



STRATEGIC PLAN REPORT 2014-2019

Whole Child, Whole Community

Researched, written, and published by
Third Plateau Social Impact Strategies
and Capitol Impact.



West Contra Costa Unified School District

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Message from Superintendent Harter

With a generous gift from Chevron Richmond, the effort to update the long-neglected strategic plan from 2006 began in January of 2013 with the selection of two firms to facilitate the work, Capital Impact and Third Plateau Social Impact Strategies. The timing for the strategic planning process was certainly favorable with several important milestones converging. With the payoff of the long-standing state loan in May 2012, State Superintendent Tom Torlakson restored local control to the West Contra Costa Board of Education. In early 2013, Governor Jerry Brown proposed the greatest change in the method for funding California K-12 education since the early 1970's: the Local Control Funding Formula was approved by the Legislature and signed by the Governor in June 2013 with the state budget, which will bring additional funds to WCCUSD. More recently, the Legislature approved changes to the system of testing students such that schools will now be focusing on implementing the Common Core State Standards that were approved by the State Board of Education in 2010. With the renewal of the District's parcel tax and an additional bond measure in November 2012, the opportunity for redesigning the District's strategic plan gathered momentum – as the extensive community engagement effort over the last 10 months demonstrated.

Moving forward will require aligning some existing District initiatives and programs with the priorities in the plan and letting go of those that do not further the District's mission and vision. New state requirements, such as the Local Control Accountability Plan, will need to be addressed as the plan is brought to life at the start of the 2014-15 school year. Between the adoption this fall and the plan launch in the 2014-15 school year, there is much work to be accomplished. Each objective will be carefully analyzed for budget impact, sequencing or critical path analysis and for implementation timing. By Spring 2014, the recommendations in the plan will need to come back to the Board for prioritization over the five years. Each objective will be brought back as a project plan with data for the current status, specific targets for accomplishment within the timeframe of the plan, action steps, accountability assignments and a schedule for reporting to the Board and community. Each project plan will include the implementation steps, the measures, and an evaluation component with the opportunity for the Board to adjust to new conditions and opportunities as they present themselves.

Thus, the strategic plan will be a 'living' document that responds to emerging challenges while maintaining the focus on the six strategies in the plan and the relentless commitment to improve learning for all students.

A handwritten signature in blue ink that reads "Bruce Harter".

Bruce Harter
Superintendent



This Strategic Plan Report is designed to provide a roadmap for West Contra Costa Unified School District that will ultimately lead to increased academic achievement. The plan is divided into six strategies, all of which are interdependent and each of which is critical to support student success. The plan has been developed with the active engagement of the WCCUSD community through 50 one-on-one interviews, 31 focus groups, 11 town hall meetings, and multiple online surveys in English and Spanish.

The Plan is the final step in the first phase of the District's work. With implementation scheduled to begin at the start of the 2014-15 school year, the District will use the next nine months to develop a series of project plans and activities to best prepare the District for success.

This Strategic Plan Report is a dynamic document, with the full expectation that the state and local policy environment will dictate changes and that the plan will evolve to take advantage of strategic opportunities as they present themselves. With the implementation of the Common Core curricula, adoption of the Local Control Funding Formula, and a new Academic Performance Index, this is a unique time in education reform. Implementation of this Plan will be in the context of and alignment with policy and financial changes.

Third Plateau Social Impact Strategies and Capitol Impact wish to acknowledge the hard work and dedication of the 23-person Steering Committee and 5-member Advisory Committee (see Appendix B on page 76). Most importantly, we want to thank the 2,500 community stakeholders who engaged with the planning process.

A handwritten signature in black ink on a light yellow background, reading "Daniel Kaufman".

Daniel Kaufman
Third Plateau
Chief Strategy Officer

A handwritten signature in black ink, reading "Jonathan BW Kaufman".

Jonathan BW Kaufman
Third Plateau
Chief Nonprofit Officer

A handwritten signature in black ink, reading "Jay Schenirer".

Jay Schenirer
Capitol Impact
Managing Partner



Despite facing all of the challenges and dilemmas of urban school districts in California, and more, the West Contra Costa Unified School District has made significant progress in recent years, increasing student achievement, paying off a state loan and cultivating community partnerships that bring resources and a new sense of hopefulness. The District has overcome a history of budget problems and the challenges of operating in a complicated local government landscape as it seeks to serve students living in five different cities. With the state's education landscape rapidly changing as a result of, among other things, the implementation of the Common Core, adoption of the Local Control Funding Formula, expansion of Linked Learning, and adoption of a new Academic Performance Index, the District's leadership understands this is an opportune time to engage stakeholders in the development and implementation of a new five-year Strategic Plan.

The Strategic Plan that follows comes at a critical time for the District and the community. The previous Strategic Plan, written in 2006, ran its course and is now outdated. There are many great initiatives and programs operating in the District, but without a current and focused plan to create a shared vision and implementation strategy, these programs and the District will fall short of their potential. This unmet potential directly and negatively impacts student outcomes: the achievement gap, though narrowed in recent years, still persists and is far from being eliminated. In a community as diverse and complex as West County, closing the achievement gap and supporting all students to succeed is of the utmost importance. The WCCUSD Strategic Plan is a five-year actionable blueprint designed to focus, enable, and empower the District and its stakeholders to address this challenge and become a destination district for students and their families.

The strategic planning process was led by a community-based Steering Committee, a collection of 23 diverse individuals each representing a vital stakeholder group, and facilitated by a team of consultants paid for through a generous grant from Chevron. The planning process centered on a robust and bilingual community engagement effort. Over the course of nine months, the process included more than 50 one-on-one interviews, 31 focus groups, 11 town hall meetings, a series of student discussions, and online and paper surveys; more than 2,500 individuals were able to weigh in regarding the District's and community's needs and priorities.

The community engagement effort provided a clear and comprehensive understanding of the District's primary strengths, weaknesses, opportunities, and threats. Of the challenges identified, seven stood out from the list:

- 1. Achievement gap** – The District is not adequately serving its African-American and Latino students, particularly the males, as this demographic is far underperforming compared to their White, Asian and Filipino counterparts.
- 2. Insufficient professional development for teachers** – Teachers in the District are not receiving the support and development they need to become great teachers.
- 3. Weak talent recruitment and retention** – The District is unable to recruit or retain top talent, especially at the principal level, which inhibits instruction and management, and negatively impacts school culture.
- 4. No sense of urgency** – Though many within the District want to see change, there is little sense of urgency to see that change happen now.



5. **Low trust** – Internally and externally, far too many individuals and organizations assume the worst of the District in terms of student academic success, bringing an unhealthy level of skepticism into every District initiative and interaction.
6. **Poor communication** – Without a clear vision and a defined communications strategy, the District is unable to communicate effectively with its internal or external stakeholders.
7. **Lack of program alignment** – There are numerous successful initiatives and programs operating within the District, but there is little coordination between the efforts.

To address these critical hurdles, six key strategies that address both the roles and expectations of the whole child and the whole community were identified:

1. **Create high expectations** – It is not sufficient to believe that every student *can* succeed; the District and community (and the students themselves) should expect that every student *will* succeed.
2. **Support quality instruction** – Teachers should have the support and training needed to become great teachers.
3. **Embrace collective ownership** – Every stakeholder group has an opportunity and responsibility to play a role in promoting student success.
4. **Invest in the whole child** – Student success is not limited to classroom performance; social and emotional development are necessary complements to academic achievement.
5. **Prioritize accountability** – The community should be able to understand what is happening in the District and hold the District and its leaders accountable for success.
6. **Innovate** – Doing things the way they have always been done is insufficient; the District should look to best practices and cutting edge innovations to help prepare its students for the 21st century.

The following Strategic Plan lays out a path that will no doubt be difficult. Implementation will require the dedication, leadership, and cooperation of all of the District’s stakeholder groups. The good news is that the Strategic Plan engagement process demonstrated a willingness and desire on the part of the entire community—students, parents, teachers, administrators, classified employees, business leaders, nonprofits, funders, and the public-at-large—to engage with the District’s challenges, commit to solutions, and dream big. Everyone is focused on the same goal of success for all WCCUSD students; now everyone must work together to build a District capable of achieving the community’s dreams. Whole child, whole community.



WCCUSD's Strategic Planning process was collaborative and deliberate. Over the course of 10 months, the process set a new standard for comprehensive community engagement, bringing to the table stakeholders who collectively could provide a 360° perspective of the District and its possibilities. Those insightful and passionate perspectives, along with best practices from around the country, formed the backbone of the 2014-2019 WCCUSD Strategic Plan Report.

The strategic planning process was overseen by a five-person Advisory Committee comprised of two School Board members, the Superintendent, the Associate Superintendent, and a representative from Chevron Corporation, the funder for the project. A 23-person Steering Committee was formed to drive the Strategic Plan Report and to provide insight and feedback at key milestones throughout the process. Steering Committee members represented many of WCCUSD's vital partners and stakeholders: District leaders; teachers; principals; parents; United Teachers of Richmond; Public Employees Local 1; Mechanics Bank; San Francisco State University; Richmond Community Foundation; Building Blocks for Kids; Chevron Corporation; Concilio Latino; NAACP; Irene Scully Foundation; Contra Costa College; California Office to Reform Education (CORE); Lawrence Berkeley National Laboratory; and City of Richmond. (Please see Appendix B on page 76 for the full list of Advisory Committee and Steering Committee members.) Two consulting firms – Third Plateau Social Impact Strategies and Capitol Impact – teamed to facilitate the strategic planning process, synthesize the findings, and author the final document.

The strategic planning process consisted of five distinct, sequential phases:

1. Fact Finding – a review of the District's former strategic documents and data to develop a deeper understanding of the District's history and past performance.
2. Community Engagement – a comprehensive bilingual outreach effort that saw 2,104 individuals take part through a series of six community town halls (one for each high school family), one teacher and administrator town hall, one classified employee town hall, 45 one-on-one interviews, 30 specialized focus groups, an online survey for teachers and administrators, a separate online survey for the general public, and a series of student discussions and interviews.
3. Analysis, Synthesis, and Drafting – an in-depth review of the Phase 1 and Phase 2 findings to identify the common themes, critical hurdles, and promising opportunities facing the District, brought together into an initial draft.
4. Community Feedback – a second round of stakeholder feedback based on the draft created in Phase 3, inviting stakeholders to voice their opinions during two community town halls (one in the north part of the District and one in the south), one teacher and administrator town hall, a focus group of local elected officials, a handful of one-on-one interviews, and an online forum. In total, roughly 400 people provided feedback on the initial draft.
5. Finalization and Board Approval – a second (final) round of incorporating stakeholder feedback to create the finalized Strategic Plan Report, which was presented to the Board for public comment, approval, and implementation.

The resulting plan is a document that is rooted in reality, addresses the core needs of the community, and provides an actionable blueprint to foster student success.



Student success is the ultimate priority

The purpose of public education is to develop well-informed, intellectually and emotionally capable students, equipped with the skills and knowledge to be successful, happy, and productive members of society. All students, regardless of racial, ethnic or socio-economic background, should receive comparable skill development to be in a position to determine their life trajectory.

Though individual student success will vary, the level of opportunity presented to each student should be the same and students' awareness of those opportunities should be constant. School is a place for students to feel supported, safe, and have the confidence and ability to take on new opportunities.

Confronting reality

Many students in West Contra Costa are underperforming, under-supported and unprepared. The achievement gap between white students and students of color persists, and District-wide there is an urgent need to dramatically increase and improve student learning.

In the District, the California High School Exit Exam (CAHSEE) pass rate for white students is 85%, and only 64% of African American students who take the same exam earn a passing score. The percentage of Latino students who pass the exam is only slightly higher at 67%.

For a District that is over 70% African American and Latino, the vast majority of whom qualify for free-and-reduced lunch, the low success rate of students of color is alarming.

Comparing API scores at the school level also reveals disparity. Kennedy High School most recently received a score of 589, almost 150 points lower than Hercules High School's score. But the gap forms much earlier. Kensington Elementary earned a 952 API ranking as compared to Edward M. Downer Elementary which received a 683. The demographics of the students at the District's underperforming schools confirm that students of color are not receiving a high quality education.

The District overall has made great strides in recent years, most notably the repayment of the 1991 state loan and the rebuilding of several school sites, but the level of student achievement is far below where it can, and should, be.

Boys and Men of Color

It is important to highlight that the greatest example of this achievement gap is among boys and men of color (BMoC). The District must find a way to better serve BMoC, harness their talents, and spur their long-term success. The vast majority of the objectives and tactics contained in this Strategic Plan Report (see pages 16-59) were designed to benefit the entire WCCUSD student population, though it should be noted that the objectives and tactics that have the greatest potential to positively impact BMoC were given the highest priority during the various Strategic Plan Report drafting and editing phases.



Diversity as a strength and a challenge

While the diversity of WCCUSD can present challenges, such as cultural and language barriers, it should undeniably and ultimately be viewed as a strength, challenging individuals to think in new ways and work well with others. The District is in a unique position to capitalize on a diverse learning environment and better prepare students for an increasingly diverse, global world.

Education cannot be one-size-fits-all; learning is customized by student, classroom, school and community. The range in access to resources in the District – the haves and have-nots – impacts the means by which schools are able to create unique educational and development opportunities for students; inequity ensues.

The stark difference in API scores by school stems from many variables including teacher quality and development, principal experience, parent involvement and support, broader community engagement, and other socio-economic factors. Gaps form due to inequitable access to resources, and widen when those inequalities are not addressed.

Focus on what matters: Whole Child, Whole Community

At the District and school level, action steps and initiatives have been developed to address the problem, but there is little consensus on the long-term goal. There are many stakeholder groups engaged in the issues, but without District-wide vision, initiatives and partners operate independent of one another, creating inefficiency, and ultimately, falling short of their potential to further student success.

This Strategic Plan Report provides a framework for aligning the District’s work with its ultimate mission: long-term student success. This Plan is structured to serve the whole child, putting a premium on supporting high quality instruction internally and leveraging resources and partnerships externally. To move the needle on student success, the District will have to live by the mantra, “Whole Child, Whole Community.”

Under this framework, a couple of key themes emerge:

- 1. *Full-Service Community Schools*** - The Strategic Plan Report seeks to support and advance the District’s prior commitment to developing Full-Service Community Schools (FSCS). The Strategic Plan Report views student success and serving the whole child as synonymous and addresses FSCS as the mechanism for delivering a broad array of services necessary to successfully educate and nurture the whole child. The FSCS model may, and probably will, look different in different communities within WCCUSD, but the District must create the conditions and infrastructure required for FSCS to develop and flourish.
- 2. *World Class Professional Development*** - While student success is the focus of this Strategic Plan Report, it is critical to acknowledge that principals and teachers are the lynchpin for the Plan’s success. A key theme of this Strategic Plan Report is decentralization; the Plan explicitly calls on the District to give principals and teachers more leeway to effectively implement their vision in their schools and classrooms. The community, from students to parents to administrators to external stakeholders, all



articulated the need to trust, support, and ultimately empower teachers and principals to educate and inspire the District's students. The District's size and diversity demand a partially decentralized approach; the District should ensure resource and talent parity across its schools, but recognize that school culture, style, and vision are not one-size-fits-all and are therefore best left to the principals, teachers, and staff to define on a site-by-site basis.

To support principals and teachers in doing this work, the Strategic Plan Report repeatedly calls on the District to develop and implement high-quality professional development through professional learning communities. The District should strive to create world-class teacher training programs that invigorate, support, and inspire teachers and principals in their pursuit of creating excellent schools.

3. ***Leadership*** - This Strategic Plan Report is ambitious. For the District to be successful implementing this Plan, it must be willing to make hard and sometimes painful decisions. The Strategic Plan Report calls for demonstrated leadership throughout; this leadership must be exemplified by the School Board and Cabinet. All members of the District's leadership team should be constantly questioning District practices and procedures in search of ways to improve the District's operations. Moreover, the District must prioritize professional development for its leadership to ensure they have the skills necessary to effectuate the change the District requires.
4. ***Partnerships*** - A core theme of this Strategic Plan Report is leveraging the resources, energy, and passion that community partners bring to the table. Throughout the Plan, the District is called on to engage a variety of external stakeholders—in-school time and out-of-school time service providers, local businesses, foundations, the faith community, local governments, and others—through collaborative efforts. Long-term student success is a community-wide effort; the District can and should be marshaling community resources by committing to authentic, transparent, and trustworthy partnerships to advance the District's mission.
5. ***Evidence of success*** - The single, most important determinant of whether the Strategic Plan has been effectively implemented by all District stakeholders is student success. Success is when all students are provided with meaningful academic, social, and emotional growth opportunities; students are aware of their options; and all students are prepared and supported to pursue their interests and achieve their goals. The District must commit to meaningful measurement to ensure that its work is resulting in whole child growth and success.

Strategic Plan Report

This Strategic Plan Report has been created to re-establish District vision, inspire a culture of change, and guide WCCUSD's strategic decisions. The potential end result of coordinated stakeholder efforts far surpasses the result of a District working independent of partners. The plan requires all stakeholders work together to further student success. Whole child, whole community.



Mission

A revision of WCCUSD's mission statement re-focuses key priorities and partnerships. Providing a high quality education goes beyond the walls of the classroom and integrates real-world learning experiences that require students to utilize social and intellectual skills. Increasingly, educational leaders recognize students' social-emotional development and overall wellness are critical to academic and personal success.

The school and District staff cannot do it alone. There are many individuals, organizations, and businesses in the community working toward West Contra Costa student success. The District values these partners and is committed to creating and maintaining strong partnerships through coordination, collaboration and communication.

Mission Statement:

WCCUSD, in partnership with the community, serves the whole child, preparing every student to succeed in higher education, career, and life by pairing high quality academics with social, emotional, and wellness support.

This new mission statement led to the District's new mantra, "Whole Child, Whole Community."

Vision

The vision statement frames the District's mindset and solidifies long-term goals. The District vows to never be stagnant, to be constantly reflecting on successes and failures in order to re-define and refine best practices to better serve students.

To continue to raise the bar for District-wide student achievement, all parties must be engaged and encouraged to celebrate successes and voice constructive criticism. District leaders set the tone for an inclusive community where all are supported, heard, and empowered to do their best work.

Vision Statement:

WCCUSD envisions a school district that:

- ***continuously sets and meets high expectations;***
- ***embraces challenges and innovative solutions;***
- ***supports its teachers and employees whole-heartedly;***
- ***builds a community with shared values and buy-in; and***
- ***above all, prepares every student to succeed in all facets of education and life.***

Values

All of the District's decisions and actions are rooted in core beliefs about student achievement; what defines student success and the necessary components. The listed values below reflect the



mindset District leadership, educators, employees, program partners, and all stakeholders, are expected to embody and instill in students.

Values:

Student Success

Student success, in the classroom and in life, is at the forefront of everything we do. WCCUSD strives to equip all students, children and adults, with the academic, social and emotional skills necessary for success.

Quality Instruction

Quality educators facilitate growth, set and achieve ambitious goals and advance student learning. WCCUSD believes standards-based curriculum, data tracking and analysis drive student achievement and empowers educators to innovate and collaborate to identify best practices. Rigorous training, support, and development for educators strengthen teacher effectiveness and accelerate student achievement.

Collective Ownership

WCCUSD believes all stakeholders – students, teachers, employees, partners and community members - are fundamental to creating and maintaining safe and effective learning environments. In order to provide every student with a high quality education WCCUSD relies on continuous participation and feedback from stakeholders.

High Expectations

WCCUSD believes that every student can succeed at a high level and expects them to excel in the classroom, in career, and in life. Similarly, the District expects all stakeholders to operate at the highest level and to continuously seek out the best strategies and processes to ensure District-wide success.

Accountability

The District is dedicated to fostering a culture of transparency and maintaining open lines of communication that are engaging, informative and accessible. WCCUSD recognizes that data and metrics are essential for effective decision making.

Leadership

WCCUSD is committed to developing classroom, school and community leaders with the vision and skill set to execute the District's mission.

Diversity

WCCUSD celebrates the diversity of West Contra Costa and values the strength in varying perspectives, beliefs and backgrounds.



A comprehensive analysis of WCCUSD’s key Strengths, Weaknesses, Opportunities and Threats (SWOT) provides insight into the District’s areas of opportunity and potential challenges moving forward.

The below SWOT analysis was grounded in stakeholder feedback gathered through extensive community engagement: 50 one-on-one interviews, 31 focus groups, 11 town halls, and 831 surveys, 191 of which were conducted in Spanish. Students, parents, teachers, school and District staff, District leaders, community members, businesses and community-based organizations all offered their perspectives on the District.

Aggregating and analyzing their reflections and insights resulted in the following:

STRENGTHS

<i>Staff and faculty passion</i>	From administrators to teachers to school staff, almost everyone in the District is passionate about student success.
<i>Diversity</i>	The District serves and represents a community that boasts phenomenal diversity, in terms of demographics, socio-economic standing, experiences, and perspectives.
<i>Constituent support</i>	As evidenced by the passing of numerous school bonds and the presence of dozens of highly-engaged stakeholder groups, the District has a strong support base.
<i>Facilities</i>	The District and its community have successfully leveraged a large bond program to ensure strong school facilities.
<i>Perseverance</i>	The District leadership and staff have shown great perseverance in advancing the District despite continual budget cuts.
<i>District and classroom “rockstars”</i>	The strong individuals at the District-, school- and classroom-level are exceptionally strong.
<i>Whole-child initiatives</i>	In order to better support and develop the whole child, the District has implemented initiatives such as the School-Based Health Centers and Full Service Community Schools that have positively impacted students’ social, emotional, and academic learning.

Additional District strengths include: strong civic partnerships; a commitment to responsible financial management; and the ability to effectively manage and coordinate several constituency groups.



WEAKNESSES

<i>Achievement gap</i>	The District's African-American and Latino students, particularly the males, far underperform their White, Asian and Filipino counterparts.
<i>Poor communication</i>	Without a clear vision and a defined communications strategy, the District is unable to communicate effectively with its internal or external stakeholders.
<i>Lack of data tracking and reporting</i>	Data is necessary to make informed decisions, but the District's current data tracking and reporting practices are insufficient.
<i>Weak talent recruitment and retention</i>	The District is unable to recruit or retain top talent, especially at the principal level, which inhibits instruction and management and negatively impacts school culture.
<i>Lack of leadership pipeline</i>	The District lacks a set process by which to identify and develop leaders, a problem that is amplified by the school board's high turnover rate.
<i>Insufficient professional development for teachers</i>	Teachers in the District are not receiving the support and development they need to become great teachers. Lack of development and training negatively impacts instruction, curriculum development, teacher collaboration, and student achievement.
<i>Lack of parent involvement</i>	Systems have not been established to ensure consistent communication with parents or provide ongoing opportunities for families to be present at their children's schools and engaged with their education.
<i>Inadequate college counseling</i>	Current college counseling resources and strategies across the District are insufficient and unable to properly and fully guide students into and through higher education.

Additional weaknesses include: large class sizes; antiquated processes (especially in regards to human resources); and the District's annual retirement liability.



OPPORTUNITIES

***Scale the Full-Service
Community School model***

The District has seen remarkable success in the early stages of its Full-Service Community Schools and identifying a way to scale the program across the District could show outsized returns in student success.

Look to best practices

There is no reason for WCCUSD to reinvent the wheel on issues and initiatives that have proven best practices within and/or outside the District.

***Mission articulation,
alignment, and buy-in***

A unifying mission and vision will align all of the moving pieces within the District and provide clear structure on the ways in which stakeholders can engage.

***Innovation and
experimentation***

The District would benefit immensely from a culture of innovation and experimentation, one in which the District does not shy away from difficult issues or settle for the status quo.

Data

If the District can capture and objectively analyze school and District-wide data, District and school leadership will be able to make more informed and strategic decisions.

Linked learning

Linked learning programs engage the business community and provide experiential learning opportunities for students.

***Stronger teacher professional
development***

A stronger professional development program for teachers will enhance teacher leadership opportunities and lead to greater student success and higher teacher retention.

Early childhood education

System-wide student success requires early access and intervention.

Leverage local community

Local businesses, funders, civic partners, and community-based organizations hold great potential for complementing the District's work supporting students' educational, emotional, and social needs.

School-site empowerment

With the right balance of school autonomy and District-run streamlined processes, school leaders will be able to make faster, smarter, and more effective decisions at their school sites.

Additional opportunities include: integrating Common Core standards; technology improvements; developing a strategic dual immersion plan; further developing student voice and leadership opportunities; and improving communication and alignment with community college partners.



THREATS

<i>Lack of Program Alignment</i>	There are numerous successful programs operating within the District, but there is little coordination between the efforts. Lack of alignment leads to poor investments, miscommunication, and ineffectiveness.
<i>Low expectations</i>	Expectations frame the conversation about what the District can and should accomplish. Currently, the expectations are far too low, with many individuals inside and outside the District viewing student failure (especially among African-American and Latino boys) as a foregone conclusion.
<i>No sense of urgency</i>	Though many within the District want to see change, there is little sense of urgency to see that change happen now. Until there is true motivation to enact change, the status quo mindset will prevail.
<i>Little accountability</i>	Without more accountability at the board-, leadership-, and school-level, the system will continue to see programs with weak deliverables and poor outcomes. Transparent decision-making processes will improve communication and increase trust and stakeholder buy-in.
<i>Low Trust</i>	Internally and externally, far too many individuals and organizations assume the worst of the District, bringing an unhealthy level of skepticism into every District initiative and interaction.
<i>“Student Flight”</i>	In any District where performance and student success lag, the wealthiest and most resourceful will find alternative education options, including private schools and more successful public school Districts and charter schools.
<i>Budget Cuts</i>	In a financially-strapped state, budget cuts are a constant concern.

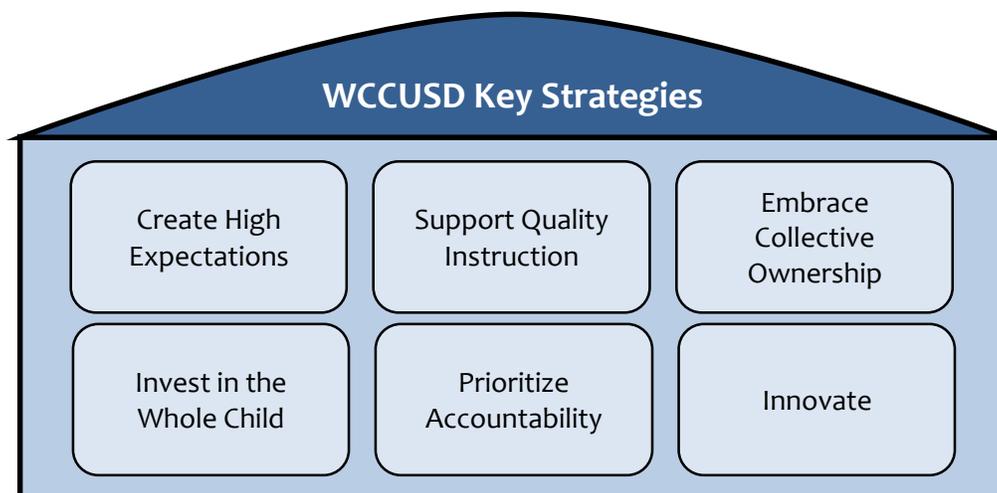
Additional threats to the District include: employees stretched too thin; resistance to innovative thinking; summer learning loss; decreasing AP enrollment; and insufficient and outdated HR policies.



The preceding SWOT analysis outlines WCCUSD’s accomplishments and impact on students, as well as obstacles to overcome. Being candid about these hurdles is necessary for the District to realize its vision (see page 7) and dramatically increase positive student outcomes. It is important to note, however, that not all weaknesses and threats in the SWOT analysis are created equal; seven should be prioritized, as they represent the root causes of the majority of the District’s challenges:

- 1. Achievement gap** – The District is not adequately serving its African-American and Latino students, particularly the males, as this demographic is far underperforming compared to their White, Asian and Filipino counterparts.
- 2. Insufficient professional development for teachers** – Teachers in the District are not receiving the support and development they need to become great teachers. Lack of development and training negatively impacts instruction, curriculum development, teacher collaboration, and student achievement.
- 3. Weak talent recruitment and retention** – The District is unable to recruit or retain top talent, especially at the principal level, which inhibits instruction and management, and negatively impacts school culture.
- 4. No sense of urgency** – Though many within the District want to see change, there is little sense of urgency to see that change happen now. Until there is true motivation and collective action to enact change, the status quo will prevail.
- 5. Low trust** – Internally and externally, far too many individuals and organizations assume the worst of the District, bringing an unhealthy level of skepticism into every District initiative and interaction.
- 6. Poor communication** – Without a clear vision and a defined communications strategy, the District is unable to communicate effectively with its internal or external stakeholders.
- 7. Lack of program alignment** – There are numerous successful programs operating within the District, but there is little coordination between the efforts. Lack of alignment leads to poor investments, miscommunication, and ineffectiveness.

To address these seven critical hurdles, WCCUSD identifies six key strategies to pursue over the next five years. Those six key strategies are:





Each of these six key strategies is designed to address specific critical hurdles, as the chart below illustrates:

		WCCUSD Key Strategies					
		Create high expectations	Support quality instruction	Embrace collective ownership	Invest in the whole child	Prioritize accountability	Innovate
WCCUSD Critical Hurdles	Achievement gap	◆	◆	◆	◆	◆	◆
	Insufficient professional development for teachers	◆	◆		◆		◆
	Weak talent recruitment and retention	◆	◆				◆
	No sense of urgency	◆			◆	◆	
	Low trust	◆		◆		◆	
	Poor communication			◆		◆	
	Lack of program alignment	◆	◆	◆	◆		◆

A detailed blueprint for how to execute each of these six key strategies is included in the following section, which provides specific objectives and tactics for each priority, along with an accompanying implementation timeline and budget implication.



The six key priorities outlined in this document are housed within a Build-Measure-Strengthen framework that, when implemented, positions the District and its stakeholders to continually improve and drive success for all students.

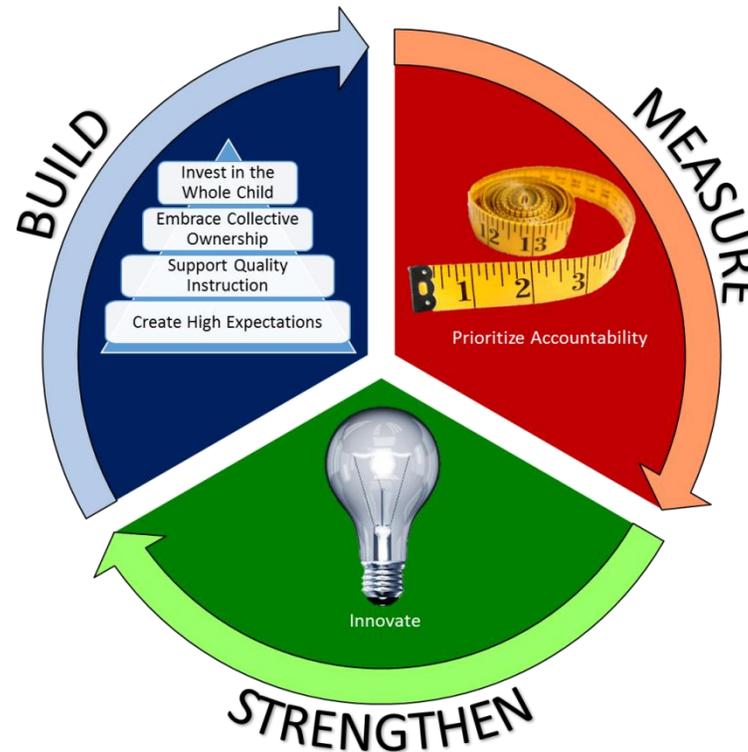
BUILD

Create High Expectations: Creating high expectations is the foundation for improvement throughout the District, as all stakeholders have to buy into the overarching goal and vision.

Support Quality Instruction: As the foundation of high expectations is laid, the District must fully support its teachers and principals to deliver quality instruction and harness the academic potential of the District's student body. As this priority is the only priority within "Build" that is completely within the jurisdiction of the District, this priority is the *internal* manifestation of the high expectations.

Embrace Collective Ownership: While the previous priority focuses on the *internal*, this priority represents the *external*. The District must create the systems to facilitate active and meaningful engagement of nonprofit service providers, local businesses, foundations, local governments, and other community partners. These partners can provide the District critical supplemental support in working toward student success.

Invest in the Whole Child: The *internal* and *external* efforts described above combine to provide a whole-child approach to education, which is at the heart of the District's new Mission Statement.



MEASURE

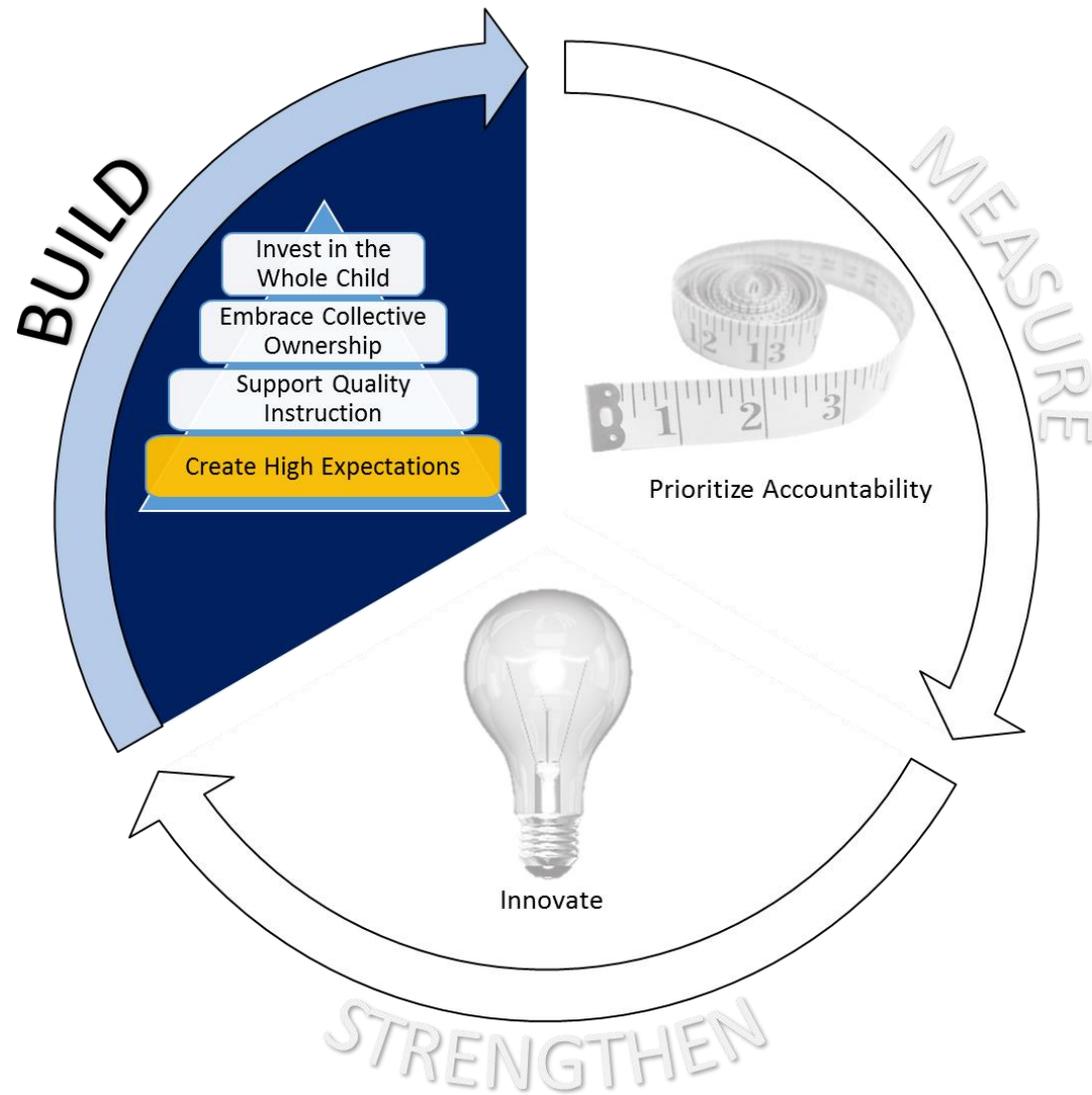
Prioritize Accountability: Every effort within the "Build" phase should be held to high standards. The District must be accountable to its stated goals and constantly seek opportunities for improvement. To do this, the District must develop and operationalize transparent processes for quantitatively and qualitatively measuring progress.

STRENGTHEN

Innovate: With each effort measured and new opportunity identified, the District and its stakeholders should innovate and find creative and resourceful means by which to capitalize on the opportunities and further promote student success. These new ideas and systems should be strategically and meaningfully tested by returning to the "Build" phase and beginning the cycle anew.



STRATEGY #1: CREATE HIGH EXPECTATIONS





STRATEGY #1: CREATE HIGH EXPECTATIONS

Academic accomplishments should not be dependent on ethnicity or the zip code where a child resides. West Contra Costa Unified, like most urban school districts, has an achievement gap that is divided along socioeconomic status and ethnicity. But it doesn't have to be this way. Schools around California and throughout the United States have proven that given adequate resources and quality instruction, students will achieve. The District has capable students, devoted teachers, and committed external partners, such that every student can achieve. WCCUSD and the greater community must embrace and communicate its faith in its students and align the District's programs to empower students to realize their potential.

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 1: COMMUNICATE HIGH EXPECTATIONS		
<p>1.1: Frame School as an Opportunity. At every school and in every grade, students should be answering the question “What is your dream?” Teachers should begin the school year with a more formal process by which students can identify and record their aspirations. To the extent possible, these responses should be maintained and follow the students as they matriculate, keeping the students’ goals fresh on their mind and hammering home the message that education is their opportunity to attain their goals. Teachers and principals should be able to talk about their students’ dreams and make their lessons relevant by tying them to their students’ dreams.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>1.2: Create School Environments that Connote High Expectations, Including the Ability to Think Creatively and Critically. See Objective 5.</p>	2014-2015	See Objective 5
<p>1.3: Define College and Career Ready. WCCUSD should partner with area colleges, universities, college-focused organizations, and other community stakeholders, in addition to following the work of CORE and the new state Academic Performance Index, to create a college and career ready framework, articulating exactly what it means to be “college and career ready” at each grade level. This should include defining ‘college’ as postsecondary education, which could be a 2 or 4 year college, apprenticeship programs, trade schools, or military service.</p>	2014-2015	Associate Superintendent K-Adult Schools



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 2: EMPOWER STUDENTS TO RECOGNIZE THEIR ABILITY		
<p>2.1: Teach All Students to Self-Advocate. The District should empower students to advocate for their individual and collective interests in order to get them to buy into and share ownership in their academic success. The District should examine its slate of extra-curricular activities and leadership classes, two of the primary areas where this student advocacy is learned and nurtured, to see how it can better support teachers, coaches, and other involved community members in their work. This may involve the creation of new activities, teacher professional development, or other yet-to-be-determined supports.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>2.2: Establish Male and Female Leadership Cohorts. The District should establish Male and Female Leadership Cohorts in its middle and high schools to cultivate student leaders. To start, the District should learn from the models established at Long Beach Unified School District, Sacramento City Unified School District, and Fresno Unified School District and consider piloting the program at one or two high schools.</p>	2014-2015 (study model) 2015-2016 (pilot)	Associate Superintendent K-Adult Schools
<p>2.3: Implement Meaningful Leadership Development. The District should collaborate with community organizations already working on youth leadership to develop and deploy a leadership development curriculum to be piloted with high school leadership classes. Assuming its efficacy, the District should consider implementing the curriculum across the entire student body.</p>	2014-2015 (develop curriculum) 2015-2016 (pilot)	Associate Superintendent K-Adult Schools



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 3: CHALLENGE EVERYONE TO THINK BEYOND THE TEST		
<p>3.1: Infuse Critical Thinking and Leadership into the Student Experience. By creating opportunities for exploration, challenging students to think critically, and empowering students to teach and learn from their peers, students will have a greater sense of ownership over their education.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>3.2: Encourage Teachers to Think Creatively About Lesson Planning. Administrators should embrace teachers developing cross-subject curricula that engage students, pique their curiosity, inspire their creativity, and increase their desire to learn.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>3.3: Continue to Expand the District’s Linked Learning Initiative. The District has already adopted and invested in Linked Learning, but it can do more. The District should (1) actively work with the AB 790 Consortium in expanding its Linked learning Initiative, (2) provide professional development opportunities for teachers to work together in developing college and career pathways, and (3) increase its outreach into the business community to expand its mentoring and internship offerings, opening the door to all students having work-based learning opportunities and challenging students to apply the knowledge they acquire in the classroom in a professional setting.</p>	Ongoing	Assistant Superintendent for Educational Services
OBJECTIVE 4: PUT EVERY STUDENT ON THE PATH TO GRADUATE HIGH SCHOOL WITH OPPORTUNITY FOR POST-SECONDARY EDUCATION		
<p>4.1: Provide A-G Counseling to All Students Entering 8th Grade. To better increase the chance of high school success, the District should begin counseling students toward college before they arrive at high school. By arming all students with the information they need and a clear understanding of what is expected of them, students will enter high school better prepared to succeed.</p>	2014-2015 (pilot) 2015-2016 (roll out)	Associate Superintendent K-Adult Schools



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

Implementation Strategy	Timeline	Lead Responsible
4.2: Ensure That Every Middle and High School Student Meets With An Academic Counselor Every Semester. While widespread 1-on-1 counseling support may not be realistic, the District should establish a counseling protocol whereby every middle and high school student meets 1-on-1 with a counselor at least once per semester.	2016-2017	Associate Superintendent K-Adult Schools
4.3: Implement Tracking System. To better track student academic counseling services, the District should invest in or adapt an existing database capable of managing basic functions including scheduling, review of a student’s academic history, and a notes tool so counselors can input summaries of the advice provided to a student. By keeping a master database, the school will be able to maintain the institutional knowledge of the counseling services each student has received.	2016-2017	Chief Data Officer – proposed position
4.4: Implement the Transcript Evaluation Service to Track Students. The District should utilize software to track student progress against A-G requirements. This will make it easier for counselors to communicate with students and their families about their progress and identify any existing or potential problems with students fulfilling the A-G requirements.	2014-2015	Chief Data Officer – proposed position
4.5: Provide CAHSEE Support. As long as the CAHSEE is a graduation requirement, the District should continue to offer and expand its CAHSEE support to students to ensure that all high school students who have met their high school course requirements pass the CAHSEE.	2014-2015	Associate Superintendent K-Adult Schools



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>4.6: Streamline Basic Information Dissemination Processes. Some percentage of the current counseling workload does not require a 1-on-1 format because it is not individualized. Basic and general information regarding topics like A-G requirements, standardized testing, and the college application process should be automated and/or streamlined to free up counselor time. This could occur through assemblies, printed checklists and tips, and online resources. Additionally, where appropriate, counselors should provide non-sensitive counseling support in groups. Counselors should seek to limit the amount of time they are providing repetitive advice.</p>	<p>2014-2015</p>	<p>Associate Superintendent K-Adult Schools</p>
<p>OBJECTIVE 5: INFUSE THE SCHOOLS WITH A COLLEGE-GOING CULTURE</p>		
<p>5.1: Start Regular College Tours in Elementary School. The District should strategically expose all students to postsecondary institutions by providing class field trips to visit college campuses. By introducing students to college starting in elementary school, the District can make the dream of going to college more real and tangible. Wherever possible, invite parents to attend these field trips, as well.</p>	<p>2014-2015 (develop college tour curriculum) 2015-2016 (roll out)</p>	<p>Assistant Superintendent for Educational Services</p>
<p>5.2: Refer to Each Class as the Graduating Class of 20XX. By calling each class by the year of their expected 4-year college graduation, the District will effectively communicate to students that (1) their educational path does not stop at high school and (2) the District believes that they can and will graduate from a 4-year college.</p>	<p>2014-2015</p>	<p>Associate Superintendent K-Adult Schools</p>



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>5.3: Post College Pennants Representing Alumni Alma Maters. To celebrate success, the District should encourage schools to post college pennants for each college in which one of their graduates enrolls. By putting up the pennant, the District will be asking students to leave their mark on the school in a positive way. Over time, pennants will cover the walls of the District’s high schools, each with a story of a student success for administrators, teachers, parents, and students to point to as an example for themselves, their students, and their children.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>5.4: Post College Acceptance Letters. Similar to 5.3, the District should encourage high schools to prominently post copies of college acceptance letters received by high school seniors. As the spring comes, the main halls of each high school will be covered with acceptance letters, communicating the strong norm of the school’s college-going culture.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>5.5: Build College-Going Vocabulary For All Students Beginning In Kindergarten. Teachers should be encouraged and supported to use college-going vocabulary (e.g., university, acceptance, major, minor, etc.) throughout K-12 to build comfort with and demystify the idea of higher education. This vocabulary can be used informally during classroom discussions or more formally in the curriculum (e.g., spelling vocabulary).</p>	2014-2015	Assistant Superintendent for Educational Services
<p>5.6: Encourage Teachers to Celebrate Their Alma Maters. Teachers should be encouraged to represent their alma maters by decorating their classrooms and wearing college apparel. By tying college to the students’ understanding of their teacher’s identity and demonstrating the fun and excitement of college, teachers can support the creation and development of the school’s college-going culture.</p>	2014-2015	Associate Superintendent K-Adult Schools



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 6: EMPHASIZE PRE-K THROUGH 3RD GRADE TO RAPIDLY BRING STUDENT PERFORMANCE TO GRADE LEVEL		
<p>6.1: Phase in Extended-Day Kindergarten. The District should develop a realistic plan to phase in extended-day kindergarten to all District students, starting with the elementary schools in the school families with the lowest performing high schools. By essentially doubling the amount of time students spend in kindergarten, WCCUSD will be able to provide significant academic support at the outset and set the students on the course toward success and achievement.</p>	2015-2016	Assistant Superintendent for Educational Services
<p>6.2: Partner with County Stakeholders to Provide High-Quality Preschool for All. While the District has invested significant resources in its transitional kindergarten program, WCCUSD would benefit significantly by collaboratively building out a comprehensive high-quality preschool system. This would enable the District to reach its student population earlier and work with them to develop the skills, including an expanded vocabulary, necessary for success in K-12. Although this is not a financially realistic option at the moment, the District should revisit the possibility of preschool for all toward the tail-end of the Strategic Plan.</p>	2017-2018	Assistant Superintendent for Educational Services
<p>6.3: Partner With Local Preschools and Head Start sites to Improve Program Quality. The District should ensure that its preschool programs, as well as those in the District’s partner preschools and Head Start, are involved in quality assessment and improvement activities in line with the Race to the Top-Early Learning Challenge program. Raising the quality of all preschool programs in the District will increase the readiness for school of children entering kindergarten.</p>	2015-2016	Assistant Superintendent for Educational Services

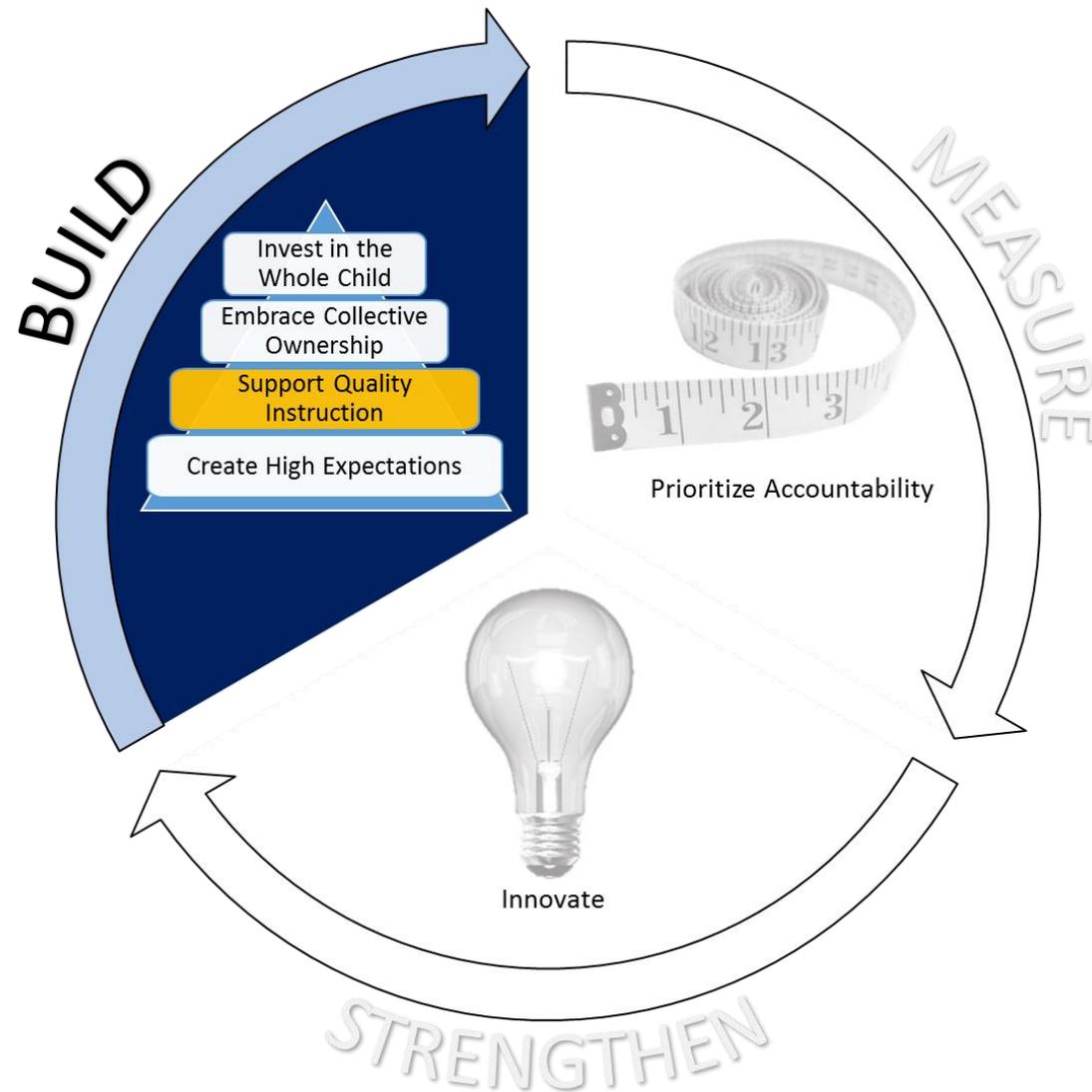


STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>6.4: Stress to Parents the Importance of Early Exposure to Reading and Vocabulary. The District should work to communicate with all parents to reach students earlier, emphasizing the importance of early exposure to reading and vocabulary. The District can reach parents through its current operational communication channels, but it should also actively seek to partner with community organizations and the faith community already working with these parents.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>6.5: Establish a Relationship With Local Libraries to Get Students Visiting and Reading Early On. The District should collaborate with the Contra Costa County Library system to develop a strategic partnership that supports student literacy.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>OBJECTIVE 7: IMPLEMENT COMMON CORE AT ALL GRADE LEVELS</p>		
<p>7.1: Continue Implementation of Common Core at all grade levels.</p>	Ongoing	Assistant Superintendent for Educational Services
<p>7.2: Educate Parents and Community About Implementation. The District has already and should continue to create opportunities to educate parents and the wider community about the adoption and implementation of the Common Core standards. Possible means for sharing information about Common Core include community-wide town halls, smaller school meetings, letters and other materials sent home through students, email and phone messaging, and regular website updates.</p>	Ongoing through entire transition process	Director, Office of Community Engagement – proposed position



STRATEGY #2: SUPPORT QUALITY INSTRUCTION





STRATEGY #2: SUPPORT QUALITY INSTRUCTION

Teachers in the classroom are the front line of quality education. Over the past years, teachers have consistently been given additional responsibilities with inadequate resources. As the District’s funding increases, resources should be directed to professional development opportunities and classroom support. Creating District infrastructure that truly values teachers’ voices and provides teachers more responsibility and flexibility will lead to better results.

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 8: DECENTRALIZE DISTRICT AND INCREASE SITE ‘OWNERSHIP’ OF RESULTS BY EMPOWERING SCHOOL-SITE ADMINISTRATORS, TEACHERS, AND STAFF		
8.1: Empower School-Sites to Establish Their Own Budgets. After sufficient professional development, the District should provide principals with a set of expectations and a total annual budget. Principals should then be given the autonomy to establish their own budgets within those parameters and asked to collaborate with school-site staff and parents to set budget priorities. The District should provide support to principals both in the budgeting and community collaboration processes.	PD in 2014-2015; Begin in 2015-2016; complete by 2017-2018	Associate Superintendent for Business Services
8.2: Empower School-Sites to Manage Their Own Teacher Selection and Training Processes. The District should decentralize many human capital decisions, giving school sites control of creating and establishing their own unique culture. The District should establish a protocol to support school sites that need help finding and attracting talent and ensure that schools with the greatest need are given the opportunity to attract quality teachers. Furthermore, the Board should adopt a policy requiring the District to oversee and ensure the equitable distribution of teachers and staff.	PD in 2014-2016; Begin in 2016-2017; complete by 2017-2018	Assistant Superintendent for Human Resources
8.3: Minimize red tape. Principals throughout the District are mired in paperwork in response to District policies and special requests. The District must revisit its data collection, reporting, and compliance practices to minimize red tape and free principals to run their schools. In reevaluating what paperwork is necessary and what is not, the District should align its requests with WCCUSD’s mission, vision, and values.	2014-2015	Assistant Superintendent for Educational Services



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>8.4: Facilitate Teacher, Parent, and Principal Collaborative Decision-Making. The District should facilitate collaboration between principals, teachers, and parents to strengthen school performance, increase community buy-in, and create a collaborative, cooperative school environment. This structure may take on a variety of forms, including school town halls, school site councils, and special committees. The District should provide principals with the requisite professional development to be able to manage collective decision-making processes moving forward.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>8.5: Develop Standardized Measurements for Principal and School Performance Assessment. The District, in conjunction with principals, teachers, parents, and community stakeholders, should collaboratively develop standardized measurements for school performance. The CORE accountability system and its school quality index and multiple measures could be used as a model. These measures should be used for principals to assess school progress, the District to gauge principal and school effectiveness (both individually and across the District), and for the District to communicate school performance.</p>	2014-2015	Assistant Superintendent for Educational Services
OBJECTIVE 9: PROVIDE WORLD-CLASS PROFESSIONAL DEVELOPMENT TO CREATE A CULTURE OF CONSTANT IMPROVEMENT		
<p>9.1: Develop Comprehensive Professional Learning Communities (PLCs). The District should create a unified, cohesive PLC structure to provide access to PLCs to all teachers, administrators, and classified employees on all critical District concerns.</p>	2014-2015	Assistant Superintendent for Educational Services



STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

Implementation Strategy	Timeline	Lead Responsible
9.2: Make Professional Development Site -Specific and Teacher Led. The District should provide guidelines regarding professional development goals to all schools. Within the guidelines, the District should allow school sites and teachers to drive the content of their professional development so that it better meets the goals of the specific school-site and the needs of the teaching staff. The District should support principals by helping them survey their teachers about school-wide professional development needs. This upfront analysis will help principals strategically slate professional development throughout the year.	2014-2015	Assistant Superintendent for Educational Services
9.3: Create Time for Collaboration. While most principals, teachers, and classified staff are eager to participate in PLCs, the current school day structure does not make such collaboration easy to facilitate. WCCUSD should support PLC development by adapting its school schedule, hiring additional support to ensure classroom coverage, and creating meeting space to enable meaningful collaboration.	2014-2015	Associate Superintendent K-Adult Schools
9.4: Develop Standardized Evaluation. To track the efficacy of school-site driven professional development, the District should develop a basic evaluation form that teachers will be asked to submit after completing a professional development session. By centralizing this function, the District will be able to monitor the professional development work in the District and provide strategic support to schools in need of improved professional training.	2014-2015	Assistant Superintendent for Educational Services
9.5: Share Best Practices. The District should devote staff time to monitor PLCs to learn about effective collaboratives and creative initiatives. As best practices emerge, the District should share the practices throughout the District. The District may want to consider developing its website to include a resource bank and comment board for District staff to share and discuss best practices.	2014-2015	Assistant Superintendent for Educational Services



STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>9.6: Expand the Teacher Coach Program. The District should seek to replicate the success of its Math Coach program by developing parallel efforts in other subject areas. The District should look to find dynamic teachers of teachers to develop the coaching programs and share best practices.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>9.7: Facilitate Teacher Mentoring Program. To support teacher professional development and protect against burn out, WCCUSD should look to formalize a teacher mentoring program. Younger, less experienced teachers should be asked to identify more experienced teachers that they want to learn from and the District should facilitate the matching process. In order for the program to succeed, the District should make accommodations for both the mentor and mentee to spend time with one another during the school day.</p>	2014-2015 (pilot)	Assistant Superintendent for Educational Services
<p>9.8: Establish Principal Coaching and Mentoring Programs. As with teachers, principals are eager to receive meaningful professional development and would benefit from coaching and mentoring programs. The District should look to a well-respected principal and someone who would be a good teacher of principals to develop these efforts.</p>	2015-2016 (pilot)	Associate Superintendent K-Adult Schools
OBJECTIVE 10: PRIORITIZE GOOD HUMAN CAPITAL PRACTICES		
<p>10.1: Recruit and Retain Dynamic Principals and Teachers. It is no secret that the District has struggled with recruiting and retaining principals and teachers; turnover has been extremely high. The District should prioritize school leadership and world-class teaching by emphasizing recruiting, training, and retaining strong, effective, and dynamic principals and teachers. In addition to the strong principals already in place, the District should look within its own ranks to identify and groom talent, as well as look outside of the District to aggressively recruit leaders to work in the District. The District should put a premium on retaining talent, going out of its way to create positive and supportive work environments. In addition, the District may want to consider creating a bonus structure to incentivize principals and teachers to stay at least five years.</p>	To begin immediately	Assistant Superintendent for Human Resources



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>10.2: Develop a Principal and Administrator Leadership Academy. Empowering principals means that the District needs high quality, committed, and professional principals and administrators. To sustain the long-term supply of qualified individuals, the District must invest in its human capital and leadership pipeline. By developing a principal academy, WCCUSD can develop strong principal professional development and training programs that will adequately prepare the District’s principals for success.</p>	2016-2017	Associate Superintendent K-Adult Schools
<p>10.3: Regularly Acknowledge High Quality Instruction. The District should strategically identify principals and teachers it wants to retain and acknowledge their good work. This can occur publicly (e.g., award ceremonies, School Board meetings, etc.) and privately (e.g., informally over coffee, call from the Superintendent, etc.).</p>	Ongoing	Assistant Superintendent for Educational Services
<p>10.4: Leverage External Teacher and Administrator Training Programs. The District should embrace programs that are bringing young, energetic, talented educators to WCCUSD. The District should work to integrate these program participants into their school sites, connecting them with mentors, and empowering them to take initiative. The District should be vocal about its desire to retain alumni and its view of these programs as a long-term talent pipeline. The District should not view these programs as a source to replace current principals and teachers, but a way to supplement existing staff and fill specific needs.</p>	To begin immediately	Assistant Superintendent for Human Resources
<p>OBJECTIVE 11: SUPPORT STUDENT DATA AND INFORMATION SHARING ACROSS GRADE LEVELS</p>		
<p>11.1: Leverage the California Healthy Kids Survey and Adopt CORE Accountability System. The District should use the data from the California Healthy Kids Survey and CORE Accountability System to provide each teacher with a dossier on each incoming student’s academic, social, and emotional skills. By plying teachers with this information, they will be better prepared to meet their students’ needs.</p>	2015-2016	Chief Data Officer – proposed position



STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>11.2: Make Teacher Access to Student Data Easy. The District should ensure that the method by which it maintains student data and information is easily accessible and useable by teachers. This must be balanced with the obvious privacy interests of the students, most likely through a technological solution.</p>	2016-2017	Chief Data Officer – proposed position
<p>OBJECTIVE 12: CUSTOMIZE EDUCATION TO MEET ALL STUDENTS’ NEEDS</p>		
<p>12.1: Create an English Language Learners Best Practices Learning Community. The District should partner with other school districts and ELL experts for technical assistance.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>12.2: Support Existing Dual Immersion Programs and Expand Dual Immersion Program Geographically. There is substantial demand throughout the District for dual immersion education programs. The District should consider expanding the program to parts of the District without access to these programs. This will provide long-term benefits to the District by providing dynamic language programs attractive to the English speaking population and increasing inclusion among the ELL population.</p>	2015-2016	Assistant Superintendent for Educational Services
<p>12.3: Increase Graduation Rate for Students With Disabilities. The District should develop state-of-the-art, inclusive programs to serve its moderate to severe students. The District should also implement the Instruction Support Program (ISP) Model across K -12 to better meet the needs of its special education students.</p>	2016-2017	SELPA Director
<p>12.4: Strengthen Special-Ed Teaching Staff. The District should partner with higher institutions to recruit, retain and train highly qualified special education teachers. Additionally, the District should provide professional development on Universal Design for Learning to increase teacher capacity in developing student goals and objectives aligned with the common core standards.</p>	2014-2015	SELPA Director



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>12.5: Challenge Each School to Develop a Program for High Achieving and Gifted Students. Meeting the needs of all students also requires programs that challenge high achieving and GATE students and helps to retain those students and their families in the District. The District should support every school in developing programs that best fit their academic environment and share best practices throughout the District.</p>	2016-2017	Associate Superintendent K-Adult Schools
<p>12.6: Provide Culturally Responsive Instruction Professional Development. While some teachers are comfortable and adept at culturally responsive instruction, many identified this as an area where they need professional development. As such, the District should work to integrate this training into its professional development schedule and PLC structure. To emphasize the District’s commitment to the implementation of culturally responsive instruction, teacher reviews and observations should include some analysis of the teacher’s progress toward integrating quality culturally responsive instruction methods.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>12.7: Improve Response to Intervention. The District should work with general education teachers to increase their comfort with teaching Tier 1 interventions and perfect all schools’ implementation of Tier 2 and Tier 3 interventions.</p>	2014-2015, 2015-2016	Assistant Superintendent for Educational Services
<p>12.8: Develop Learning Centers at All Elementary Schools. The District should support all elementary schools in developing a functional Learning Center with appropriately credentialed teachers to provide RTI Tier 2 and Tier 3 supports.</p>	2015-2016	Assistant Superintendent for Educational Services
<p>12.9: Encourage Students To Take Classes Beyond Their Academy. The District should adapt the academy structure to enable students to branch out and take classes in other disciplines and engage with students with other interests. The District might want to consider developing a majors/minors structure akin to post-secondary education. This would give students additional flexibility and potentially support Objective 5.</p>	2015-2016	Associate Superintendent K-Adult Schools

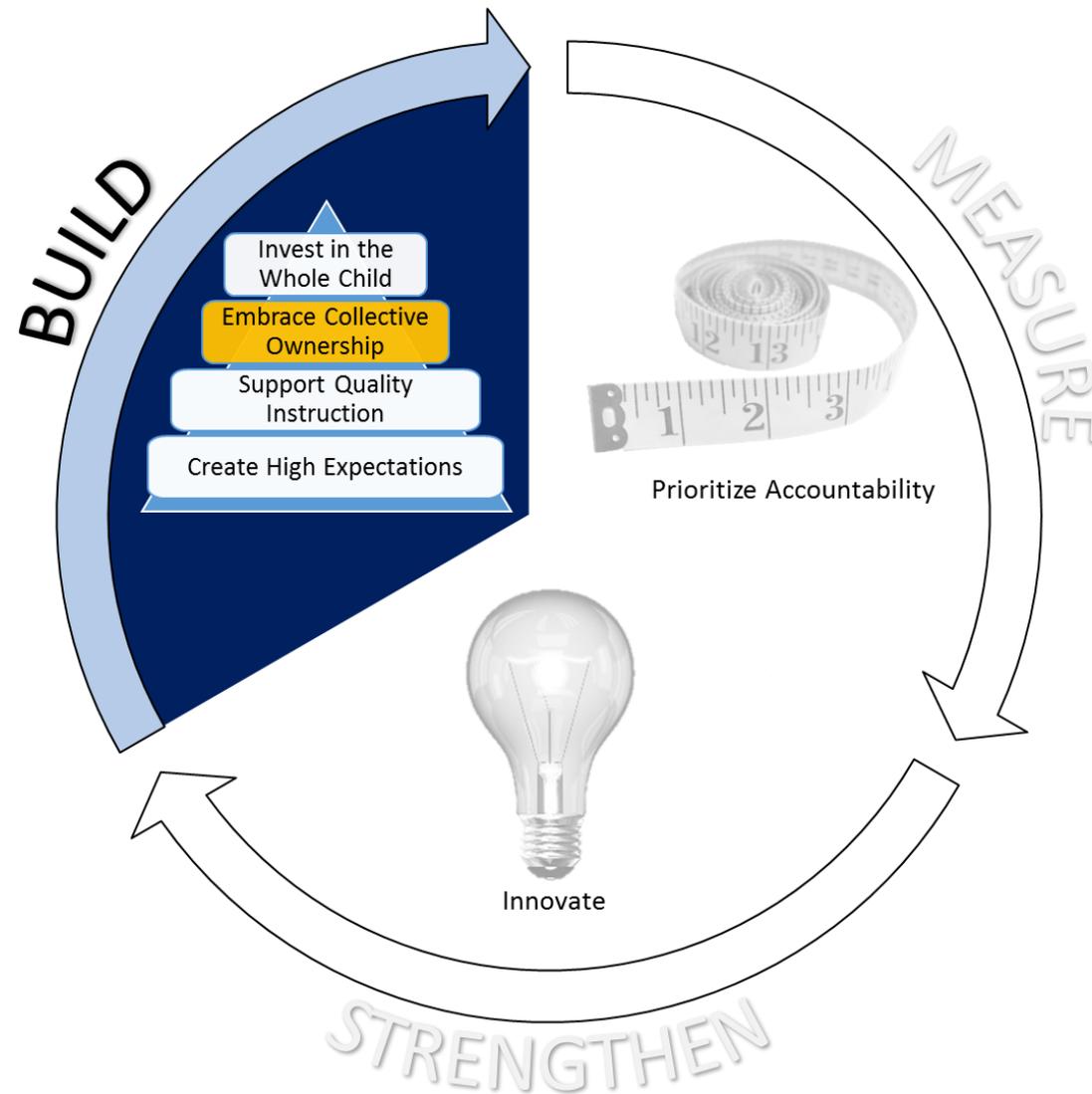


STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

Implementation Strategy	Timeline	Lead Responsible
12.10: Expand Innovative STEM Opportunities District-Wide. There is substantial demand throughout the District for access to some of the innovative STEM programming offered at some schools. The District should consider working with current external funders to expand the program to parts of the District without access to these programs.	2014-2015	Associate Superintendent K-Adult Schools
12.11: Provide Students With Critical Technology Skills. The District should identify the key technology skills every student should possess to be successful in the 21 st century and integrate those skills into the curriculum. The District should especially emphasize technology skills acquisition in elementary school.	2015-2016	Chief Technology Officer



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP





STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP

Success for all students in the West Contra Costa Unified School District should be the collective responsibility of the entire community. Education, particularly given the needs of WCCUSD students, is a 24/7 proposition and requires resources beyond the capacity of any single entity. The District should open itself to meaningful engagement from, and collaboration with, parents, nonprofits, local businesses, foundations, and other community members.

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 13: CENTRALIZE THE MANAGEMENT OF COMMUNITY-BASED ORGANIZATIONS, FUNDERS, AND THE BUSINESS COMMUNITY		
<p>13.1: Create a Cabinet-Level Office of Community Engagement. The District should create a cabinet-level Office of Community Engagement that will serve as the central entry point for all community organizations, governmental agencies, funders, and businesses that want to engage with the District. The Office of Community Engagement will be responsible for all communication, management, accountability, and sustainability issues applicable to the District’s work with community partners. By centralizing this function, the District will be able to better and more clearly communicate with, develop relationships with, and leverage its community partners. Fundamentally, the Office of Community Engagement will make it substantially easier for community partners to work with the District. The District should look to Oakland Unified School District as a model for the Office of Community Engagement.</p>	2014-2015	Superintendent
<p>13.2: Define the Relationship Between In-School Time (IST) and Out-of-School Time (OST) Providers and the District. The District should have the Office of Community Engagement work with program providers to create clear goals, roles, and responsibilities for IST and OST providers and the District. By explicitly articulating expectations, the District will be able to better manage IST and OST programs and providers will be able to more effectively tailor their programs to meet District expectations.</p>	2014-2015	Director, Office of Community Engagement – proposed position



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>13.3: Develop a Menu of Community Offerings. The District should develop a full menu of the various programs and services offered by community partners to schools and students for school sites to select from. By centrally compiling and publishing this information, the District will free schools from vetting each individual program, create equity in program offerings across the District, and ease the administrative burden on the District’s community partners that results from offering these programs school by school.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>13.4: Adopt A District-Wide Policy About Being A Good Partner. As the District expands and deepens its work with community partners, including businesses, foundations, nonprofits, and others, the District should be vigilant about being a good partner. The District should adopt language that signals humbleness and openness to the ideas offered by its partners. The District should strive to be viewed as a valued community asset that every community-based organization, business, and foundation is excited about and proud to work with.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>13.5: Provide Professional Development On Collaboration. The District should provide administrators working with external partners professional training on how to collaborate and be a good partner.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>OBJECTIVE 14: INCREASE PARENT ENGAGEMENT AND PRESENCE AT SCHOOL</p>		
<p>14.1: Establish an Office of Parent/Guardian Engagement. The District should reorganize itself to create one central location for parents and guardians to engage with the District. In addition to making the District more accessible to parents and guardians, this Office will be responsible for proactively engaging parents, too. The new office will allow for the District to rapidly respond to parent concerns and questions. The new office will fall under the umbrella of the newly created Cabinet-level Office of Community Engagement (see Objective 13.1).</p>	2014-2015 (planning) 2015-2016 (roll out)	Director, Office of Community Engagement – proposed position



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>14.2: Lower the Barriers to Parents Volunteering at School. The District should work with parents to explore how it might make parent volunteering opportunities more accessible while still complying with the law. The current requirements, especially mandating that all volunteers be fingerprinted, serve as a deterrent to some parents interested in volunteering. The District should consider making fingerprinting easier (possibly by providing LiveScan fingerprint services at school sites) and offering volunteer opportunities that do not require fingerprinting (i.e., Saturday clean-ups, publicity support, fundraisers). Additionally, the District should seek to provide childcare at larger volunteer events.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>
<p>14.3: Develop and Deploy District-Wide Communications Plan for Parents. The District must develop a robust communications plan to reach parents and guardians. The District must think strategically about its messaging to and methods for reaching parents and guardians. The District should encourage its teachers to develop strong relationships with their students’ parents and guardians, starting by supporting teachers developing their own, customized plan for communicating with parents and guardians, maintaining open lines of communications, and tracking parental interaction.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>
<p>14.4: Provide Professional Development To Build Teachers’ Family Engagement Skills. The District should provide teachers and administrators professional development designed to train them how to better engage parents and families. This should likely occur through the District’s PLC structure.</p>	<p>2014-2015</p>	<p>Assistant Superintendent for Educational Services</p>
<p>14.5: Develop Robust Home Visit Program. To increase the likelihood of successful home visits, the District should partner with experts in home visit programs, such as the California Home Visit Program, to provide professional development to teachers and administrators that will be responsible for carrying out the home visits.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>14.6: Implement Parent Contracts. The District should consider piloting parent/guardian contracts that focus on student attendance, performance, attitude, as well as overall parent engagement. By beginning each year with each teacher clearly articulating their expectations of parents, parental engagement and communication should improve.</p>	2015-2016	Associate Superintendent K-Adult Schools
<p>14.7: Provide Targeted ESL Classes For Parents. Given the substantial ELL population in the District, teachers will have substantially more support in the home if the District helps parents of ELL students learn English language skills. By building their own language base, parents of ELL students will be able to work with their students at home and increase their chances of success in the classroom.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>14.8: Train Parents to Support Their Children’s Education. The District should expand its efforts to train parent how to best support their children. Between programs like PIQE and the home visit program (Objective 14.5), the District will be able to better create a network of supporters, both in the school and in the home, committed to the same objective: student success.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>OBJECTIVE 15: STRENGTHEN SCHOOL/COMMUNITY RELATIONSHIPS AND MAKE SCHOOL SITES THE EPICENTER OF THE COMMUNITY</p>		
<p>15.1: For Each School, Identify a Staff Member, Parent Volunteer, or Team of People To Be Responsible for Community Engagement and School Culture. The District should replicate Peres’ school culture model by specifically charging an individual or team of people to be responsible for welcoming students, parents, and community members into the school and all other aspects of opening the school to the community.</p>	2014-2015	Director, Office of Community Engagement – proposed position



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>15.2: Use The School Facilities For Community Programming In The Evenings and Weekends. One of the District’s core strengths, its renovated facilities, including classrooms, playgrounds, and sports fields, should be an asset for the entire community. By making the space available for other community programming, especially programs targeting parents and families, the school will further become a familiar and welcoming location. As the District moves towards Full-Service Community Schools, this type of engagement should occur naturally.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>
<p>OBJECTIVE 16: EXPAND OUTREACH TO BUSINESS COMMUNITY</p>		
<p>16.1: Map and Engage the Business Community. Although there are some very strong partnerships between the District and West County businesses, the District needs to invest the time and energy expanding its network and cultivating relationships with the local business community. As a first step, the District should partner with local business collaboratives and organizations to map the West County business community and identify potential Linked Learning partners. Second, the District, through the Office of Community Engagement, should develop a campaign to invite local businesses to engage with the District’s work. The campaign could include small group meetings, lunches with business organizations, meetings at local companies, direct mail, or a variety of other outreach methods.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>16.2: Build WCCUSD Business Council. The District should form the WCCUSD Business Council, a committee of local business and civic leaders committed to the District’s success. This Council should meet quarterly and be used as (1) a forum to update the business community on key District initiatives and goings on, (2) a forum for the business community to bring community issues and concerns to the attention of the District, (3) an opportunity to brainstorm solutions to District problems (especially those related to the community-at-large), and (4) serve as a conduit between the District and the business community, helping the District build its network of business leaders.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>
<p>16.3: Formalize Linked Learning Partner Expectations. Currently, serving as a Linked Learning partner is somewhat ambiguous; partners do not know what the District expects and the District does not have clarity as to how partners are committed to supporting its Linked Learning efforts. To overcome this ambiguity, the District should commit to formalize its expectations of Linked Learning partners so that the cooperative endeavor is maximally valuable. In doing this, the District should rely on its current and potential Linked Learning partners to develop the expectations collaboratively.</p>	<p>2014-2015</p>	<p>Associate Superintendent K-Adult Schools</p>
<p>16.4: Invite Business Leaders Into School. The District should be intentional about inviting business leaders, especially those from companies serving as Linked Learning partners, into schools to engage with students. These interactions can occur through formal presentations about the work of a particular business leader or informally through in-class discussions or mentorship. By exposing students to the business leaders and new perspectives, WCCUSD will pique students’ intellectual curiosity and increase their excitement about future career opportunities.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>

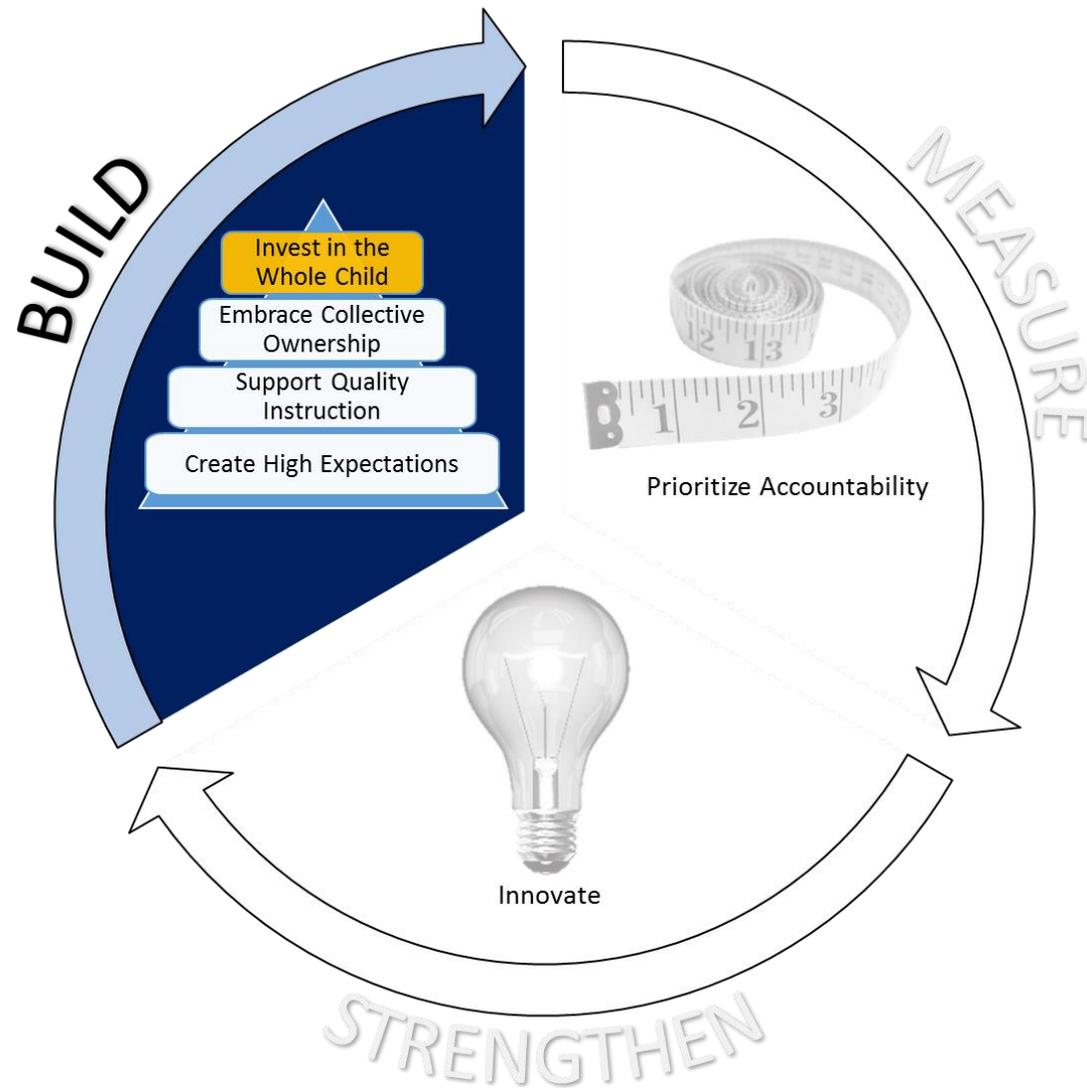


STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>16.5: Streamline Opportunities for Businesses and Employees To Engage with the District. The District, through the Office of Community Engagement, should develop a menu of options and guidelines for how businesses can plug into the District’s work.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>OBJECTIVE 17: EXPAND AND DEEPEN RELATIONSHIPS WITH THE WEST COUNTY PHILANTHROPIC COMMUNITY</p>		
<p>17.1: Map the Philanthropic Community. The District should partner with local funders to better understand the bounds of the West County philanthropic community.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>17.2: Network With the Philanthropic Community. The District should work to strengthen its relationships with its friends and colleagues in the West County philanthropic community. It is important that the District have a positive and open dialogue with the major foundations and philanthropists in the region so that the District is able to partner with the philanthropic community when opportunities arise. The District should also work to meet West County foundations and philanthropists that it does not currently know.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>17.3: Work With Philanthropic Community to Align Funding to WCCUSD’s Strategic Plan. The District should work closely with current and interested foundations and philanthropists to align their educational funding with the needs of the WCCUSD’s strategic plan.</p>	2014-2015	Director, Office of Community Engagement – proposed position



STRATEGY #4: INVEST IN THE WHOLE CHILD





STRATEGY #4: INVEST IN THE WHOLE CHILD

Educators around the state and nation have come to the same conclusion that parents have always known – that working with and investing in the whole child is necessary for student success. Parents and community members expressed this sentiment repeatedly throughout the stakeholder engagement phase of the strategic planning process (see page 3). The District has seen the benefits of a whole child approach to education through its school-based health centers and Full-Service Community School Initiative. Now is the time for the District to scale this approach and invest in the social, emotional, and physical health of every student in WCCUSD.

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 18: SUPPORT PHYSICAL, SOCIAL, AND EMOTIONAL HEALTH		
<p>18.1: Expand On-Site Health Clinics. The District should continue to build out its on-site health offerings to meet student health needs.</p>	2015-2016	Associate Superintendent K-Adult Schools
<p>18.2: Expand Social and Emotional Counseling. The District should continue to expand its psychological counseling services to meet the demands of the WCCUSD student body.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>18.3: Further Invest In Teacher Professional Development To Provide Social And Emotional Learning Support. The District should create additional opportunities for teacher professional development targeting social and emotional learning, including a focus on trauma-informed education. The District should look to work with and learn from Sacramento City Unified School District, a school district that is developing and implementing many best practices regarding classroom social and emotional learning, including teacher professional development.</p>	2014-2015	Assistant Superintendent for Educational Services



STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>18.4: Expand Efforts to Provide Healthy Food to Students. The District should review its food program and identify opportunities to provide healthier options to students. The District should consider expanding its school gardens program, healthy cooking classes, and other nutrition education programs, where possible. In doing this, the District should look to Berkeley Unified School District’s food program as a thought partner and source of best practices.</p>	2015-2016	Associate Superintendent for Operations
<p>OBJECTIVE 19: SUPPORT FULL-SERVICE COMMUNITY SCHOOLS (FSCS) THROUGHOUT THE DISTRICT</p>		
<p>19.1: Empower a Director to Oversee FSCS Program. Expansion of the FSCS program is a major undertaking requiring a central staff member to be responsible for coordinating the various moving parts. To enable the Director to succeed, the District should grant the Director substantial decision-making authority. The Director should be housed in the Office of Community Engagement.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>19.2: Establish Vertical Collaboratives For Each School Family. The District should use the San Pablo Engine Team as a model and create FSCS collaboratives for every school family. All key actors and stakeholders involved in the school family’s geography should be invited to participate to assist with coordination, collaboration, and clear communication.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>19.3: Establish A Horizontal Collaborative Across the FSCS Teams. The District’s FSCS Program Director should facilitate this collaborative, comprised of 1-3 leaders from each school family’s FSCS effort. The collaborative can be used to share best practices and provide relevant professional development across the FSCS teams.</p>	2014-2015	Director, Office of Community Engagement – proposed position



STRATEGY #4: INVEST IN THE WHOLE CHILD *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>19.4: Aggressively Seek External Funding for Support. The District should aggressively solicit support from the federal, state, county, and city governments, corporate foundations, and private philanthropists to help fund the development and expansion of the District’s FSCS initiative.</p>	Ongoing	Director, Office of Community Engagement – proposed position
<p>OBJECTIVE 20: PROVIDE EVERY STUDENT WITH ACCESS TO ART AND MUSIC EDUCATION</p>		
<p>20.1: Assess Current State of Arts and Music Education Programs. The District should analyze the arts and music education programs currently functioning in the District to determine the breadth of depth of the offerings. The District should determine the current baseline percentage of students served and determine what it needs to fill the gap.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>20.2: Conduct a Landscape Analysis of Community-Based Organization Arts and Music Education Providers. The District should identify the CBO arts and music education providers currently (and those interested in) working within the District.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>20.3: Raise External Funding To Fill Budget Gaps. The District should seek to fill arts and music education budget gaps by identifying and partnering with foundations and other funders interested in arts and music education.</p>	2015-2016	Director, Office of Community Engagement – proposed position



STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 21: BUILD OUT A SUITE OF IN-SCHOOL AND OUT-OF-SCHOOL TIME PROGRAMS TO SERVE THE WHOLE CHILD		
<p>21.1: Conduct School-By-School Audit Of Services Offered. The District, through the Office of Community Engagement, should work closely with community partners to comprehensively map all of the services and programs offered at every school. Through this process, the District should identify what services and programs are missing.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>21.2 Identify and Recruit Program Providers to Fill the Gaps. The District should collaborate with community partners to identify and recruit CBOs and other service providers to fill the gaps. The District should pay particular attention to finding additional high quality school-based academic and instructional support programs to improve learning in all schools.</p>	2014-2015	Director, Office of Community Engagement – proposed position
OBJECTIVE 22: CREATE A WELCOMING, EXCITING, AND VIBRANT SCHOOL CLIMATE CONDUCIVE TO STUDENT SUCCESS		
<p>22.1: Foster a Customer Service Mindset. The District should review its practices and procedures to make the District and schools more welcoming to students, parents, teachers, and community members. Among other things, the District should revisit school signage to make sure that the messaging is positive, provide office staff with basic customer service training, and adopt a policy about timely responsiveness to student, parent, teacher, and community member inquiries and contacts.</p>	2014-2015	Assistant Superintendent for Human Resources



STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>22.2: Invite Parents On Campus At The Start and End of School. The District should make its school campuses welcoming to parents by inviting them to come to school at the start and end of each school day. This will have two positive results: (1) by building a critical mass of parents on campus, schools will be sending the message that they want parents to be involved, and (2) it will further open the lines of communication between teachers and parents.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>OBJECTIVE 23: KEEP ALL SCHOOL FACILITIES SAFE AND CLEAN</p>		
<p>23.1: Create an Anti-Bullying Plan. The District should facilitate students at each elementary, middle and high school in developing an anti-bullying plan that will be embedded into each master school site plan.</p>	2015-2016	Associate Superintendent K-Adult Schools
<p>23.2: Further Implement the Restorative Justice Program. The District should continue implementing its restorative justice program throughout WCCUSD.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>23.3: Strengthen Relationships Between SROs and City Police. The District should collaborate with city police departments to provide training programs for SROs and city police to strengthen communication and working relationships.</p>	2014-2015	Associate Superintendent K-Adult Schools
<p>23.4: Increase Overall Emergency Preparedness. The District should hold more emergency and crisis preparedness drills for teachers and staff. The District might want to consider offering staff an emergency preparedness certification program.</p>	2014-2015	Associate Superintendent K-Adult Schools

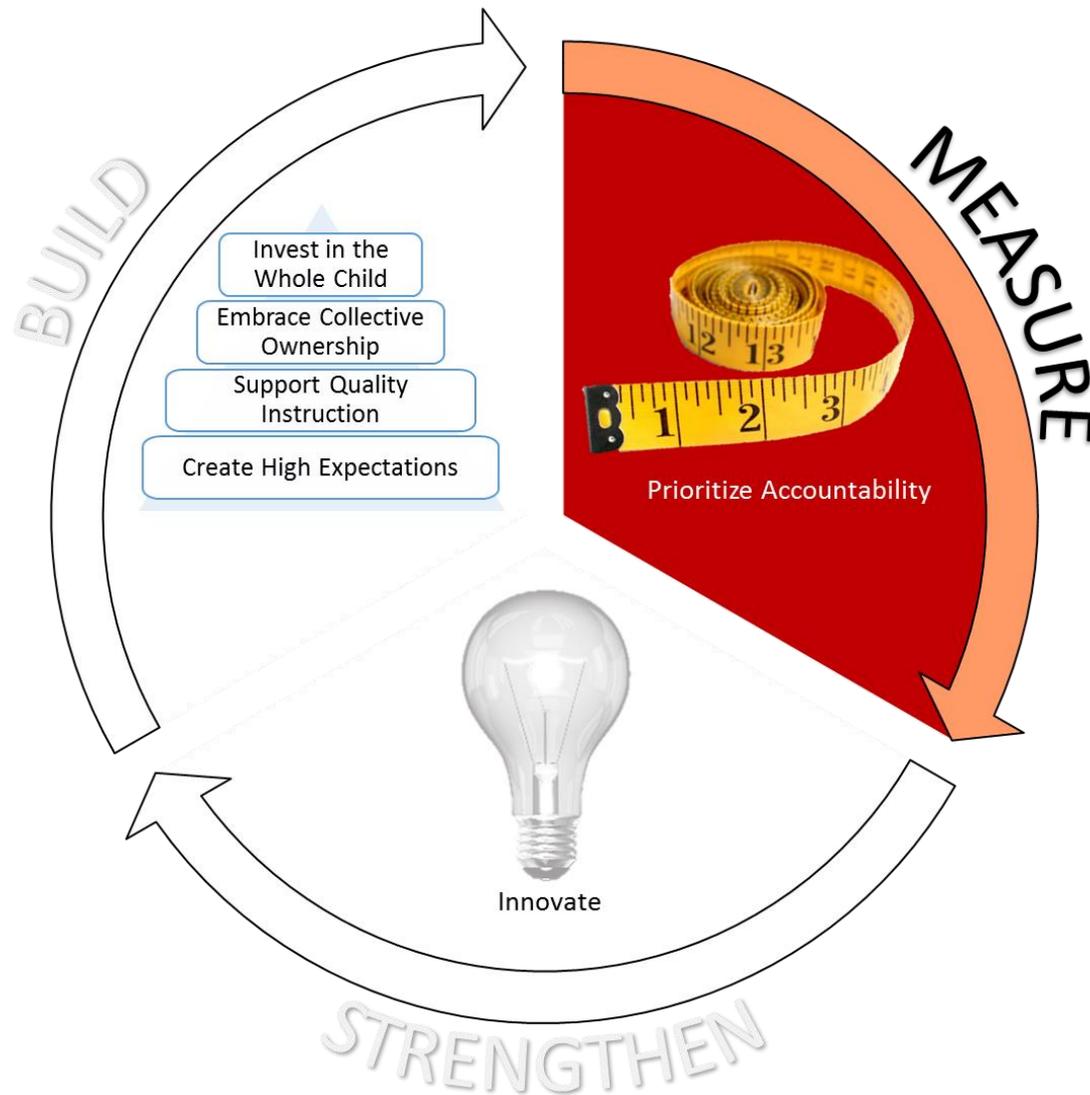


STRATEGY #4: INVEST IN THE WHOLE CHILD *(continued)*

Implementation Strategy	Timeline	Lead Responsible
23.5: Improve Campus Cleanliness and Maintenance. The District should hire additional janitorial and maintenance staff to improve overall cleanliness and upkeep of campuses	2014-2015	Associate Superintendent for Operations
23.6: Increase Community Awareness. The District should create a system to regularly educate and update school staff about potential safety concerns, community happenings, and gang activity so all staff members understand the broader context for their students, the school, and the community.	2014-2015	Associate Superintendent K-Adult Schools



STRATEGY #5: PRIORITIZE ACCOUNTABILITY





STRATEGY #5: PRIORITIZE ACCOUNTABILITY

To achieve the goals articulated in this Strategic Plan Report, the District must have the trust of all stakeholders. Earning and stewarding this trust will require rigorous data collection and analysis and open and honest communication. Throughout the implementation of the Strategic Plan, it is important that the District structure its data and communications work in a way that will support its core mission. Data and transparency should not be a burden at the District, school, or classroom level; rather, it should be a tool to help everyone do their work better.

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 24: COLLABORATIVELY SET DISTRICT-WIDE TEACHER AND ADMINISTRATOR PERFORMANCE STANDARDS TO DETERMINE PROFESSIONAL DEVELOPMENT NEEDS		
24.1: Create 360° Teacher and Administrator Reviews. The District should establish a 360° review protocol for teacher and administrators. As part of the protocol, teachers and administrators should collaboratively determine which stakeholders (mix of students, parents, direct reports, supervisors, and peers) will be asked to review which personnel.	2015-2016	Assistant Superintendent for Human Resources
24.2: Share Anonymized Results. The District should publish anonymized review results for each school and across WCCUSD.	2016-2017	Chief Data Officer – proposed position
OBJECTIVE 25: CREATE OPEN AND TRANSPARENT DIALOGUE WITH STUDENTS, TEACHERS, PARENTS, AND THE COMMUNITY		
25.1: Implement Ongoing, Consistent Stakeholder Engagement. The District should conduct regular stakeholder focus groups to delve more deeply into issues of concern to specific schools and stakeholder groups. While all stakeholder groups should be reached through the focus groups, the District should go out of its way to understand the perspectives and concerns of its teachers. The District should also facilitate town halls three times per year for school-site and District administration to listen to the concerns of students, parents, teachers, classified staff, and external stakeholders. The District should seek to make these events as inclusive and participatory as possible. The District should also seek to increase community engagement through its social media channels.	2014-2015	Superintendent



STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>25.2: Create Formal Process To Listen to Students. The District should create a formal student focus group and town hall program to enable the District to get unfiltered and honest student feedback about their educational experience. The District should schedule regular quarterly student focus groups or town halls and host the meetings at different schools throughout the year. Teachers, school-site administrators, central office administrators, and external partners should be asked to participate and listen to the students and the District should summarize the meeting content and circulate to the School Board. The District should post the content summaries to the District website and provide progress updates on action items that emerge from the focus groups and town halls.</p>	2014-2015	Superintendent
<p>25.3: Survey Stakeholders. In addition to in-person and social media engagement, the District should strategically use online and offline surveys to gauge stakeholder opinion regarding key District concerns.</p>	2014-2015	Superintendent
<p>25.4: Publicly Respond to Important Parent Concerns. Where appropriate, the District should publicly respond to important parent issues that continue to arise. While the District should attempt to respond to all reasonable parent concerns, it should be judicious about publicly responding to concern trends. The goal is for the District to gain public confidence that it is listening and responding in a reasonable, thoughtful, and appropriate manner. Public responses may occur through the District’s website, email, robocalls, press releases, social media, and other methods for mass communication.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>25.5: Report on Progress. The District should use the Strategic Plan Accountability Report to publicly share data on a regular basis. Data and honest analysis should be boiled down to key messages that can be shared through traditional and social media channels.</p>	2014-2015	Chief Data Officer – proposed position



STRATEGY #5: PRIORITIZE ACCOUNTABILITY (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>25.6: Provide Updates From the Superintendent. The Superintendent should consider giving an annual State of the School District speech that lays out a clear vision of where the District is heading. As part of this event, the Superintendent should host a public Q&A session.</p>	2014-2015	Superintendent
OBJECTIVE 26: IMPROVE INTERNAL DATA COLLECTION AND MANAGEMENT SYSTEM		
<p>26.1: Conduct Data Needs Assessment And Simplify Collection Practices. The District currently collects an enormous amount of data, due in part to compliance policies and in part to established practices and procedures. The District should conduct an assessment of what data it actually needs to collect and what data it wants to collect. Once completed, the District should develop streamlined data collection policies that reflect the need to collect data on the District’s critical metrics.</p>	2014-2015	Chief Data Officer – proposed position
<p>26.2: Establish Simple Data Collection Protocol. Once the District streamlines and identifies the data it plans to collect, the District should establish a simple data collection protocol. The goal of the protocol should be to reduce the amount of time teachers and administrators spend gathering data and compiling reports for the District. The protocol should also create a simple process for the District to acquire and process the collected data from all of the school sites.</p>	2014-2015	Chief Data Officer – proposed position
<p>26.3: Empower a Chief Data Officer. The District should establish a Chief Data Officer for managing the District’s data collection, processing, analysis, and reporting efforts.</p>	2014-2015	Superintendent
<p>26.4: Develop a Regular Data Reporting Process. The District should establish a regular reporting process and calendar for sharing data with key stakeholders, including the WCCUSD Cabinet, School Board, school-site administrators, Strategic Plan Accountability Committee (a new entity comprised of community leaders to monitor strategic plan progress; see Objective 30), and the general public.</p>	2014-2015	Chief Data Officer – proposed position



STRATEGY #5: PRIORITIZE ACCOUNTABILITY (continued)

Implementation Strategy	Timeline	Lead Responsible
<p>26.5: Leverage Data Analysis Expertise. The District should build a strategic partnership with an educational institution, such as UC Berkeley, to manage, scrub, and crunch WCCUSD’s data in exchange for the right to use the data for education research. The District should study and consider replicating the Redwood City 2020 model, a good example of a partnership between a public school district and a higher education research institution.</p>	<p>2015-2016</p>	<p>Chief Data Officer – proposed position</p>
<p>OBJECTIVE 27: SUPPORT STRATEGIC PARTNERS (CBOS, FUNDERS) BY PROVIDING DATA NECESSARY TO IMPROVE PROGRAM OUTCOMES</p>		
<p>27.1: Establish Clear Expectations Regarding Data. The District, through the Office of Community Engagement (see Objective 13), should collaborate with community partners to create clear guidelines as to what data the District expects its partners (especially community-based organization service providers) to collect and what data the District will collect. The guidelines should prescribe how the District will share data with its partners and the intervals at which the District will share the data. The District and its community partners should revisit the guidelines on a regular basis to make sure that they are working properly and do not need revision.</p>	<p>2014-2015</p>	<p>Director, Office of Community Engagement – proposed position</p>
<p>27.2: Share Agreed-Upon Data With Community Partners. To the extent possible, the District, through the Office of Community Engagement, should share collected data identified in the agreed upon guidelines (see Objective 27.1). The District should avoid fulfilling one-off data requests from external partners to maintain the primacy of the guidelines and eliminate any claims of bias or favoritism.</p>	<p>2015-2016</p>	<p>Director, Office of Community Engagement – proposed position</p>



STRATEGY #5: PRIORITIZE ACCOUNTABILITY (continued)

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 28: TRANSPARENTLY IDENTIFY DISTRICT STAFF'S ROLES AND RESPONSIBILITIES		
<p>28.1: Simplify the District's Organizational Chart and Update Job Descriptions. The District's current organizational structure is complicated and inaccessible. Internal and external stakeholders complain of being overwhelmed by the bureaucracy and paralyzed by the inability to find the "right person." The District should consider simplifying the current organizational structure. Even if the District opts to maintain its current structure, it should update job descriptions for all departments and positions so that there is internal clarity about who is responsible for each District function, program, and service.</p>	2014-2015	Assistant Superintendent for Human Resources
<p>28.2: Make the District's Organizational Chart and Job Descriptions Public. The District should publish the WCCUSD organizational chart and a description of each department on its website to enable students, parents, teachers, administrators, and the public to more easily navigate the District's bureaucracy.</p>	2014-2015	Associate Superintendent for Operations
OBJECTIVE 29: STRENGTHEN EXTERNAL COMMUNICATIONS		
<p>29.1: Redesign the WCCUSD Website. The District should consider redesigning the WCCUSD website to make it more user friendly. It should also consider adding social functionality (e.g., social media sharing enabled, community posting, etc.).</p>	2015-2016	Chief Technology Officer
<p>29.2: Build Social Media Presence. The District should invest the time and energy into developing a more robust social media presence. By strategically building its social media communities, the District will be able to better listen to a more diverse community of voices and more rapidly respond to community concerns.</p>	2014-2015	Director, Office of Community Engagement – proposed position

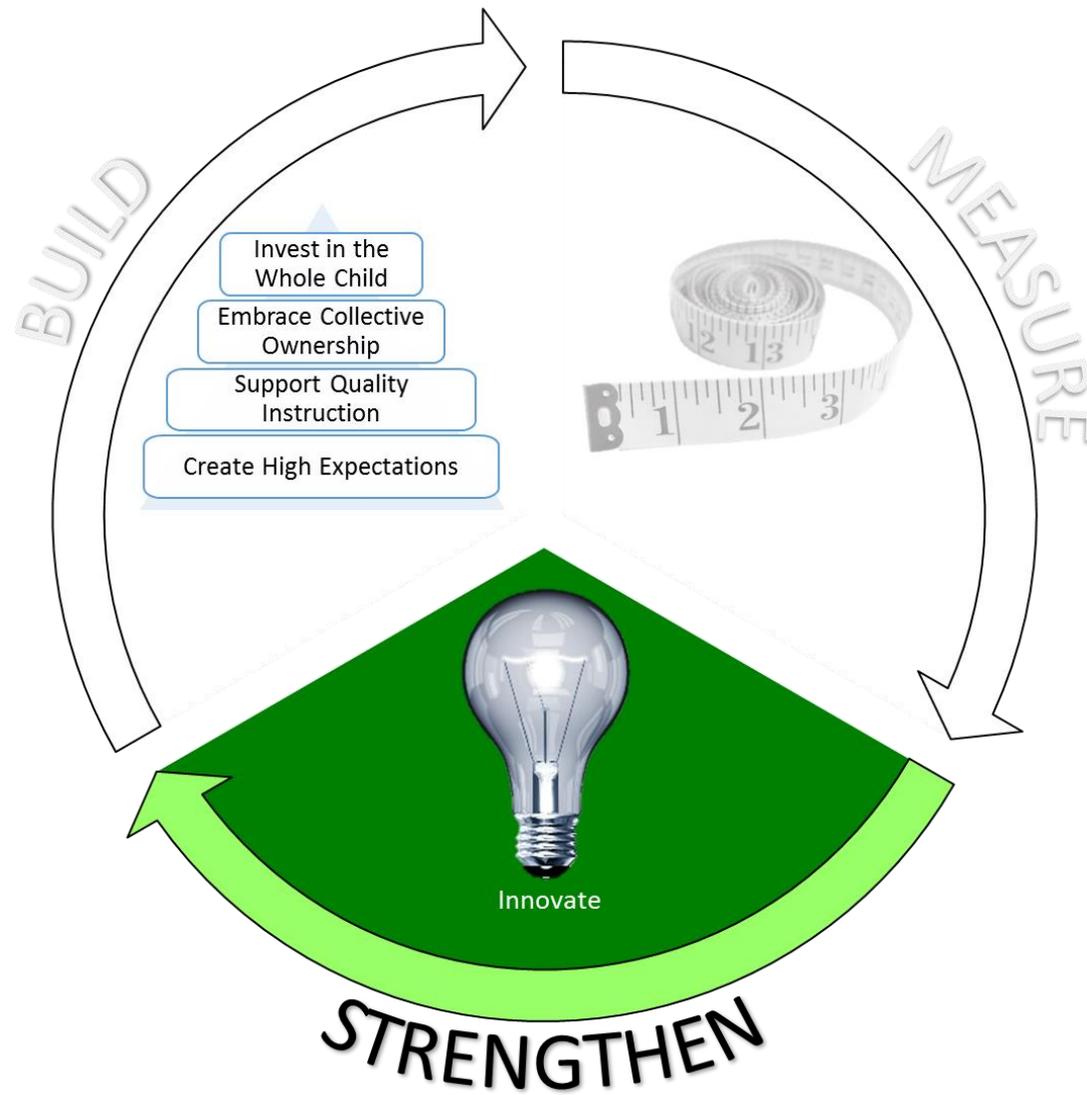


STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

Implementation Strategy	Timeline	Lead Responsible
<p>29.3: Improve Media Outreach. The District should consider working with a communications firm to strengthen its media outreach capabilities. The District would benefit by having more effective communications and public relations.</p>	2016-2017	Director, Office of Community Engagement – proposed position
<p>OBJECTIVE 30: CREATE AND IMPLEMENT A STRATEGIC PLAN ACCOUNTABILITY PROCESS</p>		
<p>30.1: Create a Strategic Plan Accountability Committee. The District should create an ongoing Strategic Plan Accountability Committee comprised of community-wide stakeholders that will report to the School Board. The Committee will be charged with monitoring the District’s progress against the Strategic Plan and helping the District address strategic hurdles that emerge during the implementation phase.</p>	2014-2015	Superintendent
<p>30.2: Review Progress Every Month. The School Board should reserve time during one Board meeting per month to hear a report on one of the Strategic Plan Report’s six key strategies and discuss next steps. The School Board should ask the Superintendent and the Strategic Plan Accountability Committee to provide an update and be available to answer any questions. Through this process, the School Board will revisit each priority once every six months.</p>	2014-2015	Superintendent



STRATEGY #6: INNOVATE





STRATEGY #6: INNOVATE

As the District moves to add flexibility at the site level, it will also need to recognize both the importance of innovation and the potential for failure. District staff at all levels should commit to trying new ideas and building a culture that celebrates curiosity, thoughtful experimentation, and constant learning and improvement.

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 31: LOWER BARRIERS TO EXPERIMENTATION		
<p>31.1: Balance Compliance Regulations With School-Site Autonomy. The District should work to increase school-site autonomy while clearly articulating its expectations of principals. As part of this transition, the District should reevaluate the scope of compliance it truly requires from each school. The more flexibility and local control the District is able to provide principals and teachers, the greater the opportunity for innovation, experimentation, and new breakthroughs.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>31.2: Celebrate Experimentation. The District should publicly celebrate principal, teacher, and student experiment successes in an effort to build a culture of innovation. The District might want to consider giving a school innovation award for the boldest and most creative innovations.</p>	2015-2016	Assistant Superintendent for Educational Services
<p>31.3: Establish an Experimentation Fund. The District should partner with external funders to develop an experimentation fund for classroom teachers and school-site administrators to try novel ideas. Grant recipients should be required to transparently share their outcomes.</p>	2014-2015	Director, Office of Community Engagement – proposed position
<p>31.4: Partner With Charter Schools. The District should consider partnering with local charter schools to develop a set of guidelines for District-charter collaboration and shared learning. Both District schools and charters can learn from one another and should develop a healthy working relationship.</p>	2014-2015	Associate Superintendent K-Adult Schools



STRATEGY #6: INNOVATE *(continued)*

Implementation Strategy	Timeline	Lead Responsible
OBJECTIVE 32: STRATEGICALLY INTEGRATE TECHNOLOGY INTO THE CLASSROOM, SCHOOL-SITE, AND DISTRICT		
<p>32.1: Make Smart Investments in Technology. The District should conduct an audit of the technology it is using both for educational and operational purposes and identify what technology it needs to improve efficiency and educational effectiveness. Based on the findings, the District should make smart investments in technology. The District should consider forming an ad hoc committee to evaluate potential District-wide technology purchases with the goal of avoiding overpaying or selecting substandard products. To the extent possible, the District should decentralize the technology acquisition process so that school-site administrators can rapidly respond to their school needs.</p>	2014-2015	Chief Technology Officer
<p>32.2: Transition to E-Books and Online Resources. The District should work to phase out textbooks and other print resources and replace them with e-books and other online resources. To do this effectively, the District will ultimately likely need to have a computer, tablet, or other internet-enabled device per student.</p>	2017-2018	Chief Technology Officer
<p>32.3: Train Teachers and Administrators to Properly and Effectively Use New Technology. New technology is only as valuable as it is applied and integrated in the classroom and District offices; if teachers and administrators do not know how to use the technology, it will go to waste. The District should invest significant time and energy in developing and deploying accessible technology training for all staff.</p>	2014-2015	Assistant Superintendent for Educational Services
<p>32.4: Provide Ongoing Tech Support. The District should invest in the necessary tech support to ensure that the District’s technology is working and up-to-date. While the District can train teachers and administrators how to use the technology (see Objective 32.3), technology will inevitably fail. If tech problems, even minor ones, go unfixed, the technology will be useless to the District.</p>	2014-2015	Chief Technology Officer



STRATEGY #6: INNOVATE *(continued)*

Implementation Strategy	Timeline	Lead Responsible
32.5: Regularly Evaluate All Tech Initiatives. The District should evaluate all tech initiatives based on their impact on student success. The District should continue to invest in those initiatives that have a positive correlation and pivot from those that don't.	2014-2015	Chief Technology Officer
OBJECTIVE 33: EXPOSE STUDENTS TO NEW IDEAS		
33.1: Create Experiential Learning Opportunities. In addition to dynamic curricular content and teaching, the District should consider expanding field trip programs and internship programs. The District should seek to provide these opportunities during the normal school day as well as through after school and summer programming.	2014-2015	Assistant Superintendent for Educational Services
OBJECTIVE 34: PROACTIVELY LEARN FROM OTHER DISTRICTS		
34.1: Organize Study Missions. The District should establish a study trip program to take a cohort of stakeholders, including administrators, teachers, and community members to visit well-run and innovative schools and school districts to meet with and learn from others.	2014-2015	Superintendent
34.2: Share Lessons Learned. Upon returning from the study missions, the cohort of stakeholders that attended should be asked to share their findings with the School Board, District Cabinet, and District-identified stakeholders working on the issues at hand.	2014-2015	Superintendent



Quantitative and qualitative data are both required to accurately assess the Strategic Plan Report’s effectiveness and progress. Quantitatively, the District should continue to track hard data on student outcomes and achievement, particularly API scores, high school graduation rates, third grade literacy rates, and attendance. Qualitatively, there are specific soft data points needed to gauge the progress of the cultural shift called for in the Strategic Plan Report. Below are the most critical of these cultural and behavioral metrics for each Strategic Plan Report priority and the method by which to gather the necessary data.

Priority	Metric	Method
Create High Expectations	Percentage of students in 5 th – 12 th grade who believe they can earn a college degree	Annual student survey
	Rate at which seniors are pursuing their #1 post-graduation goal	Annual student survey
Support Quality Instruction	Degree to which teachers believe they are stronger teachers this year than the year prior	Annual teacher survey
	Degree to which teachers and principals believe there is a strong professional learning community at their school	Annual teacher and principal surveys
	Degree to which students feel academically challenged and empowered in the classroom	Annual student survey
	Teacher retention rate	Standard count
Embrace Collective Ownership	Percentage of stakeholders who can articulate what role they play in providing a high quality education to the students of West County	Annual stakeholder survey
	Percentage of stakeholders who believe their actions directly and positively impact student success	Annual stakeholder survey



	Degree to which District leaders, school leaders, and parents believe outside stakeholder groups directly and positively impact student success	Annual District leadership, principal, and parent surveys
Invest in the Whole Child	Degree to which students, teachers and principals believe their school climate is safe, supportive, and fun	Annual student, teacher, and principal surveys
	Degree to which students feel emotionally and socially healthy	Annual student survey
	Average number of out-of-school activities per year per student	Standard count
Prioritize Accountability	Degree to which all stakeholder groups feel they have a firm understanding of the District's foci, efforts, and outcomes	Annual stakeholder survey
	Degree to which all stakeholder groups believe their voice is encouraged and heard within the District	Annual stakeholder survey
	Degree to which teachers, and District and school leaders believe they are able to make data-informed decisions efficiently	Annual District leadership, principals, and teacher surveys
Innovate	Percentage of teachers, principals, and District leaders who attempted a new approach to solve an existing problem	Annual teacher, principal, and District leadership surveys
	Degree to which teachers, principals, and District leaders believe they are able and encouraged to experiment, collaborate, and learn from each other's successes and failures	Annual teacher, principal, and District leadership surveys



All strategic initiatives face some degree of risk. Identifying and anticipating critical risks helps mitigate the downside and better position the District for long-term success. WCCUSD acknowledges the following critical risks:

- **Lack of Buy-In** – For the Strategic Plan to be effective, all stakeholders have to commit and genuinely believe the priorities and strategies are worthy, realistic, and designed to improve student outcomes.
- **Budget Cuts** – Though some of the strategies do not require substantial funding, many require financial support from the state, local municipalities, and private donors.
- **Priority Derailment** – The strategies identified in this document are grounded in extensive stakeholder input and data review and should therefore take precedence over other initiatives that may detract from the District’s limited pool of resources.
- **Legacy Thinking** – Executing the Plan successfully will require stakeholders to abandon legacy thinking and embrace the reality that for WCCUSD to improve, old practices and habits that do not positively and substantially impact student learning need to be addressed and improved.
- **Mistreatment of Partners** – For WCCUSD to reach its potential, it will require the trust, dedication, and support of its nonprofit, business, and community partners.
- **Territorial Attitude** –The District and its partners must embrace collective ownership and recognize that positive student outcomes represent the success of all involved.
- **Inflexibility** – While the strategies should remain constant, individual tactics will require regular evaluation and modification to ensure effectiveness.
- **Overloaded and/or Unaligned Communication** – At all levels, internal District communication and communication among stakeholders must be aligned, purposeful and clear.
- **Over-Responding to Initial Setbacks** – Change and improvement take time, but it is essential that WCCUSD maintain direction and focus and not sacrifice long-term success in the face of short-term hurdles.



As the education landscape continues to evolve, WCCUSD will be presented with numerous opportunities not yet addressed within this Strategic Plan Report. The District should not disregard new opportunities, but rather evaluate each opportunity for alignment with the District's vision and key strategies in order to maintain focus and prioritize effectively. Listed below are the opportunities that will most likely present themselves and have the greatest potential to positively impact the District:

- **Blended Learning Models** – As class sizes throughout California continue to grow, innovative class management strategies offer an opportunity to increase student learning and alleviate added pressure on teachers without putting a substantial strain on the budget.
- **Revisit the Union Contracts** – The current union contracts (for teachers and classified employees) could be restructured to better align with the Strategic Plan Report's six key strategies. For WCCUSD to become a "District of choice," all stakeholders – including the unions – will need to reexamine structures, roles, and systems, and improve methods to further facilitate positive student outcomes.
- **Expand Adult Education Programs** – Parent involvement is an essential component to a successful school District, but in WCCUSD, parent involvement is limited by adult education levels and language and cultural barriers. A robust adult education program is the District's best tool to help break down those barriers and create more involved and effective parent partners.
- **Clear the District's Annual Retirement Liability** – The existing \$20,000,000 annual liability is a legal necessity, but a significant drain on an already-limited resource pool. The District needs to uphold its obligations, but should be open to ways to free up this capital and redirect the funds to mission-driven programs and personnel.
- **Use Case Studies to Build District's National Reputation** – With world renowned universities such as UC Berkeley, Stanford, and UC Davis all within close proximity to WCCUSD, the District should explore opportunities to partner with their education departments to write case studies that track the student and District improvements that emerge from the Strategic Plan Report. Building national recognition and prestige will help attract top talent and private donors.
- **Year-Round School** – Restructuring the school calendar to minimize dormant academic periods would eliminate summer learning loss and help students maintain positive academic momentum from one grade to the next.



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APPENDICES



As a District that jettisoned its dedicated communications staff in 2009 due to budget cuts, WCCUSD is in a position to, essentially, rebuild its communications operation from scratch. It is an opportunity to take a fresh look at how best to communicate key issues to important audiences. The following plan is built to be achievable and scalable over time and to focus communications actions on activities that support overall District goals. It sets an agenda for the first year with some suggested improvements for subsequent years, although the activities recommended for Year 1 provide enough of a robust communications operation that it should be sufficient over time to address nearly all of the District's communications needs.

A comprehensive communications plan should do the following:

1. Implement a communications program that directly helps the District achieve its strategic goals.
2. Foster strong relationships with District stakeholders.
3. Provide focus and direction for messages/methods in support of the District's goals.
4. Enable the District to present itself accurately to audiences.

Strategic Considerations

The Strategic Plan Report recommendations are based on the following considerations:

- WCCUSD has tremendous spokespeople in its Superintendent and Board Members. These individuals should be used to the fullest extent in spreading WCCUSD messages.
- It is critical that WCCUSD devote at least 1.5 FTE to District communications, both internal and external. It is nearly impossible to effectively communicate without having a person whose primary focus is driving and implementing communications strategy. The leader of this effort should be part of the District's management team to ensure integration of communications with key District activities and priorities.
- The communications plan is a living document that incorporates lessons learned and feedback from audiences and stakeholders.
- The plan places less emphasis on press releases and formal media announcements while focusing more on meeting the needs of constituents where they normally get their information. Mail and email are becoming much less effective than texts, social media and graphically rich communications.
- The plan places a premium on efficient means of information delivery with a heavy emphasis on platforms that reach the most people (often through online media).
- Modern communications activities require a two-way capability. Most audiences are no longer content to simply receive information, they want to interact, comment, express their opinions and ask questions.
- WCCUSD must be committed to open, honest and ongoing communication with internal and external stakeholders. Maintaining a two-way conversation with stakeholders is essential for building relationships.



- In general, WCCUSD should focus more on short, easy to understand communications through a variety of channels.
- The plan should be reviewed on an annual basis by the District leadership. It should be used as a basis for providing a framework for future resource and budgetary consideration.

Summary of Year 1 Plan and Activities

This plan includes an ambitious but achievable set of recommendations for the first year of the Strategic Plan. Given that the District is embarking on a new overall strategy, it's important to integrate communications activities early. The summary of the first year activities are:

- Hire and onboard FTEs
- Identify key audiences and stakeholders
- Perform a communications vulnerability assessment
- Create short and long-term communication milestone calendars
- Establish metrics for success
- Establish personal relationships with key media members
- Content mining
- Grow online presence
- Develop a crisis communications plan

Hire FTEs

WCCUSD should immediately begin a search for a senior communications professional to manage the District's communications operation. The Communications Director should:

- Have at least five years' experience in progressively advancing communications positions
- Be able to work in a self-directed environment
- Have significant experience designing and implementing social media efforts
- Have a proven record of success in designing and implementing comprehensive communications campaigns
- Be able to prioritize
- Have public education policy knowledge (not essential, but definitely a plus)

Identify Key Audiences and Stakeholders

WCCUSD should identify and prioritize audiences to whom it will direct its communications activities then design messaging and communications plans that address their specific concerns. First, focus on those audiences and communities who opt-in and who must have information. Efforts should be cost-effective and initially not concerned with reaching 100% of constituents (unless it is required communication by law, regulation or policy). Some examples of key audiences are:

- Parents
- Students
- Teachers
- Business leaders
- Community leaders
- Religious organizations



In future years, the District should continue to expand the reach of the communications strategy to reach other audiences and stakeholders.

Perform a Communications Vulnerability Assessment

It's very important that the District has a clear understanding of where it is likely to receive criticism from the media, the public, elected officials and others so that it is prepared to address them when the criticism occurs, or in some instances, before it happens.

Create Short and Long-Term Communications Milestone Calendars

Early on, the communications department should develop a calendar of significant announcements regarding key milestones, such as academic progress, infrastructure improvements, new partnerships, etc.

Establish Metrics for Success

For each communications undertaking, WCCUSD communications should develop metrics that define success and how the achievement of those metrics contribute to the overall success of WCCUSD initiatives. Examples of success metrics include:

- Social media engagement (likes, shares, clicks on embedded links)
- Ability to influence media stories
- Key audience engagement
- Ability to drive communications narrative
- Number of attendees for public events

The metrics should be attributable to communications activities but also have a meaningful relationship to wider District goals.

Maintain and Expand Personal Relationships with Key Media Members

It is important that the Communications Director, District Leadership and Board Members have a positive and meaningful relationship with the local media. Positive media relationships allow District personnel to be a resource to the media and to be able to learn and manage potentially negative information before it is released to the public. Important local media outlets include:

- The Contra Costa Times
- Various Patch publications
- Local Television

Content Mining

Every day there are ample stories from every school about special achievements and improvements; “wins” that are great content to share with key audiences. The communications department should make it a priority to survey each school for compelling stories that can be shared as social media announcements or even made into larger communications campaigns. The key to a robust communications program is the creation of compelling content, and schools are great sources. In addition, the District should consider repurposing materials designed for an internal audience into something for public consumption through social or other media. The District should



then use the data gleaned from who likes/views/retweets/shares information to design future communication activities. Finally, video and photo content (when available and where appropriate) will help to make communications more engaging for public audiences.

Examples of content to mine:

- Academic and/or extracurricular student success stories
- Athletic achievements
- Infrastructure improvements
- Teacher/principal training materials
- Field trips
- Academic events

Grow Online Presence

WCCUSD has done a good job of improving its online presence and it should continue to make online growth a top priority considering social media's exponential growth and influence with key audiences. In addition to tracking and improving the number of "likes," followers, and page views, the District should mine the data of those who engage with the District's social media sites to achieve District objectives. For example, consider matching the data from social media usage to the state voter file to encourage voter registration and participation in municipal elections and to identify community leaders and organizers who can help push for District priorities.

District website – The main District website (www.wccusd.net) was submitted to bigwebstats.com to perform a topline analysis of its build, usability and security. Their report can be accessed here: <http://www.bigwebstats.com/site/wccusd.net>. Throughout the report, there are recommendations for making improvements to make it more findable, usable and secure. Only someone with access to WCCUSD's site-specific analytics can accurately analyze the online traffic patterns, however there are some developing best practices that the District should consider to raise its web profile:

- Consider moving content to (or replicating it) on "microsites." People increasingly expect web information to be readily accessible when landing on a particular page. The more clicks a person has to perform, the more likely they are to leave the site before getting the information they need. They are also less likely to return in the future. Microsites are websites that serve a limited purpose or appeal to a specific audience. They frequently have very few pages and contain essential information. For example, the landing page for the "parent" section on the current website is used only for hosting small links to calendars while parents have to search a sidebar for more categories (that also include student information links). WCCUSD should create a parent microsite that features the most searched/clicked links on the landing page in order to make it easier for parents to navigate and give them a dedicated page to return to. Microsites also can be frequently updated and changed to meet evolving audience needs.
- Significantly increase the amount of multi-media on the WCCUSD website. Websites with pictures and videos attract much more attention and are more optimized in searches than text-dominated sites.



Facebook – Facebook is an important communications tool because it gives the District an opportunity to engage in two-way communication with its key audiences. However, in this medium, content is king and the District must work to engage current audiences and attract others in order to remain a regularly visited page. The people who manage the Facebook page have a wealth of information at their fingertips through the analytics function. It can tell the demographics of each visitor, times when most of their followers are online, what days are most effective for posting and which are least. WCCUSD has clearly invested time and resources in improving its Facebook presence but it is still a greatly underutilized tool:

- While the page has 700 “likes” it only has 2 people “talking about this.” This signifies a very low engagement level by page viewers and is an indication that the posts lack compelling information.
- Past site activity shows periods of increased engagement but without corresponding increases in page likes.
- WCCUSD should increase its posting frequency and experiment with a number of different kinds of posts rather than the WCCUSD-specific, largely one-way messages of the last several months. Potential new posts include:
 - Images of teachers helping students accompanied by simple headlines;
 - Cross posts from other websites that introduce WCCUSD to additional audiences;
 - Calls to action on specific issues; and
 - Promoted posts and Facebook ads to broaden the audience and reach of the page.

In a District of 30,000 students and thousands of staff, WCCUSD’s Facebook page should be a hub of activity and frequently visited by key audiences. Broadening the reach of the posts and varying the types and frequency of posts will help determine which messages are most effective.

Develop a Crisis Communications Plan

It is critical that the District have a written, understood, practiced and effective crisis communications plan that addresses every reasonable crisis scenario from natural disasters to extreme employee misconduct. WCCUSD should draft the plan and train District leaders and Board Members on its use.



Whole Child,
Whole Community

APPENDIX B: Strategic Plan Committee Members

Name	Affiliation
Xavier Abrams	Mechanics Bank, Vice President
Julie Arroyo	Local 1, Business Agent
Andrea Bailey	Chevron Corporation, Community Engagement Manager
Diane Brown	United Teachers of Richmond, President
Scott Brown	Local 1, Supervising Business Agent
AnnMarie Darrow-Baines	San Francisco State University, Assistant Professor
Joan Davis	Richmond Community Foundation, CEO
Linda Delgado*	WCCUSD, Coordinator
Wendy Gonzalez	Ford Elementary, Teacher
Sylvia Greenwood	DeJean Middle School, Principal
Wendell Greer*	WCCUSD, Associate Superintendent
Todd Groves*	WCCUSD School Board, Member
Charlene Harlan-Ogbeide	NAACP, Representative
Bruce Harter*	WCCUSD, Superintendent
Sue Kahn	Pinole Valley High School, Principal
Madeline Kronenberg*	WCCUSD School Board, President
Jennifer Lyle	Building Blocks for Kids, COO
Kathleen Maloney	Irene Scully Foundation, Director of Programs
Antonio Medrano	WCCUSD School Board, Former Member
Denise Noldon	Contra Costa College, President
Ben Sanders	California Education Partners, Director
Sal Vaca	City of Richmond, Director of Employment and Training
Armando Viramontes	Lawrence Berkeley National Laboratory, Community Relations Representative

* Member of both the Steering Committee and Advisory Committee



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 1: Communicate High Expectations					
1.1: Frame school as an opportunity			x	None	
1.2: Create school environments that connote high expectations			x	None	
1.3: Define college and career ready	x			Minimal	Staffing
Objective 2: Empower Students to Recognize Their Ability					
2.1: Teach all students to self-advocate		x		Minimal	Staffing, Professional Development
2.2: Establish male and female leadership cohorts		x		Minimal	Staffing
2.3: Implement meaningful leadership development		x		Minimal	Staffing
Objective 3: Challenge Everyone to Think Beyond the Test					
3.1: Infuse critical thinking and leadership into the student experience		x		Minimal	Staffing
3.2: Encourage teachers to think creatively about lesson planning			x	None	
3.3: Continue to expand the District's Linked Learning initiative		x		Minimal	Staffing, Professional Development
Objective 4: Put Every Student on the Path to Graduate High School With Opportunity for Post-Secondary Education					
4.1: Provide A-G counseling to all students entering 8th grade		x		Moderate	Staffing
4.2: Ensure that every middle and high school student meets with an academic counselor		x		Substantial	Staffing
4.3: Implement tracking system	x			Moderate, with potential savings	Technology, Professional Development
4.4: Implement the Transcript Evaluation Service	x			Moderate	Technology, Professional Development
4.5: Provide CAHSEE support		x		Minimal	Staffing
4.6: Streamline basic information dissemination processes			x	Potential savings	



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 5: Infuse the Schools With a College-Going Culture					
5.1: Start regular college tours in elementary school		x		Moderate	Staffing, Field Trips
5.2: Refer to each class as the Graduating Class of 20XX			x	None	
5.3: Post college pennants representing alumni alma maters			x	None	
5.4: Post college acceptance letters			x	None	
5.5: Build college-going vocabulary for all students beginning in Kindergarten			x	None	
5.6: Encourage teachers to celebrate their alma maters			x	None	
Objective 6: Emphasize Pre-K Through 3rd Grade to Rapidly Bring Student Performance to Grade Level					
6.1: Phase in extended-day Kindergarten		x		Substantial	Staffing
6.2: Partner with County stakeholders to provide high-quality preschool for all		x		Substantial	Staffing
6.3: Partner with local preschools and Head Start sites to improve program quality		x		Minimal	Staffing
6.4: Stress to parents the importance of early exposure to reading and vocabulary			x	Minimal	
6.5: Establish a relationship with local libraries to get students visiting and reading early on			x	None	
Objective 7: Implement Common Core at All Grade Levels					
7.1: Continue implementation of Common Core at all grade levels		x		Moderate	Staffing, Professional Development
7.2: Educate parents and community about implementation	x			Minimal	Staffing



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 8: Decentralize District and Increase Site "Ownership" of Results by Empowering School-Site Administrators, Teachers, and Staff					
8.1: Empower school sites to establish their own budgets		x		Minimal	Staffing, Professional Development
8.2: Empower school-sites to manage their own teacher selection and training processes		x		Minimal	Staffing, Professional Development
8.3: Minimize red tape			x	Potential savings	Minimize red tape
8.4: Facilitate teacher, parent, and principal collaborative decision-making		x		Minimal	Professional Development
8.5: Develop standardized measurements for principal and school performance assessment	x			Minimal	Staffing
Objective 9: Provide World-Class Professional Development to Create a Culture of Constant Improvement					
9.1: Develop comprehensive professional learning communities (PLCs)		x		Minimal	Staffing
9.2: Make professional development site-specific and teacher-led		x		Minimal / Moderate	Staffing, Professional Development
9.3: Create time for collaboration		x		Moderate	Staffing
9.4: Develop standardized evaluation	x			Minimal	Staffing
9.5: Share best practices		x		Moderate	Staffing, Technology
9.6: Expand the teacher coach program		x		Moderate / Substantial	Staffing
9.7: Facilitate teacher mentoring program		x		Minimal	Staffing
9.8: Establish principal coaching and mentoring program		x		Minimal	Staffing
Objective 10: Prioritize Good Human Capital Practices					
10.1: Recruit and retain dynamic principals and teachers		x		Moderate	Staffing
10.2: Develop a principal and administrator leadership academy		x		Substantial	Staffing
10.3: Regularly acknowledge high quality instruction			x	None	
10.4: Leverage external teacher and administrator training programs		x		Moderate	Staffing



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 11: Support Student Data and Information Sharing Across Grade Levels					
11.1: Leverage the California Healthy Kids Survey and adopt CORE Accountability System		x		Moderate	Staffing, Technology
11.2: Make teacher access to student data easy	x			Moderate	Technology
Objective 12: Customize Education to Meet All Students' Needs					
12.1: Create an English Language Learners best practices learning community		x		Substantial	Staffing
12.2: Support existing dual immersion programs and expand dual immersion program geographically		x		Minimal	Staffing
12.3: Increase graduation rate for students with disabilities		x		Substantial	Staffing
12.4: Strengthen special-ed teaching staff		x		Minimal	Staffing, Professional Development
12.5: Challenge each school to develop a program for high achieving and gifted students		x		Substantial	Staffing
12.6: Provide culturally responsive instruction professional development		x		Minimal	Staffing, Professional Development
12.7: Improve Response to Intervention		x		Minimal	Staffing, Professional Development
12.8: Develop learning centers at all elementary schools		x		Moderate	Staffing
12.9: Encourage students to take classes beyond their academy			x	Moderate	Staffing
12.10: Expand innovative STEM opportunities District-wide		x		Moderate	Staffing
12.11: Provide students with critical technology skills		x		Minimal	Staffing
Objective 13: Centralize the Management of Community-Based Organizations, Funders, and the Business Community					
13.1: Create a Cabinet-level Office of Community Engagement		x		Moderate	Staffing
13.2: Define the relationship between in-school time (IST) and out-of-school time (OST) providers and the District	x			Minimal	Staffing
13.3: Develop a menu of community offerings	x			Moderate	Staffing
13.4: Adopt a District-wide policy about being a good partner			x	None	
13.5: Provide professional development on collaboration	x			Minimal	Staffing, Professional Development



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 14: Increase Parent Engagement and Presence at School					
14.1: Establish an Office of Parent/Guardian Engagement		x		Moderate / Substantial	Staffing
14.2: Lower the barriers to parents volunteering at school	x			Minimal	Staffing
14.3: Develop and deploy District-wide communications plan for parents		x		Minimal	Staffing
14.4: Provide professional development to build teachers' family engagement skills		x		Minimal	Staffing, Professional Development
14.5: Develop robust home visit program		x		Moderate / Substantial	Staffing
14.6: Implement parent contracts			x	None	
14.7: Provide targeted ESL classes for parents		x		Moderate	Staffing
14.8: Train parents to support their children's education		x		Moderate	Staffing
Objective 15: Strengthen School/Community Relationships and Make School Sites the Epicenter of the Community					
15.1: For each school, identify a staff member, parent volunteer, or team of people to be responsible for community engagement and school culture		x		Minimal	Staffing
15.2: Use the school facilities for community programming in the evenings and weekends		x		Minimal	Facilities
Objective 16: Expand Outreach to Business Community					
16.1: Map and engage the business community		x		Minimal	Staffing
16.2: Build WCCUSD Business Council		x		Minimal	Staffing
16.3: Formalize Linked Learning partner expectations			x	None	
16.4: Invite business leaders into school			x	None	
16.5: Streamline opportunities for businesses and employees to engage with the District	x			None	Staffing



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 17: Expand and Deepen Relationship With the West County Philanthropic Community					
17.1: Map the philanthropic community		x		Minimal	Staffing
17.2: Network with the philanthropic community		x		Minimal	Staffing
17.3: Work with philanthropic community to align funding to WCCUSD's Strategic Plan		x		Minimal	Staffing
Objective 18: Support Physical, Social, and Emotional Health					
18.1: Expand on-site health clinics		x		Substantial	Staffing, Facilities
18.2: Expand social and emotional counseling		x		Substantial	Staffing
18.3: Further invest in teacher professional development to provide social and emotional learning support		x		Minimal	Staffing, Professional Development
18.4: Expand efforts to provide healthy food to students		x		Minimal	Staffing, Food Service
Objective 19: Support Full-Service Community Schools (FSCS) Throughout the District					
19.1: Empower a Director to oversee FSCS program		x		Minimal	Staffing
19.2: Establish vertical collaboratives for each school family		x		Minimal	Staffing
19.3: Establish a horizontal collaborative across the FSCS teams		x		Minimal	Staffing
19.4: Aggressively seek external funding for support		x		Minimal	Staffing
Objective 20: Provide Every Student With Access to Art and Music Education					
20.1: Assess current state of arts and music education program	x			Moderate	Staffing
20.2: Conduct a landscape analysis of community-based organization arts and music education providers	x			Minimal	Staffing
20.3: Raise external funding to fill the gaps		x		Minimal	Staffing
Objective 21: Build Out a Suite of In-School and Out-of-School Time Programs to Serve the Whole Child					
21.1: Conduct school-by-school audit of services offered	x			Moderate	Staffing
21.2: Identify and recruit program providers to fill the gaps		x		Moderate	Staffing
Objective 22: Create a Welcoming, Exciting, and Vibrant School Climate Conducive of Student Success					
22.1: Foster a customer service mindset		x		Minimal	Staffing, Professional Development
22.2: Invite parents on campus at start and end of school			x	None	



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 23: Keep All School Facilities Safe and Clean					
23.1: Create an anti-bullying plan	x			Minimal	Staffing
23.2: Further implement the Restorative Justice program		x		Moderate	Staffing
23.3: Strengthen relationships between SROs and city police		x		Minimal	Staffing
23.4: Increase overall emergency preparedness		x		Moderate	Staffing
23.5: Improve campus cleanliness and maintenance		x		Moderate	Staffing
23.6: Increase community awareness		x		Minimal	Staffing
Objective 24: Collaboratively Set District-Wide Teacher and Administrator Performance Standards to Determine Professional					
24.1: Create 360 teacher and administrator reviews		x		Moderate	Staffing
24.2: Share anonymized results		x		Minimal	Staffing
Objective 25: Create Open and Transparent Dialogue With Students, Teachers, Parents, and the Community					
25.1: Implement ongoing, consistent stakeholder engagement		x		Minimal	Staffing
25.2: Create formal process to listen to students		x		Minimal	Staffing
25.3: Survey stakeholders		x		Minimal	Staffing
25.4: Publicly respond to important parent concerns		x		Minimal	Staffing
25.5: Report on progress			x	Minimal	Staffing
25.6: Provide updates from Superintendent			x	Minimal	Staffing
Objective 26: Improve Internal Data Collection and Management System					
26.1: Conduct data needs assessment and simplify collection practices	x			Moderate	Staffing
26.2: Establish simple data collection protocol	x			Minimal	Staffing
26.3: Empower a Chief Data Officer		x		Moderate	Staffing
26.4: Develop a regular data reporting process		x		Minimal	Staffing
26.5: Leverage data analysis expertise		x		Minimal	Staffing
Objective 27: Support Strategic Partners (CBOs, Funders) by Providing Data Necessary to Improve Program Outcomes					
27.1: Establish clear expectations regarding data	x			Minimal	Staffing
27.2: Share agreed-upon data with community partners		x		Minimal	Staffing



	One Time Cost	Ongoing Cost	No Cost	Budget Implication	Cost types
Objective 28: Transparently Identify District Staff's Roles and Responsibilities					
28.1: Simplify the District's organizational chart and update job descriptions	x			Moderate	Staffing
28.2: Make the District's organizational chart and job descriptions public	x			Minimal	Staffing
Objective 29: Strengthen External Communications					
29.1: Redesign the WCCUSD website	x			Moderate	Staffing, Technology
29.2: Build social media presence		x		Moderate	Staffing
29.3: Improve media outreach		x		Moderate	Staffing
Objective 30: Create and Implement a Strategic Plan Accountability Process					
30.1: Create a Strategic Plan Accountability Committee	x			Minimal	Staffing
30.2: Review progress every month			x	None	
Objective 31: Lower Barriers to Experimentation					
31.1: Balance compliance regulations with school-site autonomy			x	None	
31.2: Celebrate experimentation		x		Minimal	Staffing
31.3: Establish an Experimentation Fund		x		Moderate	Staffing
31.4: Partner with charter schools		x		Variable	Staffing
Objective 32: Strategically Integrate Technology Into the Classroom, School-Site, and District					
32.1: Make smart investments in technology		x		Minimal	Staffing
32.2: Transition to e-books and online resources	x			Substantial, with potential savings	Technology
32.3: Train teachers and administrators to properly and effectively use new technology		x		Moderate	Staffing, Professional Development
32.4: Provide ongoing tech support		x		Moderate	Staffing
32.5: Regularly evaluate all tech initiatives		x		Minimal	Staffing
Objective 33: Expose Students to New Ideas					
33.1: Create experiential learning opportunities		x		Moderate	Staffing, Field Trips
Objective 34: Proactively Learn From Other Districts					
34.1: Organize study missions		x		Moderate	Staffing, Field Trips
34.2: Share lessons learned			x	None	



Community-Wide Town Halls

During the course of the first community engagement phase, the District held six community-wide town halls:

School Family	Location	Date	Number of Participants
Richmond	Ford Elementary	April 13, 2013	127
De Anza	Crespi Middle School	April 17, 2013	82
Hercules	Hercules High School	April 18, 2013	72
El Cerrito	El Cerrito High School	April 27, 2013	104
Pinole Valley	Pinole Middle School	May 9, 2013	72
Kennedy	Kennedy High School	May 11, 2013	103

As part of each town hall, participants were asked to engage in small group brainstorms focused on the following four questions:

1. What are the strengths of your school and/or the District?
2. What are the weaknesses of your school and/or the District?
3. What would you like to see the District accomplish over the next five years?
4. Five years from now, if everything is firing on all cylinders, what evidence would you be able to point to as evidence of success?

The following are the responses to each of the questions segmented by School Family:

Question 1: What are the strengths of your school and/or the District?

School Family: Richmond

Teachers	New schools
Diversity	District diversity
Programs	Commitment to full service
Afterschool tutoring, sports, art, special ed programs	Innovation valued
Team work	Trust building between district and community groups
Staff is flexible	Classroom teachers' dedication
Seeking community response	College acceptance rate is up
Class size	School is small
Staff is more stable	Teachers
Very committed teachers	Childcare at adult site



APPENDIX D: Community Engagement

Welcoming environment
Parent support
Clean schools
Workshops
Afterschool programs
Diversity
Community involvement
Adult education
Playworks
Supervision
Communication
Collaboration with family
The diversity

Intervention program during school hours
Student support
Project Second Chance-compliments adult ed
Provide good reading and math programs
Diverse
Career academies
Leveraging outside resources
Parent involvement
Growth toward meeting all student needs

School Family: De Anza

Large and diverse
Energetic community
A core of teaching staff who care about the kids
Diversity
New schools
Community partnerships
Uniforms for students
Sports
Data driven student goals
Collaboration
Communication
Compassion
Focus on diversity
New schools
High quality instruction and curriculum
Respecting individuals
Commitment to closing the achievement gap
We want to make it work

Community engagement
Trying to address achievement gap
Staff/parents
Collaboration
Good intentions
Leadership
Staff/parents
Students
Diversity
Open minded
Making an effort
Core body of teachers with experience
Strong superintendent
Diversity
Teachers
Staff commitment to students
Strong teaching of subjects
Sincere focus on children
Push for equality

School Family: Hercules

Administrators/Teachers
Parents
Students
Good community
Diverse/Culturally rich
Compassionate towards kids

Great student support
Administrators
Teachers
Parents
Students
Diversity



APPENDIX D: Community Engagement

Community involvement	Progressive
Facilities	Partnerships with community-based organizations
Parents as partners	Supplemental programs (after-school)
Teachers that care	Committed teachers
Leadership	Well kept facility
Diversity of students	Wonderful diversity
Special needs program	In process of working on needed change
Active teachers	Parents are active in the classroom
Active parents	Teachers are very friendly and encouraging
Common core training	Good after school activities and programs
Involvement of community in common core training	A great school community and a very engaged faculty
The care the teachers have for students and for training students to become good citizens	Safe environment
Cultural diversity; going to school with different kinds of students	Good communication with staff
Some principals (hope it will be many soon)	Opportunities for high performers (only)
Diversity	Parents are active in the classroom
Corporate sponsorship	Good afterschool programs
Teacher/Parent involvement (PTAs)	A great school community and a very engaged faculty
New school building development	Safe environment
Safety- presence of resource officers	Good communication with staff
Transparency of strategic planning process	Opportunities for high performers only
Diversity of students	The active teachers
Including students in strategic planning process	Culturally diverse
Academies	Diversity
Communication between staff	PTA
High quality teachers	New school building development
A lot of extracurricular and special programs	Safety- presence of resource officers
Involved parents	Diversity of students
Commitment to building new facilities	High quality teachers
Town hall meeting	Involved parents
King is a new school	Parent involvement
Parent involvement	Special ed is working at King
King safety is good	Diversity
Special ed is working at King	After school program (teen center)
After school program (teen center)	Committed teachers
Diversity	Well kept facility
	Work on needed change
	Teachers that care
	Special needs program



APPENDIX D: Community Engagement

School Family: El Cerrito

Spanish/English dual emersion	Community engagement
Community feeling (parents/teachers/principals)	Writers coach
Good school site council	West County Reads
Treatment of special needs children	Dual Immersion Program
Diversity	District moving toward common core/high expectations
Commitment	Bond program at ECHS
Strong teachers	Richmond Art Center
PTA	Committed enthusiastic teachers
Principal	Focus on early reading intervention
facilities	Focus on equity/equal access/inclusion
Communication with the community	New facilities
Math coaches	Parent involvement
Accessible Board (some)	Strong community bonds
Superintendent responsiveness and visibility	Parents involved in community
Move away from suspensions and out- of-school punishments	Many Hands
Parent involvement	Teachers
Teaching experience	Administration
Some new facilities	Diversity of students and faculty
Size of district	Facility
Diversity	Unique programs (bilingual education/literacy, garden, structured play)
Flexibility in teaching	Diversity of students
Town hall meeting	Loan payoff
Academic scores are improving	Partnerships (Chevron and others)
Schools that have small class sizes (QEIA)	Success of extra-curricular programs (sports, music, leadership, debate)
Diversity	Strong committed teachers
Islands/pockets of excellence	Strong parent and community groups too
Community in pockets	Writer coach program at ECHS
Adult education	Several great school board members
Bond program	James Morehouse Project
Ivy League Connection	Full-Service Community Schools model
Examples of successful special education programs/full inclusion	Beautiful school campus
Diversity	Diversity
Rich local area history	New schools infrastructure
Science at high schools	Size of district
Committed social studies teachers working on common core	# of emergent bilinguals, ELLs
Teach American History program	Dedicated, involved parents
Math coaches on elementary level	Dual Language Immersion
Community support and resources	High school level: extracurricular activities
	Sound minds @ EM Downder



APPENDIX D: Community Engagement

Academy and career pathways in high schools
 Nutrition, food prep, food quality, healthful snacks, food from home
 Diversity
 Some fabulous teachers
 Harding SM class sizes grant
 Physical plants
 Community health center
 Synergy of Harding and Portola
 Academies
 9th Grade Houses
 Strong PTA
 ECHS football
 Instrumental music classes
 Strong community involvement
 Resilience
 Writers coach
 Bring the community together through ESL
 We help parents help their children and grandchildren
 An opportunity for people from different cultures to gather together and speak English
 Neighborhood schools
 Diversity
 Special education
 Adult school

Teachers
 Students
 Physical environment
 Parent involvement
 Good communication board
 Principals
 Family inter-linked learning
 Community
 Diversity
 Dedication
 Parents/PTA/Involved/\$\$
 Holistic focus on child
 Culture that values education
 Tenacity and perseverance
 Dedication of teachers, administrators, and everyone else
 New energy
 Well-meaning
 Community
 Private funding (enrichment, ED Fund, extra staffing)
 Diversity
 Great teachers
 Committed staffs (special education)
 Older adult program
 Principals involved/caring
 Corporate funding
 Diversity
 Teachers

School Family: Pinole Valley

Safety
 Diversity (race/ethnic, economic, cultural)
 Community engagement
 New schools
 Desire to improve
 Positive Attitude
 Communication from school to home
 Diversity/writers program
 Community participation/PTA involvement
 Career focused programs
 Looking critically at issues of equity

Establishing various venues for community input/communication
 Prioritizing up to date facilities for students and teachers
 Linked Learning/Career Academies for college and career readiness
 Parental outreach/community engagement
 Math-New direction in math instruction (ACCLAIM, MAA, Coaching Collaborative)
 Above average security/safety
 Energy consciousness



APPENDIX D: Community Engagement

Bond program for facilities
Good maintenance program
Good facilities program
Better than average facilities
Good athletic fields/facilities
Technologically advanced
Above average admin staff
Student testing scores increasing
Community oriented
Vigorous building program
Concern for improvement
Successful parents or partners
People- friendly work environment
Technologically advanced
Teachers understand and support each other
Academics and attendance
On cutting edge of mathematics reform
Community schools
diversity
new campuses
experienced teachers
Accessible administrators
MAA program
Planning process
New teachers with new energy
Capital improvements
Focus on achievement of all students
Ethnic diversity
Community support shown through the passing of measures and parcel tax
Construction of new and refurbished schools
Diversity (race/ethnic, economic, cultural)
student safety

School Family: Kennedy

Communication (Bilingual; principles communication with families)
After school programs
Career /vocational education (academies)
Facilities improved

Staff- dependable and dedicated
Infrastructure-improving
Diversity
Fiscal services
Sense of humor
Resilient
Bond programs
Partnership academies
Improved attendance
Access to college prep opportunities
Security/safety
Personal relationships with students
Access to staff
Teachers willing to accommodate
School community environment
Diversity
Community inclusion
Addressing the gap consistently
Resilient
Construction initiative and community support
Secondary initiative with Linked Learning
MESA program
Math-new ACCLAIM connections
Extended learning/math academies
Stewart is K-8 and has close knit community and great teachers
Getting funding from bond programs
some schools have good athletic programs
academy programs
Effective AP classes
Performing Arts
Ellerhorst has strong PTA and close-knit community and great teachers

Improvement in sports programs
Ivy league connection; Upward Bound
Diversity
Small school
experienced teachers
Dedication of teachers



APPENDIX D: Community Engagement

Improving test scores
Collaborating teachers
Good vision
This process
New buildings/projects
Capital improvements
Kennedy school needs an officer around
Afternoon school is good and we hope to continue it
parents are concerned for their children's education and good attitude
the district pays attention to the way the students are treated
the teachers take attendance as they should
keeping track of student attendance
teachers communicate well with parents
equal education
talks about bullying
teacher/parent communication
the principal at Kennedy is more strict than others before him
remodeled schools
teachers have a good attitude
Diversity
Community support
Strong political leadership
Ongoing work to upgrade facilities
Thrust towards establishing full service community schools
Committed teachers
Committed board members
Multi-cultural community
Our teachers
Diversity
Principal at Kennedy
United Teachers of Richmond
Community that cares
Community engagement
Partnership with nonprofit organization
Full service community schools
Commitment to meeting needs
Responsive to critical issues
Creating a strategic plan

College bound (access to local community colleges)
Growing interest from community
Good teachers
Low turnover rate
Many trainings offered for instructors
Culture of respect (Wilson)
District's focus is to improve student achievement
Communication is strong
Diversity in the district
Professionalism of teachers
Strength of administration
New schools; Bond program
Wide variety of instructional programs
Technology focus
Lowered suspension rate
Increase in attendance
community involvement
Focus in maintaining pre-k and adult ed
Jazz program at Portola
Playworks program
Math professional Development
Common Core
Career focused programs
Focus on long term goals
Students
Trying to focus on student achievement
Building community support
Residents would like to know about positive things/updates, etc
Diversity
Talented leaders
Quality partnerships with foundations, corporations, etc
After school programs
Communication
Many programs for students
A lot of support
Diversity
Information available to parents
The academies
Parent involvement



Question 2: What are the weaknesses of your school and/or the District

School Family: Richmond

Safety; bullying, lack of security
 Cleanliness; bathrooms
 Food; not nutritious
 Class size
 class size
 Not enough counselors
 District to school communication
 Decisions that affect schools are made
 without the school
 Class size
 Lack of enrichment
 Curriculum too narrow
 Excessive determination of Special ed
 kids
 Disproportionate suspension rates
 No safety (Grant school)
 Large class size
 Lack of enrichment
 Poor instruction (Richmond High)
 School safety
 Teacher/student ratio
 Not enough collaboration
 Teaching to the test
 No consistency
 No individual attention
 Big classes
 Program sustainability

Lack of summer enrichment programs
 Parking
 Bullying issues
 Safety; bullying, lack of security
 Food is not healthy
 Afterschool program does not focus on
 academics
 Not enough ESL classes
 Teachers are not fully accredited to teach
 certain curriculum
 Too many students per teacher
 Charging families for preschool
 Funding
 Security
 Equality
 Class size
 Combination classes
 Peer pressure
 Under funded
 Failures to incorporate
 High drop out rates
 Large class size
 Too few opportunities
 Poor nutrition
 No afterschool programs
 Too much focus on test scores

School Family: De Anza

Lack of Money (resources)
 Class size
 Parents not involved
 Inconsistent staff involvement
 Low desire to work at site
 Disorganized
 High turnover
 Lack of afterschool enrichment
 Lack of child care
 Technology outdated
 Principal turnover
 No arts

Over crowded
 Class size
 Achievement gap
 Class size
 lack of resources
 Math skills
 Bullying
 Lack of access to technology
 Old facilities
 Class size
 Low salaries
 Limited arts



APPENDIX D: Community Engagement

Communicating a clear vision
Assessments not reliable
Follow through
Accountability
Communication between schools and central offices

Parent involvement
Resources not available
Old technology
Lunch program
Confusion about how funding is used
Lack of communication

School Family: Hercules

Funding
API scores; student achievement
Large geographically (great variety of needs)
Staff/Teacher turnover (salary, support)
Lack of sub teachers
Support services are spread thin
Safety
Antiquated school facilities
Inequities across the board (technology, diverse staff, resources, implementation of programs like math and science, materials)
Adult/student ratio; class size
Valuing parent involvement
Differences in PTAs /parent clubs based on socio-economics
Lack of equal representation of from different cities
Over-crowded classroom
Financial constraints (school funding)
Achievement gap
Lack of discipline (middle/HS)
Counselors/Support/College prep
Knowing when to retire
Medical centers @schools/nurses
Not focusing on under performing students
Lack of commitment from some teachers (not addressing poor student performance; not contacting parents)
Large class size
Too long to organize classes
Some teachers can't teach their subjects
Bad reputation about safety of the students

No active GATE middle school and elementary school programs
Bad communication between administration and parents
Classroom size
Need for vocational programs such as home economics, metal, auto, wood shop in HS and middle schools
Need for enrichment classes in art, music, robotics, engineering
Kindergarten teachers should not also be the prep teachers
School hours are too short. Extra hours for enrichment classes
Physical fitness classes should be mandatory for all students
Students need to know how to swim
No bus service for field trips that don't cost an arm and a leg
Web-based learning (i.e., teachers work for school)
Lack of communication
Teachers not at open house
Security issues at HMS
Not keeping IEP meetings; moving the time
Understaffed technology (7000 computers, but only 6 techs)
Test is low statewide
Technology
Funding
Academic performance
District is too big, with different needs
Achievement gap: unclear what the strategy is to address
Dilapidated facilities



APPENDIX D: Community Engagement

Hard to reach administrators
Class size
Bad teachers
Racially insensitive, not enough training
Class interruptions and chaos
Technology
Funding (equality)
Parent participation
Academic disparity
Students to teacher ratio
Communication (lack of response, no follow-up)
Lack of community @ school site
School pride
Restrooms
Information (ex: last min notification/communication)
Lack of extracurricular activities
Budget constraints
Classroom sizes
Nutrition
Parent volunteer process
Setting high expectations of students and enforcement of rules
Lack of communication between admin/parents/students/teachers
Need to really close achievement GAP
API scores; student achievement
Teacher turn-over

School Family: El Cerrito

We need more funding to improve the quality of ESL education for adults (more classes, money for books, own classroom)
Low expectations
Funding
Classroom management
Class size
Public relations/Advertising/Communication
Professional development
Cronyism in hiring/insular recruitment

Lack of sub teachers
Inequities across the board (technology, diverse staff, resources, implementation of programs like math and science, materials)
Lack of equal representation of from different cities
Over-crowded classroom
Lack of discipline
Knowing when to retire
Not focusing on under performing students
Lack of teacher commitment
Large class size
No active GATE middle school and elementary school programs
Enrichment classes in Art, music, etc
Web based learning
Funding
Academic performance
Unclear strategy to address the achievement gap
Class size
Parent participation
School pride
Restrooms
Lack of extracurricular activities
Classroom size
Lack of communication

Teacher salary/benefits
Lack of arts and rec programs (especially strong ones)
Seniority trumping performance
Parent outreach/listening to parents
Class size
Discipline
1/2 day kindergarten is too short
Inequity of facilities
Inequity between school and families
Lack of extra programs district wide
Teacher compensation/benefits too low
Size of district



APPENDIX D: Community Engagement

Adult school program was cut	Difficult to volunteer
Lack of teacher aides	Class size in secondary
Lack of technology in schools	Salaries and compensation
Technology is behind in district administration	Accountability for ineffective teachers
Lack of supplies	District seems to choose many incompetent, bullying principals (there are also some great ones too who should be the models for all who are chosen)
Shortage of science and art instruction/enrichment	Unevenness of treatment by the office staff to the parents
Lack of physical education	The way the district looks at the achievement gap not just on racial lines how about on the education of the parents or on the SES of the parents
Summer break is too long (loss of educational benefits)	Too much testing
Class size	Vocational training should be brought back and life skills and financial literacy
Teacher salary/benefits	Teachers that won't change/improve and yell
Focus on CST testing drives instruction and pushes out excellent teaching and other curricula	Funding
Coordinated curriculum/assessments	Class size
Clear philosophy around pedagogy	No GATE program
Hardware (computer science, technology)	No school nurse
Low level questions (recall)	Limited school psych time
Lack of support and policies that undermine TBE, DLI	Librarian resources are limited
Lack of support for English learners	Class size
Lack of technology in the schools and no tech support	Funding inequity (some schools have private funding)
Class size	Can't get rid of bad teachers
Teacher's comparable salary	Teacher OD
Negative environment in TEP program	Funding
Lack of technology for kids	Process that doesn't lead to results
More training for teachers and aids on behavior modification	School site security
Professional development for teachers	Poor district - site communication
Lack of art and music programs	No GATE program
Lack of science lab	One size fits all approach
Bad reputation	Top heavy at admin level
Lack of parental involvement	Lack of district funding (supplies, collaboration time)
Funding	Class size
Lack of access to enrichment programs	Management heavy
Good nutrition and overall health	Lack of high achiever support
Standardized testing	
Professional development for classroom management	
Self-directed PD	
Lack of support for community outreach	



APPENDIX D: Community Engagement

Rigid curriculum/standards	Lack of parental involvement at some schools
Have to address needs of in-class diversity	Lack of supplies
Too much one-size fits all	Limited opportunities for professional development
Non-inclusive decision making	Safety and security
Lack of science, art, foreign language instruction	Class size up in dual immersion and bilingual programs and combo classes
Top down, us vs. them	Play yard is not ideal (more trees, grass, benches needed)
Poor professional development	Temperature regulation in classrooms
Not enough staff counselors	Admin support and transparency, accountability in District
K-8 funded as elementary (no vice principal, no security)	Excessive assessments
Afterschool program: must pick kids up at 6pm!	Outdated tech
too many worksheets	Not enough teacher sto support DI program
more parent involvement-PTA	Last minute hires, movement of positions
unbalanced culturally and socio-economically	Parent-teacher communication
More translation of documents into language other than Spanish	volunteer bad/clearance process
Not enough staff counselors	Unsupported school differentiation, lack of response
There is outreach but are they listening	Lack of support for advanced students
Complex district politically	Teacher salary/benefits
District so large (don't feel connected to Hercules or Pinole)	Teacher student ratio
No incentives to retain quality teachers (lost benefits for dependents)	Classroom management (behavioral issues, parent interaction)
No GATE (lip service)	Achievement gap
Not enough solutions for academic excellence	Lack of site-based decision making /autonomy
Over testing of students	School safety/bully/drug use in school
Lack of support for teachers	Security monitoring
Large class sizes	Equity of facilities
Lack of enrichment programs (music, pe)	Lack of staff diversity
Low teacher pay	Funding
Achievement gap	Lack of art, science, history
Need for community outreach	Lack of math intervention in early elementary
Some schools left behind	Lack of technology equity
Inequity in access to technology	
Combination classes, increase of	



APPENDIX D: Community Engagement

School Family: Pinole Valley

Students are more often motivated in sports than academics
Achievement gap
Economic hardships of the community
Class size
Daily issues
Access to Supplemental Educational Opportunities
Bullying-no accountability
Average or below students left behind
School boundaries are not made up from local residents
Still have several outdated facilities
Purchasing system slow/awkward
Lot of ground to cover
getting everyone to work together for one purpose
Lack of adequate funding for the classroom and instruction
Cooperation between departments at times
Lack of science in elementary schools
Overly focused on testing
insufficient funding
technology skills
Class size
Employee benefits
Achievement gap
Have barely scratched the surface of the potential in the community-school partnership
We try to do everything-broader rather than deep
Class size
Library collections
Uneven technology skills among staff
Salaries for teachers and support staff
Plan to address violence in schools?
Need to address social learning differences/cyber-bullying

Need more resources for after school programs
Need more recruitment of new energetic teachers
strengthen middle schools
student access to technology
Class size
lack of budget
lack of GATE/accelerated programs
lack of streamlined processes-too much red tape
Need to address social learning differences/cyber-bullying
AP gap
Inconsistent expectations of students
decisions are made before input is sought by those effected
Bullying
facility conditions
food quality and taste
support services and programs for students
few extracurricular activities
Class size
Updated technology
No clear vision or focus that lasts, shifting focus
not a lot of support for creating and supporting community/school connections
Over-sized classes w/o additional support
Parental involvement
Safety issues
Consistent ongoing PD that lasts more than 2 years
inequities of technology at various sites
achievement gap
Class size
support services



School Family: Kennedy

Inequality between schools
All ethnic groups should be treated in the same manner
More parent involvement
More sports
Create more vocational careers for when they get out of high school
Better teacher training
Errors in attendance records
Student education affected by teacher absences
More school security
Parent complaints are ignored
They don't respect us the students
Don't teach us the way they are supposed to
The foreign students do not get attention they need
Better security
Need cameras
Don't let students smoke
More responsible substitutes
Large class size
Improving physical environment
Sports/ec activities
Mentoring programs
Teacher supplies
School safety
Vocational ed
lack of diverse curriculum
Disciplinary reform
Resources
Teaching to past tests
Inequality between schools
Class size
Lack of access to quality pre-school
Teaching 2nd language to English learners
Ethnic study and history
Too many students per counselor
Lack of focus on undocumented students
Lack of monthly bulletin
Weak district website
At risk youth not being reached

Curriculum outdated
Too much emphasis on testing
Youth empowerment
Equity issues across the district
Unhealthy competition
Lack of adult involvement
Achievement gap too high
Class size is too big
Lack of family engagement
Security and open campus
Achievement gap
Lack/low parent participation
Teacher retention; professional support
Community input doesn't matter to district
Teachers are more concerned with kids with IEPs
Lack of funding for operations
Lack of technology infrastructure
Discrepancy is support for individual school sites
Principals should be instructional leaders
Staff should foster close relationships with kid's families
Class size is too large
Development of teachers and evaluation must go up
Not enough staff
High turnover rate
Large class size
Student achievement gap
program and budget cuts
Lack of technology infrastructure
No activities
Before and after school programs
Integration of technology (but still keeping "basic" library, etc)
Communication
School climate
More support for struggling students
Support for bilingual programs
Class size too large
ESL instruction
Lack of dual immersion classes



APPENDIX D: Community Engagement

"At risk" students not being served appropriately

Policies not research driven
District dysfunction

Question 3: What would you like to see the District accomplish over the next five years?

School Family: Richmond

All schools will have security cameras
All students reading at grade level
Goal setting and planning
Sufficient staffing (at all levels)
Alignment in the district vision
Opportunities are equal at every school site
Low class size
Over 90% graduation rate
Higher test scores
Students write at or above grade level
On going professional development
Parent involvement
Programs and resources for continued education
The principal and teachers
Consistent high quality instruction
All schools have full music, arts and AP classes for students
Improve the achievement gap
Hire more special ed teachers to lower mainstreaming in classrooms
Achievement gap closed
Teach to student ability

Increase number of teacher training days with the goal of sharing best practices
Reduce achievement gap
More students graduating from high school
More programs
Programs to keep students in school
100% of the graduating students have a goal after graduation
0% drop out rate
All bilingual students graduate
No budget cuts
Same programs to be offered at all schools
Less talk, more action
Community school model district wide
Full funding for adult education
Close achievement gap
Nutritional food available
Higher reclassification rates
Higher university matriculation rates for students of color
Higher test scores
Reduce school flight to charters

School Family: De Anza

Increased enrollment
Improved graduation rates
Retention of high quality staff
Close achievement gap
No books
Smaller class sizes
Technology
Hire more teachers
Increase opportunities for electives
More equity in AP classes

Reduce class sizes
Update technology
Appreciation of staff
No achievement gap
Support to staff
Technology with training and support
Smaller class sizes
Parents involved
Renovate all schools
Technology



APPENDIX D: Community Engagement

Higher salaries
No achievement gap
Digital textbooks
Smaller class sizes
Smaller class sizes
Technology update
Re-institute programs that "create whole people"
Transition to common core
More technology
Fun, engaging middle schools
Raise API
Improve college readiness
Prep for SAT
Increase graduation rates
More adult ed
Close achievement gap
Common core
Increase enrollment

School Family: Hercules

Academic achievement for all students
Reduced class size
Funding equity
technology
Safety
Shrink achievement gap
Engage with community partners
Enforce rules
Keeping students out of prison system
Technology in classroom
Reduced class size
Extra curricular activities
Close the achievement gap
Restore programs
Retain high quality staff
More community buy-in
Full inclusion
Smaller class size
Technology in every classroom
Create a safe environment
Close the achievement gap
Lower class size
Enforcement of education code

Better pay for teachers
Very safe campuses
Smaller class sizes
Technology integration
Strategic plan
Less restriction on how funds are used at the school level
Our new school site
Lower number of at-risk kids
More parent involvement
Update technology
Focus on nutrition
Technology
Integrated curriculum
Salaries comparable with other area districts
Renewed emphasis on attendance
Reintroduction of arts

More time spent on writing
Revamp math program to improve test scores
More positive results from STEM program
Active technology integration in the classroom
Re-establish GATE programs
Fixed issues of drug abuse in the high schools
Improved test scores
Reduced discipline
Increased graduation admission
97% or more of graduates meet CSU and UC entrance requirements
Relationships with community based organizations
Increased performance measured with test scores
Smaller class size
Close the achievement gap
Vocational education in each middle school and high school



APPENDIX D: Community Engagement

Reduced class size
WCCUSD be an example
Close the achievement gap

Increased opportunities
Improve opportunities for career and technical advancement

School Family: El Cerrito

Close achievement gap
Reduce class size
Increase parent involvement Update technology
Implement common core
Provide SA prep
Increase graduation rates
Raise API
Improve college readiness
Achievement gap
More parents engaged
Increased enrollment
Smaller class size
Close achievement gap
Lower number of at-risk kids
More students
Retention of high quality staff
Hire more teachers

Appreciation of staff
Higher achievement
Higher salaries
Increased staff support
Nutrition education
New school sites
Better food
Safe campuses
Increased opportunities for electives
More equity in API
Renovate all schools
Emphasis on attendance
Integrated curriculum
Reintroduction of arts
Technology
Higher salaries
More teacher support
College prep

School Family: Pinole Valley

Narrow the achievement gap
create an education academy to recruit students to return to their community as teachers
unified and coherent set of values that supports students
The culture needs to be district-wide, school-wide, not just from individual teachers and administrators
15 minutes of TM in the morning available through David Lynch Foundation
Movie "School of Thought" shows success academically
More programs to close the gap of multi-lingual cultural groups
More emphasis on science
close the achievement gap

finish the schools
more for the gifted/talented students
a curriculum that prepares our students for career and/or college in a global economy it basics, bilingual, music, STEM
Ensure all students are prepared to be participating, involved citizens
ensure all students achieve at grade level or beyond (not just close the gap)
Narrow the achievement gap
improve respect amongst students, faculty, parents
implement a program with schools to keep our schools clean, peaceful
restorative justice
detentions should be like a community service assignment



APPENDIX D: Community Engagement

Peer counseling program
Peer court room sessions
rebuild Collins
access to up-to-date technology
Keep local families in district w/ more programs (GATE, special ed)
Support for special ed teachers
restore employee benefits
close the achievement gap
restore the music and art (full restoration)
infrastructure to maintain and support new facilities
Plan and policy to address student behavior issues
Get rid of textbooks, go to tablets
close the achievement gap
have all schools score above 800 on API
Have all community members really appreciate what district provides
Continued community support for facilities improvement
increase salaries
update (district wide) computer system with a universal networking system
more internships OJT
more focus more depth
Develop good readers
Students have a desire and love of learning
increase of harmony amongst administration/teachers/classified students and community
Improved admin/teacher relations
Complete integration of technology in the classrooms

parental involvement
modernize all schools
technology fully integrated
successful transition to CCSS in every classroom
Closing the achievement gap
Clear focus throughout whole district and clear consistent follow through
Accountability goals have measureable outcomes
Current and maintained technology
close the achievement gap
more parental involvement get input from everyone before you choose and implement anything
job stability
benefit equality
good process for drawing and hiring people in district
better vertical alignment in curriculum
RTI in practice not in name only
improved student performance/achievement
Data integrity
invest in staff
Lower classroom size
happy and supported teachers = happy educated students
fun and motivated teaching in every class
More extra programs
100% graduation rates
API's will be high in all sub groups and it would eliminate the achievement gap

School Family: Kennedy

Capable and trained substitute teachers
More school security
Camera installation in all of the schools
More parent involvement
Better security
More concern for student education

Better teachers
Better high academics
Less amount of students in classrooms for a better environment
Clean school
FULL compliance with Title one



APPENDIX D: Community Engagement

More admin support for elementary sites
Emphasis on early childhood readiness
technology fully integrated
Pride and ownership of school from
community
The process of restorative justice
Better customer service (site to site)
Close the achievement gap
More teacher training
Attract more qualified staff
Get ready for common core testing
More pilot programs-try new things
Support for class size reduction
Local school autonomy
Reduce achievement gap
Create vocational ed programs
Teacher support (trainings, pay/benefits,
etc)
Increased public confidence in
WCCUSD
Increase graduation rate to 95%+
100% of families involved
Parental involvement
Ensure students are ready for
college/career
Reduce class sizes
Update safety plans
Reduce turnover

Maintaining and improving test scores
closing the achievement gap
Technology development
Improve food quality
Smaller class sizes
Improve employee benefits
Improve facilities
close the achievement gap
Reclassify all students by the 6th grade
More student voice
More responsive teacher evaluations
Higher test scores for common core
More parental involvement
Higher graduation rate
Expulsions down
Attendance up
Parent involvement up
Smaller classes
District reputation would improve
More ownership of schools by students
Safer schools
Fewer kids transferring out of district
No longer the lowest performing large
district in the state
Increased graduation rates
close the achievement gap
Increased attendance

Question 4: Five years from now, if everything is firing on all cylinders, what evidence would you be able to point to as evidence of success?

School Family: Richmond

Students are going to college
Improve pass rates the first time around
Multiple measures to determine student
success
90% graduation rate and tracking to
determine college completion
Graduation rate
Increased test scores
Closing the achievement gap
Graduation rate goes up
Gap closing

Higher education
Job training, college/career ready
Increase number of students attending 4
year universities
College enrollment
Same services offered at all school sites
Follow through with plans
Class size reduction
More space
More teachers
More money



APPENDIX D: Community Engagement

Family outreach
Data
Tutoring
Accountability for achievement in all programs
Continuation of "town hall" to share achievement
Adult education
More support classes
All schools have preschool education

Achievement gap closes
100% graduation rate
Learning gap closes
High school graduation rates
Higher graduation rates
Have students meet A-6 requirements
School safety
CLEAR communication
Seeing bilingualism as an asset

School Family: De Anza

Higher FEP rate fluent English proficiency
No child fails the CAHSEE
Enrollment stays consistent or increases
Reclassification levels 100%
Clean schools
No district barriers to technology
Data will show fewer at-risk students
Rigorous academic programs
Attendance increases
Continuing education and statistics for our district graduates
Have makers for social distress
Increase EL reclassification
College readiness
Meet UC requirements
Closing the achievement gap
Higher graduation rates
Lower suspension/expulsion rate
No longer PI district
Graduation rates increase
College acceptance rates increase
Improved attendance
No achievement gap

Graduation rates increase
Attendance increases
Higher API Scores
Diverse programming
Increased options for HS graduates
No achievement gap
Discipline problems decreased
Students will be able to write well
No achievement gap
Increased API score
Increased number of students graduating
Parent involvement increased
No textbooks-only use of tablets, laptops, etc
People move to WCCUSD because of the schools
Enrollment stays consistent or increases
Smaller classes
Every kid has a tablet/clicker
Test scores increase
Raise API
Increase graduation rates
Engaged parents
Good quality teachers

School Family: Hercules

Graduation rate would increase
Increased post college attendance
Increased engagement
Closer achievement gap

Concentrate on enrolling kids from the Hercules area only
Higher test scores
Higher graduation rate
Fewer discipline issues



APPENDIX D: Community Engagement

Higher % of kids going to college
Increased staff longevity
Higher graduation rates
Smaller class size
Social services/mental health services
More counselors
High employment rates of graduates
Better salaries

Increased graduation rates
Up to date technology
Higher attendance rate
Lower achievement gap
student retention k-12
Great student support
Diverse
Good community

School Family: El Cerrito

Higher API scores
Test scores increase
No child fails the CAHSEE
Achievement gap closes
Close achievement gap
Higher graduation rates
Increased college readiness
More students in college
College acceptance rates
Improved attendance
More students attending school
Lower suspension rates
Lower expulsion rates

Less disciplinary actions
Discipline problems decreased
Better test scores
Higher FEP rate
More consistent enrollment
Clean schools
Reclassification levels at 100%
Rigorous academic programs
More students meeting UC requirements
More engaged parents
Good teachers
Diverse programming

School Family: Pinole Valley

Close the achievement gap
\$5B bond program going strong-all schools rebuilt
highest paid employees in CA
increase of graduation rates/decrease in high school dropouts
Steep increase in API
increase matriculation to college and vocational schools
reduced student discipline issues
staff longevity
increased enrollment (decreased transfers out)
Increased student achievement (increased college acceptances, graduation rates)
increase staff and student attendance

student created metric on what they think is important to measure the health of the school
Address behavior in non AP classrooms
Restorative justice
reclassification
remove gap
grade improvement
self-motivated, excited learning-lovers of education
More students with higher education
No drop out rate
Every parent involved
Reduction of number of students taking remedial courses in college
higher employee retention



APPENDIX D: Community Engagement

greater exposure to outside world/activities that expands their realms
Strong core educational skills
the children are happy and all achieving their academic potential
depression, violence, suicide are down
respect is seen for all cultures and between students, teachers and administrators
trust is built
parents are not driving their kids to other school districts, they want to come to our schools
district wide attendance over 95%
absence of an achievement gap
higher employee retention
increased enrollment in secondary schools
improved morale with all stakeholders
Waiting list to get into out schools, to work, live, learn, and play
retention of good people
WCCUSD is a model people come here to see what we're doing
contributed to health and wellness of students, community in our district as well as nationally and internationally
improved student performances
lower percent of students requiring IEP

increase in graduation rate/CAHSEE pass rate
Increase in percent of EL students reclassified within 5 years
increase in extracurricular activities, number of schools with wellness centers
Increasing retention of new teachers
Increased enrollment
No charter schools
Higher test scores
Closed achievement gap
Closed achievement gap
graduation rates increase
API scores are higher district wide
No textbooks in the classroom, only computers/tablets
closer to equal facilities for all
Less suspensions
Higher graduation rate
Families stay in district
Narrow achievement gap
Up-to-date computers in every classroom
improved safety
lower class size
Increase of real estate values-greater than surrounding area
close of achievement gap
students are independent integral parts of community

School Family: Kennedy

Language instruction for parents too
Add ARTS to STEM (becoming STEAM)
Support for pregnant students
students making more effort in homework
Achievement gap closing
Highly talented teachers in commom core
Safe schools
Higher graduation rate

More professional
increased school surveillance
decreased school violence
response to all parent complaints
Less violence
Test scores go up
Increase in English language proficiency
Closing the achievement gap
"Access" to music and art for all
Graduation rates go up
Culture of engagement



*Whole Child,
Whole Community*

APPENDIX D: Community Engagement

Graduation from high school
Move on to college
Parent support
Graduation rates improve
Attendance goes up
Referrals down
NO achievement gap
Vocational tech program

High school graduates finding good jobs
Increased graduation rates
Increased teacher retention rates
College bound students goes up
Close achievement gap
Increased attendance
Have services provided to all of our
students



Certificated and Classified Employee Town Halls

During the course of the first community engagement phase, the District held a day-long retreat with certificated employees and one town hall with the classified employees:

Employee Group	Location	Date	Number of Participants
Certificated	DeJean Middle School	April 3, 2013	140
Classified	Public Employees Local 1	May 1, 2013	19

As part of the certificated employee retreat, participants were asked to engage in small group brainstorms focused on the following eight questions:

1. What current programs, practices, and procedures work really well?
2. What programs, practices, and procedures make you want to bang your head against the wall?
3. What do you see as the biggest hurdles to change in your school?
4. What are the supports and conditions necessary to ensure the success of every teacher?
5. What professional development opportunities do you value the most?
6. What professional development opportunities would you most like to have?
7. What would you like to see the school district accomplish within the next five years?
8. Five years from now, if everything is firing on all cylinders, what evidence would you be able to point to as evidence of success?

As part of the classified employee town hall, participants were asked to engage in a large group brainstorm focused on the following six questions:

1. What are the strengths of the District?
2. Do you think the District is moving in the right direction? Why or why not?
3. What are the weaknesses of the District?
4. What is your role in college and career readiness?
5. What would you like to see the District accomplish in the next five years?
6. Five years from now, if everything is firing on all cylinders, what evidence would you be able to point to as evidence of success?

The following are the responses to each of the questions for the certificated employee retreat and classified employee town hall.



Certificated Employee Retreat

1. What current programs, practices, and procedures work really well?

SSC/site plan	Professional development focused on
ILT	teacher understanding and reflection
Relations with UC	about common core standards
Staff knowledge	Equity initiative and teachers trained in
Roots in district	culturally responsive teaching
Community interest and support	Career academies
After school programs	Interventions (ex: pregnant girls, gang
Math program with coaching	intervention, translators)
Staff development when implemented	Math trainings with Phil and Drew
with planning; time needs to be	Read naturally
given for session planning	Parent support at Kensington
Writing program	Math coaches (Go Phil and Drew)
Bell schedule that incorporates weekly	Chevron for ongoing grants for math and
collaboration	science
Management team meetings that unify	After school tutoring
approach and connect management	Piloting online platforms and technology
level employees	CA Math Consortium – especially online
Family approach (grouping of schools)	access to lessons and other expertise
Math coaching program	PTA and parent support
CST coordination	School-wide effort to improve school
Reclassification (ELD)	climate, teacher conflict resolution
CST- planning, prep, implementation	Individual teacher efforts to make
Site – collaboration with community	learning engaging
Math and reading through 6 th grade for	Current opportunities to engage
kids with good fluency	w/District leadership in conversation
ELL program support program so it is	(which is a first)
not all up to the class teacher	Academic subcommittee interactions
KEF sponsored enrichment programs	Teachers National Board Program (small
Grade-level collaboration around	but mighty!)
RLA/math (generally)	Collaboration
Parent involvement and engagement	Read 180
Daily scheduling	Early intervention program and
Communication among stakeholders	preschool works (autism)
Social studies program people and	Special ed—provides lots of services
places	Learning centers that provide RTI and
Writing programs such as Bay Area	intervention
Writers Project	Restorative circles (teacher to student)
Grade level meetings where teachers	Teacher collaboration
share	District wide math coaches and planning
	Open door policy to talk



APPENDIX D: Community Engagement

Math training about teaching multiple methods	Systematic plan to implement college & career readiness pathways in 7-12 grades at all secondary schools
RTI	Power school attendance
Vision impairment program has great staff	Teacher training (particularly math training)
George Miller III	Community building: R. J.
Focus on higher order learning (w/units of study; e.g. writing)	Restorative justice
Engagement	MESA
SST provides a look at a teacher's accommodations before referral to special ed	High school health center
Food services to many students helps with their learning	1-1 counseling and support groups
Inclusion for students with special needs is encouraged in our district	Academies
RTI is helping to spread expertise and build community interdependence	Collaboration
RTI	Staff retreat
BEST	Grade level collaborative planning for each unit theme in LA
Our learning center	Integrated without their curricular areas for coherence and connectedness based on brain research
Common core trainings and emphasis to create excitement	High school health center
Call and response (CLR)	Peer mentoring for at risk frosh/soph
Teacher collaboration (between grade levels)	High school peer education program on drugs, etc.
Shared leadership	Academies
Required teacher collaboration	College and career center
Blocking	Restorative justice
Playworks (teamwork, behavior, sportsmanship)	Great teachers
PALs reading	Staff led professional development
RM2 math used to work well but we were forced to drop it when EDM came in (EDM has some strengths like the games and online but RM2 worked for ELLs)	After school tutoring
DIBELS – RTI (10, 11, 12 cycle) i.e. data-based instructional planning	Blackboard configuration
ELD blocking w/focus on reclassification	Laptop/cart/printers
Data collection	ILT
Math training (use of the data that is collected)	Collaborations/week
	High school health center
	Teacher support activities
	High school wide teaching strategies
	Black board configuration
	Do now and Exit slips
	Check for understanding
	Stated vision of respect and academic excellence
	Strong discipline
	Emphasizing respect of self, teacher, and staff



APPENDIX D: Community Engagement

Cross grade curricular planning once per year	Professional development that includes best practices of teacher practice
Visits to other teachers' classrooms with feedback	Common assessments
Philosophy: failure is not an option. You cannot afford to fail	Parent inclusion
High school teacher and administration	Teacher collaboration
High school: week-long after-year retreat	Music, arts, theater activities
RJ/Best Tool Box	After school activities (sports, theater)
Volunteer badging	Teacher collaboration (with the department per discipline)
City collaboration	Commitment and staff dedication
SIOP	Math instruction
TAH	Linked learning
CCSS K-6 trainings	Individual program when there is a great teacher
Emerging lenders	Common assessments
Facilities	Informative assessments
Health centers	Professional development (Math, GLAD)
SIOP	Coaches (Math, ELD, reading)
Effective strategies for collaboration	Academy program (job shadowing, field trips)
Focus on student-student communications	Integration of technology
Students think more deeply, help each other understand	Collaboration
Training by subject	Website (teacher)
SIOP	Focus on culturally relevant teaching is making a difference (data supports this)
IT Academy is working	Financial accountability is enabling the district to move forward bit by bit
Partnership with community (Gooden, Tech Futures)	Program specialist working directly with teachers
Work together Wednesdays	Open communication
Academy activities (JS, Inter, Study T)	Response time short
After school tutoring	Admin taking more ownership of Special Ed programs
Open communications with teachers and administration to work in the interest of kids	Linked Learning process and vision
Email communication with parents	District leadership
New – Remind 101.com	Academies
ILT	New campuses
Room with Keurig coffee machine to encourage authentic school site collaboration	Collaboration
Parent involvement	Department meetings
Remind 101.com	Freshman house
Time for collaboration	Cyber High
Traditional practices	Academies
	Collaboration



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Professional Development committee	Health center
Academies on campuses	Collaborative environment
Freshman House	Collaborative time
Collaboration amongst all staff	Email
Open communications	Fluency focus in ELD teacher collaboration
Support from administration	Library led activities
Monthly meetings for RSP teachers to discuss issues, as well as technology (i.e., using SEIS to do IEPs)	Teacher led/initiated after school programs
Math: Pizza and Planning Math Trainings	Leadership class
Educational Services providing intervention materials and training staff and teachers to implement program	Fluency program in ELD/ELA departments
Math coaches	Soccer team
District email	Support for teacher-led activities
Math website	Strong leadership class
KEYs/Academic Subcommittee	Strong leadership class
Town hall meeting	Clubs
Having science teachers meet quarterly	Communication via email
Meet others to plan, discuss issues to improve out District	Some teacher collaboration (ELD)
Police support: police officer conducted training on safety in schools	Communication with HR
Efficacy	Teacher led activities after school
Fully service schools (dental clinic, counseling services)	Being mostly left to use my judgment in class
Math department – workshops	Unobtrusive coaching
Good professional development and partnerships with nonprofits like East Bay Center for the Performing Arts and Bay Area Audobon Society	Our math department at ECHS is really good
Good school climate, strong relationships with family and community	Parent support groups at ECHS
Teachers working together	Math support classes at ECHS (algebra readiness, geometry concepts)
Paws Awards	CCSS implementation planning
Students who are caught doing extraordinary good deeds are recommended and their names are submitted to the office. Weekly draw is done wherein kids get little awards if name is drawn	K class size limited to 20
Grant monies	6-8 limited to 33
	after school program
	6-8 computer lab (2 at site)
	parent volunteers in lower grades
	PTA grants
	Gardens
	Administrative support
	Donorschoose.org
	MESA
	IMSS science fair
	Large class size
	Leveled writing/language
	Class size 4-6 (33 max)
	ASP exists



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Sports	Informal collaboration
EB4K; sports	Grade level collaboration
Music (ETM)	Celebrations (EL
Free breakfast and lunch	reclassification/students of
Math PD training	month/scholarships)
Paid PD	Rebuilding schools
Some grades collaborate, share work,	Translate to common core
and plan	Weekly staff meetings
Donorschoose.org	Collaborations
Chevron	District email
EdFund	MESA
Willingness to share (IMSS)	Student leadership
IMSS	Restorative justice
Science fair grants	Hall sweeps
Donorschoose.org	Student career explorations
PTSA	Math coaches, strategies, training for
Safety officer	teachers
Math coaching	After school programs
Read 180	Restorative justice
Collaboration	SIOP
Math coaches (Drew & Phil)	Mainstreaming
Academies at high school	Music program

2. What programs, practices, and procedures make you want to bang your head against the wall?

large class size	unfunded mandates
inadequate benchmarks	large class sizes
wireless isn't working properly after	limited campus security
district set it up. No response from	restorative justice
district	random student scheduling
IT department does not support	limited choice of electives
classroom tech well	professional development is not targeted,
lack of funds for science especially with	quality, focused
NGSS and Common Core	professional development does not go
requirement	anywhere (no follow through or
class size	engagement in classroom)
rigid testing	implementing too many things at one
benchmarks	time by the district
CHASEE	no teacher autonomy in teacher lead
are course tests important?	instruction (top down)
NCLB	lack of commitment to planning time
High stakes testing dehumanizing	between RSP and General Ed
education (for teachers and students)	teachers



APPENDIX D: Community Engagement

Career academies do not serve at risk students well (doesn't align with their interests, many fail career elective, forced to take academic core classes they don't want/need, students are locked-in to path--hard to explore)
equity walkthrough
implementation and feedback
intervention and grad tutors redirected away from kids
lack of consistency/support across the district for bilingual programs
difficulty of utilizing district resources (tech, materials)
fidelity to publisher's proprietary property rather than best teaching practices
lack of technology (internet, computers, student resources)
Outdated ELD curriculum
almost no communication from administrators
no cohesive school vision or plan
violence
bullying
language barriers in front office
remedial classes/strategies for advanced students
sharing knowledge about opportunities for students with students and parents
top-down direction without inclusion or justification
follow through of data teams
professional development follow through
superficial compliance without authentic implementation
too many coaches; too much 'fat' in economically terrible times
so many coaches but not organized or consistent
ridiculous amount of redundant paperwork
rotten technology
rotten, pathetic salaries
benefit cuts
big class sizes
lack of coaches time to coach
lack of time to collaborate
lack of leader consistency
no support for tardy policies
pd during class time
students cannot decode words (general lack of reading practice)
limited class options--how can they pursue passions
ineffective benchmarks
told to do culturally responsive instruction but details/specifics/coaching is non-existent
lack of custodians
lack of substitutes and quality subs
unmotivated/uninvolved (uniformed) parents
top town management of programs, teachers etc.
testing window senseless for study trips (give principals the say so)
career academies limit student exploration of subjects and lock them into a certain career
ineffective behavior modification (students)
lack of classroom control
lack of intervention programs
attendance
discipline (consequences not worrying)
technology (policies and equipment)
equity walkthrough
parents need to be part of process, but we have to engage them in their own way
response systems should be in every classroom with smart boards
no on site tech guy/girl
leadership teachers more work -- no compensation
lack of teacher collaboration



low expectations	interventions (lack thereof)
class sizes	lack of teachers
academy requirements	large class size
power schools are clunky	process for placing students at schools
technology (no steaming policy, no wifi, arbitrary length of wires, not being up to date on basic things	(we continue registering kids even when we know we're full and it creates havoc on class lists and wastes time)
some contract language	too many staggered recesses
equitable pedagogy/expectations	lack of behavioral health support
blaming kids/families	Kennedy admin support
complaining/apathy/excuses	cell phone policy
systemic best practices (CCSs, special education, RTI- lacks standards)	top down communication
drill and skill	lack of two-way communication
OCR/prescribed programs	lack of admin support relative to discipline
no classroom management	middle school--not enough workbooks (new transfers don't have any; only min # ordered)
not including parents	bureaucratic nature of report cards--too many standards
not including students' background	process for identifying kids with learning disabilities
evaluations are not effective	after school programs--not enough structure
yard supervision	getting rid of bilingual ed grade by grade
not following through on CRT	no communication with intervention staff
computer labs should have staff to teach every kid keyboarding	really low students
admin and teacher collaboration time (evaluations, etc.)	elementary report card (too much info, KISS, use letter grades)
lack of funding	define performance levels on assessments (advanced = ?, proficient = ?)
lack of access to expertise in district (re literacy)	report district averages from assessments
district spent \$3M on treasures before doing strategic planning process	low expectation on homework/lack of rigor
in small schools, students are together too much	the way students receive credits at continuation schools (many times they do less work or spend less time in school but receive more credit
teachers are less effective (too many preps, very hard to design integrated projects that are truly rigorous for all subjects)	practices of not having a common place of knowledge/experience that can guide (i.e. secondary issues)
conflicts with other priorities (master schedule, student grad requirement, district pacing guidelines)	portal heating/cooling units
teacher evaluation process	
wall to wall academy for scheduling	
lack of equity in technology	
lack of support	
staff job description specificity	
too many kids in class	



creating business partnerships for academies
benchmarks that aren't aligned to standards for the grade level or the CST
required (testing, etc.) that doesn't make sense for all groups of students
a math program that is based on a theory of spiraling instead of teaching to mastery
DIEBELS
RSP/learning center lack of consistency
too many benchmarks
ELD tardiness
bell to bell teaching
aligning curriculum within department
different teaching strategies
web site is overly complex
lack of professionalism
lack of respect for students
lack of accountability
lack of rigor of program
ITA academy
prep is wasteful for kindergarten
teachers to teach spelling that is not integrated with curriculum
no PTA support (maybe 5 parents)
no field trip \$\$
not enough support for emotionally troubled students
unsupervised trips to bathroom (kids waste time)
lack of teacher cohesion across grades
how to effectively use Edusoft
need teacher training
TAH-high level subject master PD
ELP- building data team managers; training on skills and peer leadership
AP training support
poorly designed pacing guides (get highly effective teachers to design them)
assessing too many students from gen ed for purposes of special ed eligibility,

DIEBELS, private school students (overwhelming caseload)
SST meetings are unpaid hours
grade level testing for special ed students who are unable to read grade level material
lack of clear teacher and counselor expectation
counselor duties = contradictory (college and career, but input data)
especially in high poverty, high EL schools
constant changing of programs, especially math (OCR has been great in that respect)
correct data usage (ex: what's a good CST score for a CELDT Level 2 student in 3rd)
middle schools jumping kids who have been retained in elementary back up a grade (skipping 7th grade), effectively undoing the good the retention did (hopefully)
policy for students entering continuation/alternative schools needs improvement (transcripts are not complete from other schools)
teacher supplies
elementary teachers have to do so much attendance stuff
secretary makes up classes, teachers have no input (or little input)
middle school admin having students skip grades to keep 18 year olds out of high school
teacher training for some but not all (ex: GLAD, culturally responsive)
define "rigor" (give enough challenging classwork/homework to help students make up the achievement gap)
need wifi
some teachers are not communicating with parents



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no technology in classroom
(overhead/LED projector/computer friendly)
PE at middle school
prep relief for intermediate grades
PE- lack of time in schedule; no allowed after 2pm per principal
no GATE funds
need school service projects
school is falling apart (building was scheduled but then put in hold--no cover during rain, no grass)
lack of volunteers
no family ed
huge size classes
too many kids in NSH-SDC for safety
K-8 needs a counselor or administrative assistant full-time
need another RSP FTE at Mira Vista K-8
inconsistent school leadership and vision
lack of technical support (computer lab use is discouraged)
AAA
Read 180
restorative justice
so many tests, benchmarks
DIEBELS
Supervisors--program specialists not constantly working with their teachers
need standardized procedures for district-wide
speech services
too many severe behaviors in numerous SDC's at Mira Vista
lack of trust and/or professionalism
one size fits all that ends up w/mediocre at best
PD model that is antiquated and ineffective
The infinite list of mandates that don't seem to align with any vision or focused effort

top down mandates (even our guiding principles today were handed down and not created w/input)
snap decisions without sufficient thought or planning
discipline (how it's done, how much time it takes, how ineffective it is)
special ed (who needs it, uses it; mainstreaming w/no support)
Assessments (DIEBELS and benchmarks, report cards should be aligned to CCSS, simplify, connect to assessment, make them truly "electronic" not just PDF)
starting programs and district wide plans that just get dropped or lose focus
lack of responsiveness from district-level management staff
resources for special ed students not sufficient
lack of trust at district level
top down directives (ex: text selection, how to complete site plans, what to discuss at site council); comes across as dictatorial, time-wasting, piecemeal, and sometimes without clear purpose. Little means of passing information back up the food chain
District demands fidelity to poor text books and programs
district's inability to take the concerns of teachers seriously
unrealistic demands that are detrimental to "real" learning for "real" kids
expecting more and more of teachers and paying less and less
lack of time or thought to principal collaboration time
no HR support for dealing with bad teachers
antiquated technology
tenure
1-3 teachers are fired in CA yearly



attracting teachers that are not ready for the 21st century
wifi technology non-existent
impossible scheduling
kids removed from main core class for counseling, special programs, etc.
unaligned benchmarks
edusoft when it doesn't work
non-communication within the district; school to school (so many of the great stats shown on the board today regarding our district was news to me)
math program is too scattered
teaching program is uninspiring
being locked into vendors for certain things
no choice in hiring
academies need hiring input (seat at the table)
too many levels of administration for supply orders, trips, etc.
principals meetings that overwhelm with information (must dos, new initiatives when past initiatives were not given time to "take")
top down mandated dictated PD
data production with no time for processing and use
ed service mandates (form, processes, that are redundant, time consuming, micro managing, and unsupported)
untrained Ed Services staff (unsupported)
procedures/practices that are inflexible (e.g., same page curriculum)
proliferation of
sports programs interfering with classroom instruction
lack of student appropriate textbooks for math (especially algebra 2 and trig)
class size/room size
lack of materials and supplies
short library hours

DROC programs interfering with classroom instruction
We only have a 60% learning center for elementary at Stewart, because the middle school has 100%, yet we have twice as many elementary students with special needs and early intervention is crucial
We need more early intervention support--both academic and social for our youngest students
lack of student prep for algebra and geometry upon entering high school and need for pre-algebra course
No academic honesty policy in high schools
class size for early primary needs to be 20 MAX. we are not giving our children the start they deserve with classes of 28
no computers
no PE equipment
principals lack managerial experience
yard duty
no study hall or room for kids to spend "time out" or detention
current high school cell phone policy doesn't work well
lack of measureable results from ill-attended tutoring sessions (high school)
lack of qualified/effective facilitation of collaboration time (high school)
documentation requirements for multiple grants (high school)
after school tutorial students do not take it seriously
no follow up by the administration
student misplacement
students are placed to a class without passing prerequisite
lack of coherence and alignment of professional development, benchmark assessment, curricular focus (looks like swiss cheese)



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lack of identification of students in need for math specific disabilities
lack of material prepared for teachers that is interdisciplinary and aligned with academy subjects
boot camps for CAHSEE and CST
7 period day
need a community liaison at each school
knee jerk support based on limited assessments/no follow through
lack of collaboration with clear professional purpose
loads of extra teacher responsibilities with no pay
technology problems (Power school, websites blocked)
class sizes too large
District benchmark testing (too much with CAHSEE, CSTs, etc.)
requirements for volunteers are too heavy
various levels of teacher expertise (lack of background knowledge, need technology training)
teacher quality (need identified MUST HAVE skills like classroom management)
no subs
inconsistent discipline system
inflexible deadlines or policies (study trips, spending)
need more autonomy on site
combination classes
NCLB w/o money
CAHSEE training for dummies
too much fat
student-teacher ratio (safety concerns, classroom management)
bilingual ELD transitional programs
lack of structured progressive discipline plan
restorative justice implementation w/o supporting pieces in place
inexperienced principal
tardy policy
communication at school site
lack of technology
restorative justice (no follow through)
violence on campus still persists in large numbers
ELD department curriculum and reclassification
school board took K-3 class size reduction off the parcel tax and off the table
tedious report cards
unnecessary benchmarks
field trip procedures
inefficient/outdated technology
lack of curriculum resources to transition to CCSS
no special ed curriculum
lack of willingness to allow individual school sites to implement programs different from those of other schools that are dissimilar
no school-wide reading program (fluency, decoding)
class size
lack of technology
close-mindedness/fear around technology
engagement-both students and teachers
pacing guides are extremely unrealistic
ELD curriculum, reclassification process
lack of technology
no culturally relevant teaching practices
communication gap w/district
lack of teacher accountability/professional development
no vision and sustainable school policies
many kids coming into high school way behind (4th grade math level, not having classroom study skills)
attendance must be in by 4pm, but I teach until 4:15
focus on fad of the year (which MUST be done)--SIOP, KLT, RJ, etc.
focus on plan/vision/directive of the year



absences and tardies
taking us out of class for any reason
math program bounces around; hard to
focus on key standards
blocks for science/history are limited
K-3 not learning to read
inappropriate placement of students in
math, science
admin is afraid to discipline
constant state of program and budget
reductions each year (start to build
momentum and then they are gone)
no financial or recognition incentives for
collaboration or excellent
performance
budget
class size
technology
discipline plan
Edusoft data process
forced teacher collaboration/fill out
memo process
Edusoft - 2 weeks for benchmarks
lack of computer personnel. Students
should be able to type up a final copy
whenever they're ready
administrators constantly putting out
fires and looking for fire prevention
delivering curriculum to large groups of
students when small groups and one
on ones are needed for some students
to learn

limited RSP Learning Center (60%) at
K-8, but 60% at K-5 and 100% at 6-
8
ELD/ALD Block pushing low EL
population to block
math program
lack of focus on technology
insufficient technology
curriculum fidelity without knowing the
how and why behind it--one size
does not fit all
lack of library support. A library should
be open to all and all the time and
should be the school's hub
weak ELD program into English
no clear school vision or district vision
benchmark/CSK don't align with
curriculum
field trip procedures (study trips)
we don't have enough VPs in our district
training days with no relevance to my
situation
sending special ed kids to private
schools based on bad parent behavior
Technology (both through website
blocks, lack of flexibility when it
comes to hardware choices, how can
we change without flexibility and
experimentation?)
professional development during
instructional time
weak implementation of restorative
justice

3. What do you see as the biggest hurdles to change in your school?

lack of current technology
student access to computers
class size will be problem with common
core requirements (science/history)
teachers aren't on the same page
More adults needed at school
budgetary constraints
lack of technology (need it for the 21st
century & common core)

lack of collaboration time
better principals
better after-school programs
better computer lab
collaboration
union resistance to performance rating
merit or subject specific pay for teachers
lack of money
lack of benefits for teachers



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lack of funds
fear of reducing number of teachers from introduction of technology to make system and finances more efficient
lack of money for new textbooks
Delay of textbook acquisition until after common core standards implementation
lack of wifi technology
lack of procedures
delay of textbook acquisition until after common core standards implementation
outdated technology
support from parent
support from administration in terms of student behavior
NCLB etc
legislation and court decisions that limit student accountability
class size
manager trained leadership
teachers/staff turn over
unwillingness of staff to teacher academics
bus issue
training, coaching teachers
testing due to funding purposes for students and school district
lack of imagination
State mandates over-testing, stifling innovative teaching and learning
pulling out of students from core classes
identifying and using best practices
lack of administration
Openness or response to constructive criticism
lack of site supervisions or security
technology
status quo
one size fits all
consistency of staff throughout the years
teacher or administration change
no positive feedback

students need financial incentives too as in NY if high scores on Regent's exams get scholarships to college
increasing proficiency b/c no academic leadership
lots of ELs-no support
Building capacity after years of budget cuts and doing it strategically
lack of communication
bad teachers
too much testing
more adults needed on site
no wireless
transfers
accountability of the administration, teachers, students, parents
on-going training
money
teachers that don't like children
inconsistent knowledge among teachers
on use of technology including smartphones
budget and funding
clear focus & vision
buy in from all
technology support etc
accountability of the administration, teachers, students, parents
textbooks are terrible
finding a means of convincing the district that forcing all courses to meet A-G requirements leaves out many opportunities for students to engage in classes that could inspire them
district mandates that take time away from the real and necessary work to be done at our site
lack of time and resources
high rates of teacher turnover
balance between advocacy and selfishness
lack of money, time, trust, selfish
protection of turf
authentic, honest conversation



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transfers to other schools declining enrollment	only top down approach
lack of school-wide support for common practice	unwillingness to allow sites to differentiate
adult attitudes, interactions, and expectations	lack of time and resources for significant professional development and collaboration
low expectations for students	addressing the concerns of kids living in poverty and with instability
too many new programs and no consistency or follow-through	no dedicated funding for adult education at a state level
lack of voice in district spending priorities	need parent education, financial literacy, etc
district is too big	finding a common goal between what's acceptable for discipline and what's workable
convince chevron to provide Wi-Fi for the entire city of Richmond so that students and families can develop 21st century survival technology skills for the job market	lack of two-way communication
increased class size	collaboration between administrator and teachers
dysfunctional computer lab	procurement of instructional materials
programs that are out of date such as Open Court, Every Day Math	sports equipment/audio & video equipment
fancy new buildings not working for kids	professionalism needs to be practiced by all specially by the administrators
large classes	equal treatment of teachers from diverse cultures
lack of classes	administrative support for teachers
room management	positive relationship among staff modeled by administrators
technology	teacher buy-in
money	getting teacher/school site chosen
turn over of administration	curriculum vs mandate district
resources technology	teacher buy-in
mindset that all students can't learn	transition to new campus
provide students with "work-ability skills"	bringing together disparate personalities
career certification and tech certifications: should be added to the option of earning a high school diploma for our student	district policy mandates the few choosing for the many, being told and not asked
need follow-through over time to support teacher and student success	community/team building among teachers and students
mistrust of district policies	ELD program
lack of time and money for real professional learning communities	fear that the district will make us go in a different direction and dictate what, when and how we do what we do
more support for ELD-change in infrastructure	district doesn't empower us
teachers are resistant to change	TFA interns



APPENDIX D: Community Engagement

emphasize experience	acceptance of Adult School as an
money	important part of K-12 at school sites
institutional racism	and the district level
school board acting like they get it and	ad hoc solutions to long term problems
then not voting to use money for	fear of change
class size reduction etc	inertia
need class size reduction at every level	laziness
or a plan to pull small groups of	lack of confidence that the change will
students who need more support	work
buy in not all on board	lack of buy-in or belief it is possible
time requirements	change exhaustion
declining enrollment-people going to	lowered standards for students
private schools because ours aren't as	stereotypes, racism, and lack of
good as people want	understanding of community
resources and infrastructure	no consistent assessment to determine
large classes	specific student learning needs-to
money	target in tutoring
consistency of staff and administration	to have more parent presence at the site
to implement vision	money
teacher buy-in to participate in the	lack of belief in our students
process of collaboration and change	low expectations for students
not being systematic and strategic in our	lack of common goals/vision
thinking	creative and engaging activities outside
teacher focus and buy in to continual	of the classroom
improvement of instruction	negative work climate
student efficacy	getting school supplies is frustrating and
too many dictates from district	demeaning
lack of flexibility and resources for	last minute need to spend funds every
schools to respond to their own	year
needs	very little honest collaboration among
lack of opportunities as a teacher to	teachers
impact decision making, get the	students being responsible for their
training needed	actions, verbally as well as
lack of collaborative district culture	technology
community vision misconception of our	overworked staff and no end in sight
school	crowded, loud, lunchroom
FTE because of declining enrollment	can't have a large assembly
district mandates that do not match well	parents are uninvolved, hard to get them
w/ school needs	to come to events or meetings
wall/wall academics	we tolerate failure to wear school
all 9th grade in bio	uniforms
educators who aren't passionate about	tobacco weed and other drugs
educating our children	parent education i.e. school culture
parent involvement	family orientation shapes student
teachers need to advocate for students	behaviors at school



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lack of awareness with district/school vision
lack of harmony between RSP and Regular Ed classroom
lack of a global comparison/awareness of our student's standing
communication
getting teachers to buy into new teaching methods
mainstreaming special education students with positive outcomes
lack of orientation for new teachers, either transfers or first timers
teacher turnover
admin turnover
parent involvement
communication
money
time... enough with students, enough to plan, enough to prep
negative talk about our schools and teachers from everyone but especially from the district
parent involvement
lack of teacher support
entrenchment
unprofessional hostile office staff
money and how it's spent
teacher accountability
district communication
money
whole school support
teacher burnout/passion/frustration
technological resources
independent action without whole-school support
executive decision making
money
parents don't know how to help their students
lack of support and technology
no money to spend on anything not related to test results
low expectations academically and socially
leadership is lip service
no team cohesion
favoritism
unsupported outside paid professional development
getting teachers to collaborate
changing the mindset of teachers, parents, and students that everyone can learn
providing enough support to students with extreme behavior/learning challenges
one size fits all
lack of trust in site administrators
poor opinion of teachers with our real action to improve hiring and trim dead wood
reliance on upper administration direction
lack of support for site
lack of time for collaboration
full staff and administration buy-in
money
clear communication on what is happening when
teacher life is not attractive nor sustainable
literacy
fear
old school thinking
money
teacher turnover/retention
visioning for college and career for counselors at all levels
teacher training in cultural and in classroom
status quo thinking
uncertainty of school future
hospice computers
we need a full day kinder
principal is a poor communicator, not transparent
lack of technology in classroom
lack of class supplies
lack of tech support



APPENDIX D: Community Engagement

computers are old and out dated
students keyboarding skills should be a standard
college student support mentors needed
everyone is exhausted
short library hours
turnover of teachers
teachers are overworked, don't have time to figure out how to change or implement it
class size
class size
turnover of teachers
DROC and sports take students out of classes too often
teacher quality
shrinking funding
too much testing
quality of administrators not good
turn over of administration
student's poor motivation
class size
money
class size
lack of support for students with mental health issues
uniform policy
can't move furniture from school site
no budget for effective resources
lack of updated technology
social media
cell phone policy
hiring the appropriate personnel for the school site
no direction
lack of sensitivity to student's needs
lack of supplies and right supplies
not enough teacher recognition and respect
not strong enough student discipline
money limitation
not even enough value for teacher curriculum input
to address poverty, invest in nurses, libraries (access to books!), healthcare (diets)
educating the whole child
more respect for creative arts programs
district priorities, local priorities, state priorities,(district won't take on state)
hiring of compassionate teacher-oriented principals (not dictators)
lack of leadership
shifting to academic focus (from a pleasant, party-oriented focus)
teacher burn-out
no resources
too many students
poverty in community
kids lacking social skills
community team building
lack of support from district for site
Specific initiatives
Being allowed to do what's good for site
teacher mistrust of district
district will go in own direction
lack of trust for teachers/principals
lack of time and money
effective support for ELD
Support for needy families and students
stop denial that what happens out of school affects what happens in school
one size fits all approach
lack of collaboration at grade levels
teacher buy-in for change
no incentives to attend PD's
In a rut re: schedules, collaboration, etc
lack of teacher recognition



4. What are the supports and conditions necessary to ensure the success of every teacher?

Valuable, quality PD that means something	school site professional development teacher led
PD that is not just math and English (need social science PD)	back-up from colleagues and administration being on the team
creative restructuring of collaboration time (mandatory 1 day/month)	training and professional development
mentors for teachers (that teachers choose)	Accountability
no process for mentorship	Respect and trust teachers
collaboration time for principals	respect-use teacher leaders
collaboration time in the morning (afternoon people are burned out; might help with tardiness problem)	decent, relevant evaluations w/ peer review, administrator feedback, self-evaluation
collaboration time	instructional supplies
effective, targeted site PD collaboration	collaboration time
school wide teacher buy-in	time to reflect
flexibility in choice of materials	teacher lounge
trust and respect	less time out of classroom for trainings
effective mentoring	a teacher opportunity to debrief their day everyday
eliminate time-wasting practices	regular restorative justice training
principals with expertise in curriculum	PD in the implementation of Common Core in Science, technical subjects
support for students with special issues	instrumental technology and supplemental resources
high-expectations, believe in our teachers	time to collaborate, brainstorm and plan with colleagues a day a month, or more
pay commensurate with job	lower class sizes
formative assessment and support	school vision and leadership
more paid time to build relationships with parents	professional development
listening	encouraging well being, health and skills of teacher
systems	collaboration
acting in a collaborative way to make things happen for teachers	good curriculum and training (PD)/feedback
workshops/trainings	feeling valued
professional development	communication
department collaboration/planning	evaluations-ongoing specific with time for training as follow-up
organization & communication system	smaller class size
access to and knowledge of resources (ie grants, health services)	teacher student circle meetings
information given to upper grade (middle and high school teachers)	
mentor teachers for new teachers then BTSA	



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with every expectations of change in
classroom make sure the teacher is
trained to make the challenge
open, multi-directional communication
positive and constructive feedback
team work
encouraging healthy lifestyles
professional development and
accountability
supplies (paper, markers, etc)
emphasis on collaboration
time
mentoring
collaboration with peers
continued data-based instructional
planning
maintained programs and curriculum)
stop switching so much
teachers become administrators every
seven years and vice versa
positive outlook on teachers
individualized support
lower class sizes
individualized PD
continued collaboration
time with students, parents, to plan/prep
money for personnel, resources, and for
teachers
evaluations-multilevel, locally
determined
transparent communication
positive role models (whether
peers/administration)
up to date technology
valuable quality professional
development
clean classrooms (more custodians)
get rid of k-prep
autonomy for teachers in their programs
proper tech in the classroom
smaller class size
competitive pay on site support facilitate
not dominate
more counselors
tech that works

teacher input on hiring
supports and conditions
smaller class size
graders
mentors
allow teachers to make mistakes and
grow support with confidence and
understanding of challenges
develop good pacing guides created by
only effective teachers that have
demonstrated significant student
performance
awareness of teaching styles and student
impact
clear and aligned processes that
compliment current practices
(instruction, assessments, PD)
kids coming to us on track
every teacher should have a mentor
administrative support: materials,
disciplining
classroom management
resources/supplies
non-disruptive environment school
climate
administrative presence
teacher bonuses for performance
have model lessons taught by
administrators
make it easy to observe effective
teachers
videotape effective teachers more often
identify effective teachers "senior"
teachers
resources (paper, pencils)
teaching to the whole student (PE,
technology, science)
classroom management help
then out if they still can't manage their
classes
smaller class size
adequate counselors
technology that works
teacher input on hiring



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4-5 days a week for adult ed classes
(currently 2-3)
more teacher workshops
peer coaching
openness to coaching and change
a willingness to engage in difficult
conversations
responsibility and accountability
coaching
peer observation opportunities
follow up on PD
high level PD-content level, instruction
level, classroom management
time, time, time

funding for fieldtrips
sufficient collaboration time
common prop
collaboration
"hear" the teacher
clear expectations
PD
collaboration w/ other teachers
someone to go to when they need
assistance
a vice principal
designated time for collaboration
between RSP and GenEd teachers

5. What professional development opportunities do you value the most?

Drew
National Board Certification;
videotaping
Teach American History grant program
Emerging Leaders program
Book: Pathways to the Common Core
(reading with teachers and principal)
Bay Area Science Project (talked about
how to implement together)
Multiple method teaching
Triumphs intervention training program
Math Instructional guide process; all
math teachers across levels coming
together to discuss what students
need to succeed at each step
Linked Learning workshops (21st
century skills, etc.)
More looping in elementary school
local site control of curriculum
if core curriculum is shifting how we
evaluate students, why is teaching
evaluation moving towards tied to
scores? Inconsistent
enrichment opportunities
site based PD where teachers present an
area of expertise
community outreach

parent outreach
bring back Cal State and Eis and
WCCUSD Intern Program
staff-led PD at our own school site
SIOP
Integrated projects
multiple method mathematics
collaboration any PD to improve student
engagement
professional development where you can
make and take
where teachers are presenting
math Saturdays
multiple methods math
math professional developments
math PD
Science meeting district wide STEM @
CCC
math professional development
we do not have PD if we find a course to
take outside of school, we have to
take sick leave
don't do make and take-wastes time, not
standard among sloppy project
creating teachers
those that offer best practices, research
based



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allow for flexible implementation
Math w/ Phil and Drew
CLR Dr. Hollie, culturally responsive pedagogy
engaging ones
national board for professional teaching standards
those offered outside my teaching hours
National Board Cert Classes
training for staff on a topic I feel enthusiastic/empowered about
smart spending
4 days instruction per week and one day for PD and collaboration
close the achievement gap
all schools rebuilt
full day kindergarten
teaching the whole child in all schools, not just privileged ones
phase out the TFA
elementary enrichment returns
expanded summer school to address math and reading
keeping learning on track-concrete techniques/options you can choose
free form/teacher led teacher-collaboration
training on using textbooks and other materials
treasures training
mandatory reporting
technology
restorative justice
CTAs good teacher conferences
Teach American History grant program
SIOP
AP Workshop
training on student trauma, bullying, drugs
math specific
SIOP
Selena Jackson & Sharroky Hollie
Grade level specific groups
collaborating with subject matter experts

teacher driven communication on best practices
not based on outside agenda
multi-district pd outside of mandates
material pd that is given via email or usb as being discussed
math pd (Phil & Drew)
professional content area conferences membership and trainings
bay area writing project
Bay Area Science Project
Phil & Drew Math Make & Takes
Drew and Phil!
Dr.Hollie's team pushed in to my school and it was great
Project SEED-the coaching model
less coaches much more enrichment teachers
I would like the district to develop relational trust with teachers and help them to own their decision making
PD on how to collaborate
culturally proficiency strategies
restorative justice
BWP bay area writing program
understanding by design
restorative justice
common core framing, though the problem is it is voluntary at the district level
teacher collaboration
culturally relevant practices and strategies
best practices for EL students
CABE, Kinsella
conferences
Bonnie Davis
SIOP
Team Time
Culturally responsive training
the training the BTSA program uses
CABE
restorative justice
none



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AP training	Triumphs intervention training program
any training in which we get to practice what we're learning	Teacher's Network Leadership Program with Action Research
SIOP	Common Core
complete process	Common Core
See what it looks like	Lucy Calkins (book)
support planning	SIOP
coaching/feedback	Cycle of Inquiry
collaborative planning	Common Core
AP training	Math Instructional Guide
Linked Learning	teachers form all math levels work on vertical teaming defining critical concepts for success @ next level
Habits of Mind	grade level planning district wide
21st Century Skills	ones that provide me with ideas and tools to implement back at my school site
Integrated projects	how to close the achievement gap
CABE	networking
best practices, resources	collaboration around specific area provided by in-house experts
Kate Kinsella	integrated PD
Effective strategies	Teaching American History
current trends in counseling/education	Emerging Leaders Program
meetings devoted to dealing with the real problems our students have	AP training
Phil & Drew	Drug/Alcohol Awareness
SIOP	Teaching Best Practices
Individualized PD	bay area writing project
DIBELS w/ Vanderwood	
GLAD	
OCR	
Teacher's college writing project was outstanding	

6. What professional development opportunities would you most like to have?

PD focused on academic success of African American/Latino student	Cycle: learn it, teach it, study it
Technology	Day of PD for all teachers; differentiated, self selected by teachers
SST and IEP workshops for all teachers	More options for summer institute
RTI for all gen ed teachers	PD on what it means to be comprehensively college/career ready; more than A-G requirements
Comprehensive special ed law for special ed teachers	STEM
Money to go to conferences in disciplines	Learning how to listen to each other training
Specific PD for classroom management of larger classrooms	
School to career trainings and study trips	



Clear and concise professional development	More workshops on Linked Learning
PD taught by experts	Teachers choose from many different workshops to meet their own needs
PD for para professional	Differentiated PD
consistent use of programs and Implementation support	Grant writing
Effective teaching practices; make and take workshops	Implementation of common core for Math
PALS training; Project based learning to support GLAD	Provide site coaches who set goals and give feedback
Need Glossary of terms; best practices; critical thinking	Workshops for science teachers
Teachers visit and discuss with the teachers at the lower grade below theirs	Rewarded for trainings
How to practically differentiate in classroom	A holistic approach to reading and writing
How to use technology in classroom	What is working in other districts with similar populations
With follow up evaluation in classroom	Organize CCCSS professional development
Teacher trainings on how to meet needs of special ed	Pay teachers to attend
Creating teacher's website	Pathways to masters in content area
Visit high performing schools	Designing lessons using common core
collaboration with colleges and universities professors	Online professional development
Visiting other schools	PD that gives background on what students need to know, already know, etc
Effective teaching strategies for poorly motivated students	Technology
Strategies on closing the achievement gap	Develop courses to create subject matter expertise at all grade levels
Collaborative work with textbook developers	Real "hands on" training with common core
Sessions led by business partners on how math is actually used on the job	Keep database of teachers with special skills
Collaboration across school districts	Experts in field
Grant writing	Brain science as it impacts learning
Test construction	Reader's and writer's workshops
Collaboration across schools	Financial literacy
Cross disciplinary between math and science	Elementary science labs
Integration of academy subjects into math curriculum	District wide "discussion board" where teachers could share best practices
STEM	Technology training
Lesson study (teachers studying each other's lessons)	Internet access to lesson plans and other exciting things
	Paid trainings around language arts
	Empowerment to observe other teachers
	Teacher observation time
	Behavior management training



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Technology training	District to pay for training and transportation
Conferences in technology, group learning, and video taping	Grant writing class and workshop
Integrate real careers with study	Classroom management and content
PD should be available to ALL teachers	How to use assessment tools for special ed students
Teachers should be given at least 3 choices a year	Money to go to conferences in specific disciplines
Training in area of need	Theme connected trainings
Adult ed around basic skills	Autism training for every teacher
BAWP	More CLRP
CMC-N Asilomar math conferences	Organizing the classroom; SST and district forms
Kid power program training	Training that deepens knowledge of content taught
"CASME" resource fair	Research based best practices
District supported anti-bullying training	PD with choices in topics
Develop materials with colleagues	CCSS for science
Teaching American History Program	SST and IEPs for ALL
Summer programs (IMSS)	Culturally proficient trainings
Time to collaborate	African American and Latino American male student development
Anti-bullying district wide programs	History and social science training like math
Technology with students	More opportunities for all subjects
Good summer school programs	More technology training (PowerPoint, aps for students, etc)
More special services staff at site	Learn it, Teach it, Reflect, Debrief, Start Over
Teacher led PD	Gen ED/SPED Collaboration/team teaching
Math programs	BLOCK scheduling strategies
Grade level specific PDs by teachers	Intervention strategies in the classroom
Writing projects	College Requirement. A-G
GLAD	Requirements so HS teachers can help advise students
Staff at site lead training	More complete P.D. -More built in time for collaborative planning -Support for coaching(peer/expert) -Built-in time for writing shared assessments
Full day training	Common Core related to Special Ed
Teacher collaboration	Technology training, classroom management train, culturally relevant practices, IEP, 504, SST response to intervention
Best practices	
Training around special ed law	
Focus groups for counselors	
Sped teachers together for interventions	
Power point presentations that are animated	
Project based learning	
All departments get training including Special Ed teachers	
Collaboration	
Special ed laws; special ed procedures for general ed teachers	
Let teachers observe other teachers	
Engaging PD	



Visiting other sites(outside of District) to observe: a) collaboration (RSP/Gen Ed) b) Restorative Justice	Excellent, focused on teaching skills (i.e. builds professional skills ex. Reading NOT curriculum per SC)
PDs : Spec/Gen Collaboration , Classroom management	Quality professional development
Technology PD all kinds	Time for collaboration
PD that is integrated into our school's vision, not just random interesting topics	Flexibility to use materials + programs
PD that engages teachers in thinking	Site based PD directed by site/teacher specific need & student population specific need. Ongoing-focused
Peer collaboration to support accountability. Trauma. Cyclical	collaborative PD perhaps once per month w/ neighboring schools.
Tech integration PD	Teachers' college
How to bring rigor & challenge into multi-Level classrooms	Teacher choice and buy-in
How to teach basic skills (k-8) into high school in a rigorous way	PD targeted by grade level
Mortimer Adler?	Site-based targeted & focused, ongoing and focused-excellent
Common Core Standard Training	Mentors & true coaching for follow up
PD - Common Core: 101-Informative, 201, 301-writing, 401-Integration, Reading/writing with science/social studies	Collaborate with neighboring schools
College & Career Readiness -program, workshops, implementation	Schools that are geographically close form P.D. communities that meet monthly
Common Core Stand. By department. IPAD in classroom. Restorative Justice	Technology training done by professionals - meaningful & useful
Working towards initiatives that incorporate skills instructing using up to date technology	At school sites I want teachers to use the KEYS Survey on school climate for continuous teaching and learning
Technology training, use of cellphones in class as a clicker or to generate response from the students	Instructional and classroom management for larger classes
Common Core, Technology, Use of Tablets, smartphones (In "Blended" learning)	Math PD that have user-friendly practices that can be easily integrated
Quality, professional development	Establish best practices for math instruction. Focus on our responsibilities as teachers and our roles in student success. What are we doing that we do not need to do?
Teacher generated, professional development to be allotted, teacher need to be trained in computers	Professional content area memberships and conferences
Site-based, ongoing and focused, hands-on, practical useful	Collaborations with professionals in the subject matter fields
	More effective tech training & use of library media centers in the move towards CCS
	Teacher input on scheduling for upcoming year.



APPENDIX D: Community Engagement

Lesson ideas w. planning and student work samples
Pd - Student portfolio & teachers can see potential advancement - less remedial
If teacher input is involved, it needs to be well facilitated
Selection of professional development based on process in which teachers identify where they are now, where they want to get, & the training they need to get there
Big Picture Visioning #2 -Behavior Intervention - Technology - SEIS Program (SPED) More flexibility/choices for professional developments - More school-to-career trainings for teachers & students to connect academic to real life situations - More career-oriented study trips
Confidence that good subs will be available - Science - technology-> how to use, incorporate into instruction, confidence that we'll immediately have the tools - how to use our volunteers along w/ the training for the volunteers/how to recruit - teacher/parent group (PTA)/admin: how to work together. -More options for Summer Institute. Treasures K-6 training not done by pub.
GLAD
More grade level with schools at similar APIs
How to use/implement data

School-wide reading/discussion on culture, best practices, CST prep
Technology Professional development. (i.e. PowerPoint, excel...)
Summer Institute return! Teachers choose their PD
No Sales pitches at trainings!
ELD trainings that focus on decoding, comprehension, fluency. etc. to build reading levels
Trainings on building academic vocab
Project Based Learning
Differentiated Support
Workshops to produce aligned materials. Culturally relevant responsive teaching
No sales pitch. Technology! Content Area (not textbook) Reading Strategies
more conferences for content info. Leadership opportunities within school. Fluency/reading acquisition. Technology. Mentorship. EL specific training
Technology -our kids need to be computer literate -PD that is not repetitive. ELD PD in the district is a joke. PD that focuses on tactics and strategies & not just trying to sell products (e.g. Prentice Hall)
The current level of professional development is an utter joke. Sorry but that's the reality. 100% of our group agrees with this
Conference type time where teachers get to choose which workshop to go to.
Class Video & Reviewed? Nuts & Bolts stuff



7. What would you like to see the school district accomplish within the next five years?

thematic unit based study that result in certificates with real value (along side HS diploma)
collaboration across grade levels (not just within schools)
focus on early grades; 90% of 5th graders on track across the board
counselors can focus on counseling
move to 21st century technological model
lower class size
less/no benchmark testing for K and 1st grade
restore music, art, PE teachers at every site
all day kindergarten
improve school climate (drop in violence, bullying, harassment, drugs, etc.)
culture where failure is not an option
more rigorous, hands-on, relevant, real-world curriculum
phase back Cal State program that emphasizes permanent teachers; phase out programs that emphasize temporary teachers
pay teachers what they're worth; good benefits package
get off the fence with bilingual education; recommit to bilingual education
all day kindergarten
Increase salary/benefits
Retain teachers and administrators
implementation of effective teaching, behavioral, academic, social, and emotional strategies
Support for the incoming implementation of the "common core"
21st century teaching materials

Academic support for students with learning needs to access the general education curriculum
Equity by schools-all resources available
better salary for employees
no more Teach for America
lesson study model
more direct involvement with universities, professional organizations at every school
achievement gap
class size
teacher retention = higher salaries
get adult ed classes back
more support for troubled students and their families
ongoing shared collaboration, grade level, subject
all kids in class, engaged, and growing (teachers too!)
more online opinion surveys
listen to students and teachers
adopt a school by local companies
public service projects in every school
vetted lessons across curriculum/grades
vibrant middle schools
better career pathways so kids can get a good job after high school
more direct voice for teachers, less top down directives to principals
more agreed upon
best practices across the curriculum to meet common core
intensive intervention in math
students being responsible for their actions
industry-supported job prep for students
get them jobs!
standard lessons taught across district developed by qualified, experienced teachers



APPENDIX D: Community Engagement

students graduating with 21st century job skills
longer school day and longer year
students are happy to go to school
"alternate" classes - music technology, PE, shop, art, design
tech savvy
higher test scores
wire Richmond!
give all students home access and cheap computers
eliminate uniforms-they don't work, adhere to dress code
interactive learning where there's a forum where teachers share as well
appropriate intervention for all students who have fallen behind
PLC model
more consistent teaching across the district
much less emphasis on benchmark testing
achievement gap lessened significantly
less teacher turnover
access by teachers to disallowed websites
Create thematic project based units of study that are cross-curricular and result in certificates of achievement that have quantifiable
teach students how to think, not how to pick out answers
Pay teachers a fair salary
all day kindergarten
on-site counseling for troubled students
H.S. teacher cadets in all elementary schools
Opportunities for teacher achievement to lead to master teacher status
classroom management coaches
Revise equity walk-through process to allow all teachers to visit others
WCCUSD vision implementation
adapt a better EL curriculum

District offers Spanish classes for teachers or more translation support
better pay and more perks to being a teacher
teacher pay
creative outlets (music, art, writing, theater)
language support
lower class size
Better pay for teachers (and benefits)
Art and Music and drama electives
More translation services on school campuses
More pathways offered for our students to achieve success (flipped classrooms, online classes)
More real collaboration, not just amongst teachers but also students and administrators regularly
Technology at every site that works and is up to date
Wi-Fi everywhere
on-level reading
half the achievement gap
plans for schools (DeJean)
No more teacher layoffs because of money
90% of 5th graders are fully on track and ready for 6th grade
Curriculum audit
Wireless with updated technology and plan to keep tech current
Change VTR contract to allow for flexibility in hiring as academies/high schools need
Increase achievement of African American and Latino youth
Change the way that contracted teachers are laid off every year (or pay for clear credential)
Get teachers a decent salary that is competitive with other districts
More \$
Increase in teacher pay and morale



APPENDIX D: Community Engagement

Increase district trust of teachers and site decisions/needs	Provide new technology
Loosening the mandate reigns	Wireless campuses
Technology competence district wide	Create five or more project based learning schools
Up to date technology	Increased parent participation at all school sites
Teacher tech training and PD	Music in every school
Look at being more flexible with amount of time it takes to graduate	A quality teacher in every classroom
Failure not an option	A quality principal in every school
hire, train and support effective and passionate school staff (teachers, coaches, admin) and fire those that are not	An empowered and energized staff and school community
raise reading and math proficiency (grade level)	Small class sizes for all grades
Ensure that students are college and career ready	Get rid of coaches- train and support teachers throughout
All schools have Wi-Fi and working computers	Technology updates
Teacher retention	Differentiated PD by site and grade level
Alignment of vision across all schools (pre-K-high)	Transition to CCSS- full implementation with resources
Wi-Fi in all schools and classrooms!	Be the district where people want to work- leaders in education
A quality and empowered teacher in every class	Site based decision making
As measured by college acceptance rates, GPA, etc	Success for all students-emphasize early literacy
Send us to school to get higher degrees, \$, and adjust work schedules to accommodate this	Salary equal with surrounding districts to ensure a stable professional workforce
Ed plan for each students	District offices that support site staff and student need-site specific
Use student data to push instruction	Community pride, respect for schools and school staff
Project based learning to encourage collaborative and critical learning	Create conditions where students are socially, emotionally and academically strong and eventually able to take part in maintaining our democratic system
Bring back art and music electives	Enabling every child to reach his full potential
reduce class size	Students are actively engaged in learning
better pay for teachers	Build a culture that unifies us and pushes us to do great work, together
Shift from textbook to iPad/tablet per student	move from us and them to us
class size maximum	Fully implement CCSS in ways that are enriching, forward thinking and thoughtful
Real technology	
Best strategies to prepare students for success	
Resolve technology issues (Use policy, access, choose the right device)	



APPENDIX D: Community Engagement

- Transition to CCSS- full implementation with resources
- Wherever possible make independent decisions for the good of the students and communities (ex: Not allow private charters to make inroads in their quest to divert public \$ to private hands)
- Create a truly collaborative model for teachers, students, district bureaucracy and community and school board
- Balance of smart guidance and student choice and voice in the classroom resulting in thoughtful, innovative and hard work by students
- Away from packaged readers to authentic, meaningful tasks, challenging and engaging
- A big push for early grades emphasizing literacy (Most kids should read by 1st grade)
- Invest in pre K, K, 1,2,
- Smaller class size and tools to ensure success for most
- African American and Latino students graduate and are admitted to college at a high rate as their white and Asian peers
- 21st century technology
- Higher salaries
- New evaluation standards
- Close the Achievement gap
- Low performing schools become year round academies instead of summer school
- Direct resources where they will have the most impact-in the classroom
- New model for leadership and decision making- have mini-districts within the district
- Give teachers the compensation they deserve
- Return to lower class sizes and bring back art, science, PE and musician in all schools
- Card marking so it doesn't interfere with our private hours (other districts provide time)
- Read 180 for math (individualized instruction)
- Close the Achievement gap
- Unified clear vision/focus
- Technology, computers, lap tops
- Environment fostering for all students to learn
- More variety of PD and site/grade level specific PD
- CCSS transition and full implementation with appropriate materials and resources to do so
- School site
- Aligned bench marks with a system that is effective and make them optional so they can be used when necessary and for informative teaching needs
- every class should have WIFI and laptops/ipads
- Technology training for all teachers/ principals/ secretaries
- Professional Development based on common core and grade levels
- Report card that is less time consuming- parents "hate" the current model
- Day for report
- Average teacher salary at \$95,000
- Full benefits for all staff
- Increased attendance
- Smaller class sizes
- Higher percent of graduates
- Higher percent college bound
- Have clear learning objectives that relate to the personal and societal issues in our world
- Programs that provide differentiation depending on site and needs of students



APPENDIX D: Community Engagement

Addition of partnerships/mentorships beyond	Teachers paid and treated like professionals
Ipads for every student	Schools connected to and reflective of community needs and strengths
More pay	With ELD/ALD grouping-I would like some direction
More student based learning	Establish norms so all schools are equal
Bring back vocational programs	Organized and stick with programs that work
More alliances with corporate America	No benchmarks at all in K and 1st
teacher retention-make it a place where teachers want to stay	Define "rigor" and implement rigorous classwork/homework
All schools have Wi-Fi, laptops, iPads, online report cards, art	Clearly define performance levels with descriptors
Rich and engaging curriculum	Have most stakeholders understand and explain the vision
More tech classes for students to better prepare them for career	Make significant progress with the achievement gap
Wi-Fi hot spots at all schools	Develop meaningful/useful assessments
Address root issues in decision-making	Transparency with administrator bonuses
Move forward work driven by a set of common values (excellence, professionalism, joy and wonder in learning, habits of mind, etc)	Students meeting or exceeding grade level standards, entering middle school and high school
Be the district where people want to work- leaders in education rather than followers	Lower teacher turnover
Hire based upon beliefs and values (what does good leadership look like?)	More pay for teachers
Conversations are around best teaching practices and not compliance, requirements	More coordinated collaboration on grade levels between schools
Culture shift to be more collaborative, school centered decision making, filtering up to the district, fewer "experts and coaches"	Seriously adopt lesson study throughout the district
Outside expertise carefully selected based on teacher input	Significantly address tech issues and the huge tech divide
Principals as "principal teachers" not district paper pushers	Higher teacher salaries
Bottom up, student centered initiatives	lower class size
Integrated project based learning as a regular occurrence for all students	Data based instruction planning via release days (using DIBELS)
Site based decision making	Everyone in admin, teachers and support personnel (and interested parents/families) rained in statistic and research methodology so we all know what we're talking about when quoting research and statistics)
Tech current	Create a school district checklist for parents, teachers, student grade specific goals
Flexible learning environments (classrooms, campuses with student directed learning)	



APPENDIX D: Community Engagement

Close the Achievement gap	everyone succeeds and 85% of students go to college
Better pay/salaries	Take \$ to the classroom
Modern technology for all schools	New elementary report cards aligned with common core standards with fewer boxes per subject
Standardized procedures for how to start process in determining SPED eligibility	A more rigorous, project based, relevant hand on real world curriculum
Respect for line of authority	Culturally relevant pedagogy to be a major component integrated into the curriculum
More opportunities for planning and involving all school members	Full implementation of the common core standards within an integrated curriculum
Salary commensurate to service rendered by teaches	A curriculum that includes project based and hands on learning, real life strategies
More support from supervisors	Highest teacher salaries in East Bay
Make the teaching profession attractive to the younger generation via competitive salary, administrative support and quality trainings	Reduce primary class size to 20
Make sure that administrators/principals are trained on good human relations considering diversity	Provide a wide variety of PD options to meet the needs of teachers
Close the Achievement gap	Acquire the technology necessary to fully implement the CCCS
recommit to bilingual education	Re-prioritize funding for maximum benefit of students
More competitive salary and benefits to attract highly qualified teachers	More money directly to classrooms, less for central admin and outside consultants
smaller class sizes	Common Core implemented and followed up
One to one ratio of books for special ed students	Wall to wall academies to high schools
Complete set of leveled reading materials for special ed program	Academies to the middle schools
Equal provision of instructional materials to SPED and gen. ed. Teachers	Comparable teachers' pay with other districts
A comprehensive plan to implement and support the common core	A curriculum that includes the education of the whole child, academic, social and emotional
get all schools' technology up to date and develop a plan for teaching students to use tech	High schools back to 2 tracks: college and highly skilled prep
Close the Achievement gap	Hire management trained principals with experience
attract and retain strong and highly motivated teachers by offering a competitive salary and benefits package	100% tech classrooms
reduce class size	90% HS graduates
A district where failure is not an option, student needs are met so that	Improved school performances
	Technology is provided for all schools



APPENDIX D: Community Engagement

- A coherent aligned, integrated curriculum delivered by well trained teachers
- 85-90% of students graduating from HS and attending college
- Tablet use by every student in every classroom grade 7 and up by 2017
- Improved school climate across all schools
- 50% drop in violence, drug use and harassment
- Broader offering of Honors and AP classes at every high school
- Integration of academy subject matter and projects across all disciplines
- A plan to implement the common core standards, including a mechanism to monitor progress (content materials, training of teachers,)
- A pacing guide on each subject which is practical and practicable
- On-site teacher trainers, coaches, mentors for everyone who needs support to improve
- Close the Achievement gap
- Implementation of common core curriculum
- All teachers fully trained on academy approach and restorative justice
- Music and Art- there has never been a Nobel peace prize winner that has not also had a deep immersion in some art or music
- Improve financial strategy
- Retain more students (combat declining enrollment)
- Have all construction for schools done or in progress
- Increase AP classes both in number offered and number of students taking classes
- Everyone on same page
- A realistic and thorough integration of common core work, throughout the district (How can we prevent a promising program that targets real thinking)
- Technology equity-distribution and support including professional development
- Upgrade all schools facilities that need it
- Resources apportioned by need rather than by ratios-students whose parents have not earned college degrees need more support
- The digital divide is REAL
- Shared vision/ expectations among all sectors (downtown, schools, students)
- More coordinating committees that support department work and answer to and from the district
- Technology is wireless throughout the district
- 3/5 computers in each class
- More diverse teacher populations so that teachers reflect our student population
- Extreme increase in graduation rates
- Textbooks on tablets
- Wireless capability school wide
- Emphasis on school student achievement
- Common core ready technology
- All staff fully trained on systems use
- Universal systems school to school
- Pay a respectful stipend for teachers who earn a Masters', PHD and/or National Board Certification
- District support teachers to get masters degree in content areas with online, \$, support, cohort support and pay incentives
- Differentiated teaching strategies to meet academic needs of all students
- Leverage online learning to achieve zero expulsions
- Chevron to pay for all WCCUSD to be Wi-Fi free
- Value all disciplines of education-not all students are interested in just math or



English- there are arts, tech, social science	Offer online course content with tech support
More arts to foster creativity in students	Greater focus on career readiness and job training for those not going to college
Updated technology internet in all classrooms-Wi-Fi	Better pay
Have lots of excellent classes	More opportunities to increase knowledge and pay
Teachers, staff and administrators work in positive partnership towards goals	Wireless internet connection
Improve the honesty and level of trust	More technology in the classroom
Accept the fact that not all students want to/can/will go to college and provide pathways for them	More opportunities to collaborate across all grade levels
Rehire qualified prep teachers, music and athletics	Create a flexible system that gives teachers the resources and knowledge they need to support all students in learning
Achievement for the most struggling students improves dramatically	Share expertise and best practices via computers/ the internet
lower class size	lower class size
Parents, teachers and district can track student mastery of content on daily basis	Independent study stays an option for students who cannot be successful at high school
Leverage tech to be able to customize learning for each student and access to any cause they need	Accountability
course content is available online and each course has mastery test and reteaches programs	Student behavior strategies in place
Be a district where talented young people want to work and the are treated professionally	Pay/benefits increased
Well paid and given the chance to be successful	REAL teacher support
	Serious family involvement in all schools, not just the "hill" schools vocational and college track courses

8. Five years from now, if everything is firing on all cylinders, what evidence would you be able to point to as evidence of success?

common language spoken across the district	graduation rate increase
full service community schools at all schools	higher rate of students qualified for college
every teacher with an iPad	increase in student and teacher attendance
higher teacher and principal retention	teachers are only working one job
quality writing for all kids	community pride
multiple testing measures	increased enrollment
focus on physical fitness	



decreased referrals, suspensions,
expulsions (and disproportionality)
benchmarks that are academically sound
higher enrollment in AP classes for
diverse students
HS graduation rate reflects higher
middle school graduation rate
clear goals at each grade w/ unified
curriculum teachers
district working with teachers
restore music, art, PE teachers at every
site
get up to speed with technology
class size should be small enough that
students feel valued
vocational ed in elementary, middle
students who take pride in their work
more classes on the Hercules culinary
class model
higher rate of teacher retention
salary increase
good benefits
college and career bound students
more money for teacher salaries
bridge the gap between African
American and Asian achievements
safe and sound school climate
better communication of expectations of
students and parents to go to college
or trade school
smaller class size in every grade level
less testing, maybe more comprehensive
bi-annual pre & post testing
better proficiency rate of graduating
students
students and teacher focus on after high
school life
making more effective use of the school
library media centers
cultivating a greater sense of community
offering more diversified programs
(vocational ed, performing arts, arts,
home economics, music, as well as
academic programs

teachers will be respected and paid
adequately
provide teachers with the tools they need
to bridge achievement gap
leave administrators in place longer so
staff can be stabilized
decrease in class size to 25
instructors can be assigned or reach out
to mentor instructors
the staff demographics reflect match the
student demographics district wide
stellar physical education program
safety within school will not be a major
concern
stop changing or adding for focus
program work
review of strategic plan annually and or
with modifications
every middle school and high school has
at least six tennis
noticeably higher math proficiency rates
graduating seniors will be college or
career ready
invest in alumni to return support
economy that supports students toward
careers that can improve with college
experience
integrated curriculum
higher rates of literacy
do not evaluate teachers on student test
scores
support the whole student not just their
academics
better retention of successful teachers
who are teaching
assessment results that are usable in the
classroom
drop out and pregnancy rate will go
down
students will be performing at grade
level, be proficient on state test, be
computer literate
cap student class size at 27
teacher retention/pay correlation



APPENDIX D: Community Engagement

teachers will stay, be aware of district goals, believe the district cares, be invested
art and music classes
80% of k-8 scoring proficient on CST's
air conditioning
improved student reading and math scores
improved high school graduation rate
better teacher retention and investment
students performing at grade level
more pathways offered
More students taking AP
Higher attendance
more students truly ready for college and careers
common language spoken across the district regarding vision and goals for district and school
transparency
data referrals
test scores
established vision
computer for every student
student are admitted to, attend and complete college or are job ready
every student has access to computer and are literate in technology
high school graduation rate up
students graduate and get jobs with a job above minimum wage
self explanatory except with evaluations
100% success on high school exit exam
happier teachers, students, community
well-balanced experiences for all students
less violence in the schools
improved test scores
teachers and students using technology effectively
fully engaged students
teacher retention
smaller achievement gap
kids aware of many opportunities for their future

A realistic and thorough measurement of common core work throughout the district
A comprehensive survey
Central Office administrators who into these meetings, etc
Students participate to different state and national competition
Performing at grade level on Standardized testing
smaller achievement gap
Personalized learning
Improved teacher satisfaction; reduced burnout
A comprehensive survey
Achievement gap cut by 50%
School climate report cards (SCRC) in top 1/3 of schools statewide
Schools collaborating and sharing best practices
College and career ready students
More students go to college
Well prepared teachers for common core
New textbooks across subjects
More money at school sites
Up to date technology at the school sites
Large number of students going to college
Project based assessment
Lower class sizes
Increased high school graduation rates
Higher scores in state and national levels
Quality writing in the 3 CCCs
More support for intervention programs
Students leaving elementary schools would demonstrate readiness for middle school
Programs to make sure all children are on grade level
Statistics show reduction in gaps between white students and students of color
Students are digitally literate
smaller class size in every grade level



Success would no longer be based on test-scores	Improve teaching practices
Students would have portfolios	Better coordination of databases
The technology department would work to solve problems of access.	Improve teaching practices
Increase in literacy rate	Higher graduation rates
Smaller class sizes	Higher enrollment of diverse students in AP classes
Teacher retention	Competitive students
Class size reduction	Measurable increase in student achievement
Active volunteers in the schools	Increased student involvement and engagement
Teacher retention	Increased enrollment
Happy and satisfied employees	Teacher retention and satisfaction
Positive attitude, motivated	Teachers get a competitive salaries
Improve academic performance	Increase high school graduation rates
More student engagement	

Classified Employee Town Hall

1. What are the strengths of the District?

The employees: longevity, dedication, loyalty, persistence.
 The kids- many of our children have gone through the same schools as us.
 We always sacrificed for the kids to make sure they get the best they can
 Facilities/Rebuilding- hard to learn in a gloomy place, help promote learning.
 Families- Stay around, increased participation (may be due to layoffs in the area/has led to some becoming employees in the district), generational attendance/employment
 District does not take enough advantage of generational/family/community benefits;
 cabinet is churned so many times that they don't recognize longevity of those beneath them, some stability today (Dr. Harder) but most have had high turnover
 We like Dr. Harter spending time out in the district
 We try to band together to do what it takes to get the job done, and the district gets upset when we sometimes bypass protocol to get things accomplished
 We're here for the students, but can't always give them the materials
 Community
 Food Service- Meals provided to students in the summer, beneficial to both students and general community.
 Health Facilities- Integrated into schools. Like to see expansion of dental program.
 Would like to see one in each family area. So many families don't have dental coverage.

2. Do you think the District is moving in the right direction? Why or why not?

Yes--very hard. Lots of English Learners and non-English speaking parents at home and the school is providing after school programs.
 Public perception is that it is not, but within the school the answer is yes.



Schools with the highest number of EL's have a program for parents to come in and learn English (through City of Richmond). A school district isn't just about education of kids anymore; it's about the whole.

My daughter mentors at Lincoln Elementary as part of health academy program. She loves it.

Overall, district moving in the right direction, but not fast enough.

Community doesn't see the direction as much because they are tired of being taxed and not seeing enough results.

Some people live in the area near new buildings, but others do not.

Spent money building brand new buildings, but don't have the money to maintain them
**Supported by multiple members of the group

Different unions in the district, but they get along (Supervisors and Local 1)

District pays lip service to training employees, but doesn't follow through. Current leaders committed to providing training (sincere effort) but just not enough time to do it.

Commitment to training employees is from specific individuals at the top versus the district holistically.

3. What are the weaknesses of the District?

Can't keep up new facilities. And the people who are there to keep them up haven't been trained properly. New window systems, air conditioning, white boards, elevators. Need everyone to be trained- not just teachers.

Good example- new De Anza. How do you use the control buttons for your rooms?

Projectors, screens, etc. A walk-thru doesn't cover how to use a remote control.

Communication- Hearing about Linked Learning and Common Core, but haven't been told what it is? Told to look it up online, but we work all day and something should be shared to brief us. We have employees who aren't teachers. We have employees who haven't been educated past high school.

Primarily communicate through email. Not everyone has one, but almost everyone, and working toward it.

Make it as clear as possible- "This is what Linked Learning is."

Part of the problem is that Principals and Asst. Principals go to a monthly meeting. I think we need a monthly meeting.

Agreed. This happens with clerical staff. Admin told to share with their staff/secretaries, but many do not, or only share partial information.

Can clerical staff attend the portion of the monthly meeting that specifically relates to them?

Lack of inclusion.

For example, there was a change in procedure last week. Didn't hear about it until Monday. Have a field trip on Friday and now students can't be dropped off at BART. We've already purchased Amtrak tickets (\$700). Maybe wouldn't have planned the trip if didn't know this information.

For example, in the IT Dept. I communicate directly with the staff because I know Principals haven't shared the info with the staff.

For example, policy changes need to be shared with office staff because parents call us.



For example, another school is on lock down and parents call us and we don't know about it. Also roaming classified staff isn't warned and can drive up and enter a school that is on lockdown.

4. What is your role in college and career readiness?

Being positive and being there for the kids.

Making sure they have the tools for learning.

Needing to give supplies- both paper and toilet paper.

Wanting to be there- teachers are out at training too often.

Breakfast can decrease suspension rates.

Level of respect shown toward classified employees has decreased. When I started there were custodians who would stay after school and teach kids boxing, or secretaries who would help provide programs for girls. That has stopped. With the focus on all kids going to college, there has been a decrease in trade, CTE, etc programs. With emphasis on college, respect toward those adults as role models has decreased as well.

Staffing levels stretched. Every time a new program comes up, there is a new job for the elementary school secretary.

5. What would you like to see the District accomplish in the next five years?

More time teaching instead of teaching only for tests

Included into the school system, vocational opportunities. Re-open welding, mechanics, woodshop, etc programs.

Increase staffing for all classified positions

Better wages

Increased benefit contributions

Increased staffing and training

Better safety

More communication to all staff

More respect

More vocational education

Security cameras that are operational on all sites

Communication- covers a lot – procedures, prof development,

simple thank yous, policies communicated to teachers

Safety- all aspects (communication, practice, training)

Increased wages and benefits

Recognition to all employees, not just teachers

General appreciation

Offer more vocational classes

Restore more mutual trust- value our opinion and services, monthly employee of the month

Communication



6. Five years from now, if everything is firing on all cylinders, what evidence would you be able to point to as evidence of success?

True community school, no more shopping for school preference
Graduates return, give back to schools, become district employees
More community buy-in
New buildings as focal point of beauty
Attendance not an issue
Not in the news in a negative way
Focus on good attributes of kids
No more focus groups
Increased enrollment
Increased graduation rate

Increased parent involvement
Increased site visits by administration
More accountability for failing schools
All employees available for benefits
Decrease in school violence
Smaller class sizes in all levels
Vocational Ed
Class training
Student attendance increase
Safer workplace- fewer workers comp claims
Vocational funding re-established



APPENDIX D: Community Engagement

Focus Groups

As part of the community engagement phase of the strategic planning process, the consulting team hosted 31 focus groups. These focus groups were typically 1-2 hour facilitated conversations that focused on issues of particular interest to the participating stakeholders. The following is a list of the focus groups that contributed to the creation of the Strategic Plan:

Focus Group	Topic	Date	Number of participants
WCCUSD Strategic Plan Steering Committee	College and career readiness, District accountability	March 13, 2013	17
Richmond Chamber of Commerce Education Committee	Business perspective	March 26, 2013	8
Chevron Partner Town Hall	Nonprofit perspective	March 26, 2013	125
Richmond Funders Group	Funder perspective	March 27, 2013	15
Ed Fund Out of School Time Collaborative	Out-of-school time, social and emotional learning	April 18, 2013	22
WCCUSD Central Office Staff	Administrator perspective	April 22, 2013	5
WCCUSD Counselors	Academic, social, and emotional counseling	April 22, 2013	3
Bilingual Educators	Bilingual education	April 22, 2013	16
Leadership class Teachers	Youth leadership	April 22, 2013	3
WCCUSD Central Office Staff	Administrator perspective	May 2, 2013	10
WCCUSD Safety Subcommittee	Safety and discipline	May 2, 2013	20
WCCUSD Principals	Principal perspective	May 2, 2013	12
WCCUSD Master Teachers	Master Teacher perspective	May 2, 2013	3
Ed Fund West County College Access Network	College and career readiness	May 7, 2013	16
Pinole Valley High School Students	Student perspective	May 9, 2013	20
Richmond High School Students	Student perspective	May 9, 2013	6
Vista High School Students	Student perspective	May 9, 2013	8
RYSE Students	Student perspective	May 13, 2013	8
Helms Middle School Students	Student perspective	May 13, 2013	13



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WCCUSD Youth Commission	Student perspective	May 13, 2013	10
Charter Schools	Charter school perspective	May 16, 2013	11
Concilio Latino	Parent engagement, preschool, adult education	May 17, 2013	60
Building Blocks for Kids	Parent engagement, school safety, adult education	May 22, 2013	25
East Bay Community Foundation	Community engagement model in Oakland Unified School District	May 23, 2013	3
San Pablo Engine Team	Full-Service Community Schools	May 23, 2013	7
Ed Fund Out of School Strategy and Policy Team	Out-of-school time	May 23, 2013	7
Ed Fund West County College Access Strategy and Policy Team	College and career readiness	May 23, 2013	9
Richmond NAACP	College and career readiness, school climate, District transparency and accountability	May 23, 2013	8
Easter Hill United Methodist Church	Faith community perspective	May 29, 2013	14
Richmond Health Equity Partnership	Full-Service Community Schools	May 29, 2013	20



APPENDIX D: Community Engagement

1-on-1 Interviews

As part of the community engagement phase of the strategic planning process, the consulting team interviewed 45 individuals identified by the Advisory and Steering Committees. These interviews were typically 30-60 minutes and focused on the experiences and insights of the interviewee. The following is a list of the individuals interviewed while developing the Strategic Plan:

Name	Organization	Title	Date
Bruce Harter	WCCUSD	Superintendent	February 2, 2013
Madeline Kronenberg	WCCUSD	School Board President	February 26, 2013
Nia Rashidchi	WCCUSD	Assistant Superintendent	February 26, 2013
Randy Enos	WCCUSD	School Board Member	February 26, 2013
Wendell Greer	WCCUSD	Associate Superintendent	February 26, 2013
Todd Groves	WCCUSD	School Board Member	February 26, 2013
Charles Ramsey	WCCUSD	School Board Member	March 4, 2013
Ken Whittmore	WCCUSD	Assistant Superintendent	March 4, 2013
Shari Gamba	WCCUSD	Associate Superintendent	March 4, 2013
Bill Fay	WCCUSD	Associate Superintendent	March 4, 2013
Julie Wright	Chamberlain Family Foundation	Executive Director	March 20, 2013
Steve Collins	WCCUSD	SELPA Director	March 26, 2013
Dylan Tatz	Education Through Music	Executive Director	March 26, 2013
Kathleen Maloney	Irene Scully Foundation	Director of Programs	April 10, 2013
Elaine Merriweather	WCCUSD	School Board Member	April 22, 2013
Joan Davis	Richmond Community Foundation	Executive Director	April 22, 2013
Nicole Barbero	WCCUSD	Math Coach	May 6, 2013
Steve Duran	City of Hercules	City Manager	May 6, 2013
Genoveva Garcia Calloway	City of San Pablo	Mayor	May 6, 2013
Bill Lindsay	City of Richmond	City Manager	May 6, 2013



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Demetria Saunder		Community Member	May 6, 2013
Susan Wittenberg	West County Ed Fund	Former Executive Director	May 6, 2013
Mike Peritz	Eagle Foundation	Teacher	May 7, 2013
Luz Gomez	Office of Supervisor Gioia	Deputy Chief of Staff	May 8, 2013
Stephanie Hochman	Bay Area Community Resources	East Bay Program Director	May 8, 2013
Katrinka Ruk	Council of Industries	Executive Director	May 8, 2013
Billy Alexander		Community Member	May 20, 2013
Andrea Bailey	Chevron Corporation	Community Engagement Manager	May 21, 2013
Scott Hanin	City of El Cerrito	City Manager	May 22, 2013
Tyler Hester	Senior Managing Director, Richmond	Teach for America	May 22, 2013
Don Lau	Executive Vice President	YMCA of the East Bay	May 22, 2013
Jennifer Lyle	Executive Director	Building Blocks for Kids	May 22, 2013
Greg Lyman	City of El Cerrito	Mayor	May 22, 2013
Sylvia Moir	City of El Cerrito	Chief of Police	May 22, 2013
Jennifer Peck	Partners for Children & Youth	Executive Director	May 22, 2013
Phil Gonsalves	WCCUSD	Math Coach	May 23, 2013
Drew Kravin	WCCUSD	Math Coach	May 23, 2013
John Hardester	City of Pinole	Chief of Police	May 23, 2013
Joel Mackey	West County Ed Fund	Executive Director	May 23, 2013
Denise Noldon	Contra Costa College	President	May 23, 2013
Walter Schuld	City of San Pablo	Chief of Police	May 23, 2013
Deanna Hansen	National Academy Foundation	Consultant	May 29, 2013
Rick Alexander	Olinda Elementary School	Custodian	June 7, 2013
Kyra Worthy	For Richmond	Executive Director	June 10, 2013

West Contra Costa Unified School District

**STRATEGIC PLAN REPORT
2014-2019**

Whole Child, Whole Community

Researched, written, and published by
Third Plateau Social Impact Strategies
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