

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
November 2, 2018

Upcoming Events – Matthew Duffy

November 2, 5, 6, 7 & 8: Elementary Conference Days, Minimum Days
November 6: Election Day - many schools will serve as polling locations
November 4: WASC Committee Reception, DeAnza Library, 3:45 PM
November 4-7: DeAnza WASC Visitation
November 7: Agenda Setting, Superintendent's Office, 4:00 PM
November 7: Board of Education Budget Study Session, DeJean MS, 6:00 PM
November 8: African American Site Advisory Team (AASAT), DeJean MS, 6:00 PM
November 12: Veterans Day Holiday, Schools and Offices Closed
November 13: DLCAP, Kennedy HS, 6:30 PM
November 14: Board of Education Meeting, DeJean MS, 6:00 PM
November 16: Minimum Day All Schools
November 19-23: Thanksgiving Week, No School
November 22-23: Thanksgiving Holidays, Schools and Offices Closed
November 28: Agenda Setting, Superintendent's Office, 4:00 PM
November 29-December 1: CSBA Annual Education Conference, San Francisco
December 4: African American Site Advisory Team (AASAT), DeJean MS, 6:00 PM
December 5: Board of Education Meeting, DeJean MS, 6:00 PM

Next Week's Board Meeting – Matthew Duffy

Closed Session for the November 7 Study Session will begin at 5:00 PM.

Four WCCUSD football teams reach sectional playoffs; games start tonight - Marcus Walton

The West Contra Costa Unified School District will be well represented in the North Coast Section (NCS) Football Playoffs that begin Friday.

For the third consecutive year, four District high schools qualified for the postseason tournament with De Anza, El Cerrito, Kennedy, and Pinole Valley high schools all earning a berth.

The NCS Selection Committee notified the four schools on Sunday, led by Kennedy (7-2), who was seeded No. 3 in Division IV and El Cerrito (7-3) seeded No. 4 in Division III. Pinole Valley (10-0) was awarded the No. 6 seed and De Anza (5-5) the No. 7 seed in Division III.

De Anza hosts No. 11 Tennyson (8-2) tonight at 7 p.m., El Cerrito hosts No. 13 Tamalpais (6-4) and Pinole Valley hosts No. 11 Terra Linda (6-4) tomorrow night at 7 p.m.

Kennedy will host the winner of No. 6 Fortuna (5-5) and No. 11 El Molino (3-6) in the Division IV quarterfinals on Saturday, Nov. 10 at 7 p.m.

If Board members plan on attending any of the games, please contact Darrin Zaragoza at dzaragoza@wccusd.net.

West Contra Costa Unified School District
Office of the Superintendent

Richmond, Pinole Valley students will present at Bay Area Science Festival - Marcus Walton

The [Bay Area Science Festival](#) concludes this weekend with Discovery Day at AT&T Park, and the West Contra Costa Unified School District will have a strong presence at the free event, which goes from 11 a.m. to 4:30 p.m. on Saturday, Nov. 3.

Students and staff from Richmond High School's Robotics Club and Project Lead the Way, Pinole Valley High School's Project Lead the Way, and the District's mobile Fab Lab will all be presenting their projects and exhibits to thousands of children and parents at the event.

Participants will have a chance to experience dynamic demonstrations, engaging experiments, geeky games and much more for all ages. With the mobile Fab Lab, you can create almost anything you can image and the Richmond Robotics Club will bring its robot, which in the past has raced students, picked up a variety of items, and launched things in the air.

The Project Lead The Way programs will show off their engineering tricks as well. For more, information visit <http://www.bayareasciencefestival.org/festival/discovery-days-at-att-park/>.

Trustee area map planning sessions conclude - Marcus Walton

As you know, the District held its three map planning sessions where community members had an opportunity to work directly with a demographer to help draw trustee area boundaries that best represent their community for the November 2020 election. The sessions were spirited with passionate dialogue. Three sessions were held with attendance ranging from 21 to 54. Each of the meetings were streamed live on Facebook (There were technical difficulties streaming to YouTube). Notes from the meetings and maps including suggested changes will be posted to the district website later today. They will be available at www.wccusd.net/trusteemaps.

Communications survey seeks community input - Marcus Walton

The Communications Department will begin distributing a survey next week that mainly seeks feedback regarding the way information is shared with our stakeholders. The survey is available in English and Spanish and will be promoted through a variety of avenues. The survey will begin accepting responses on Monday, November 5 and close on Friday, November 30. The results will be used to inform the decision on what communication tools best fit the District's needs. The survey seeks responses from parents and guardians, students, classroom teachers, non-teaching District employees, and community members who currently do not have students in WCCUSD schools. A printed copy of the survey is attached. Please note, the printed copy of the survey includes all sections. Respondents will fill out two sections. The live link will be distributed on Monday.

Public Records Log – Marcus Walton

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

Media Stories of Interest - Marcus Walton

The following media story may be of interest.

West Contra Costa Unified School District
Office of the Superintendent

El Cerrito High School graduate Elijah “Pumpsie” Green reminisces about playing for the Boston Red Sox - <https://www.sfchronicle.com/giants/shearman/article/Pumpsie-Green-The-baseball-trailblazer-who-13340020.php>

Shannon Principal Dan McDonald featured in Innovate Public Schools video - <https://www.youtube.com/watch?v=mnBk356tptE>

Kennedy High School Principal Felicia Phillips Featured in The Richmond Standard - <https://richmondstandard.com/chevron-speaks/2018/10/30/meet-felicia-phillips-principal-kennedy-high-school/>

Public Records Request Log 2018 - 2019
Week Ending October 26, 2018

	Date of Receipt	Requestor	Requested Records/Information	Current Status
56	3/22/18	Scott Rafferty	Communications regarding CVRA allegations	3/26/18 Email sent with DOCs & Links 3/27/18 Email sent with DOCs & Links Gathering/Reviewing Documents
1819-04	8/1/2018	Scott Rafferty	Communications, social media regarding trustee elections	8/6/2018 - Acknowledgement letter sent Reviewing Documents
1819-06	8/6/2018	Partida - Berkes Crane Robinson & Seal	Documents regarding the presence of asbestos at De Anza HS	8/10/2018 - Acknowledgement letter sent 10/31/2018 - COMPLETED
1819-08	8/30/2018	Nicole Bates – LSC	Referral, Suspension, Expulsion, Transfer, Arrest data	8/30/2018 – Acknowledgement email sent
1819-09	10/8/2018	David Stephan	a. Invoices re: Amethod b. Number of teachers under various credentials c. UCP Complaints against Linda Delgado d. Form 700s submitted by Linda Delgado e. Purchase of 1400 Marina Way South	10/12/2018 - Acknowledgement letter sent 10/25/2018 – Documents available no later than Nov. 9
1819-11	7/16/2018	Denise Morgan - CCSA	Prop. 39 and space allocations for charter schools	10/25/2018 – 14-day extension invoked
1819-12	7/19/2018	Denise Morgan - CCSA	Facility use agreements with charter schools	10/25/2018 – 14-day extension invoked
1819-13	10/16/2018	Johanna Epperson – Dun&Bradstreet	List of all staff	10/31/2018 – Acknowledgement sent

SPORTS // JOHN SHEA ON BASEBALL

Pumpsie Green, who integrated Red Sox, opens up about trail-blazing career

John Shea and Scott Ostler

Oct. 27, 2018 | Updated: Oct. 27, 2018 12:52 a.m.



Elijah “Pumpsie” Green, who turns 85 Saturday, preferred to play with his local team, the Oakland Oaks, but they traded him to the Boston Red Sox.

Photo: Harold Filan / Associated Press 1959

This year’s World Series pits the first major-league baseball team to integrate against the last, and Pumpsie Green takes great pride in breaking the color barrier for the shamefully intolerant Boston Red Sox of 1959.

Fifty-nine years later, however, Green makes one confession: He would rather have played for his hometown team, the Oakland Oaks of the old Pacific Coast League.

It's one of many stories that Green, who turns 85 Saturday, shared on a recent afternoon at his home in the El Cerrito hills.

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A pair of Chronicle sportswriters with an appreciation for Green's place in history had gone in search of the former infielder but had heard his health wasn't great and that he might be unable to do interviews. Still, they decided to pay their respects; if they couldn't see Green, they would deliver their best wishes through his family.

But after a knock on the front door and a long wait, a man emerged — a smiling, healthy-looking, bright-eyed, gray-haired gentleman.

"I'm Pumpsie," he said. "Come on in!"



Giants Double Play

Pumpsie Green, the last man to integrate a team

Pumpsie Green is a baseball treasure who grew up in Richmond and lives in El Cerrito. In 1959, he became the first black player f...

00:12:58



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For the next two hours, in his memento-filled den with sweeping views of Mount Tamalpais and San Francisco Bay, the baseball treasure held forth on his life and career, including overcoming prejudices to become the first African American on baseball's whitest team.

"I did the best I could with what I had," Green said. "I had a little success, and I enjoyed that. I always say to myself, 'I accomplished the first thing I set out to do because I always wanted to be ...' well, I didn't always want to be a *major-league* ballplayer, I've always wanted to be an Oakland Oaks ballplayer because that was the big team around here."

Growing up in Richmond and attending El Cerrito High School and Contra Costa College, Green was emotionally attached to the Oaks — the Pacific Coast League, consisting of the Oaks, San Francisco Seals and six other clubs, was the primary baseball presence on the West Coast until the Giants and Dodgers moved west in 1958.

“I grew up listening to Bud Foster,” Green said of the Oaks’ radio voice. “That was my team, down the street on 40th and San Pablo (in Emeryville). That was a heck of a league, my league. The major leagues weren’t my first preference. If I could play for the Oakland Oaks, I wouldn’t have played in the major leagues. I never got the chance.”



Elijah "Pumpsie" Green is seen in his El Cerrito home on Wednesday, June 24, 2009. Green was the first African-American player to play for the Boston Red Sox which was the last Major League Baseball team to integrate. He started with the team in 1959.

Photo: Russell Yip / The Chronicle

Instead, Green made history by integrating the Red Sox. The Dodgers integrated the game when introducing Jackie Robinson in 1947, but the Red Sox were owned by Tom Yawkey, a known racist who resisted adding black players even though the team had opportunities to sign legends such as Willie Mays and Robinson.

Finally, 12 years after Robinson became a Dodger — and three years after he retired — the Red Sox had a non-white player. Green played four seasons in Boston and one with the New York Mets, then played two more minor-league seasons before retiring.

Green's goal wasn't to make headlines for being a pioneer, which Robinson and others had done, but for simply playing ball. He had played on plenty of multiple-race teams in the Bay Area and in the minors, and the Oaks clubs he followed already were integrated and included celebrated shortstop Artie Wilson, who had been a Negro Leagues star and teammate of Mays on the Birmingham Black Barons.

"Well, not really because when I came along, the biggest thing was where will you stay, where are you going to eat, what are you going to do, where are you going to go?" said Green, noting he wasn't initially allowed to stay or eat with his white Red Sox teammates.

"It practically overshadowed a lot of things I might've enjoyed more, but the conditions I was in, it just took a lot away from me, but I never let it get to me. Well, except a couple times."

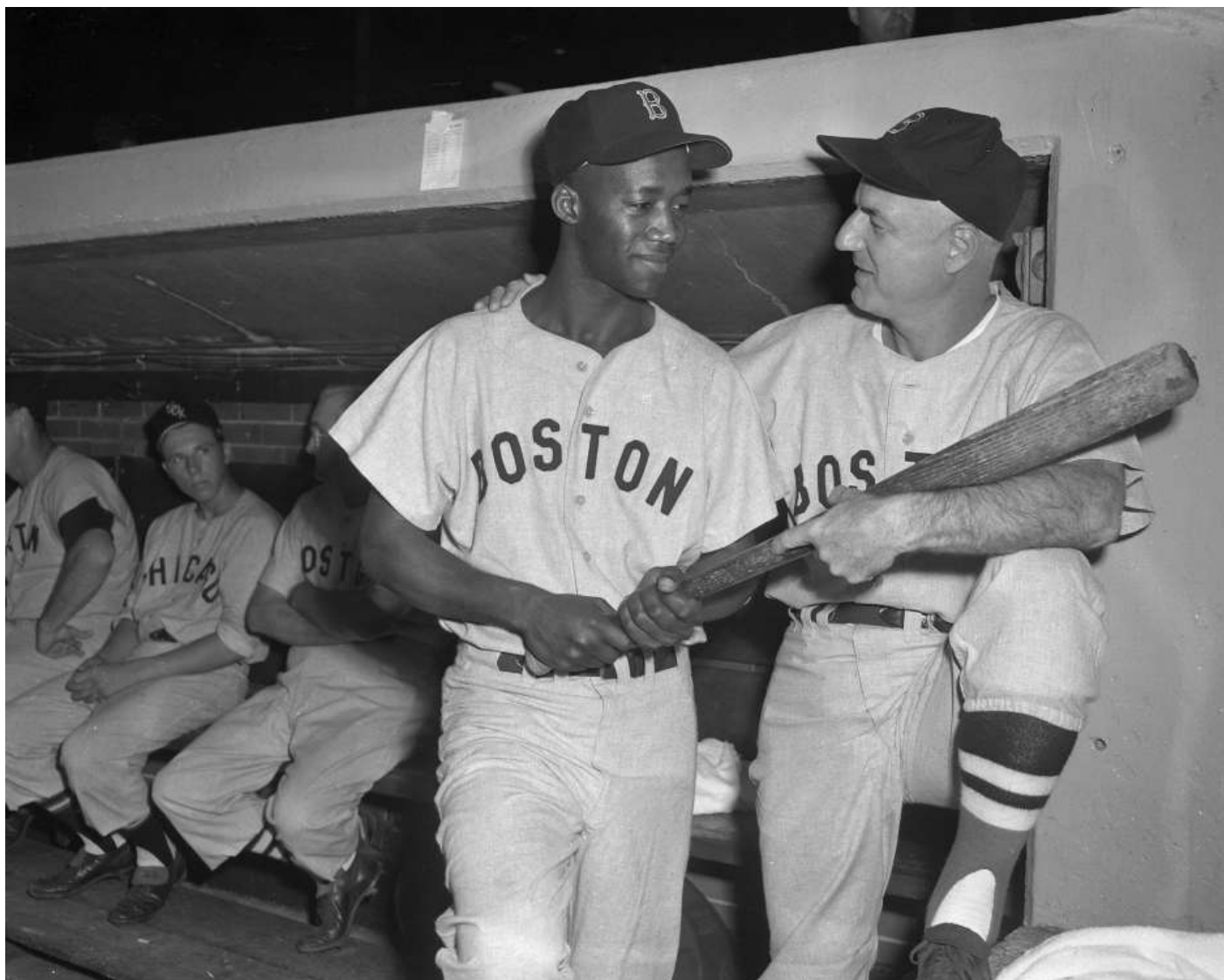
Including the time one of his teams passed through San Antonio, where a heckler sitting alongside the dugout directed constant racial slurs toward Green.

"He weighed about 300 or 400 pounds, and he sat and drank beer, and I guess his thing was to give me hell," Green said. "He talked about me like a dog. He said, 'You got sent down because you're not going to play with Ted Williams. Boy, what's wrong with you?'"

"He was loud and belligerent. People had to move away from him. I guess they got tired of him."

Discrimination followed Green through the Red Sox's organization including in 1959 when he played magnificently in spring training but was denied an Opening Day roster spot. The Red Sox still weren't ready to break from their prejudiced practices. At the end of training camp, Green was returned to the minors.

"That was the best spring I've had in my life," Green said. "The best ball I ever played in my life. I had the whole package. I was a shoo-in. ... I didn't know I was that good."



(Original Caption) Manager Bill Jurgens, (R) of the Boston Red Sox, greets Pumpsie Green, who was recalled to the parent club from Minneapolis. Green, an infielder, became the first African American ever to play for the Red Sox when he came in as pinch runner in the 8th inning of the game. The White Sox won 2-1.

Green got the word from manager Mike Higgins, who said, “There’ll be no n— on this ballclub as long as I have anything to say about it,” according to Boston sportswriter Al Hirshberg’s 1973 book, “What’s the Matter with the Red Sox?” Higgins was fired in early July, and Green finally got his call to the big leagues in late July.

Green played his first nine games on the road and made his Fenway Park debut on Aug. 4 against the Kansas City A’s in the opener of a doubleheader. Green led off, three spots ahead of Ted Williams — whom he befriended — and played second base. The crowd was far bigger than normal and included a large contingent of African American fans.

“There were a lot of blacks there that wanted to get into the park, but (the Red Sox) had season-ticket holders, so (many black fans) couldn’t all get in,” Green said. “So they roped a part of center field off. There were about 500 blacks sitting out there. They wanted to get in to see me, I guess.

“That’s the first time I remember being nervous. I did a lot of talking to myself. I said, ‘Well, just do what you’ve been doing, you know how to play this game so just go play.’ I got a standing ovation running out to second base.”

Then came Green’s first at-bat, leading off the bottom of the first inning.

“The place was rocking,” he said. “I took a deep breath. I looked at the umpire. He said, ‘Pumps, how are you doing?’ I said ‘fine.’ I hit a line shot to left-center field, high off the Green Monster. I kept running toward second. I saw the ball still in the outfield. I just kept going, and I slid into third very easily.

“Another standing ovation. I thought the stands were going to break down.”

Green scored on a ground ball, and the Red Sox won 4-1. He called his first Fenway hit his greatest baseball memory.

Six decades later, Green sits on a recliner in his den with well-worn baseball caps of two big-league teams, the Red Sox and Giants, on a nearby table. He lives with his wife, Marie, and isn’t far from his daughter Keisha, granddaughter Brittany, and three great grandsons, all of whom live nearby. Green was the oldest of five sons, including Cornell, who was a Pro Bowler with the Dallas Cowboys, and Credell, who was drafted by the Green Bay Packers.

Pumpsie was named Elijah after his father, but his mother called him Pumpsie. Green said his mom told him it was rooted from childhood neighbors in Oklahoma whose name rhymed.

“Their name was Lumpsie,” Green said. “That sprung Pumpsie, so my mother said. They were such a good friend of mine, so they called me Pumpsie.”

The family moved west during World War II, first to Oakland before settling in Richmond. Green never forgot his roots. After retirement, he became a baseball coach at Berkeley High School and remained active in the community. These days, he doesn’t get out much as he battles diabetes but closely follows the Giants and 49ers – they arrived in the Bay Area before the A’s and Raiders, after all.

Among the items hanging in Green’s den is a team picture of the Oakland Oaks, his beloved hometown team for which he never got to play – even though he signed with them as a teenager and played with two of their farm teams in Wenatchee, Wash., and Stockton.

Green was stunned when the Oaks sold him to the Red Sox before the 1956 season, but he had no choice but to go, and he obviously made the best of an unfortunate time in baseball history. Breaking the Red Sox's color barrier was momentous and historic even if he had preferred to stay home and play for the Oaks.

"That was big-time baseball to me," Green said.

*John Shea is The San Francisco Chronicle's national baseball writer. Email: jshea@sfchronicle.com
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Meet Felicia Phillips, Principal of Kennedy High School

October 30, 2018



Tell us about your job and your background.

I am the principal at Kennedy High School. I actually am a graduate of Kennedy High myself, class of 1984. I had a passion for science, so after high school I attended Harvard University and studied engineering. After graduation, I worked in the telecommunications industry before realizing my calling to be a teacher. I feel very humbled and proud to return to my hometown to lead the school that helped me become the person I am today.

What inspired you to become an educator?

Teaching has been an ever-present theme in my life. While I was in high school, one of the most impactful experiences was volunteering at Martin Luther King Elementary tutoring fifth graders in math. After high school, I spent the summer before college working as an intern at Chevron's Richmond Technology Center as part of the Mathematics, Engineering, Science Achievement (MESA) Summer Jobs program doing research on solar cells. This was an amazing opportunity that further solidified my love of engineering and math.

How is it being back at Kennedy?

I realized that I could give back to the school that gave me so much and I thought, why not? Kennedy High has certainly changed a lot and I am committed to continue the school's ascent back to a place of pride. There is great potential on this campus to grow and raise leaders.

Tell us about some of your ideas for the school year.

Our vision is to make Kennedy the heartbeat of the south Richmond community. We want it to be the place where parents are proud to send their children, where teachers and staff want to work and where students want to learn. We have a lot of great partnerships that help us achieve that goal. Chevron provides STEM education opportunities to our students and the YMCA of the East Bay provides after school programs and health services.

What career advice would you give to students?

The one thing I say to our students is that we want them to develop the habits of a scholar. They need to attend school every day, on time and be ready to learn. We have an obligation to expose our students to as many career and college opportunities as possible. I tell them to find an area of study they are passionate about, develop good study habits and get involved outside of the classroom. We want students to be fearless in how they explore those interest areas.

How can community members support students?

We are always looking for ways to showcase the great work that is happening here and for the community to engage with us in as many ways as possible. We can always use more volunteers. We rely on the expertise and advice of our community to participate in our annual college and career days.

What do you love about Richmond?

The people here are so genuine. I'm taken with the many stories of how folks landed in Richmond, be it African Americans who can trace their arrival in Richmond to WWII activities, or people who are new who have intentionally chosen Richmond because this is the City of Pride and Purpose – the arrival stories are so rich. There are opportunities to enjoy all of the things that this community has to offer – from 23rd Street offerings to Point Molate nature hikes to the Cinco de Mayo and Juneteenth festivals – there are a lot of great things happening here that are open to everybody.

primary

Bay Area

Teacher of the Week: Julie Nesnansky focuses on students with autism

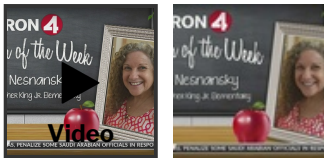
By:

Catherine Heenan (<https://www.kron4.com/meet-the-team/catherine-heenan/952786768>)

✉ (<mailto:cheenan@kron4.com>)

Updated: Oct 23, 2018 05:54 PM PDT

(Interactive Media Not Supported by Print)



SAN FRANCISCO (KRON) - KRON4 has been honoring outstanding teachers in the Bay Area, and on Tuesday night, it's a special education teacher at King Elementary School in Richmond.

Julie Nesnansky focuses on students with autism. Her principal says she has an exceptional way of connecting with them and has made a positive difference in hundreds of young lives.

She's described as going above and beyond, doing home visits and making sure her students have the services and experiences they deserve.

Julie has been with the West Contra Costa Unified District for more than 30 years.

If you know a special teacher you'd like to nominate, [just go to our website KRON4.com](http://www.kron4.com).

WHAT OTHERS ARE CLICKING ON:

- **25 THINGS THAT ARE MORE LIKELY THAN WINNING \$1.6B MEGA MILLIONS**
- **MAN REFUSES TO SIT NEXT TO BLACK WOMAN, GOES ON RACIST TIRADE**
- **NEWLY DISCOVERED FAULTS COULD TRIGGER 7.2-QUAKE IN OREGON**
- **CASH HANDOUT OF \$1K A MONTH WOULD GROW ECONOMY BY \$2.5 TRILLION**
- **SAN FRANCISCO HIT-AND-RUN CAUGHT ON SURVEILLANCE VIDEO**

>>MORE STORIES

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WCCUSD Communications Survey

Dear Community Members,

The West Contra Costa Unified School District (WCCUSD) is exploring new communications tools (website provider, phone notification system, smartphone app). In order to best identify which tools best meet the needs of our community please take a few minutes to complete this survey. The results will help inform the decision about which communication tools best meet the district's needs and will help improve and enhance communication with our families and community members. If you have any questions about this survey, please contact us at communications@wccusd.net.

Thank you in advance for your time.

* Required

1. My relationship with WCCUSD is as a/an *

Mark only one oval.

- Parent/Guardian of a student currently attending WCCUSD schools *Skip to question 2.*
- Student *Skip to question 29.*
- WCCUSD Classroom Teacher *Skip to question 54.*
- WCCUSD Employee (other than classroom teacher) *Skip to question 69.*
- Community member without children currently in WCCUSD Schools *Skip to question 85.*

Questions for Parents and Guardians

Parents/Guardians please complete this section so that we can better meet your communication needs.

2. Where do you live? *

Mark only one oval.

- Hercules
- Pinole
- San Pablo
- Richmond
- El Cerrito
- El Sobrante
- Kensington
- North Richmond
- Outside of the District
- Other: _____

3. What is your ethnicity? **Mark only one oval.*

- African American
- Asian
- Filipino
- Hispanic/Latino
- White
- Multiracial
- No answer
- Other: _____

4. What is the primary language spoken at home **Mark only one oval.*

- English
- Spanish
- Mandarin
- Tagalog (Filipino)
- Arabic
- Cantonese
- Vietnamese
- Punjabi
- Portuguese
- Urdu
- Yao
- Other: _____

5. Select the school(s) your children attend. Please check all that apply. **Check all that apply.*

- Bayview
- Chavez
- Collins
- Coronado
- Dover
- Downer
- Ellerhorst
- Fairmont
- Ford
- Grant
- Hanna Ranch
- Harbour Way
- Harding
- Highland
- Kensington
- King
- Lake
- Lincoln
- Lupine Hills
- Madera
- Mira Vista
- Montalvin
- Murphy
- Nystrom
- Ohlone
- Olinda
- Peres
- Riverside
- Shannon
- Sheldon
- Stege
- Stewart
- Tara Hills
- Valley View
- Verde
- Washington
- West County Mandarin School
- Wilson

- Crespi
- DeJean
- Helms
- Hercules Middle
- Korematsu
- Pinole Middle
- De Anza
- El Cerrito
- Hercules High
- Middle College
- Kennedy
- Pinole Valley
- Richmond
- Greenwood Academy
- Vista
- Cameron
- Transition

6. What social media platforms do you use most? Please check all that you use regularly. *

Check all that apply.

- Facebook
- Instagram
- NextDoor
- Snapchat
- Twitter
- Vimeo
- YouTube
- I don't use social media
- Other: _____

7. How do you currently receive information from the school district? Please check all that apply.

*

Check all that apply.

- District newsletter
- School Newsletter
- Classroom Newsletter
- Automated phone calls
- Text message (Remind, Sangha)
- District social media
- School social media
- Teacher's social media
- District website
- School website
- Printed flyers
- Email/Etree
- Other: _____

8. How do you currently receive information from your child's school? Please check all that apply. **Check all that apply.*

- District newsletter
- School Newsletter
- Classroom Newsletter
- Automated phone calls
- Text message (Remind, Sangha)
- District social media
- School social media
- Teacher's social media
- District website
- School website
- Printed flyers
- Email/Etree
- Other: _____

9. How do you currently receive communication from your child's teacher? Select all that apply. *

Check all that apply.

- Classroom newsletter
- Email/Etree
- Phone call
- Text message (Remind, Sangha, or direct text)
- Written notes
- Teacher's social media (Twitter, Facebook, Instagram)
- Classroom system (Google Classroom, Class Dojo)
- Talking directly with my child's teacher
- Other: _____

10. What is the most effective way for you to receive communication from WCCUSD?

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking directly with my child's teacher or principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. If you marked other as Most Effective, please indicate other ways WCCUSD can effectively communicate with you.

12. What is the most effective way for you to receive communication from your child's school?

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email/Etree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking directly with my child's teacher or principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. If you marked other as Most Effective, please indicate other ways your child's school can effectively communicate with you.

14. What is the most effective way for you to receive communication from your child's classroom teacher? *

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email/Etree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking directly with my child's teacher or principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. If you marked other as Most Effective, please indicate other ways your child's classroom teacher can effectively communicate with you.

16. Last year, WCCUSD was among the areas affected by poor air quality from the North Bay fires. Did you receive updates from WCCUSD regarding the air quality? *

Mark only one oval.

- Yes
- No
- I don't know

17. If you received updates from WCCUSD regarding poor air quality the North Bay fires, in what ways did you receive the information?

Check all that apply.

- Social media (Facebook, Twitter, etc.)
- District website
- Email notifications
- Automated phone calls
- Newspapers
- Radio or Television news programs
- Other: _____

18. WCCUSD is transitioning to trustee area elections in November 2020. Have you received updates or invitations to participate in the trustee area map planning process from WCCUSD?

*

Mark only one oval.

- Yes
- No
- I don't know

19. If you received updates from WCCUSD regarding the transition to trustee area elections, in what ways did you receive the information?

Check all that apply.

- Social media (Facebook, Twitter, etc.)
- District website
- Email notifications
- Automated phone calls
- Newspapers or online news sources
- Radio or Television news programs
- Other: _____

20. What features do you believe are most important in a communication tool? *

Mark only one oval per row.

	Most Important	Very Important	Somewhat Important	Not Important
An updated, modern school/district website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/district website that is accessible and looks good on smartphones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to my child's homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two-way communications with my child's teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay for meals, field trips, yearbooks, dances, fines, etc. online or through an app	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive information by text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with my child's teacher by text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive information by phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. If you marked other, please indicate other features you would like to see in a communications tool.

22. I am more likely to attend community meetings if they are held *

Check all that apply.

- on weekdays in the evening (starting after 6 p.m.)
- on weekdays after school (starting between 3 p.m. and 5 p.m.)
- on weekdays in the afternoon (starting between Noon and 3 p.m.)
- on weekdays in the morning (starting between 9 a.m. and Noon)
- on weekends during the morning (starting between 8 a.m. and Noon)
- on weekends during the afternoon (starting between Noon and 5 p.m.)
- I am not interested in attending community meetings.
- Other: _____

23. I want more information from WCCUSD about *

Mark only one oval per row.

	A lot more information	More information	Less information	Not interested in this topic
School and District Budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Help My Child with Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College and Career Pathways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and Performing Arts Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Learner Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Language Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charter Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District's Bond Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test scores and other data about student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and National Education News and Trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to Support Children and Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Events and Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. If you selected other in the question above, please tell us what other topics you would like more information about.

25. If the District were to expand and/or create new schools or programs, what models would be most attractive to WCCUSD students and families?

Mark only one oval per row.

	Very Attractive	Somewhat Attractive	Somewhat Unattractive	Not Attractive	N/A
K-8 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7-12 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School for the Performing Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Technology Engineering and Math (STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media and Digital Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montessori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waldorf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Baccalaureate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational/Industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Portuguese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Tagalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. If you marked Other School or Program Model as Very Attractive or Somewhat Attractive, please list the school or program model here.

27. The district should pursue opportunities to generate extra revenue by allowing education-friendly advertising on school and district websites. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

28. Please share any suggestions you may have for your school or WCCUSD to improve its communication with you.

Stop filling out this form.

Students

This survey should only be filled out by students who attend a middle school or high school in WCCUSD.

29. **Where do you live? ***

Mark only one oval.

- Hercules
- Pinole
- San Pablo
- Richmond
- El Cerrito
- El Sobrante
- Kensington
- North Richmond
- Outside of the District
- Other: _____

30. **What is your ethnicity? ***

Mark only one oval.

- African American
- Asian
- Filipino
- Hispanic/Latino
- White
- Multiracial
- No answer
- Other: _____

31. What is the primary language spoken at home **Mark only one oval.*

- English
- Spanish
- Mandarin
- Tagalog (Filipino)
- Arabic
- Cantonese
- Vietnamese
- Punjabi
- Portuguese
- Urdu
- Yao
- Other: _____

32. Select the school you attend. **Mark only one oval.*

- Crespi
- DeJean
- Helms
- Hercules Middle
- Korematsu
- Pinole Middle
- De Anza
- El Cerrito
- Hercules High
- Kennedy
- Middle College
- Pinole Valley
- Richmond
- Vista
- Greenwood Academy

33. What social media platforms do you use most? Please check all that you use regularly. **Check all that apply.*

- Facebook
- Instagram
- Twitter
- Snapchat
- YouTube
- NextDoor
- Vimeo
- I don't use social media
- Other: _____

34. How do you currently receive information from WCCUSD? Please check all that apply. **Check all that apply.*

- District newsletter
- School Newsletter
- Classroom Newsletter
- Automated phone calls
- Text message (Remind, Sangha)
- District social media
- School social media
- Teacher's social media
- District website
- School website
- Printed flyers
- Email
- Other: _____

35. How do you currently receive information about your school? Please check all that apply. *

Check all that apply.

- District newsletter
- School Newsletter
- Classroom Newsletter
- Automated phone calls
- Text message (Remind, Sangha)
- District social media
- School social media
- Teacher's social media
- District website
- School website
- Printed flyers
- Email
- Announcements at school
- Other: _____

36. How do you currently receive communication from your teacher? Select all that apply. *

Check all that apply.

- Classroom newsletter
- Email
- Phone call
- Text message (Remind, Sangha, or direct text)
- Written notes
- Teacher's social media (Twitter, Facebook, Instagram)
- Classroom system (Google Classroom, Class Dojo)
- Other: _____

37. What is the most effective way for you to receive communication from WCCUSD? *

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking directly with my child's teacher or principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. If you marked other as Most Effective, please indicate other ways WCCUSD can effectively communicate with you.

39. What is the most effective way for you to receive communication from your school? *

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking directly with my teacher or principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Announcements at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. If you marked other as Most Effective, please indicate other ways your school can effectively communicate with you.

41. What is the most effective way for you to receive communication from your classroom teachers? *

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking directly with my teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. If you marked other as Most Effective, please indicate other ways your classroom teachers can effectively communicate with you.

43. Last year, WCCUSD was among the areas affected by poor air quality from the North Bay fires. Did you receive updates from WCCUSD regarding the air quality? *

Mark only one oval.

- Yes
- No
- I don't know

44. If you received updates from WCCUSD regarding poor air quality the North Bay fires, in what ways did you receive the information?

Check all that apply.

- Social media (Facebook, Twitter, etc.)
- District website
- Email notifications
- Automated phone calls
- Newspapers
- Radio or TV news programs
- Announcements at school
- Other: _____

45. What features do you believe are most important in a communication tool? *

Mark only one oval per row.

	Most Important	Very Important	Somewhat Important	Not Important
An updated, modern school/district website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/district website that is accessible and looks good on smartphones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online access to my homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two-way communications with my teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay for meals, field trips, yearbooks, dances, fines, etc. online or through an app	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive information by text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with my teachers by text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive information by phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. If you marked other, please indicate other features you would like to see in a communications tool.

47. I am more likely to attend community meetings if they are held *

Check all that apply.

- on weekdays in the evening (starting after 6 p.m.)
- on weekdays after school (starting between 3 p.m. and 5 p.m.)
- on weekends during the morning (starting between 8 a.m. and Noon)
- on weekends during the afternoon (starting between Noon and 5 p.m.)
- on school days at lunch
- I am not interested in attending community meetings.
- Other: _____

48. I want more information from WCCUSD about *

Mark only one oval per row.

	A lot more information	More information	Less information	Not interested in this topic
School and District Budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College and Career Pathways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and Performing Arts Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Learner Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Language Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for College and Career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test scores and other data about student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to Support Children and Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Events and Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. If you selected other in the question above, please tell us what other topics you would like more information about.

50. If the District were to expand and/or create new schools or programs, what models would be most attractive to WCCUSD students and families?

Mark only one oval per row.

	Very Attractive	Somewhat Attractive	Somewhat Unattractive	Not Attractive	N/A
K-8 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7-12 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School for the Performing Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Technology Engineering and Math (STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media and Digital Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montessori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waldorf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Baccalaureate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational/Industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Portuguese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Tagalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other School or Program Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. If you marked Other School or Program Model as Very Attractive or Somewhat Attractive, please list the school or program model here.

52. The district should pursue opportunities to generate extra revenue by allowing education-friendly advertising on school and district websites. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

53. Please share any suggestions you may have for your school or WCCUSD to improve its communication with you.

Classroom Teachers

Teachers, thank you for sharing your thoughts on school and district communication efforts and tools.

54. Select your assigned school. Please check all that apply. **Check all that apply.*

- Bayview
- Chavez
- Collins
- Coronado
- Dover
- Downer
- Ellerhorst
- Fairmont
- Ford
- Grant
- Hanna Ranch
- Harbour Way
- Harding
- Highland
- Kensington
- King
- Lake
- Lincoln
- Lupine Hills
- Madera
- Mira Vista
- Montalvin
- Murphy
- Nystrom
- Ohlone
- Olinda
- Peres
- Riverside
- Shannon
- Sheldon
- Stege
- Stewart
- Tara Hills
- Valley View
- Verde
- Washington
- West County Mandarin School
- Wilson

- Crespi
- DeJean
- Helms
- Hercules Middle
- Korematsu
- Pinole Middle
- De Anza
- El Cerrito
- Hercules High
- Kennedy
- Middle College
- Pinole Valley
- Richmond
- Greenwood Academy
- Vista
- Cameron
- Transition

55. Which communication tools do you currently use to stay in touch with your families? Please select all that apply. *

Check all that apply.

- Two-way texting service (Remind, Sangha etc.)
- Direct text messaging
- Printed newsletter/flyer
- Social media
- Phone Calls
- Email
- Parent Teacher Conference
- School website
- Teacher website
- Other service (Class Dojo, Google Classroom, etc.)
- N/A
- Other: _____

56. Among the communications tools that you use to reach your families, why do you prefer those tools? Select all that apply. *

Check all that apply.

- Easy to set up and use
- Free
- Easy for parents to understand and use
- Easy to track/document communications
- N/A
- Other: _____

57. What communication tools have you found to be the most effective in reaching your families?

Mark only one oval per row.

	Most Effective	Effective	Less Effective	Least Effective
Two-way texting service (Remind, Sangha etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter/flyer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Automated Phone Calls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Teacher Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other service (Class Dojo, Google Classroom, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. If you ranked other in the question above, please tell us what other communication tool you found to be most effective.

59. What features are most important in a communication tool? *

Mark only one oval per row.

	Most Important	Very Important	Somewhat Important	Not Important
An updated, modern school/district website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/district website that is accessible and looks good on smartphones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An internal website for District employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and students can access homework assignments online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure, documented two-way communication with parents/students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/students can pay for meals, field trips, yearbooks, dances, fines, etc. online or through an app	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents can receive information by text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can send automated phone messages to my classroom parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. If you marked other as important or very important, please indicate other features you would like to see in a communications tool.

61. How often do you check your district (@wccusd.net) email? *

Mark only one oval.

- Weekly
- Daily
- Hourly
- Rarely or Never

62. The all-district employee gatherings at the Richmond Convention Center are important events to establish a positive District culture. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

63. What information is important to have on the District's intranet page?

Mark only one oval per row.

	Most Important	Important	Less Important	Not Important
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Happenings/News	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer to Peer Conversations/Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stories about My Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefit Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing Assistance Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credentialing Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messages from District Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Celebrations (weddings, anniversaries, births, honors, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

64. If you ranked other in the question above, please tell us what else you would like to see on the District's intranet page.

65. I want more information about *

Mark only one oval per row.

	A lot more information	More information	Less information	Not interested in this topic
School and District Budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotional Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What's Happening at Other Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and National Education News and Trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive School Climate Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to Help Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. If you selected other in the question above, please tell us what other topics you would like more information about.

67. The district should pursue opportunities to generate extra revenue by allowing education-friendly advertising on school and district websites. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

68. Please share any suggestions you may have for your school or the district to improve its communication with you.

Stop filling out this form.

District Employees

District employees please complete this section.

69. What is your assigned school or department? Please check all that apply. **Check all that apply.*

- Bayview
- Chavez
- Collins
- Coronado
- Dover
- Downer
- Ellerhorst
- Fairmont
- Ford
- Grant
- Hanna Ranch
- Harbour Way
- Harding
- Highland
- Kensington
- King
- Lake
- Lincoln
- Lupine Hills
- Madera
- Mira Vista
- Montalvin
- Murphy
- Nystrom
- Ohlone
- Olinda
- Peres
- Riverside
- Shannon
- Sheldon
- Stege
- Stewart
- Tara Hills
- Valley View
- Verde
- Washington
- West County Mandarin School
- Wilson

- Crespi
- DeJean
- Helms
- Hercules Middle
- Korematsu
- Pinole Middle
- De Anza
- El Cerrito
- Hercules High
- Kennedy
- Middle College
- Pinole Valley
- Richmond
- Greenwood Academy
- Vista
- Cameron
- Transition
- Central Office: Education Services
- Central Office: Special Education
- Central Office: Student Services
- Central Office: Human Resources
- Central Office: Facilities and Operations
- Central Office: Business Services
- Central Office: Technology
- Central Office: Community Engagement
- Central Office: Other (Superintendent's Office, Communications)
- Other: _____

70. I am a member of the following bargaining unit or employee group. *

Mark only one oval.

- Unrepresented Management and Confidential
- United Teachers of Richmond
- School Supervisors Association
- Teamsters
- West Contra Costa Administrators Association

71. Which communication tools do you currently use to stay in touch with families you serve?

Please select all that apply. *

Check all that apply.

- Two-way texting service (Remind, Sangha etc.)
- Direct text messaging
- Printed newsletter/flyer
- Social media
- Phone Calls
- Email
- Face-to-face meetings
- School or Department website
- I do not regularly communicate with families as part of my job
- Other: _____

72. Among the communications tools that you use to reach the families you serve, why do you prefer those tools? Select all that apply.

Check all that apply.

- Easy to set up and use
- Free
- Easy for parents to understand and use
- Easy to track/document communications
- Other: _____

73. What communication tools have you found to be the most effective in reaching the families you serve? *

Mark only one oval per row.

	Most Effective	Effective	Less Effective	Least Effective
Two-way texting service (Remind, Sangha etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter/flyer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Automated Phone Calls (Blackboard Connect)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Teacher Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other service (Class Dojo, Google Classroom, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. If you ranked other in the question above, please tell us what other communication tool(s) you found to be most effective.

75. What features are most important in a communication tool? *

Mark only one oval per row.

	Most Important	Very Important	Somewhat Important	Not Important
An updated, modern school/district website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/district websites that are accessible and looks good on smartphones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An internal website for District employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and students can access homework assignments online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure, documented two-way communication with parents/students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/students can pay for meals, field trips, yearbooks, dances, fines, etc. online or through an app	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents can receive information by text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can send automated phone messages to my classroom parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. If you marked other as important or very important, please indicate other features you would like to see in a communications tool.

77. How often do you check your district (@wccusd.net) email? *

Mark only one oval.

- Weekly
- Daily
- Hourly
- Rarely or Never

78. The all-district employee gatherings at the Richmond Convention Center are important events to establish a positive District culture. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

79. What information is important to have on a District intranet page? *

Mark only one oval per row.

	Most Important	Important	Less Important	Least Important
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Happenings/News	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer to Peer Conversations/Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stories about My Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefit Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing Assistance Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credentialing Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messages from District Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Celebrations (weddings, anniversaries, births, honors, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

80. If you ranked other in the question above, please tell us what else you would like to see on the District's intranet page.

81. I want more information from WCCUSD about *

Mark only one oval per row.

	A lot more information	More information	Less information	Not interested in this topic
District Budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotional Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What's Happening at District Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test scores and other data about student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and National Education News and Trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive School Climate Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to Help Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82. If you selected other in the question above, please tell us what other topics you would like more information about.

83. The district should pursue opportunities to generate extra revenue by allowing education-friendly advertising on school and district websites. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

84. Please share any suggestions you may have for WCCUSD to improve its communication with you.

Stop filling out this form.

Community Member

85. Please select your relationship with WCCUSD *

Mark only one oval.

I graduated from a WCCUSD (or Richmond Unified School District) high school *Skip to question 86.*

I am not a WCCUSD graduate *Skip to question 106.*

Alumni

86. I graduated from *

Mark only one oval.

- De Anza High School
- El Cerrito High School
- Harry Ells High School
- Gompers High School
- Greenwood Academy
- Hercules High School
- Kennedy High School
- Middle College High School
- North Campus High School
- Pinole Valley High School
- Richmond High School
- Vista High School
- Other: _____

87. What Year Did You Graduate? *

88. Please identify your current relationship with WCCUSD **Check all that apply.*

- My children previously attended WCCUSD (or Richmond Unified) schools
- I am a volunteer in WCCUSD schools
- I am a parent at a charter school in WCCUSD
- I am a retired or former WCCUSD (or Richmond Unified) employee
- I am a vendor or contractor working for WCCUSD
- I live in the WCCUSD boundaries
- I do not have a relationship with WCCUSD
- Other: _____

89. Where do you live? **Mark only one oval.*

- Hercules
- Pinole
- San Pablo
- Richmond
- El Cerrito
- El Sobrante
- Kensington
- North Richmond
- Outside of the District
- Other: _____

90. What is the primary language spoken at home **Mark only one oval.*

- English
- Spanish
- Mandarin
- Tagalog (Filipino)
- Arabic
- Cantonese
- Vietnamese
- Punjabi
- Portuguese
- Urdu
- Yao
- Other: _____

91. How do you currently receive information about the school district? Please check all that apply. *

Check all that apply.

- District newsletter
- District social media
- School social media
- District website
- School website
- Email
- Talking with friends or neighbors
- Newspaper or news website (East Bay Times, Patch, Radio Free Richmond)
- Television or radio news
- Other: _____

92. What is the most effective way for you to receive communication from WCCUSD? *

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community meetings or other face-to-face opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through the News Media (radio, TV or newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93. If you marked other as Most Effective, please indicate other ways WCCUSD can effectively communicate with you.

94. **What social media platforms do you use most? Please check all that you use regularly. ***

Check all that apply.

- Facebook
- Instagram
- Twitter
- Snapchat
- YouTube
- NextDoor
- Vimeo
- I don't use social media
- Other: _____

95. **WCCUSD is transitioning to trustee area elections in November 2020. Have you received updates or invitations to participate in the trustee area map planning process from WCCUSD? ***

Mark only one oval.

- Yes
- No
- I don't know

96. **If you received updates from WCCUSD regarding the transition to trustee area elections, in what ways did you receive the information?**

Check all that apply.

- Social media (Facebook, Twitter, etc.)
- District website
- Email notifications
- Automated phone calls
- Newspapers or online news sources
- Radio or Television news programs
- Other: _____

97. **I am more likely to attend community meetings if they are held ***

Check all that apply.

- on weekdays in the evening (starting after 6 p.m.)
- on weekdays after school (starting between 3 p.m. and 5 p.m.)
- on weekdays in the afternoon (starting between Noon and 3 p.m.)
- on weekdays in the morning (starting between 9 a.m. and Noon)
- on weekends during the morning (starting between 8 a.m. and Noon)
- on weekends during the afternoon (starting between Noon and 5 p.m.)
- I am not interested in attending community meetings.
- Other: _____

98. I want more information from WCCUSD about **Mark only one oval per row.*

	A lot more information	More information	Less information	Not interested in this topic
District Budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Options for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and Performing Arts Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charter Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District's Bond Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test scores and other data about student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and National Education News and Trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to Support Children and Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Support Students with Financial Contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Events and Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

99. If the District were to expand and/or create new schools or programs, what models would be most attractive to WCCUSD students and families?

Mark only one oval per row.

	Very Attractive	Somewhat Attractive	Somewhat Unattractive	Not Attractive	N/A
K-8 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7-12 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School for the Performing Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Technology Engineering and Math (STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media and Digital Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montessori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waldorf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Baccalaureate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational/Industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Portuguese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Tagalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other School or Program Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100. If you marked Other School or Program Model as Very Attractive or Somewhat Attractive, please list the school or program model here.

101. The district should pursue opportunities to generate extra revenue by allowing education-friendly advertising on school and district websites. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

102. I am willing to volunteer at a local school (In order to volunteer, you must be fingerprinted and undergo a background check) *

Mark only one oval.

- Yes
- No
- Maybe

103. If you answered yes to the question above, please include your name and email address to have additional information sent to you.

104. Are you willing to make a (tax-deductible) financial contribution to support students at the school where you earned your high school diploma? *

Mark only one oval.

- Yes
- No
- Maybe

105. If you answered yes or maybe to the question above, please include your name and email address to have additional information sent to you.

Stop filling out this form.

Community Member

106. Please identify your current relationship with WCCUSD **Check all that apply.*

- I attended WCCUSD (or Richmond Unified) schools but did not graduate from a WCCUSD (or Richmond Unified) high school
- My children attended WCCUSD schools
- I am a volunteer in WCCUSD schools
- I am a parent at a charter school in WCCUSD
- I am a retired or former employee
- I am a vendor or contractor working for WCCUSD
- I live in the WCCUSD boundaries
- I have no relationship with WCCUSD
- Other: _____

107. Where do you live? **Mark only one oval.*

- Hercules
- Pinole
- San Pablo
- Richmond
- El Cerrito
- El Sobrante
- Kensington
- North Richmond
- Outside of the District
- Other: _____

108. What is the primary language spoken at home **Mark only one oval.*

- English
- Spanish
- Mandarin
- Tagalog (Filipino)
- Arabic
- Cantonese
- Vietnamese
- Punjabi
- Portuguese
- Urdu
- Yao
- Other: _____

109. **How do you currently receive information about the school district? Please check all that apply. ***

Check all that apply.

- District newsletter
- District social media
- School social media
- District website
- School website
- Email
- Talking with friends or neighbors
- Newspaper or news website (East Bay Times, Patch, Radio Free Richmond)
- Television or radio news
- Other: _____

110. **What is the most effective way for you to receive communication from the school district? ***

Mark only one oval per row.

	Most Effective	Effective	Less effective	Least effective
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flyer/printed notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community meetings or other in person events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through the news media (radio, TV, or newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

111. **If you marked other as Most Effective, please indicate other ways WCCUSD can effectively communicate with you.**

112. **What social media platforms do you use most? Please check all that you use regularly. ***

Check all that apply.

- Facebook
- Instagram
- Twitter
- Snapchat
- YouTube
- NextDoor
- Vimeo
- I don't use social media
- Other: _____

113. **WCCUSD is transitioning to trustee area elections in November 2020. Have you received updates or invitations to participate in the trustee area map planning process from WCCUSD? ***

Mark only one oval.

- Yes
- No
- I don't know

114. **If you received updates from WCCUSD regarding the transition to trustee area elections, in what ways did you receive the information?**

Check all that apply.

- Social media (Facebook, Twitter, etc.)
- District website
- Email notifications
- Automated phone calls
- Newspapers or online news sources
- Radio or Television news programs
- Other: _____

115. **I am more likely to attend community meetings if they are held ***

Check all that apply.

- on weekdays in the evening (starting after 6 p.m.)
- on weekdays after school (starting between 3 p.m. and 5 p.m.)
- on weekdays in the afternoon (starting between Noon and 3 p.m.)
- on weekdays in the morning (starting between 9 a.m. and Noon)
- on weekends during the morning (starting between 8 a.m. and Noon)
- on weekends during the afternoon (starting between Noon and 5 p.m.)
- I am not interested in attending community meetings.
- Other: _____

116. I want more information from WCCUSD about *

Mark only one oval per row.

	A lot more information	More information	Less information	Not interested in this topic
District Budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Options for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and Performing Arts Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charter Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District's Bond Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test scores and other data about student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and National Education News and Trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to Support Children and Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Support Students with Financial Contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Events and Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

117. If the District were to expand and/or create new schools or programs, what models would be most attractive to WCCUSD students and families?

Mark only one oval per row.

	Most Attractive	Somewhat Attractive	Somewhat Unattractive	Not Attractive	N/A
K-8 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7-12 Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School for the Performing Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Technology Engineering and Math (STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media and Digital Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montessori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waldorf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Baccalaureate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational/Industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Portuguese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Tagalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Immersion: Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other School or Program Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

118. If you marked Other School or Program Model as Very Attractive or Somewhat Attractive, please list the school or program model here.

119. The district should pursue opportunities to generate extra revenue by allowing education-friendly advertising on school and district websites. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

120. **I am willing to volunteer at a local school (In order to volunteer, you must be fingerprinted and undergo a background check) ***

Mark only one oval.

- Yes
- No
- Maybe

121. **If you answered yes to the question above, please include your name and email address to have additional information sent to you.**

122. **Are you willing to make a (tax-deductible) financial contribution to support students at schools in your community? ***

Mark only one oval.

- Yes
- No
- Maybe

123. **If you answered yes or maybe to the question above, please include your name and email address to have additional information sent to you.**

