and the actual expenditures.

This evening, the CBAC committee held a meeting in which we were to confirm that the expenses for the 2014-2015 academic year were in alignment with the text. However, when I left our meeting tonight I left perplexed as to how the expenditures were in alignment with the measure. Please find my reasons below.

1. In Measure G, it states :the purpose of the special tax shall be to improve the quality of education in the District by supporting the following programs:

- protecting core academic - reading, writing, math and science,
- attracting and retaining qualified teachers,
- preparing students for college and the workforce,
- providing smaller class sizes for the youngest children,
- providing classroom computers and technology,
- improving safety on and around our campuses,
- supporting after-school programs to keep kids away from gangs and drugs,
- supporting science laboratories, materials and activities,
- supporting libraries."

However, I am confused as to how the following meet the criteria or is justifiable:

1. Allocation of \$1,012,971 to athletics and classifying it as "an afterschool program" - given that the graduation rate is a meager ~60%, how has this allocation: protected core academics? Where in the district have they implemented an afterschool program such as through BACR, YMCA which only offers an athletics component ?
2. Allocation of school psychologists - the measure states it would fund teachers not psychologists. As a taxpayer, I've learned that teachers continuously battle with higher wages; yet, although funds are available there has been no increase in teacher salaries?
3. Allocation of \$677,569 for elementary librarians - a 23% increase from the previous year although no new hires were appointed.
4. Allocation of \$472,930 for clean facilities when the measure does not support funding for clean facilities.
5. Isn't there a separate budget for special education - why are funds from the special education not being used for this purpose?

6. Allocation of \$1,600,000 for CSR but there are no parcel tax listings for teachers - given this, how were these funds spent to support CSR? What were the district's actual costs for implementing CSR?
7. Why is the district only funding librarians (and custodians) at the elementary school levels while the majority of the services are rendered to middle and high schoolers?
8. Why are the other "priorities" in the measure, not funded? Who created the priority matrix?
9. Why is the district using unguaranteed funding to pay FTEs? Isn't the district obligated to fund basic services through the general fund and not the parcel tax? Is it the district's intention to make the parcel tax a permanent expenditure or to ask taxpayers to allocate more funds to these endeavor, with the expectation that most of them will not be implemented? If voters do not approve another parcel tax measure, will all these employees lose their jobs? Why aren't we using these funds for one-time expenses not on-going expenses that need to be sustained?

I hope you can provide some clarity on the matter.

Thank you in advance for responding.

--

Fatima Alleyne, Ph.D.
Research General Engineer
Personal Email: fatimaalleyne@gmail.com



ASSESSMENT BRIEF

May/June 2015 (Revised)

PLEASE POST

KEY DATES

- May 1-14 **CAASPP** Paper-Pencil Testing
- May 1- 29 **CAASPP SBAC** Administration (Computer-based)
- May 4-15 **AP** Exam Administration Window (HS)
- May 5 **CAHSEE** Warehouse Delivery May materials
- May 12-13 May **CAHSEE** Administration (Grade 12)
- May 14 **CAHSEE** Materials Warehouse Pickup (HS)
- May 14 **CAASPP** Paper-Base Window Closes (All)
- May 18-19 **CAASPP** Materials Warehouse Pickup (All)
- May 18-29 **Senior Survey** (Grades 12)
- May 18-29 **Student Satisfaction Survey** (Grades 4, 6, 8)
- May 18-29 **Staff Satisfaction Survey** (All Staff)
- May 20-22 **AP** Exam Late Testing (HS)
- May 29 **SBAC** Computer-based Window Closes
- June 13 **ACT** Administration (ECHS only)

Reminder Benchmark Dates

- May 1-29 **STAR Reading** (6-8)
- May 6-29 **Science** Benchmark 2 (Gr. 7-8)
- May 6-June 4 **Early Lit (K-2) STAR Reading** (2-6)
- May 11-22 **SRI Read 180** (6-12)
- May 18-June 5 **Math** Benchmark 3 (Gr. K-6)
- May 18-June 5 **Math** Benchmark 3 (Gr. 6) (Hercules, Mira Vista, Stew)
- May 18-June 5 **Math:** HS Alg I, Geom, Alg II Benchmark 3
- May 18-June 5 **Math:** MS Benchmark 3
- May 26-June 5 **Writing** Benchmark 3
- May 26-June 5 **ELD** Benchmark 3 (Writing Section Only)

End dates reflect "scan " by dates.

CAASPP /SBAC Information

School staff are **not** allowed to look at the testing content or assist students in answering questions. Please encourage students to do their best.

CAHSEE Results

The March CAHSEE results are expected to arrive in the district by the second week in May.

May 2015

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|-----|-----|-----|-----|-------|-----|-----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

June 2015

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|-----|-----|-----|-----|-------|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

AP Online Results

Please do not forget to remind students they can access their AP scores online in July!

All students must have an online College Board account to access their scores. Students will be able to view and download their cumulative Score Report, which will contain their 2015 AP scores, plus any previous years' AP scores.

Student and Staff Satisfaction Surveys!

Our *Local Control Accountability Plan* requires student and staff surveys, in order to gauge satisfaction.

Students in grades 4, 6, and 8 will take the online survey during the survey window: May 18-May 29

All Classified and Certificated staff will take the online survey during the survey window: May 18-May 29

SBAC Online Reminders!

Please ensure that all students have completed testing and make-ups by June 3. The entire state window will close by this date.

Please contact the Assessment Department with any questions (510.307.4515). Thank you!

A multitiered system of supports
with response to intervention
and universal design for learning:

Putting It ALL Together

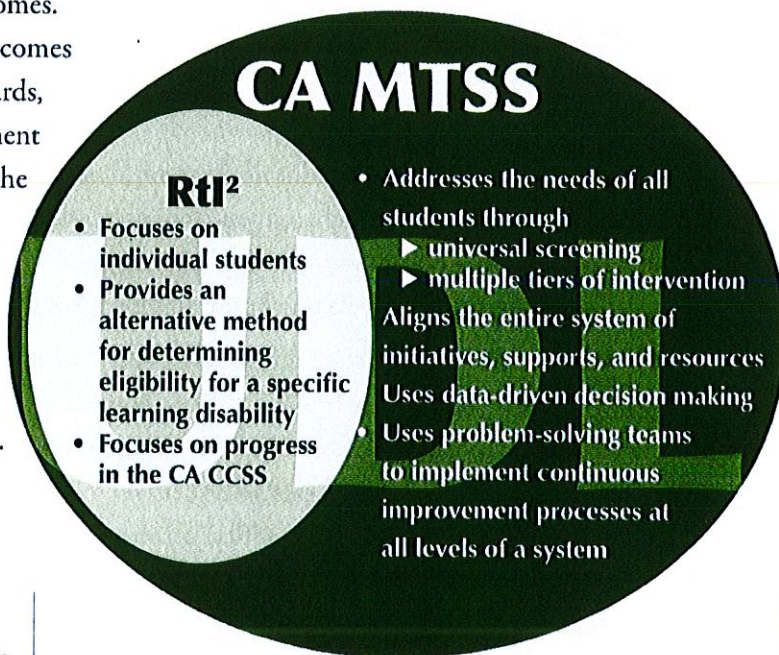
The many new education-related initiatives and plans in California—the Local Control Funding Formula, the State Systemic Improvement Plan, the California Common Core State Standards (CA CCSS) and the accompanying new assessments—all align and support each other in transformational and exciting ways. They focus on coordinating efforts—in terms of human or financial capital, and often both—so that every student is better served and has the opportunity to realize success in school and in adult life. In addition, they all emphasize authentic accountability in support of improved student outcomes.

To secure these outcomes through the new standards, the California Department of Education supports the use of evidence-based practices and specific research-proven approaches to organizing educational systems and instruction. A Multitiered System of Supports (MTSS) provides the overall organizing structure, which is enhanced at the student level by Response to Intervention (RtI) and Universal Design for Learning (UDL).

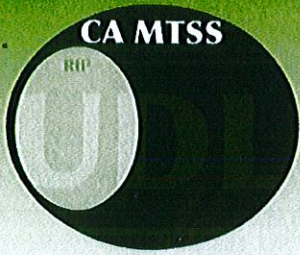
At first glance, busy educators may view the prospect of adapting these approaches as simply too much to attempt all at once. But when examined together and within an MTSS context, RtI and UDL work in concert to create and sustain a cohesive effort. They are not discrete elements, nor are they prescribed programs or models to duplicate and implement. Rather they represent principles that guide educational structures and point to a consistent and integrated approach for organizing schools and instruction so that teachers use—and administrators support—only the best of what is known about ensuring that

all children benefit from school and are prepared for the best possible post-school outcomes.

The following three pages provide an overview of what MTSS, RtI, and UDL are; how they are mutually reinforcing; and how they contribute to success in the new standards. Lists of resources on each page offer additional information for anyone wanting to learn more about this sea change in California's schools.



Blueprint for Improving Instruction, Accessibility, and Outcomes, a California Department of Education, Special Education Division, Symposium from February 2015, examined how UDL and MTSS work in concert. That symposium and its numerous resources are archived and available at <http://www.cde.ca.gov/sp/se/cc/>



CA MTSS

MTSS
resources
from the
California
Depart-

ment of Education: <http://www.cde.ca.gov/ci/cr/ri/>

The Digital Chalkboard, an online tool for California educators, features a training on MTSS, with modules that address data-based decision making, instructional planning, leadership, and more. <https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509627>

Multi-Tiered System of Supports (MTSS) features the California Department of Education's definition of MTSS and a comparison of it with RtI². <http://www.vcoe.org/Portals/VessoPortals/cici/PBIS14-15/mtsscde.pdf>

Kansas and Florida make available numerous resources for understanding and successfully implementing MTSS: <http://www.kansasmtss.org> and <http://www.florida-rti.org/floridaMTSS/index.htm>

How MTSS creates a community of support for student success is available on YouTube. <https://www.youtube.com/watch?v=ljyzT NfwdCU>

What's Your Plan? Accurate Decision Making within a Multi-Tier System of Supports: Critical Areas in Tier 1 is available through the RTI Action Network. <http://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1>

Multitiered System

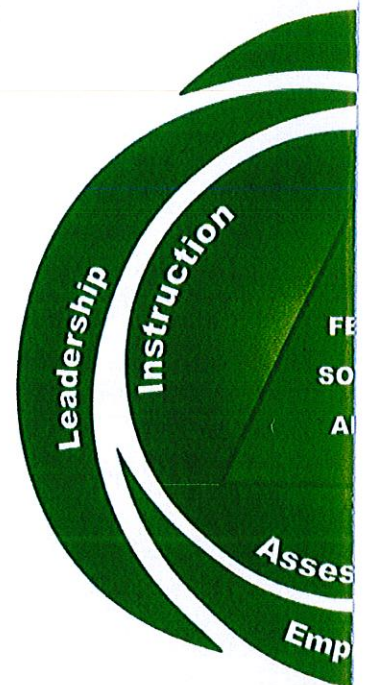
The Individuals with Disabilities Education Act (IDEA) outlines a system of evidence-based practices and assessments for students with disabilities. MTSS clearly articulates what that system looks like: high-quality first instruction, supports, and interventions in academics and behavior for all students, regardless of whether they are struggling or have advanced learning needs. By definition, a true MTSS does the following:

- Addresses the needs of all students
- Reflects a system-level model of instruction and supports through universal screening and multiple tiers of interventions
- Ensures that practices, policies, and programs are aligned on classroom, school, and district levels
- Uses problem-solving teams to implement continuous improvement processes at all levels of the system
- Makes use of an integrated data system so that information about student progress is accurate, available, and used to make instructional decisions
- Provides continued and aligned professional development for all educators in planning and delivering instruction, developing and using effective curriculum, administering assessments, and using data to guide instruction
- Promotes continuous improvement at all levels (district, school site, and grade/course levels), with routines for program evaluation
- Welcomes parents into the decision-making process for student achievement and instruction
- Focuses on collaboration between general and special education within schools, among district office departments, and between schools and their district office
- Maintains prevention as a central goal

Response to Intervention

Response to Intervention (RtI) is a term often used interchangeably with MTSS. However, RtI is a subset of MTSS.

First featured in the reauthorization of IDEA in 2004, RtI reflects concerns about the increasing number of students identified as having specific learn-



em of Supports

ing disabilities “and the related suspicion that many students currently classified as having a specific learning disability might have avoided the need for special education if instructional support and interventions had been provided to them at an early stage in their education.”¹ However, the meanings of RtI can vary, from this approach to identifying students with specific learning disabilities to a more wholesale structural change in how educators think about teaching.

California’s approach to RtI, Response to Instruction and Intervention (RtI²), reflects the two-part focus of the model: instruction and intervention for both academics and behavior at the student or classroom level. As such, RtI is contained within and supported by an MTSS, which encompasses entire school and district systems and creates a coherent structure around RtI practices to sustain them.

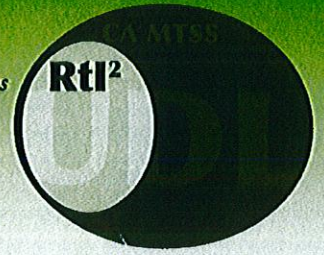
A three-tiered triangle is the most common visual depiction of RtI (see graphic below), suggesting (1) core instruction and assessment for all students, (2) strategic interventions for those students who are at risk for academic or behavioral problems, and (3) intensive supports for students facing significant challenges. The instruction and interventions provided in these tiers are informed by student progress data that is continuously gathered through formative and summative assessments. RtI² provides the structures, strategies, and philosophical grounding for educators to

view the struggles that students have as important problems to be solved; most importantly, RtI² provides a framework for solving them.

Universal Design for Learning

IDEA mandates that students with disabilities have access to learning. UDL guides educational practices to secure this access and reduce barriers in instruction, deliver appropriate accommodations and supports in the classroom, and maintain high achievement expectations for all students, including students with disabilities. UDL accomplishes this by providing students with multiple means of acquiring and demonstrating their learning, with the goal of helping all students get to the same place, while providing and allowing different methods, materials, and approaches for getting there. The

RtI² resources
from the
California
Depart-
ment of
Education.



<http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp> and <http://www.cde.ca.gov/ci/cr/ri/rtihome.asp>

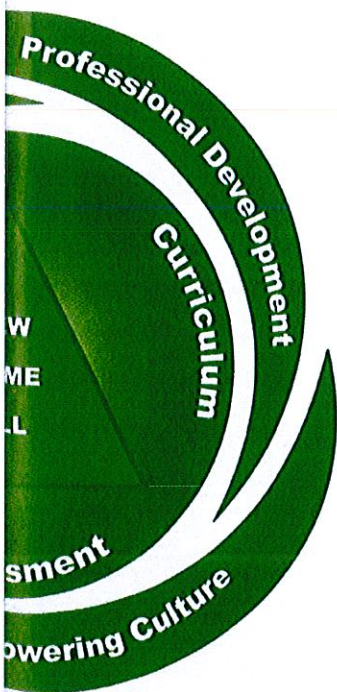
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, from the Institute of Education Science What Works Clearinghouse, offers five recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. <http://ies.ed.gov/nccc/wwc/PracticeGuide.aspx?sid=3>

The *Center on Response to Intervention* provides comprehensive information on screening, progress monitoring, data-based decision making, and creating a multi-level prevention system. See especially *Using a Response to Intervention Framework to Improve Student Learning*. <http://www.rti4success.org/resource/using-response-intervention-rti-framework-improve-student-learning>

A collection of *valuable RtI resources* are available through the Rhode Island Department of Education. http://www.ritap.org/rti/resources/web_resources.php

Note

1. *Legal Implications of Response to Intervention and Special Education Identification*. RtI Network. <http://www.rtinetwork.org/learn/ld/legal-implications-of-response-to-intervention-and-special-education-identification>



application of UDL promotes student engagement, supports student understanding, and guides appropriate student response in the demonstration of knowledge and skills. These three areas—engagement, representation, and action/expression—form the core of UDL.

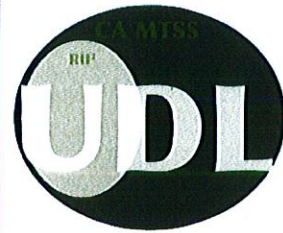
MTSS creates the structure and system for delivering the most effective instruction and supports to students so they can succeed in school. UDL provides a blueprint for creating instructional goals, assessments, methods, and materials that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. When UDL is applied at the foundational level of a tiered system of instruction, all students can become engaged and successful learners.

MTSS and the Common Core

The California Common Core State Standards (CA CCSS) establish what students ought to be able to know and do in order to be college, career, and civic-life ready. In California, the components of MTSS work together to create an integrated, comprehensive framework that focuses on and supports the learning of all students in these standards. By promoting the effective implementation of MTSS, school districts and local education agencies ensure full access to standards-based instruction for all students. RtI² helps by providing educators with student data at the classroom level to guide instruction and interventions that students need to close any learning gaps and address any behavioral challenges that could get in the way of school success and becoming prepared for life after high school. The core components of UDL align with the CA CCSS: they both were formulated to help students become purposeful, motivated, resourceful, knowledgeable, strategic, and goal-oriented learners. Within a universally designed curriculum, as many students as possible and appropriate receive effective and standards-based instruction in their general education classroom settings. UDL uses current research in learning and neurology to define what “effective” means and looks like in a classroom so that students have access to, engagement with, and success in the Common Core.

UDL is really a merging of general education and special education, a sharing of responsibility, resources, and ownership. It gets away from the “their kids-our kids” divide.

—David Rose
The Center for Applied Special Technology



The Center for Applied Technology (CAST) provides extensive explanations of UDL and resources for using it in the classroom. www.cast.org/udl/

The National Center on Universal Design for Learning includes numerous resources for the practical application of UDL in the classroom. <http://www.udlcenter.org>

UDL in Action provides video examples of how teachers apply the principles of UDL in their classrooms. <http://www.engagingalllearners.ca/ip/udl-in-action/>

Strategies for applying UDL in the classroom and a virtual tour of UDL in practice are at <http://marylandlearninglinks.org/1021>

UDL: Principles and Practice is a video of David Rose talking about how UDL addresses the needs of all students. <https://www.youtube.com/watch?v=pGLTJw0GSxk>

Instructional Practices Resources for UDL are available from the Office of Special Education Programs. <https://www.osepideasthatwork.org/udl/instrpract.asp>

Public Records Request Log 2014-2015
Week Ending May 7, 2015

| | Date of Receipt | Requestor | Requested Records/Information | Current Status |
|-----|------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | 8/14/14 | Theresa Harrington | All email or correspondence regarding bond refinancing between Jan. 1, 2009 and present | 14 Day Extension Email sent – 8/21/2014 On Hold / Pending Legal Review |
| 87 | 11/18/14 | Fatima Alleyne | Washington School Budget / SSC SY 2009 -to- 2013 | 4/3/2015-Contacted Requestor to review documents No response from Requestor |
| 89 | 11/18/14 | Anton Jungherr | Access to review all CBOC files from 2001 to 10/31/2014 | Requestor contacted to make apt. to review files |
| 143 | 1/15/15 | Ron Beller Caliber Schools | Caliber Schools-Beta Academy Information | 3/13/2015-Letter sent requesting fees No response from Requestor 5/7/2015- Follow-up letter sent Extension Invoked Reviewing remaining Documents |
| 170 | 2/26/15 | Mike Razavi | Pinole Valley High School- Construction Documents from January, 1965 through December, 1970 | 3/31/2015-Email sent requesting fees No response from Requestor 5/7/2015- Follow-up email sent |
| 176 | 3/23/15 | Michael Strub Jr. Irell & Manella LLP | CA Healthy Kids Survey / CA School Climate Survey / CA Student Survey / LCAP / Student Information / Suspensions / Expulsions / Employment Information | In Progress Acknowledgement letter sent Extension Invoked |
| 182 | 4/10/15 | Derek Miles Northern CA Fire Prot. | Nystrom Elementary School Project | In Progress Reviewing Documents |
| 187 | 4/28/15 | Eric Chung SmartProcure | Electronic records of purchases made by WCCUSD from 2010 to present | In Progress Gathering Documents |
| 188 | 5/5/15 | Kristen O'Neill Data Research Partners | WCCUSD listing of all employees' positions, titles, email address and site location | 5/6/15 Letter Sent COMPLETED |
| 189 | 5/6/15 | Steve Chamberlin | WCCUSD listing of firms that have submitted qualifications for long range facilities master plan services | 5/7/15 Sent via email COMPLETED |