

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
May 11, 2018

Upcoming Events – Matthew Duffy

May 11: Ed Fund Teaching Excellence Awards, DeAnza, 6:00 PM
May 15: Academic Committee, DeAnza, 5:30 PM
May 16: Young Men of Color Symposium, Richmond Auditorium, 9:00 AM
May 16: Board of Education Meeting, DeJean, 6:30 PM
May 18: Mafanikio Family Celebration, Sheldon, 6:00 PM
May 18 & 19: Spring Dance Concert, ECHS Theater, 7:30 PM
May 19: African American Commencement Ceremony, Richmond Auditorium, 10:00 AM
May 21: Reclassification Ceremony, Richmond Auditorium, 6:00 PM
May 21: Youth Commission, Helms, 6:30 PM
May 22: African American Student Awards Ceremony, Craneway Pavillion, 6:00 PM
May 23: 2018 Richmond Promise Celebration, Richmond Auditorium, 6:00 PM
May 24: District Retirement Celebration, Richmond Country Club, 5:30 PM
May 26: Middle College Graduation Ceremony, Richmond Convention Center, 10:00 AM
May 28: District Holiday, Schools and Office Closed
May 29: LCAP Meeting, Kennedy Library, 6:30 PM
May 30: Board Study Session, DeJean, 6:30 PM
May 31: Transition Program Graduation Ceremony, Vista Hills, 11:00 AM
June 1: End of Year Employee Celebration, Richmond Auditorium, 4:00 PM
June 2: Tech Future Academy Graduation, El Cerrito Theater, 3:00 PM

West Contra Costa USD “Classified Employee of the Year 2017-2018” Winners – Ken Whittemore

At the next Board meeting, the district will announce WCCUSD Classified Employee of the Year 2017-2018 winners. The District would like to recognize and acknowledge the following classified employees:

General Services M & O	- Maria Rodriguez (Harding Elementary), Food Service Aide/Clerk
Office & Technical	- Karen Rodriguez (Lake Elementary), School Secretary I
	Angelica Lopez (Business Services), Accounting Technician
Paraprofessional	- Marissa Lara (Downer Elementary), Instructional Assistant Special Education
	- Mack Carminer (Greenwood Academy), Campus Security Officer
Classified Supervisor	- Gustavo Aguilera (Business Services), Principal Accountant
Confidential	- Thomas Scott (Human Resources Department), Senior Personnel Assistant-Confidential

Annual Budget and Service Plan – Steve Collins

The 2018-19 Annual Service and Budget Plan will be presented to the School Board on May 16, 2018 for approval. Attached you will find a copy of the Service Plan and Budget Plan which are a part of the Special Education Local Plan.

West Contra Costa Unified School District
Office of the Superintendent

Below is the law that requires each SELPA to develop an Annual Service and Budget Plan and present both at a Public Hearing.

California *Education Code* requires the submission of Annual Budget and Service Plans that are adopted at public hearings held by the special education local plan area (SELPA). These plans must identify expected expenditures and include a description of services, the physical location of the services, and must demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their individualized education program.

Annual Budget Plan Requirement

Each SELPA Local Plan requires a budget plan component to be developed/updated annually. The Annual Budget Plan for the 2018-19 school year is due to the California Department of Education (CDE) on or before June 30, 2018.

1. Develop or Revise the Annual Budget Plan

Each SELPA will adopt the Annual Budget Plan according to the governance and policymaking process established in their local plan. The completion of the process will be documented by evidence that a SELPA-level public hearing has been held to adopt the Annual Budget Plan.

The Annual Budget Plan may be revised during any fiscal year.

The Annual Budget Plan shall identify expected expenditures for all items required by this part, which shall include, but not be limited to, the following:

- (A) Funds received in accordance with Chapter 7.2 (State/Federal Funding)
- (B) Administrative costs of the plan
- (C) Special education services to pupils with severe disabilities and low-incidence disabilities
- (D) Special education services to pupils with non-severe disabilities
- (E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments
- (F) Regionalized operations and services and direct instructional support by program specialists.
- (G) The use of property taxes allocated to the SELPA.

2. Hold a SELPA-level Public Hearing to Adopt the Annual Budget Plan

Notice of the SELPA-level public hearing shall be posted in each school at least 15 days prior to the public hearing. A copy of the Public Hearing Notice must be submitted with the Annual Budget Plan.

Annual Service Plan Requirement

Each SELPA Local Plan requires a service plan component to be developed/updated annually. The Annual Service Plan for the 2018-19 school year is due to the CDE on or before June 30, 2018.

1. Develop or Revise the Annual Service Plan

Each SELPA will develop and adopt the Annual Service Plan according to the governance and policymaking process established in their local plan. The completion of the process will be documented by evidence that a SELPA-level public hearing has been held to adopt the Annual Service Plan.

2. Description of Services

Nature of Services: Describe the full continuum of service options to be provided within the SELPA assuring access to appropriate instruction and services for all students with disabilities from birth to twenty-two years of age, including children with low-incidence disabilities.

Physical Location of Services: The Physical Location of Services Plan may be printed from the CASEMIS system as a report, using December 2017 data, and adjusted for any foreseeable changes. (See instructions for printing the CASEMIS report on page 4 of these instructions.)

3. Hold a SELPA-level Public Hearing to Adopt the Annual Service Plan

Notice of the SELPA-level public hearing shall be posted in each school district at least 15 days prior to the public hearing. A copy of the Public Hearing Notice must be submitted with the Annual Service Plan.

Update on John Henry High School - Nia Rashidchi

It is important to keep board members informed about our ongoing work with John Henry High School (JHHS). We sent JHHS a follow-up letter with supporting documentation regarding new concerns on critical matters at JHHS, including lack of sufficient textbooks, curriculum, lab supplies/facilities, and English Learner services. This letter/documentation is included in this Friday memo.

As we have stated before, these concerns are separate from the issues in the current Notice of Violation/Tolling and Monitoring agreement. But these issues are also focused on critical issues of ensuring that a school environment is safe and conducive to learning for students and staff.

We have offered to meet with Amethod staff and board of directors to talk through these new issues. Finally, we want to reiterate that John Henry High School continues to not be in good standing.

What does good standing mean? The charter school must be in good standing with its Charter Authorizer and in compliance with the terms of its charter at the time of application submission, and without interruption throughout the term of the grant.*

**Source = California School Finance Authority: Frequently Asked Questions - State Charter School Facilities Incentive Grants Program*

Fiscal Report – Chris Mount-Benites

Please see the attached Fiscal Report with important information.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

ANNUAL BUDGET PLAN

2018-19



Steve Collins, Assistant Superintendent
Nick Berger, Director
Kevin Nazario, Director

Special Education Department
May 2018

**Certification of Annual Budget Plan
Fiscal Year 2018-19**

1. Check one, as applicable: <input checked="checked" type="checkbox"/> [X] Single District <input type="checkbox"/> [] Multiple District <input type="checkbox"/> [] District/County		
Special Education Local Plan Area (SELPA) Code 0712/0761796	SELPA Name West Contra Costa SELPA	Application Date May 16, 2018
SELPA Address 2465 Dolan Way	SELPA City San Pablo	SELPA Zip code 94806
Name SELPA Director (Print) Steve Collins, Assistant Superintendent		SELPA Director's Telephone Number 510-307-4633
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name West Contra Costa SELPA	Name/Title of RLA/AU Superintendent Matthew Duffy	RLA/AU Telephone Number 510-231-1101
RLA/AU Street Address 1108 Bissell Avenue	RLA/AU City Richmond	RLA/AU Zip code 94801
Date of Governing Board Approval May 16, 2018		

**Certification of Approval of Annual Budget Plan Pursuant to California *Education Code*
Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on **May 16, 2018**.

Adopted this sixteenth day of May, 2018.

Signed: _____
 RLA/AU Superintendent

Annual Budget Plan Fiscal Year 2018-19

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300–3499 (Federal) 6512–6535 (General Fund)	26,664,418 45,935,103
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	976,278
C	Special Education services to pupils with: (1) severe disabilities , and (2) low incidence disabilities	SACS Goal Code 5710	738,081
		SACS Goal Code 5730	5,336,044
		SACS Goal Code 5750	25,911,587
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	26,903,914
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	1,254,756
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	0
		SACS Goal Code 5060	1,599,462
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found
<http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

ANNUAL SERVICE PLAN 2018-2019

West Contra Costa SELPA'S

Response to AB 602



Steve Collins, Assistant Superintendent/SELPA Director

Nick Berger, Director

Kevin Nazario, Director

Sonja Neely-Johnson, Interim Director

West Contra Costa Unified School District
Special Education Department

May 2018

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Certification of Annual Service Plan Fiscal Year 2018-19

1. Check one, as applicable: <input checked="" type="checkbox"/> [X] Single District <input type="checkbox"/> [] Multiple District <input type="checkbox"/> [] District/County		
Special Education Local Plan Area (SELPA) Code 0712/0761796	SELPA Name West Contra Costa SELPA	Application Date May 16, 2018
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Name SELPA Director (Print) Steve Collins, Assistant Superintendent		SELPA Director's Telephone Number 510-307-4633
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name West Contra Costa SELPA	Name/Title of RLA/AU Superintendent (Type) Matthew Duffy	RLA/AU Telephone Number (510-231-1101)
RLA/AU Street Address 1108 Bissell Avenue	RLA/AU City Richmond	RLA/AU Zip code 94801
Date of Governing Board Approval May 16, 2018		

Certification of Approval of Annual Service Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on **May 16, 2018**.

Adopted this **sixteenth** day of **May, 2018**.

Signed: _____
 RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

West Contra Costa SELPA
Local Plan for Special Education
SERVICE PLAN

WEST CONTRA COSTA SELPA

SERVICE PLAN

INTRODUCTION

West Contra Costa Unified School District (WCCUSD) is a single district Special Education Local Plan Area (SELPA) and, as such, provides a comprehensive range of program options and related services to students residing in the WCCUSD attendance area. As required by AB602, the Special Education Funding Reform Act of 1997, and the requirements of the Local Plan to provide a complete description of all programs and services provided to WCCUSD special education students, this Service Plan has been prepared.

AB602 requires the following:

¹ The Annual Service Plan shall include a description of services to be provided by each district and county office, including the nature of the services and the location at which the services will be provided, including alternative schools, charter schools, opportunity school and classes, community day schools operated by county offices of education, and juvenile court schools regardless of whether the district or county office of education is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

The following pages include the descriptions of the services as provided by the California Department of Education CASEMIS system, a description of specialized services and programs unique to West Contra Costa SELPA and the current locations of the various services currently provided across the SELPA.

¹ AB602 Special Education Funding Reform Act of 1997

**ANNUAL SERVICE PLAN
2018-2019**

AMENDMENT

**CORRECTIONAL INSTITUTION OR
INCARCERATION FACILITY**

West Contra Costa Unified Special Education Local Plan Area (SELPA) includes services to those eligible to receive services who are incarcerated.

West Contra Costa SELPA provides a continuum of services for any student whose location is school type 32, incarceration in the county jail. The type of services available are similar to those offered at the Juvenile Court Schools (Contra Costa County), CASEMIS Code 900 located at Mt. McKinley at Juvenile Hall in Martinez and Delta Vista High School located at the Orin Alan Youth Rehabilitation facility in Byron, CA. Services may include, but not be limited to as determined by each IEP: 330 Specialized Academic Instruction, 415 Language and Speech, 445 Assistive Technology Services, 820 College Awareness, 840 Career Awareness, 850 Work Experience Education, 855 Job Coaching, 860 Mentoring.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)
SERVICE DESCRIPTIONS

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT SELPA
ANNUAL SERVICE PLAN (AB 602)

Continuum of Program Options

Program Options For Students	General Education Classes	General Education Classes + Plus	General Education Classes + Plus	Special Day Classes (SDC)	Isolated School Sites		
		RELATED SERVICE PROVIDERS (Related Services) Instructional Support	RSP	Area of Need/Service Specific HI, SED, VI, TEP, AUTISM PROGRAM	<ul style="list-style-type: none">• Out of District• NPS• Private• County• Out of State• Residential Treatment Center	Out of Community State Schools	Home/Hospital
				Non-Severely Handicapped (NSH)			
			Transition Partnership Program and Workability I	Severely Handicapped & Transition (SH)			
				Transition (SH) Program CCC			
Settings	<ul style="list-style-type: none">• All District School sites• Preschool• Secondary• Alternative schools• Regionalized Services• Charter Schools	<ul style="list-style-type: none">• All district School sites• Itinerants Deliver services per IEP• Preschool Children Centers, Head Start• Opportunity (6, 7, 8)• Natural Environments• Charter Schools	<ul style="list-style-type: none">• Preschool• All elementary & Secondary school sites• Alternative Schools• Home Instruction• Alternative Education• Charter Schools	Designated Elementary/Secondary school sites and community sites <ul style="list-style-type: none">• Contra Costa College Transition• Head Start Inclusion• Natural Environments• Employment Settings	<ul style="list-style-type: none">• Non-Public• Head Start Inclusion• Community Day• McKinley Juvenile Court School• Delta Vista• County Jail	<ul style="list-style-type: none">• State Schools Fremont- Blind and Deaf Schools• Out of state residential facilities	<ul style="list-style-type: none">• Home Teaching• Independent Study• Home/Hospital Education
	Special Education Instructional Specialists		Related Service Specialists		Instructional Support		
Services Delivery	NSH & SH Classroom Teachers RSP Teachers, Speech, Adapted Physical Education Psychologist, Inclusion Specialists Other Credentialed Professionals Authorized to Provide Special Education Programs & Services		Occupational Therapy Physical Therapy, Speech APE, Psychologist, Behavior Specialist, Inclusion Specialist, Nurses, Audiometrists, Etc. Employment Specialists (Workability I & TPP) Vocational Education Transition Specialist		Aides Volunteers Transportation Categorical Programs Supplementary Aides Low Incidence Equipment Supplementary Equipment		
Instruction	Core Curriculum: Integrated Academics, Specialized (Medical, Clinical, Disability Specific)		Core Curriculum: Integrated Academics, Specialized (Medical, Clinical, Disability Specific) and/or Functional Life Skills Curriculum		Individualized Education Plan (IEP) Behavior Plan/Behavior support Plan		
	Frequency/Duration/Methods/Locality/Mode of Service Delivery Models is based on the educational significance of the affected skill, the specific disability and the IEP.						
Outcomes	Standardized Group Tests, Graduation, Differential Standards, Progress Report on IEP Goals and Objectives (Grade to grade promotion, Grades, Attendance, Transition to LRE)						

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

SERVICE CATEGORY DESCRIPTIONS

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area: West Contra Costa Unified School District

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 <i>Code of Federal Regulations (CFR)</i> sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.			X	34 <i>CFR</i> sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.			X	34 <i>CFR</i> sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)			X	34 <i>CFR</i> sections 300.34 (c)(3), 300.226

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)			X	34 <i>CFR</i> sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 <i>CFR</i> section 300.39 (b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 California <i>Education Code (EC)</i> Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.			X	5 <i>California Code of Regulations (CCR)</i> Section 3051; 30 <i>EC</i> Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant	X			5 <i>CCR</i> section 3051.1; 30 <i>EC</i> section 56363; 34 <i>CFR</i> sections 300.34 (c)(15), 300.8 (c)(11)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.18, 300.39 (b)(2)
435	Health and nursing – specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.	X			5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107
436	Health and nursing – other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing. Intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.	X			5 CCR Section 3051.12; 30 EC section 56363, 34 CFR Section 300.107

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR sections 300.6, 300.105
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR Section 3051.16; 30 EC section 56363; 34 CFR sections 300.34 (c)(6)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> B&PC Chapter 5.7 sections 2600 – 2696; <i>Government Code (GC)</i> Interagency Agreement Chapter 26.5 section 7575(a)(2)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 <i>CCR</i> Section 3051.9; 34 <i>CFR</i> Section 300.34(c)(2)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	X			34 <i>CFR</i> sections 300.24.(b)(2), 300.306; 5 <i>CCR</i> Section 3051.9
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.	X			5 <i>CCR</i> Section 3051.11; 34 <i>CFR</i> Section 300.34(c)(8)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
525	Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.			X	5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)
540	Day treatment services: Structured education, training and support services to address the student's mental health needs.			X	Health & Safety Code, Div. 2, Chap. 3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.			X	5 CCR Sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR section 3051.2; 34 CFR Section 300.34 (c)(1)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR section 3051.16; 30 EC section 56565; 34 CFR section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.			X	5 CCR sections 3030(e), 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(8)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
745	Reading Services			X	5 CCR section 3051.16
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR section 3051.16
755	Transcription Services Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.			X	5 CCR section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.			X	5 CCR section 3051.15; 34 CFR section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
870	Travel Training (includes mobility training)	X			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	X			
900**	Other special education related services: Any other specialized service required for a student with a disability to receive educational benefit.	X			
* B&PC–Business and Professional Codes CCR–California Code of Regulations CFR–Code of Federal Regulations EC–Education Code GC–Government Code					
** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.					

MODIFIED OR CUSTOMIZED DESCRIPTIONS

CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area: West Contra Costa Unified School District

California Department of Education Form ASP-01b (rev Feb 2017)			Special Education Division			
CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS Birth - 21	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
900	Cochlear Implant Program/Specialized Deaf/Hard of Hearing: The Cochlear Implant Program provides services to deaf/hard of hearing students with cochlear implants. The IEP Team determines specific services to be provided such as an aural/oral program and specific methodologies designed for the deaf/hard of hearing. Services are provided in the Least Restrictive setting by a specially credentialed/certificated team in a variety of age/peer appropriate settings including a resource room, special classroom and general education environment.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			
900	Autism Program/Specialized Academic Instruction: Students identified with Autism Spectrum Disorder are served in learning environments specifically designed to meet their unique needs. The learning environments include the students' homes, mainstreamed settings, or specialized classes such as an autism-focused classroom, a self-contained class where students receive services from a multi-disciplinary team of specially trained providers and staff. Specialized teaching methods such as Treatment and Education of Autistic and Communicatively Handicapped Children, (TEACCH) and Picture Exchange Communication System (PECS) are provided according to each student's IEP. Parents provide input into the development of the IEP and are encouraged to participate in district sponsored in-service training specific to autism disorders.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area: West Contra Costa Unified School District

California Department of Education Form ASP-01b (rev Feb 2017)		Special Education Division				
CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS Birth - 21	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
900	WCCUSD Transition Program: This program is designed for special education students ages 18-22, who are not eligible to graduate with a high school diploma. Students receive services in a variety of school and community settings provided by a multi-disciplinary team of specially credentialed teachers, instructional assistants, and related service providers as determined by each student's IEP. This may include Speech Therapists, Occupational Therapists, Adaptive Physical Education teachers, psychological support and support provided by a Vocational Specialist. Settings include public school special day class settings, a functional academics class at Contra Costa Community College, supported employment settings at local businesses and agencies and in the community. Students receive a Certificate of Completion and transition with support from community agencies into adult programs at age 22.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			
900	Transitional Education Program (TEP) : TEP classes are self-contained special day classes located on public school campuses. TEP classes serve special education students whose behavioral and emotional needs interfere significantly with their ability to learn and interfere with the learning of others. Students are provided services by a multi- disciplinary team of specially trained teachers, school psychologists, instructional assistants, related service providers and others as determined by each student's IEP. Students are grouped by age/peer appropriate grade level. Student teacher ratios are maintained at a low level with one teacher and two instructional assistants per twelve students. Transportation is provided and a bus aide to support those students riding on the bus when specified by the IEP. Instruction is based on each student's IEP and is provided in a consistent format within a behavioral levels system with emphasis on social skills training.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area: West Contra Costa Unified School District

California Department of Education Form ASP-01b (rev Feb 2017)		Special Education Division				
CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS Birth - 21	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
900	Integrated Communication and Hands-on Assistive Technology (ICHAT) Program: WCCUSD has developed Assistive Technology (AT) Special Day Classes/inclusion programs. Students who qualify for the program are primarily identified as Orthopedically Handicapped. These students are those who require the assistance of assistive technology in order to appropriately access the curriculum and benefit from this approach. Students are evaluated by the IEP team to determine their ability to learn the various AT programs, techniques, augmentative communication devices and other identified modifications provided by a special education teacher with expertise this area. There is a heavy emphasis on communication. Additional support is provided by the Speech Therapy Department, the Assistive Technology Department and the Adaptive Physical Education Department.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: -Name of service? -Description of service? -How service provided?			
900	Independent Study: WCCUSD SELPA provides Independent Study services to special education students, as determined by each individual student's IEP. Services are typically provided once a week by specially credentialed and licensed teachers in a variety of settings including district sites, and in the community. Related Services are provided as determined by each student's IEP and may be provided at district sites or in the community. Core curriculum instruction in all subjects required for earning a high school diploma is provided. Specially designed curriculum is provided to special education students whose IEP and identified needs indicate they would benefit from a functional curriculum. Special education students receiving Independent Study have access to the program libraries and computer facilities as needed. Parent/Guardians are encouraged to participate and ensure students complete all assignments.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area: West Contra Costa Unified School District

California Department of Education Form ASP-01b (rev Feb 2017)			Special Education Division			
CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS Birth - 21	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
900	Adult Education Program: The WCCUSD Adult Education Program provides services to special education students, ages 18 - 22, located at Alvarado Adult Education. Services are provided by a specially credentialed and licensed teacher and related service providers as determined by each individual student's IEP. Emphasis is on core curriculum, with appropriate accommodations and adaptations so that each student can graduate with a WCCUSD diploma or successfully pass the GED examination. Success is determined by student progress on goals and benchmarks, and the numbers of students who successfully either graduate or pass the GED examination.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			
900	Home or Hospital Program: The Home or Hospital Program provides primary or related services by specially licensed and credentialed teachers and related service providers, during visits in the home, hospital or in a mutually agreed upon location, typically up to five hours per week and/or in accordance with needs identified in each student's IEP. Support for the modification of the core curriculum and/or functional life skills curriculum is provided as determined by the IEP. Since the primary caregivers must oversee all instruction, their participation in the IEP is critical. When needed, the Home/Hospital instructor and/or related service providers' staff assists the caregiver in utilizing community resources.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area: West Contra Costa Unified School District

California Department of Education Form ASP-01b (rev Feb 2017)		Special Education Division				
CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS Birth - 21	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
900	Juvenile Court Schools (Contra Costa County): Juvenile Court Schools, Mt. McKinley at Juvenile Hall in Martinez, CA and Delta Vista High School located at the Orin Allen Youth Rehabilitation facility in Byron, CA serves incarcerated students in grades 6 – 12. Core curriculum is provided by credentialed teachers who can lead to a high school diploma or GED. Support is provided by a Resource Specialist in accordance with each student's IEP.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			
900	Community Day Program: Community Day Program is provided to students who are court wards or dependents whose case manager (Judge, Probation Officer or Social Services) has determined that it is in the student's best interest to attend Community Day because of Truancy or a transition period from an institutional program. In addition, District students referred by the District School Attendance Review Board (SARB), expelled students, students referred by Probation and students whose parent/guardians have requested the placement, are served by the program. Core curriculum is taught by credentialed teachers with support from Resource Specialists and Speech Therapists as per each individual student's IEP. Classroom locations are throughout Contra Costa County serving all of the host districts. Presently, Golden Gate Community School Program is located in Martinez.		Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area: West Contra Costa Unified School District

California Department of Education Form ASP-01b (rev Feb 2017)				Special Education Division		
CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS Birth - 21	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
900	Middle College High School: Middle College High School, based at Contra Costa College, provides services in collaboration with Contra Costa College to high ability students. Credentialed teachers, with support from special education service providers, offer instruction in core curriculum designed to lead to the acquisition of a high school diploma and meet university entrance requirements. Students enroll in college classes for which they earn college units, and may earn scores and honors commensurate with those of traditional scores on tests such as the Golden State Exam and SAT.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			
900	Instructional Support Program (ISP) Pilot: The Instructional Support Program (ISP)" is a flexible, innovative pilot program that blends resources and services under the NSH SDC, RSP, and Response to Intervention (RtI) programs. The goals of the program are to provide students with individualized academic and behavioral supports based on need in order to include students in general education as much as possible and provide services at the students' school of residence.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			
900	Music Therapy: Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals. Music is used to address physical, emotional, cognitive and social needs based on the student's IEP. Services are provided by a credentialed professional.	56205 (b) (2)	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

LOCATION OF SERVICES

SELPA: 0712 West Contra Costa Unified SELPA

LEA: 0761796 WEST CONTRA COSTA UNIFIED

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0730291 Middle College High	10	710 820 840
0730523 Transition Program	10	330 340 415 425 435 436 445 450 460 510 515 545 710 715 725 730 735 820 830 840 850 855 860 865 870 890
0730598 Hercules High	10	330 340 415 425 435 436 445 460 510 515 710 725 730 820 830 840 850 860 890
0732164 De Anza Senior High	10	330 340 415 425 435 436 445 450 510 515 520 535 710 725 730 820 830 840 850 855 860 890 900
0732941 El Cerrito Senior High	10	330 340 415 425 435 436 445 450 510 515 535 710 715 725 820 830 840 855 860 900
0733659 Kennedy High	10	330 340 415 436 445 510 515 530 820 830 840 850 855 860 890
0735316 Pinole Valley High	10	330 340 415 425 436 445 510 515 710 725 730 820 830 840 860 890
0735902 Richmond High	10	330 340 415 436 445 510 515 710 725 820 830 840 850 855 860 870 890
6004600 Bayview Elementary	10	330 415 445 450
6004659 Collins Elementary	10	330 340 415 425 435 436 445 450 460 510 710 715 725
6004667 Coronado Elementary	10	330 415 450 510 710
6004691 Dover Elementary	10	330 415 436 450 515 710
6004733 Ellerhorst Elementary	10	330 340 415 435 436 450 510 710
6004741 Highland Elementary	10	330 340 415 435 436 445 450 510 710 725
6004758 Fairmont Elementary	10	330 340 415 425 435 436 445 450 460 710 725 730
6004766 Ford Elementary	10	330 415 425 450 515 710
6004774 Grant Elementary	10	330 415 445 435 436 450 460 510 515 710 725
6004782 Harding Elementary	10	330 340 415 425 445 450 510 515 535 710 715

Please ensure that the following are included on this form: (Ages 6-22)

10 – Public Day School School	20 – Continuation School
19 – Other Public School/Facility	31 – Community School
24 – Independent Study	15 – Special Education Center/Facility
11 – Public Residential School	22 – Alternative Work Education
56 – Charter School (operated as an LEA)	55 – Charter School (operated as by an LEA)

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6004808 Kensington Elementary	10	330 340 415 450 510 515 710 725
6004824 Lake Elementary	10	330 415 450 710 725 730
6004832 Lincoln Elementary	10	330 415 450
6004840 Madera Elementary	10	330 340 415 436 445 450 510 710 725
6004857 Mira Vista Elementary	10	330 340 415 435 436 445 450 510 535 710
6004865 Montalvin Manor Elementary	10	330 415 436 450 510 515
6004873 Murphy Elementary	10	330 340 415 425 435 436 445 450 460 535 710 725 730 735
6004881 Nystrom Elementary	10	330 415 450 710
6004899 Olinda Elementary	10	330 415 450 510 515 530 710
6004907 Peres Elementary	10	330 340 415 425 435 436 450 460 510 710
6004915 King Elementary	10	330 340 415 425 435 436 445 450 510 515 530 535 710
6004931 Riverside Elementary	10	330 340 415 425 436 445 450 515 530 535
6004956 Shannon Elementary	10	330 340 415 436 445 450 460 710 725
6004964 Sheldon Elementary	10	330 340 415 435 436 445 450 460 510 515 710
6004972 Stege Elementary	10	330 415 450 510 515
6004980 Stewart Elementary	10	330 340 415 425 445 450 510 710 725 730
6004998 Tara Hills Elementary	10	330 340 415 425 435 436 445 450 460 510 515 520 530 710 725 730 735

Please ensure that the following are included on this form: (Ages 6-22)

10 – Public Day School School	20 – Continuation School
19 – Other Public School/Facility	31 – Community School
24 – Independent Study	15 – Special Education Center/Facility
11 – Public Residential School	22 – Alternative Work Education
56 – Charter School (operated as an LEA)	55 – Charter School (operated as by an LEA)

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6005003 Valley View Elementary	10	330 340 415 435 436 445 450 535 710
6005001 Verde Elementary	10	330 415 450 510 515
6005037 Washington Elementary	10	330 340 415 425 436 445 450 460 710
6005045 Wilson Elementary	10	330 340 415 425 435 436 445 450 510 710 725
6057210 Downer (Edward M.) Elementary	10	330 340 415 450 510 710 725
6057228 Helms Middle	10	330 415 436 445 450 510 515 710 725
6057236 Pinole Junior High	10	330 340 415 425 435 436 445 450 460 510 515 530 535 710 720 725 730
6057244 Fred T. Korematsu Middle	10	330 340 415 425 435 436 445 450 460 510 515 520 710 715 725 750
6061170 Crespi Junior High	10	330 340 415 425 435 436 445 450 460 510
6097141 Lupine Hills Elementary	10	330 340 415 436 445 450 510 530 535 710 725
6099717 Ohlone Elementary	10	330 340 415 425 436 445 450 510 535 725
6112015 Hanna Ranch Elementary	10	330 340 415 445 450 510 515 710 720 725
6114094 Chavez (Cesar E.) Elementary	10	330 340 415 435 436 450 510 515
6119518 Hercules Middle	10	330 340 415 425 435 436 445 450 460 510 515 535 710 725 730 735
6120885 Lovonya DeJean Middle	10	330 340 415 425 435 436 445 450 510 515 710
0733253 Greenwood Academy	20	330 415 445 510 515 520 530 710 820 830 840 860 890
0730325 Vista High (Alt)	24	330 415 510 515 820 830 840 860
Please ensure that the following are included on this form: (Ages 6-22)		
10 – Public Day School School	20 – Continuation School	
19 – Other Public School/Facility	31 – Community School	
24 – Independent Study	15 – Special Education Center/Facility	
11 – Public Residential School	22 – Alternative Work Education	
56 – Charter School (operated as an LEA)	55 – Charter School (operated as by an LEA)	

California Department of Education
ASP-02a rev (Feb 2017)

LEA: 0761796 WEST CONTRA COSTA UNIFIED

SELPA: 0712 West Contra Costa Unified SELPA

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0110973 Richmond College Prep K-5 Charter	55	330 415 450
0114470 Making Waves Academy	55	330 340 415 445 710 725 820 840
6118368 Manzanita Middle	55	330 415 450

Please ensure that the following are included on this form: (Ages 6-22)	
10 – Public Day School School	20 – Continuation School
19 – Other Public School/Facility	31 – Community School
24 – Independent Study	15 – Special Education Center/Facility
11 – Public Residential School	22 – Alternative Work Education
56 – Charter School (operated as an LEA)	55 – Charter School (operated as by an LEA)

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0761796 Home/Hospital Inst.	40	330 415 436 445 450 460 545 710 725 820 830 840 860 865
07359285 West Contra Costa Adult Education	51	330 510 515 820 830 840 860 890
0112920 Anova Center for Education, Concord	70	330 340 415 435 445 450 535
0112995 The Avalon Academy	70	330 340 415 445 460 725 730
0117002 Bayhill High School	70	330 415 445 510 515
0128843 Catalyst Academy	70	330 415 450 510 515 520 840 890
0133249 Wellspring Educational Services	70	330 340 415 450
6203855 Springstone School, The	70	330 340 415 445 450 510 515 535
6910046 Irene M. Hunt School of Marin	70	330 415 510 515 520
6953418 Pacific Autism Center for	70	330 340 415 450 890
6979140 Children's Learning Center	70	330 340 415 425 445 450 510 515 520 545
6994727 Raskob Day School	70	330 415 445
7012172 La Cheim School-Richmond	70	330 510 515 520 540 545 820 840 890
7027204 Star Academy	70	330 415 445 450 510
704552 Via Center	70	330 340 415 435 445 450
7079379 Spectrum Center-Tara Hills Campus	70	330 340 415 425 436 445 450 510 515 710
7089113 Lattice Educational Service	70	330 415 445 830

Please ensure that the following are included on this form: (Ages 6-22)

30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70-Nonpublic Day School
71/72-Nonpublic Residential	79-Nonpublic Agency
32-Correctional Institution or Incarceration Facility	

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
7100456 A Better Chance School	70	330 340 415 445 450 710
7104474 Oak Hill School	70	330 340 415 445 450
7035512 Seneca Day Treatment – San Leandro	70	330 510 515 520
6131015 Copper Hills Youth Center	72	330 510 515 520 545
6131163 Logan River Academy	72	330 510 515
6131254 Yellowstone Boys and Girls Ranch	72	330 510 515 520 900

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70-Nonpublic Day School
71/72-Nonpublic Residential	79-Nonpublic Agency
32-Correctional Institution or Incarceration Facility	

Infant Services (003)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0730499 Cameron Special Education	10	210 240 250 725
073049B Cameron L.I.F.T.	10	210 240 250 330 415 710 720 725

Please ensure that the following are included on this form: (Ages 6-22)	
40-Home	45-Hospital Facility
62-Child Devt. Or Child Care	65-Extended Day Care
10-Public Day School	19-Other Public School/Facilities
11-Public Residential School	
00-No School	

SELPA: 0712 West Contra Costa Unified SELPA

LEA: 0761796 WEST CONTRA COSTA UNIFIED

Pre-School Services (004)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0135434 West County Mandarin School	10	415
0730499 Cameron Special Education	10	210 240 250 330 415 436 445 450 710 720 725
6004600 Bayview Elementary	10	330 415 450
6004659 Collins Elementary	10	210 240 250 330 340 415 435 436 445 450 460 710 720 725 730
6004667 Coronado Elementary	10	210 240 250 330 415 450 725
6004691 Dover Elementary	10	415 450
6004733 Ellerhorst Elementary	10	330 415 435 436 450
6004741 Highland Elementary	10	330 415 450
6004758 Fairmont Elementary	10	330 340 415 435 436 445 450 460 710 725 730
6004766 Ford Elementary	10	330 415 435 436 450 460 725
6004774 Grant Elementary	10	330 340 415 435 436 445 450 460 710 725
6004782 Harding Elementary	10	330 340 415 450 460 710
6004808 Kensington elementary	10	330 340 415 450
6004824 Lake Elementary	10	415 450 725 730
6004832 Lincoln Elementary	10	415 450
6004840 Madera Elementary	10	330 340 415 450
6004857 Mira Vista Elementary	10	210 240 250 330 340 415 436 450 460 535 725

Please ensure that the following are included on this form: (Ages 6-22)	
40-Home Instruction	45-Hospital Facility
61-Head Start Program	62-Child Devt. Or Child Care
State Preschool Program	64-Private Preschool
65-Extended Day Care Program	11-Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA: 0712 West Contra Costa Unified SELPA

LEA: 0761796 WEST CONTRA COSTA UNIFIED

Pre-School Services (004)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6004865 Montalvin Manor Elementary	10	330 415 435 436 445 450
6004873 Murphy Elementary	10	330 415 450
6004881 Nystrom Elementary	10	330 415 710
6004899 Olinda Elementary	10	330 415 450
6004907 Peres Elementary	10	330 340 415 435 436 445 450 460 725 730
6004915 King Elementary	10	330 415 450 460
6004931 Riverside Elementary	10	210 240 250 330 415 436 445 450 460 710 720
6004956 Shannon Elementary	10	330 340 415 435 436 445 450 460 710 725
6004964 Sheldon Elementary	10	330 415 435 436 445 450 460
6004980 Stewart Elementary	10	415
6004998 Tara Hills Elementary	10	330 340 415 436 445 450 460 725
6005003 Valley View Elementary	10	210 240 250 330 415 436 450 460
6005011 Verde Elementary	10	330 415 450
6005037 Washington Elementary	10	415
6005045 Wilson Elementary	10	330 340 415 450 530

Please ensure that the following are included on this form: (Ages 6-22)	
40-Home Instruction	45-Hospital Facility
61-Head Start Program	62-Child Devt. Or Child Care
State Preschool Program	64-Private Preschool
65-Extended Day Care Program	11-Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA: 0712 West Contra Costa Unified SELPA

LEA: 0761796 WEST CONTRA COSTA UNIFIED

Pre-School Services (004)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6057210 Downer (Edward M.) Elementary	10	210 240 250 330 415 436 450 725
6097141 Lupine Hills Elementary	10	330 340 415 450 710 725
6099717 Ohlone Elementary	10	330 415 450
6112015 Hanna Ranch Elementary	10	340 415 450
6114094 Chavez (Cesar E.) Elementary	10	415 450
0761796 Home/Hospital Instruction	40	330 415 445 450 460 725
073049E Balboa CSB	61	330 415 435 436 450 710 725

Please ensure that the following are included on this form: (Ages 6-22)	
40-Home Instruction	45-Hospital Facility
61-Head Start Program	62-Child Devt. Or Child Care
State Preschool Program	64-Private Preschool
65-Extended Day Care Program	11-Public Residential School
10-Public Day School	19-Other Public School/Facilities



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Office of the Associate Superintendent of PreK-Adult Educational Services

1108 Bissell Avenue Richmond, CA 94801

P: (510) 231-1130 F: (510) 620-2183

Matthew Duffy
Superintendent

Nia Rashidchi
Associate Superintendent

May 8, 2018

By U.S. Mail and Email:

Board of Directors, Amethod Public Schools
c/o Jorge Lopez, Chief Executive Officer
2101 Livingston Street
Oakland, CA 94606
Jlopez@amethodschools.org

Re: John Henry High School- Follow-up Letter

Dear Board of Directors of Amethod Public Schools:

Please accept this follow-up letter from the West Contra Costa Unified School District ("District") regarding John Henry High School ("JHHS" or "Charter School"). On April 19, 2018, staff members from the District conducted an annual site-visit to JHHS, in compliance with the District's statutory oversight obligations. During this site-visit, concerns were raised regarding certain aspects of the Charter School's operation, including but not limited to concerns related to adequate textbooks, curriculum, laboratory supplies, and facilities. In addition, over the past month or so, the District has been made aware of similar concerns raised by both students and employees of the Charter School:

- District staff were made aware of a written demands made by JHHS students to the Charter School on April 9, 2018 (**Attachment A**).
- District staff received a written letter from a former employee, Michael Bortz, raising concerns regarding the Charter School's operation (**Attachment B**).
- Eight Charter School employees approached District staff to discuss concerns they have regarding the Charter School's operation. On March 2nd and March 5th, these employees met with District staff. A summary of their concerns is provided as **Attachment C**.

Concerns were also raised by District staff upon review of the Charter School's March 30, 2018 Response to the Notice of Violations. Through this follow-up letter, the District: (1) provides the Charter School with an overview of the concerns raised by District staff, students, and Charter School employees; (2) provides the Charter School with an opportunity to review these concerns and remedy them; and (3) requests documentation and clarification regarding these concerns.

Your prompt response to this follow-up letter is sought as part of the District's oversight role, and pursuant to Education Code section 47604.3, which provides in full:

A charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.

Please be advised that AMPS must provide a response to this follow-up letter with the requested information and documentation on or before **close of business on May 25, 2018**.

Information/Document Requests

The District requests that AMPS provide the District with the following information and documents:

1. Textbooks.

During the site-visit on April 19, 2018, District staff were greeted by the Charter School's administration, and guided through eight classrooms for observation. Of the eight classrooms, District staff observed that students in at least three of the classrooms (psychology, Algebra 1, and physics) did not have any textbooks assigned to them or available for use, and that 24 out of 25 students in a biology class were provided textbooks for class use only, and did not have books available to take home. Based on this site-visit and the aforementioned employee and student complaints, the District requests the following information:

- A. Please provide a chart and/or documentation that clearly identifies: (1) each class taught at JHHS-broken down by period; (2) whether there was a complete set of textbooks¹ available and used by students for that specific class period from the start of the 2017-2018 academic school year through the date of this letter; (3) the name and year of the textbooks used in each class; (4) whether students were notified that they could take the textbooks home; and (5) whether there is a "teachers" edition of the relevant textbooks available to each teacher.
- B. To the extent that there are any class periods that did not have a complete set of textbooks, please indicate the class and the time frame in which this occurred.
- C. To the extent that there are any class periods that did not have a complete set of textbooks, please identify when the Charter School became aware of this, and what steps the Charter School has taken since that time to ensure that this concern was remedied.

¹ A "complete set of textbooks" means that each student enrolled in every classroom is provided a textbook for use in that classroom, with the ability to take the textbook home to complete required homework assignments.

2. Curriculum.

- A. Please provide a copy of the relevant curriculum/ framework provided to the teacher of each subject at the beginning of the 2017-2018 school year.
- B. To the extent no curriculum/ framework was provided to a teacher, please identify the subject, the teacher, and the method in which curriculum has been developed over the academic school year. Please provide a copy of the written curriculum implemented for these classes, describe how the curriculum was created, and who, specifically developed the curriculum.
- C. What's the professional development plan for teachers regarding implementation of their curriculum?

3. Laboratory Supplies and Facilities

During the site-visit on April 19, 2018, District staff observed insufficient laboratory supplies and facilities. For example, District staff noticed that there was no science equipment available for physics class, and only a very limited amount of laboratory equipment available for biology and chemistry (no sinks in the classroom, no eye wash facilities, no lab tools etc.). Based on this site-visit and the aforementioned employee and student concerns, the District requests the following information:

- A. Please provide a description of the laboratory facilities at JHHS.
- B. Please provide a chart and or documentation that clearly identifies: (1) each science class taught at JHHS-broken down by period; (2) whether the class has a "laboratory" component; and (3) a description of how JHHS fulfills this laboratory requirement on a weekly basis for that class, including what supplies the students use, and what particular laboratory that class uses.
- C. To the extent that any class periods did not have the appropriate access to laboratory facilities, please indicate class and the time frame in which this occurred.
- D. To the extent that any class periods did not have the appropriate access to laboratory facilities, please identify when the Charter School became aware of this, and what steps the Charter School has taken since that time to ensure that this concern was remedied.

4. Block Schedule.

In its March 30, 2018 Response to the Notice of Violations, the Charter School provided an updated bell schedule. After review of the bell schedule, and consistent with District staff's observations on April 19, 2018, District staff are concerned that the Charter School is not implementing a block schedule, as promised in AMPS's charter petition for JHHS.

- A. Please identify whether a block schedule has been implemented for the 2017-2018 school year, as promised in AMP's charter petition for JHHS.

5. English Learner. In the April 9, 2018 student demand letter, there was a demand for “ESL classes.”

A. Please describe the Charter School’s English Learner program, including specific times where targeted instruction is provided, and who is providing the instruction.

6. Investigation into “Doctored” Email.

In early March, District staff were notified of a “doctored” email circulating the JHHS campus. (**Attachment D**). This “doctored email” modified an “original” email that was sent from a JHHS parent to Dr. Linda Delgado, discussing concerns with AMPS administration. (**Attachment E**). The “doctored” email was infused with inflammatory, racial remarks. In response to concerns raised by a JHHS parent regarding the safety of the students, District staff visited JHHS, and asked the Charter School’s administration to provide a detailed written timeline describing all actions taken, and that will be taken, to ensure the safety of all students in response to the “doctored” email. AMPS subsequently provided District Staff with a “Safety Plan Timeline.” District staff were also assured that Amethod would open an investigation into the source of the “doctored” email pursuant to their Internal Resolution Service investigation process.² However, in his written statement, Mr. Bortz indicates that the JHHS site administrator (Erik Becker) went to multiple classes and told students that “there was not [*sic*] point in mounting an investigation into which letter was fake.”

A. Please describe the investigation that the Charter School conducted into this matter, and the results of the investigation.

B. Please describe how the Charter School implemented the Safety Plan Timeline provided to the District and complied with the “on-going” steps detailed therein.

7. Response to Concerns.

A. Please provide a detailed response and explanation to demand # 1, 4, 5, and 6 provided in the Student Demand Letter (**Attachment A**), and describe the status of the Charter School’s investigation into these concerns.

B. Please provide a detailed response and explanation to the concerns raised in Mr. Bortz’s Letter (**Attachment B**).

C. Please provide a detailed response and explanation to the concerns raised in **Attachment C**.

Conclusion

²The District understands that Amethod’s counsel was provided a copy of the original email in mid-December from attorney Richard Bowles, counsel for former administrator Gregory Beaudoin. For ease of reference, the District provided a copy of the original email to Amethod on March 12, 2018.

The information and documents requested above must be received on or before **close of business on May 25, 2018**.

If you have any questions, please do not hesitate to contact me.

Sincerely,



Nia Rashidchi
Associate Superintendent, Educational Services
West Contra Costa Unified School District
(510) 307-7866

CC: Matt Duffy, Superintendent
Dr. Linda Delgado, Charter Oversight

ATTACHMENT A

April 9, 2018

To Whom It May Concern:

As students of John Henry High School, where "students are first," we do not feel like we are put first, and we are not happy with the way the school is currently operating. We understand that the school is fairly new and that not everything will be perfect. However, we believe that our basic needs are not being met. We have tried to talk to the administration on many occasions, but we were always dismissed. This has led us to feel ignored and we have decided to take action, in a peaceful, respectful, and responsible way, as stated in the student handbook(pg.39-40).

Coming into John Henry, students and parents expected a rigorous curriculum that would push pupils to go above and beyond, something that not any school can provide for students. From what has happened throughout the year, very little of these promises have been kept. Students are not provided with enough materials they need to learn, they have teachers coming in and out, and they are not receiving complete transparency from those above. Our families chose JHHS because of its established core values, and we care deeply about them. Therefore, we came up with a few demands that would make the school more challenging and beneficial to all students, compared to regular public schools, as included in the school's charter, and as promised by the administration. We are simply asking for the adults above us to follow the values they have claimed are important. Our education is not only significant to us, but to our families as well and we are not willing to jeopardize it. Our demands are not outrageous and we know that the administration should easily be able to resolve them.

The demands are as follows:

1. Enough textbooks for psychology, calculus, conceptual physics, world history, and conceptual physics classes
2. Non at-will contracts for teachers
3. Parent and Student Involvement in Board of Directors and Decision making
4. ESL classes
5. Adequate classrooms for science class (lab room)
6. Enough classrooms for ALL teachers

We hope you see where we are coming from and try to help us better our education, as that is all we want. We are willing to negotiate, but if we do not like the answer given to us we will proceed with our agenda. Unfortunately, if our demands are not met, or at least discussed, we will have no other choice but to follow with what we think are right consequences for this altercation.

Sincerely,
Students of John Henry High School

ATTACHMENT B

To whom it may concern,

I, Michael Bortz, was and Amethod public schools employee from August 2016 until March 29th 2018. During my time there I witnessed the following events occur.

-During a professional development meeting Evelia Villa addressed a group of teachers openly admitting to not having called child services after receiving information that a student was being abused. In her narrative she described hearing a teacher report that the student said his parent had beat him. During this narrative she used explained how she dealt with the situation by referring specifically to the boy using his first and last name. Rather than calling the proper authorities she had a conference with both the boy and his parents, in which she had the boy remove his shirt to show that his parents were not beating him, as evidenced by the lack of bruises on his torso. She advised the educators present in the room to follow similar practices and follow our instincts when we faced similar situations, rather than rely on government authorities .

-One day the students were given a letter written by the mother of one of the two caucasian families who attended John Henry High School, addressed to WCCUSD employee Linda Delgado. The letter in question contained highly racist ideology insinuating that Amethod public schools had fired an administrator because of his race. The letter also contained phrases suggesting that Black and Latino students "do not understand the value of education" and that the latino students were only guests in America (A photograph of this letter can be provided). The students were given copies of this letter at lunch time by an unknown person and they had circulated around the school by dismissal time. The next morning another teacher (Who we will call Ms. X for her privacy) and I were discussing the fact that the letter seemed to have two distinct writing styles. Ms. X asked the site director (Erik Becker) about her thought that it seemed as if the letter had been written by two different people, to which Mr. Becker replied that in fact there was another copy of the letter that contained no racist language, where he got this letter from I do not know. When we expressed our concern that two girls of the mother who wrote the letter might be in danger, from the student body that was severely angered by the letter, he said he would handle the situation. So after several teachers independently worked out a schedule to watch and protect the two girls (with no support from administration) Erik Becker put a different plan into action. He went to several (although to the best of my knowledge not all) first period classes and informed students that there were in fact two copies of the letter. He then stressed that it was impossible to tell which one was a fake and since he was not a "forensic investigator" there was no possible way to verify which letter was real, therefore there was not point in mounting an investigation into which letter was a fake.

Michael Bortz

ATTACHMENT C

On March 2, 2018 and March 5, 2018, 8 employees from Amethod approached Dr. Linda Delgado to express concerns with the operation of John Henry High School. A summary of these concerns is provided below:

- Multiple teachers were instructed through Amethod special education administration to change the grades of one Special Education student. The student failed to complete most assignments, spent the school day in the common areas on his cell phone, and attended class less than 10% of the time. With this and other students, teachers were instructed to add percentage points to the students grades so that they would pass.
- The teachers were instructed to continue teaching class although they were improperly credentialed, but if visitors come to the school they are to put the credentialed substitute at the front of the room, and that person will continue the lesson. Students were told to confirm, if asked by District visitors, that the aide in front of the class was the teacher.
- Multiple teachers reported a training event (called "Summit"). Ms. Villa was describing the way that things are done at AMPS, and gave two troubling examples. The first concerned a child who had related that he was beaten by his parent. Rather than call Child Protective Services (CPS), Ms. Villa advocated for conducting an in-house investigation. She claimed to have had the child remove his shirt so that she could check for marks from what the child had described as having been beaten with an extension cord.
- Teachers had a number of experiences surrounding the falsified email that Ms. Riddell was supposed to have sent to Linda Delgado. Several teachers said that Mr. Becker made a perfunctory statement that left the option open that either email may have been real. Teachers were concerned that the tepid announcement failed to calm the students, and left two vulnerable students with scant protection from the anger of their peers. Teachers were dismayed that CMO leadership made more effort to protect the student who was thought to disperse the message than the two girls who would suffer the wrath of their peers. During a staff meeting at the end of the day, leadership did not address the event until the teachers initiated the discussion and planning to insure student safety.
- In an effort to find how the email was released, and possibly better judge the veracity of the contents, Ms. Sanchez and a teacher attempted to review the video footage that was known to be continuously collected. Mr. Lopez came to the site, and moved the monitor from its previous placement on the desk at the front office. It is also unknown if the videotape of the site was viewed when Amethod was investigating the distribution of the falsified email.
- Several teachers expressed dismay at the lack of support for entry level teachers, relaying that they were left to write and deliver curriculum without adequate text books. At least one teacher relayed that he/she had no supplies after Mr. Clinton left, resulting in the need to purchase supplies out of pocket. Teachers relayed that they were frequently unfavorably compared by CMO leadership with the Oakland schools, resulting in student and teacher moral falling.

ATTACHMENT D

----- Forwarded message -----

From: Paula Riddell [REDACTED]
Date: Sun, Dec 10, 2017 at 9:51 PM
Subject: John Henry High School
To: ldelgado@wccusd.net

Hello Ms. Delgado, thank you for talking with me. Again, my name is Paula Riddell and I am writing you because I am very concerned about the school that both my daughters attend, John Henry High School. I see the school in crisis and I do not believe that the current director cares. I actually believe that he is the cause of it. Things on the surface were going well as long as our former site director was there, Mr. Clinton. I am fully aware of why he left and about the charges made. He brought a sense of order and agreed that we need more non Latino students in the school. I met with him several times and we had plans for broader recruitment of kids (not Latino) from El Sobrante to add more diversity. I also am very much aware of the investigation that is going on surrounding the charges of racism and discrimination against Mr. Clinton and Bedouin. It is false and only cause they are white! My concern is that there is no accountability at all. The board of directors are latinos, picked by Mr. Lopez and Ms. Villa, and in return, they are voted or appointed as director(s). Mr. Lopez and his wife are therefore free to basically do what they want. If they have an issue with someone, they can make life miserable for that staff member as to push them out, as in the case of Mr. Clinton, or outright fire them, as in the case of Mr. Beaudoin. If a teacher or parent has an issue with Mr. Lopez or his wife, there is nowhere to go to get a fair hearing. Look I have no issue with Latinos, I live among them and they are guests in this country, but Mr. Clinton and Mr. Bedouin brought the right sense of order. They were like a father figures to my children. Either way, their removal caused a "brain drain" at the school since the JHHS teachers, who are the best in the amps system want to leave and the ones hurt are the parents and students. Mr. Lopez and his wife are so disorganized that they caused several seniors to miss deadlines to apply for college. This was a basic function, and they now these kids are out of luck, and again there is no one to hold them to account. All he said in a meeting about it was that "yeah, I realize that and we'll do better next year". If it were my daughter affected, I would be beyond upset, but it comes back again that there is no accountability. The problem is that the entire school are Latinos and Blacks and so they do not understand the importance of education let alone college so no one ever holds them accountable. I suggested that at least 3 parents could be elected to the board so that we can have a voice and have some accountability, but it was rejected out of hand. Our school is in chaos, and the smart parents know it. The sight director who is great is only temporary and Ms Villa said that she is thinking of taking that position. Not only is she not qualified to fill that position, but here we go again with another Latino, and her husband is her boss. Really? No teacher or staff member will have a chance of having a voice. If you reading this with the seriousness that I hope you do, a question to me is what I am suggesting to remedy this. If it were up to me, they would be replaced by someone who is smart, accountable and understands the American education system. I am sure that Mr. Lopez and Ms Villa are nice people and like rainbows, but they are lousy managers and poor administrators, but what should we expect from these types of people. The school will fail because we will not be able to attract and retain smart teachers with strong traditional American values. Unfortunately, it is the teachers that will bear the brunt of this disfunction. We had a fantastic traditional site manager in Mr. Clinton, and an excellent Dean of Students in Mr. Beaudoin. I am very concerned that if not addressed, there issues will only get worse, and many kids's lives and dreams will fall victim to people like you in high places, doing nothing about making America great again. You can make a difference. Have the school district take over until a new director can be found, and have the board, appoint a new director immediately along with new reforms, like elections and more accountability. My phone number is [REDACTED] Please feel free to call me and I can better articulate my position. Thank you. Paula Riddell

ATTACHMENT E

From: Paula Riddell [REDACTED]
Date: Sun, Dec 10, 2017 at 9:51 PM
Subject: John Henry High School
To: ldelgado@wccusd.net

Hello Ms. Delgado, my name is Paula Riddell and I am writing you because I am very concerned about the school that both my daughters attend, John Henry High School. I see the school in crisis and I do not believe that the current director cares. I actually believe that he is the cause of it. Things on the surface were going well as long as our former site director was there, Mr. Clinton. I am fully aware of why he left and about the charges made. I also am very much aware of the investigation that is going on surrounding the charges. My concern is that there is no accountability at all. The board of directors are picked by Mr. Lopez and Ms Villa, and in return, they are voted or appointed as director(s). Mr. Lopez and his wife are therefore free to basically do what they want. If they have an issue with someone, they can make life miserable for that staff member as to push them out, as in the case of Mr. Clinton, or outright fire them, as in the case of Mr. Beaudoin. We have lost many good teachers, and as you know, teachers are not easy to come by in the Bay Area. If a teacher or parent has an issue with Mr. Lopez or his wife, there is no where to go to get a fair hearing. No one knows how to get in touch with the board, and since I have already mentioned that they are appointed by Mr. Lopez and his wife Ms Villa, that avenue is fruitless. The only recourse is to be fired or just to quit. Either way, that caused a "brain drain" at the school, and the ones hurt are the students. Mr. Lopez and his wife are so disorganized that they caused several seniors to miss deadlines to apply for college. This was a basic function, and they now these kids are out of luck, and again there is no one to hold them to account. All he said in a meeting about it was that "yeah, I realize that and we'll do better next year". If it were my daughter affected, I would be beyond upset, but it comes back again that there is no accountability. No one ever holds them accountable. I suggested that at least 3 parents could be elected to the board so that we can have a voice and have some accountability, but it was rejected out of hand. Our school is in chaos, and the parents know it. The sight director is only temporary and Ms Villa said that she is thinking of taking that position. Not only is she not qualified to fill that position, her husband is her boss. Really? No teacher or staff member will have a chance of having a voice. If you reading this with the seriousness that I hope you do, a question to me is what am I suggesting to remedy this. If it were up to me, they would be replaced by someone who is accountable. To have a board that is elected and accountable to the parents. I am sure that Mr. Lopez and Ms Villa are nice people and like rainbows, but they are lousy managers and poor administrators. The school will fail because we will not be able to attract and retain good teachers. Unfortunately, it is the students that will bear the brunt of this disfunction. This schools' failure will reinforce the opposition to charter schools as a whole. We had a fantastic site manager in Mr. Clinton, and an excellent Dean of Students in Mr. Beaudoin. I am very concerned that if not addressed, there issues will only get worse, and many kids's lives and dreams will fall victim to people like you in high places, doing nothing. You can make a difference. Have the school district take over until new a new director can be found, and have the board, appoint a new director immediately along with new reforms, like elections and more accountability. My phone number is [REDACTED] Please feel free to call me and I can better articulate my position. Thank you. Paula Riddell

The FISCAL REPORT *32 informational update*

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Volume 38

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No. 10

CalSTRS Unfunded Liability Increases, Post-PEPRA Member Contribution Rate To Increase

Today, May 10, 2018, the California State Teachers' Retirement System (CalSTRS) Board adopted the latest actuarial valuation of the retirement system. Despite increases in contribution rates by members, employers, and the state, the funded ratio continues to slide, this year dropping from 63.7% to 62.6%, and the unfunded actuarial obligation (UAO or unfunded liability) increased from \$96.7 billion to \$107.3 billion.

This valuation reflects the decision made by the CalSTRS Board in February 2017 to assume an investment return of 7% instead of 7.25%, which resulted in an increase of \$8.7 billion in the UAO. The UAO also increased by \$4.5 billion because the contributions received during 2016-17 were not sufficient to cover the interest on the UAO. According to CalSTRS's actuary, Milliman, the UAO is expected to continue to grow for the next decade and then start declining.

Changes to the unfunded liability affect the three contributors in different ways.

Employee Contribution Rate

Under the Public Employees' Pension Reform Act of 2013 (PEPRA), post-PEPRA employees are required to pay at least one-half the normal cost of their benefits. Based on the valuation presented to the CalSTRS Board, the normal cost *did* increase by more than 1%, which is the threshold for increasing the post-PEPRA employee contribution rate. Therefore, the contribution rate for post-PEPRA employees ("2% at 62 members") will increase from 9.205% to 10.205% effective July 1, 2018.

Employer Contribution Rate

Because employer contribution rates are set in statute until 2020-21, there is no immediate effect on the employer contribution rate, which will increase from 14.43% in 2017-18 to 16.280% in 2018-19.

State Contribution Rate

For the second year in a row, the CalSTRS Board has used its authority to adjust the state contribution rate necessary to pay off the state's portion of the UAO. The state contribution rate can be increased by up to 0.5% annually, bringing the state contribution rate from 6.828% in 2017-18 to 7.328% in 2018-19. Annual increases to the state rate of 0.5% are expected for about five more years according to Milliman.

—Michelle McKay Underwood

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