

**Friday Memo
December 16, 2016**

Upcoming Events – Matthew Duffy

- December 16: Minimum Day for Schools
- December 20: Facilities Subcommittee, FOC, 4:00 PM
- December 21: CBOC Meeting, FOC, 6:00 PM
- December 19-January 2: Winter Recess, Schools Closed
- December 23, 26 & January 2: Employee Holidays – Offices Closed
- January 3: Board of Education Retreat, Alvarado Adult Ed, Room 1, 6:00 PM
- January 4: Board of Education Meeting, DeJean, 6:30 PM
- January 9: Youth Commission, Helms, 6:30 PM
- January 16: Martin Luther King, Jr. Holiday, Schools and Offices Closed
- January 17: Secondary Work Day, No School Middle & High

No Friday Memo Next Week – Matthew Duffy

Because of the Winter Break, we won't prepare a Friday Memo for December 23rd. The next edition will be December 30, 2016.

Superintendent's Goals – Matthew Duffy

I have attached a copy of my latest goals for the Board to view. These are my goals for the 2016-17 school year as set out by the Board in November.

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| <i>1. Community groups, community members and parents report high levels of satisfaction with my work and the work of the district</i> |
| <i>2. Financial health of the district is in good standing and major financial challenges such as charters and bond have been handled carefully, thoughtfully and successfully as reported by Board, WCCUSD staff and community</i> |
| <i>3. Ensure the Board and Superintendent relationship is healthy and well functioning as reported by Superintendent evaluation as well as tone and efficiency of Board meetings.</i> |
| <i>4. Meet the academic, social emotional and professional learning goals and measurements set forth in the LCAP. Cultivate a culture of school and employee empowerment, self direction and ownership as reported by multiple stakeholders.</i> |
| <i>5. Ensure that the 17-18 school year is well planned with any new structures, systems, offices, initiatives are clearly articulated to key stakeholders in a timely and effective manner as reported by multiple stakeholders.</i> |

Resolution No. 54-1617 – Marcus Walton

Attached to this week's memo is the final version of Resolution No. 54-1617: In Support of Students who are Undocumented, Muslim or Persons of Color and their Families and Protocols for Immigration and Customs Enforcement Access to Schools. This resolution will be posted to the District website and distributed to all school principals and department heads.

Board Policy 0410 – Marcus Walton

At the Board meeting on December 7, 2016, the board indicated that an update to Board Policy 0410 was desirable in light of the passage of Resolution No. 54-1617. Due to the involved discussion, and the relative minor nature of the update, the policy change will be presented on the consent calendar for the January 4, 2017, meeting. The change adds the words *immigration status* to the first sentence of the policy.

A redline version of the policy, with changes, is attached.

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.

New LCAP Bulletin Highlights District Actions & Services – Nia Rashidchi

The new bilingual Spanish – English LCAP Bulletin highlights the latest news for the WCCUSD LCAP. It also shares details on actions and services to better inform stakeholders about the programs and services covered in the LCAP. Each issue will include a community chat section which features District answers to stakeholder questions.

Issue 1 of the LCAP Bulletin includes four articles:

- Progress Update Presented on LCAP Goal 1: Improve Student Achievement
- Districtwide Elementary Music Programs Offer Students a Head Start
- Peres Efficacy Model Builds Student Confidence and Challenges Stereotypes
- New Foster Youth Parent Collaborative Helps Build Community, Offers Training

The full English print version of the newsletter is included below. The bilingual online version and the Spanish print version are both available online at bit.ly/lcapnews or in the district office.

Pinole Valley High School Campus Replacement Community Communication Plan – Lisa LeBlanc

In an effort to improve transparency through enhanced communication with the community, the District has implemented a Community Communication Plan for Pinole Valley High School Campus Replacement project. The plan includes updates being presented at the Facilities Subcommittee meeting monthly and City Council meetings quarterly. The plan also includes the preparation and distribution of a monthly construction newsletter. The monthly newsletter includes upcoming construction activities, potential impacts to neighbors, and an update on work recently completed. The newsletter also includes contact information for onsite staff managing the construction project. Community members who are interested in receiving the monthly newsletter can subscribe to the distribution by emailing their request to MarshaP@robbelen.com.

PINOLE VALLEY HIGH SCHOOL

CONSTRUCTION NEWS

December 2016

Edition 5



CONSTRUCTION MANAGER'S CORNER

With major foundation work being completed on three of the five main campus buildings and preparations for winter in place, work is moving forward towards forming the slabs and walls of the buildings. Great progress is being made and we are excited as the buildings are becoming more recognizable. Thank you to everyone in the community for the hospitality and support. This welcome has had a positive impact on everyone working on-site.



UPCOMING CONSTRUCTION ACTIVITIES

- Site grading and soil/material spreading.
- Forming slabs and stem walls at the Performing Arts and Gymnasium Buildings
- Complete concrete footings and prepare elevator pits in Classroom Building



POTENTIAL IMPACT TO NEIGHBORS

Impacts this coming month will be similar to what occurred last month. They will include the following:

- Dust
- Increased Truck Traffic
- Noise
- Potential work Saturday



Gymnasium
Conduits and
Drain Rock



Gymnasium
Piping and
Drainrock



WORK COMPLETED IN NOVEMBER

The primary focus on the worksite has been preparing building footings and roads to prepare for winter. Access roads on the site have been reinforced with Class 2 Aggregate Base to ensure usability in all conditions. Under-slab piping, conduit, and drain rock are in place in the Gymnasium Building and are in progress in the Performing Arts Building and a Classroom Building.



MONITORING AND STATISTICS

Street Sweeping

Street sweeping occurs on days that there is removal of dirt from the site. Street sweeping will continue intermittently throughout the Fall and Winter.

Air Monitoring

None this month.

Storm Water Pollution Prevention Program (SWPPP)

The SWPPP specialist is on-site weekly for monitoring. Site SWPPP measures performed as expected through rainstorms. To date the site has been compliant during all rain events.



Concrete pour,
Performing
Arts building

Aerial Photo
Credit: Earl
Combs



CONTACT INFORMATION:

Rich Miller (916) 224-5249

Inez Ayerra (510) 502-1850

Note: Inez Ayerra is replacing Janette Yamamoto as Project Manager

Kennedy High School Receives National Health Awards- Nia Rashidchi

Kennedy High School was recognized as one of the Nation's Healthiest Schools at the Healthiest Schools Summit on December 11th-12. The 2016 list of America's Healthiest Schools, [published](#) by the Alliance for a Healthier Generation, identifies 328 of the nation's healthiest schools based on a rigorous set of criteria – from availability of nutritious foods to access to quality physical education opportunities, as part of the Alliance's Healthy Schools Program. The Summit recognized 37 award-winning schools from Kaiser Permanente's [Thriving Schools](#) portfolio, spotlighting how each campus is serving as a best-in-class example of the nationwide movement to create a culture of health at school. Kennedy was recognized as a Bronze Award winner; the recognition is in partnership with our Kennedy High School Wellness Center lead agency partners of the YMCA of the East Bay.

WCCUSD is in the third year of partnership with the Alliance for a Healthier Generation. The collaboration provides support and technical assistance to 26 district schools around improving health and wellness on their campuses. Kennedy is the second WCCUSD school to receive national recognition; Montalvin Elementary received the Bronze Award in 2015.

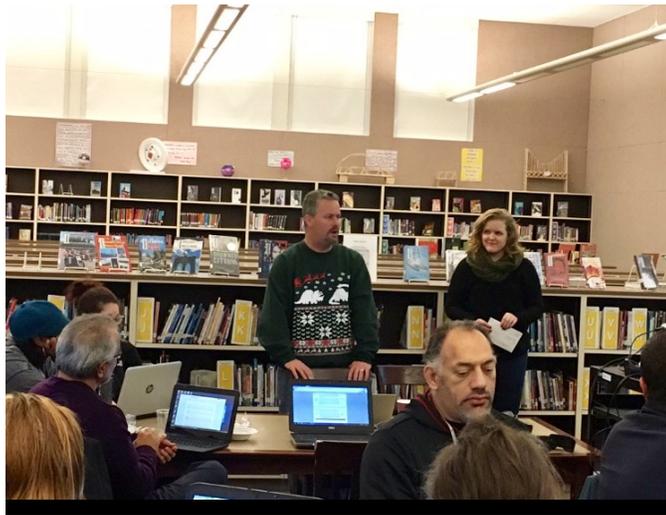
In addition to the Healthy Schools Award, Kennedy High School also received the Let's Move! Active Schools National Award, part of First Lady Michelle Obama's Let's Move! Initiative. Five hundred and forty-four U.S. schools, representing 41 states plus the District of Columbia, were recognized for their outstanding efforts in creating an Active School environment. The Let's Move! Active Schools National Award is the nation's top physical education and physical activity distinction for K-12 schools. The award celebrates a school's commitment to providing students with at least 60 minutes of physical activity before, during and after school each day. To earn a Let's Move! Active Schools National Award, a school must have met significant benchmarks in five areas: physical education; physical activity before and after school; physical activity during school; staff involvement; and family and community engagement.



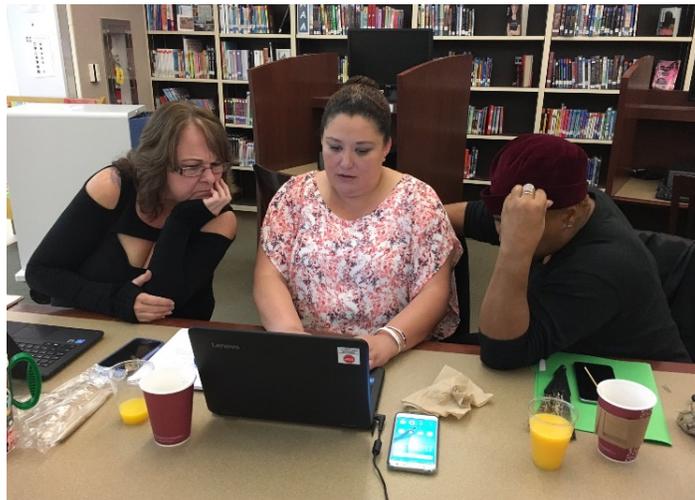
One-to-One Initiative Planning and PD – Nia Rashidchi

On Saturday, December 10th, eleven sites were represented at a critical training for schools to prepare for the one-to-one tablet initiative. During the day-long training, held at Pinole Middle School, school teams comprised of principals and their Tech Teacher Leaders (TTLs) conducted a self-assessment for readiness.

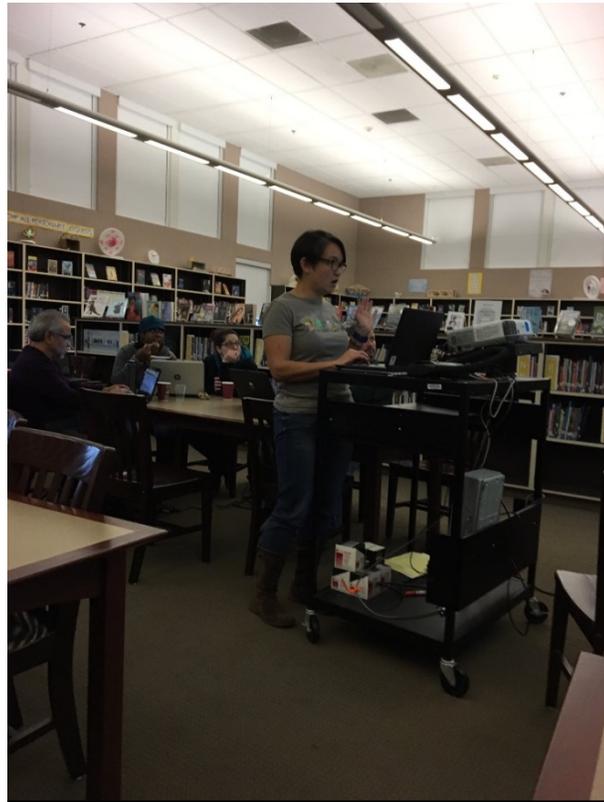
Participants were asked to consider implementation at their school sites in various categories such as care and distribution of tablets, student culture and readiness, parent involvement, and teacher capacity. Levels of technology integration were modeled both at the elementary and secondary levels. Teams from Mira Vista and Hercules High were on hand to discuss implementation strategies at their respective sites. After lunch, teams spent time developing an action plan for implementation which they will take to their Instructional Leadership Teams (ILTs) for input and completion. Four more Saturday trainings are planned from January through March 2017 so each school can use the provided tools to plan effectively for the one-to-one tablet roll-out.



Above—Team from Mira Vista sharing strategies.



Above—Team from Pinole Middle planning together.



Above—Laurie Roberts sharing BrightBytes data with participants.



Above—Darcy Long, Elementary Tech Coach, describes levels of integration to elementary site participants.

West Contra Costa Unified School District
Resolution No. 54-1617 in Support of Students who are Undocumented, Muslim or Persons of Color and their Families and Protocols for Immigration and Customs Enforcement Access to Schools

WHEREAS, the Constitution of the United States enumerates several rights, including the freedom of expression and religion, protection from unreasonable searches and seizures, due process of law before the deprivation of life, liberty or property, and equal protection of the law; and

WHEREAS, the Constitution of the State of California guarantees the right to free exercise and prevents the deprivation of life, liberty or property or equal protection of the laws; and

WHEREAS, Article I Section 28 of the California Constitution states that public schools shall be safe, secure and peaceful; and

WHEREAS, Article I Section 31 of the California Constitution prohibits discrimination against any individual or group on the basis of race, sex, color, ethnicity, or national origin in public education; and

WHEREAS, in *Plyler v. Doe* (1982), the United States Supreme Court held that no public school district has a basis to deny children access to education based on their immigration status, citing the equal protection rights under the 14th Amendment to the Constitution of the United States, recognizing that children have little control over their immigration status, and affirming the harm it would inflict on the child and society itself; and

WHEREAS, the West Contra Costa Unified School District is a diverse community with 51 percent of its students being of Hispanic or Latino heritage, 18 percent African American, 16 percent Asian or Filipino, 11 percent White and 2 percent two or more races; and

WHEREAS, the democratic principal that people of all faiths are welcomed and that they will not be treated differently by their government is essential to who we are as a nation; and

WHEREAS, the West Contra Costa Unified School District is committed to the protection of all traditionally marginalized students, including students of Arabic descent, those of Muslim, Sikh and other faiths, Latinos, African Americans, Asian Americans, Pacific Islanders, Native Americans, women, immigrants, persons with disabilities, and the LGBTQ community; and

WHEREAS, the strength of this District, the State of California, and this nation is based on its diversity; and

WHEREAS, the rhetoric utilized in the recent presidential campaign was divisive, abusive, and dangerous to specific populations; and

WHEREAS, incidents of hate crimes targeted towards people of color and those perceived as being undocumented or Muslim have risen significantly with the Southern Poverty Law Center documenting more than 800 incidents of hateful harassment since the election on November 8; and

WHEREAS, recent incidents of alleged religious intolerance and racially motivated hate crimes have occurred within Contra Costa County;

WHEREAS, families in our communities have expressed fear and uncertainty about their safety; and

WHEREAS, hundreds of students have marched in unity to express their constitutionally protected views and share their values based on the pluralistic principles of this nation; and

WHEREAS, immigration enforcement issues affect West Contra Costa Unified School District schools and families every day, and while threats of mass deportations and registering certain populations based on their religious

affiliation or country of origin put forth during the presidential election have not yet been carried out, we denounce the divisive rhetoric and subsequent normalizing of hate speech that has followed the presidential election as it has created a climate of fear and anxiety for many District students, families, teachers and school communities; and

WHEREAS, immigration enforcement activities in and around schools, early education centers, and adult school facilities would be a severe disruption to the learning environment and educational setting for students; and

WHEREAS, U.S. Immigration and Custom Enforcement (ICE) policy states that it will not conduct immigration enforcement activity at any sensitive location, which includes schools, without special permission by specific federal law enforcement officials; unless exigent circumstances exist; and

WHEREAS, there is no written state or federal law that mandates that local school districts assist ICE in the enforcement of immigration laws; and

WHEREAS, precedence exists for government agencies rejecting certain actions with the objective of discovering the immigration status of a person; and

NOW THEREFORE BE IT RESOLVED that the West Contra Costa Unified School District Board of Education urges the federal government to enact humane comprehensive immigration reform that includes a path to citizenship and keeps families together.

BE IT FURTHER RESOLVED that the West Contra Costa Unified School District Board of Education declares that every school site or office of West Contra Costa Unified School District is a safe place for all its students and their families, and that students and their families can come to any District school or office to seek help, assistance, and information about shelter and safety if faced with fear and anxiety about any and all enforcement efforts related to immigration status, except for those that pertain to criminal activity unrelated to immigration status.

BE IT FURTHER RESOLVED that the West Contra Costa Unified School District Board of Education directs the Superintendent to establish all schools as resource and information sites for students and their families, and that the Board expects the Superintendent to increase and enhance partnerships with community-based organizations and legal services organizations who provide resources for families facing deportation and that a rapid response network be created to assist children whose family members have been detained for any reason.

BE IT FURTHER RESOLVED that in order to provide a public education, regardless of a child or family's immigration status, absent any applicable federal, state, or local law, regulation, ordinance or court decision, the District shall within sixty (60) days of the approval of this Resolution, develop and pass board policies and administrative regulations that include, but are not limited to, the following:

1. District personnel shall treat all students equitably in the receipt of all school services, including but not limited to, educational instruction, the free and reduced lunch program, and transportation;
2. District personnel shall not inquire about a student's immigration status, including that of family members;
3. If students, parents or families have questions about their immigration status, school personnel shall not refer them to any office or representative of ICE;
4. All WCCUSD employees, personnel, and contractors are prohibited from sharing the personally identifiable information of parents, students, or staff with immigration agents;
5. All WCCUSD employees, personnel, and contractors are prohibited from sharing information pertaining to citizenship or immigration status with immigration agents;
6. Immigration enforcement actions will not be allowed to take place at any WCCUSD school. WCCUSD will not allow immigration agents to enter any WCCUSD school or school grounds;

7. Any request by ICE for data information or to visit or access a school site will immediately be forwarded to the Superintendent for review and guidance from District legal counsel to determine whether to allow access to the site, and/or the information to ensure District compliance with *Plyler*, the Family Educational Rights and Privacy Act (FERPA), the California Education Code, and any other applicable state and federal law.

8. The Superintendent will implement an administrative protocol that sets expectations and guidance for any District engagement with ICE, as well as execute adequate training of District personnel to ensure District practice is congruent with the spirit of this resolution.

PASSED AND ADOPTED by the Board of Education of the West Contra Costa Unified School District on this seventh day of December 2016, by the following vote:

AYE's _____ NO's _____ ABSENT _____ ABSTAIN _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, Contra Costa County, at a meeting of said Board on December 7, 2016.

Board Policy

Nondiscrimination In District Programs And Activities

BP 0410

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ancestry, ethnic group, marital or parental status, physical or mental disability, sexual orientation, immigration status or the perception of one or more such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be readily accessible to and usable by individuals with disabilities. In addition, new construction and alterations to facilities existing before January 26, 1992 shall be accessible when viewed in their entirety.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but not be limited to, qualified interpreters or readers, assertive listening devices, note-takers, written materials, taped text, and Braille or large print materials

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall notify students, parents/guardians, employee organizations and sources of referral of applicants for admission and employment about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin or application form distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

To the extent possible, the district's nondiscrimination policy shall be published in the individual's primary language.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act
PENAL CODE
422.55 Definition of hate crime
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness, Title IX
2301-2415 Carl D. Perkins Vocational and Applied Technology Act
6311 State plans
6312 Local education agency plans
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS
Protecting Students from Harassment and Hate Crime, January, 1999
Notice of Non-Discrimination, January, 1999
Nondiscrimination in Employment Practices in Education, August, 1991

WEB SITES

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>
CDE: <http://www.cde.ca.gov>
Safe Schools Coalition: <http://www.casafeschoolscoalition.org>
Pacific Disability and Business Technical Assistance Center: <http://www.pacdbtac.org>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: August 16, 1989 Richmond, California

revised: April 4, 2001

revised: June 5, 2002

revised: January 17, 2007

revised: January 4, 2017

Public Records Request Log 2016 - 2017
Week Ending December 15, 2016

	Date of Receipt	Requestor	Requested Records/Information	Current Status
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	12/2/16 Documents sent via email Gathering/Reviewing additional Docs Response due on 12/9/2016
37	10/21/16	Lillian Chen Public Counsel	Student Enrollment Data for 2014-15, 2015-16 and 2016-17 / Probationary and Foster Care Youth	12/6 /16 Documents sent via email Gathering/Reviewing additional Docs Response due on 12/9/2016
43	11/18/16	Anton Jungherr	November 16, 2016 Board Meeting / F.5 Resolution#41-1617 – Document that was distributed by Sheri Gamba	12/6/16 Documents sent via email COMPLETED
44	11/18/16	Anton Jungherr	Actuarial Study of Post Employment Health Benefits / July 2016	11/28/16 No Responsive Docs email sent COMPLETED
45	11/18/16	Anton Jungherr	Recruitment Application for Petronila Fernandez	11/28/16 Documents sent via email COMPLETED



West Contra Costa Unified School District

LCAP Bulletin

ISSUE 1



16-17 LCAP Town Halls

WCCUSD welcomes students, families, staff, and community members to learn more about the LCAP at www.wccusd.net/lcap and provide feedback on each goal and its actions and services. The next Town Hall will take place from 6:30 – 8:00 pm on **Wednesday, January 11, 2017** at Pinole Middle School in the Cafeteria / Multipurpose Room.

Download the LCAP at <http://bit.ly/16-17LCAP>, or easily navigate it with the Interactive LCAP: <http://www.wccusd.net/Page/6712>

LCAP Goal 1 Update: Improve Student Achievement shares progress on actions, services & measurable outcomes. Page 2

Districtwide Elementary Music Programs offer students a head start. Page 2

Peres Efficacy Model builds student confidence and challenges stereotypes. Page 3

New Foster Youth Parent Collaborative helps build community, offers training. Page 3

Community Chat

District Q & A with students, parents & community.

How many psychologists does the district have?

If we only hired two new teachers for Full Day Kindergarten, how is the rest of the money being allocated?

Why is money still supporting De Anza/ Helms class size? All schools NEED class-size reduction.

View responses on page 4. Email lcap@wccusd.net with your questions!



LCAP Goal 1 Update: Improve Student Achievement

The LCAP Goal 1 Progress Update presented to the Board of Education on November 2, 2016 shares current outcomes on Goal 1 actions and services. Measures were rated as met/exceeded goal or did not meet goal (figure 1). Of 26 measures, 4 met or exceeded the goal, 12 did not meet the goal, 3 were baseline years, 3 are still pending data from the California Department of Education (CDE), and 4 are new.

Each Action & Service was grouped into “working well”, “needs adjustment” or “new.” All Actions & Services were reviewed with 2015-16 performance and 2016-17 plans (figure 2; new Actions & Services only included 2016-17 plans).

Some highlights from the presentation include an increase in high school graduations, taking AP exams and qualifying to apply for college, as well as an increase in Read 180 students meeting their goals.

You can view the presentation at <http://bit.ly/2gD7KVO>. Goal 2 & 3 updates will be presented at the Board of Education meeting on January 18th, 2017.

	14-15 Actual	15-16 Goal	15-16 Actual	16-17 Goal
Maintain course access at 100%	100%	100%	100%	100%
Increase SBAC English Language Arts (ELA) proficiency by 10%	32%	42%	35%	52%
Increase SBAC Math proficiency by 10%	23%	33%	24%	43%
PSAT Selection Index will increase 3%	108	Baseline	127	131
PSAT Selection Index will increase 6% for English Learner	86	Baseline	109	115
PSAT Selection Index will increase 6% for Low Income	102	Baseline	118	125

Figure 1

Schoolwide Improvement Grant/Quality Education Investment Act at Helms Middle and De Anza High School – \$1,400,000	
2015-16 Review - De Anza HS	2016-17 Plans - De Anza HS
<ul style="list-style-type: none"> Continued the “extended day” to maintain seven period day Provided additional collaboration time for teachers (additional three hours per month of collaboration) Covered two planning days in June during which teachers analyzed data and created curriculum maps for the 2015-16 school-year Maintenance of support positions (Instructional Specialist position, two periods per day of new teacher coaching, and three release periods for freshman house intervention) 	<ul style="list-style-type: none"> Providing 3.5 additional full time employees (FTE) for class size reduction in lieu of the continuing the extended day. Maintaining teacher collaboration time Maintaining teacher leadership positions Launching Link Crew Three additional planning days in August
Action/Service Outcomes <ul style="list-style-type: none"> Student Attendance has increased from 93.7% in 2011-12 to 96.6% in 2014-15 Graduation Rates have increased from 76% in 2011-12 to 88% in 2014-15 UC/CSU Completion rates have increased from 26% in 2011-12 to 39% in 2014-15 Number of Quarter 1 Honor Roll students increased from 389 in 2014-15 to 600 in 2015-16 	

Figure 2

Elementary Students Get a Musical Head Start

LCAP Goal 4.4

Instrumental music programs have been expanded to every elementary school in the district with LCAP funding. Nearly 1,600 elementary school students are learning to play fifteen instruments: violin, flute, clarinet, trumpet, alto saxophone, trombone, baritone horn, oboe, bassoon, French horn, drums, assorted percussion, piano, guitar, or tenor saxophone. Students play in marching bands, drum lines, concert bands, symphonic bands, wind ensembles, jazz ensembles, string orchestras, guitar classes, piano classes, and/or sing in choirs.

“Students build their own self-confidence in mastering an instrument, and they also participate in performances that are a source of pride for all students at the school,” said Patrick Martin, Visual and Performing Arts Coordinator.

The music program prepares students to continue playing in middle school and high school. Since this is the third year, students are graduating into middle school with skills in reading music and the ability to confidently play an instrument. This school year, 1,734 middle and high school students are enrolled in some type of music program at the secondary level.

Hear WCCUSD bands at <http://bit.ly/29Cn7dQ>.



Spring Festival Features Bands from Hannah Ranch, Lupine Hills, and Ohlone elementary schools



Brass Band at Downer Elementary School



Peres Efficacy Model

LCAP Goal 1.1

Peres is continuing to use the Efficacy Model, which facilitates a Growth Mindset school culture to benefit all students, with targeted support for Latino and African American students. The basis of the Efficacy Model is simple, yet powerful: you have to believe you can do it, and then you have to do the work. By understanding that intelligence can be developed, it is possible to create greater opportunity, and align the school's mission and practice to create systems and processes to ensure that students are positioned to achieve Common Core State Standards (CCSS).

The Efficacy Model has three key areas:

- Mission: Academic proficiency and strong character
- Mindset: You Aren't Born Smart, You Get Smart
- Method: Effective Use of Data as Feedback to Drive Improvements

The model provides teachers with tools to grow students' confidence and motivate them to learn. Teachers operate from the belief that intelligence is expandable and grows stronger when effective effort is made. Research shows that stereotypes presuppose academic inferiority for low income students, students of color, and English learners. The Efficacy Model rejects these stereotypes and trains teachers to challenge all students to reach their potential.

Using the Efficacy Model, Peres went from needing State intervention in 2001 to winning an honorable mention from the State among distinguished schools in 2007 and a Gold Ribbon Award from the State in 2016. Banners line the walls reminding students "We Are Smarter Because We Work Harder." Each week, teachers participate in a Strong Side Call Home Challenge by nominating students for good performance. Peres Principal Jawan Eldridge calls parents to tell them what a great job their child is doing. "It's really empowering for students to know they're recognized for their good work, and parents love the positive interaction with the school," he said.

This year, the Efficacy Model has expanded to Nystrom, Stege, and Wilson elementary schools, and to DeJean Middle School.



Peres Posters: I can't do it yet



Kindergarten Community Circle



2nd Grade Science



Principal Eldridge and Vice Principal Chen Accept the Gold Ribbon Award

Foster Youth Parent Collaborative

LCAP Goal 4.12

The new Foster Parent Collaborative brought together over 20 foster parents to build community and learn how to best support WCCUSD's 154 foster youth students. Meetings offer trainings and workshop presentations. Participants discuss the strengths, challenges, and needs in the District's Families in Transition program. Foster students are welcome to participate in the conversation. Meetings for 2016-17 will take place monthly beginning in January, and dinner is provided. Learn more at www.wccusd.net/Page/6660



Community Chat

How many psychologists does the district have?

Response: The district currently has 43.7 full-time (FTE) Psychologists (including the 3 FTEs that are working in the School Based Clinic; 5 are funded under LCAP)

Why is money still supporting De Anza/ Helms class size? All schools NEED class-size reduction.

Response: The 2016-17 LCAP includes additional staffing at secondary schools with an unduplicated count above 60% (unduplicated is the number of students who are English Learners, Foster Youth, and/or Low Income). The District is providing additional funding to Helms and DeAnza so they can continue the work they implemented when they received School Improvement Grant (SIG) monies (after being named to the state's persistently lowest achieving school list). Both Helms and DeAnza improved their student outcomes, based on several academic and non-academic indicators over the last 4 years. Part of the original agreement between the district and the state in order to receive SIG monies was to ensure

a sustainability plan after the grant is gone. The SIG monies are gone, and the LCAP allocation is part of that sustainability plan.

If we only hired two new teachers for Full Day Kindergarten how is the rest of the money being allocated?

Response: This money supports teacher preparation periods. Prior to extending kindergarten to full day, kindergarten teachers covered 4th - 6th grade teachers' preparation periods. Now that these teachers are teaching a full day of kindergarten, other prep teachers are covering this time and being compensated accordingly.



LCAP Resources

LCAP Data Dashboard shows data snapshots of District progress towards the five LCAP goals

LCAP District Infographics offer an in-depth look at LCAP allocations at the district level

LCAP School Infographics provide school information including student demographics, LCAP summary, allocation funding and supports, Full Service Community School (FSCS) support programs, and School Accountability Report Card (SARC) Highlights.

Interactive LCAP is an online version of the LCAP that makes it easy for people to see supplemental/concentration funding by school, explore actions & services, and view measures.

5 Steps to Mastering the LCAP provides a roadmap for learning the LCAP.

LCAP website offers easy access to LCAP information including all LCAP-related documents, DLCAP committee information, LCAP meetings, and additional resources.

Access all resources online at www.wccusd.net/ or in the district office.

have
your
say...

Submit your questions or comments

to lcap@wccusd.net, or to the
District office: 1108 Bissel Avenue,
Richmond, CA 94805

Accountability & Assessment Department Staff



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