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
and Capitol Impact.
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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.

Bruce Harter
Superintendent
Forward & Acknowledgements

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.

Daniel Kaufman
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Executive Summary

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.
Executive Summary

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.
Methodology

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:

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.
Introduction

**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.
Introduction

**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
Introduction

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:

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Staff and faculty passion</strong></td>
<td>From administrators to teachers to school staff, almost everyone in the District is passionate about student success.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>The District serves and represents a community that boasts phenomenal diversity, in terms of demographics, socio-economic standing, experiences, and perspectives.</td>
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<tr>
<td><strong>Constituent support</strong></td>
<td>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.</td>
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<tr>
<td><strong>Facilities</strong></td>
<td>The District and its community have successfully leveraged a large bond program to ensure strong school facilities.</td>
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<tr>
<td><strong>Perseverance</strong></td>
<td>The District leadership and staff have shown great perseverance in advancing the District despite continual budget cuts.</td>
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<tr>
<td><strong>District and classroom “rockstars”</strong></td>
<td>The strong individuals at the District-, school- and classroom-level are exceptionally strong.</td>
</tr>
<tr>
<td><strong>Whole-child initiatives</strong></td>
<td>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.</td>
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Additional District strengths include: strong civic partnerships; a commitment to responsible financial management; and the ability to effectively manage and coordinate several constituency groups.
**SWOT Analysis**

### WEAKNESSES

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Achievement gap</strong></td>
<td>The District’s African-American and Latino students, particularly the males, far underperform their White, Asian and Filipino counterparts.</td>
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<tr>
<td><strong>Poor communication</strong></td>
<td>Without a clear vision and a defined communications strategy, the District is unable to communicate effectively with its internal or external stakeholders.</td>
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<tr>
<td><strong>Lack of data tracking and reporting</strong></td>
<td>Data is necessary to make informed decisions, but the District’s current data tracking and reporting practices are insufficient.</td>
</tr>
<tr>
<td><strong>Weak talent recruitment and retention</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Lack of leadership pipeline</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Insufficient professional development for teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Lack of parent involvement</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Inadequate college counseling</strong></td>
<td>Current college counseling resources and strategies across the District are insufficient and unable to properly and fully guide students into and through higher education.</td>
</tr>
</tbody>
</table>

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

**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

<table>
<thead>
<tr>
<th>Lack of Program Alignment</th>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td>Low expectations</td>
<td>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.</td>
</tr>
<tr>
<td>No sense of urgency</td>
<td>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.</td>
</tr>
<tr>
<td>Little accountability</td>
<td>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.</td>
</tr>
<tr>
<td>Low Trust</td>
<td>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.</td>
</tr>
<tr>
<td>“Student Flight”</td>
<td>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.</td>
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<tr>
<td>Budget Cuts</td>
<td>In a financially-strapped state, budget cuts are a constant concern.</td>
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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:

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

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

- Invest in the Whole Child
- Embrace Collective Ownership
- Support Quality Instruction
- Create High Expectations

Prioritize Accountability

Innovate

Strengthen

Build

Measure
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.

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE 1: COMMUNICATE HIGH EXPECTATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td><strong>1.2:</strong> Create School Environments that Connote High Expectations, Including the Ability to Think Creatively and Critically. See Objective 5.</td>
<td>2014-2015</td>
<td>See Objective 5</td>
</tr>
<tr>
<td><strong>1.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
</tbody>
</table>
STRATEGY #1: CREATE HIGH EXPECTATIONS (continued)

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<thead>
<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
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</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE 2: EMPOWER STUDENTS TO RECOGNIZE THEIR ABILITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1:</strong> Teach All Students to Self-Advocate. The District should empower students to</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>advocate for their individual and collective interests in order to get them to buy into</td>
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<td></td>
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<tr>
<td>and share ownership in their academic success. The District should examine its slate of</td>
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<tr>
<td>extra-curricular activities and leadership classes, two of the primary areas where this</td>
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<tr>
<td>student advocacy is learned and nurtured, to see how it can better support teachers,</td>
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<tr>
<td>coaches, and other involved community members in their work. This may involve the</td>
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<tr>
<td>creation of new activities, teacher professional development, or other yet-to-be-</td>
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<tr>
<td>determined supports.</td>
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<td></td>
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<tr>
<td><strong>2.2:</strong> Establish Male and Female Leadership Cohorts. The District should establish</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>Male and Female Leadership Cohorts in its middle and high schools to cultivate student</td>
<td>(study model)</td>
<td></td>
</tr>
<tr>
<td>leaders. To start, the District should learn from the models established at Long Beach</td>
<td>2015-2016</td>
<td></td>
</tr>
<tr>
<td>Unified School District, Sacramento City Unified School District, and Fresno Unified</td>
<td>(pilot)</td>
<td></td>
</tr>
<tr>
<td>School District and consider piloting the program at one or two high schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.3:</strong> Implement Meaningful Leadership Development. The District should collaborate</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>with community organizations already working on youth leadership to develop and</td>
<td>(develop</td>
<td></td>
</tr>
<tr>
<td>deploy a leadership development curriculum to be piloted with high school leadership</td>
<td>curriculum)</td>
<td></td>
</tr>
<tr>
<td>classes. Assuming its efficacy, the District should consider implementing the</td>
<td>2015-2016</td>
<td></td>
</tr>
<tr>
<td>curriculum across the entire student body.</td>
<td>(pilot)</td>
<td></td>
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</tbody>
</table>
STRATEGY #1: CREATE HIGH EXPECTATIONS (continued)

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
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<th>Lead Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE 3: CHALLENGE EVERYONE TO THINK BEYOND THE TEST</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>OBJECTIVE 4: PUT EVERY STUDENT ON THE PATH TO GRADUATE HIGH SCHOOL WITH OPPORTUNITY FOR POST-SECONDARY EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>2014-2015 (pilot) 2015-2016 (roll out)</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
</tbody>
</table>
STRATEGY #1: CREATE HIGH EXPECTATIONS (continued)

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.2:</strong> 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.</td>
<td>2016-2017</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td><strong>4.3:</strong> 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.</td>
<td>2016-2017</td>
<td>Chief Data Officer – proposed position</td>
</tr>
<tr>
<td><strong>4.4:</strong> 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.</td>
<td>2014-2015</td>
<td>Chief Data Officer – proposed position</td>
</tr>
<tr>
<td><strong>4.5:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
</tbody>
</table>
STRATEGY #1: CREATE HIGH EXPECTATIONS (continued)

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.6:</strong> Streamline Basic Information Dissemination Processes. Some percentage of the</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>current counseling workload does not require a 1-on-1 format because it is not</td>
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<tr>
<td>individualized. Basic and general information regarding topics like A-G requirements,</td>
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<tr>
<td>standardized testing, and the college application process should be automated and/or</td>
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<tr>
<td>streamlined to free up counselor time. This could occur through assemblies, printed</td>
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<tr>
<td>checklists and tips, and online resources. Additionally, where appropriate, counselors</td>
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<tr>
<td>should provide non-sensitive counseling support in groups. Counselors should seek to</td>
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<tr>
<td>limit the amount of time they are providing repetitive advice.</td>
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</tbody>
</table>

**OBJECTIVE 5: INFUSE THE SCHOOLS WITH A COLLEGE-GOING CULTURE**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Timeline</th>
<th>Lead Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1:</strong> Start Regular College Tours in Elementary School. The District</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td>should strategically expose all students to postsecondary institutions by</td>
<td>(develop college tour curriculum)</td>
<td></td>
</tr>
<tr>
<td>providing class field trips to visit college campuses. By introducing</td>
<td>2015-2016 (roll out)</td>
<td></td>
</tr>
<tr>
<td>students to college starting in elementary school, the District can make</td>
<td></td>
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</tr>
<tr>
<td>the dream of going to college more real and tangible. Wherever possible,</td>
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<tr>
<td>invite parents to attend these field trips, as well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.2:</strong> Refer to Each Class as the Graduating Class of 20XX. By calling</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>each class by the year of their expected 4-year college graduation, the</td>
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<tr>
<td>District will effectively communicate to students that (1) their educational</td>
<td></td>
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<tr>
<td>path does not stop at high school and (2) the District believes that they</td>
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<tr>
<td>can and will graduate from a 4-year college.</td>
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STRATEGY #1: CREATE HIGH EXPECTATIONS (continued)

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<thead>
<tr>
<th>Implementation Strategy</th>
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<tbody>
<tr>
<td><strong>5.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td><strong>5.4:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td><strong>5.5:</strong> 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).</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>5.6:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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</tbody>
</table>
STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

<table>
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<tr>
<th>Implementation Strategy</th>
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<th>Lead Responsible</th>
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</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE 6: EMPHASIZE PRE-K THROUGH 3RD GRADE TO RAPIDLY BRING STUDENT PERFORMANCE TO GRADE LEVEL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.1: Phase in Extended-Day Kindergarten.</strong> 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.</td>
<td>2015-2016</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>6.2: Partner with County Stakeholders to Provide High-Quality Preschool for All.</strong> 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.</td>
<td>2017-2018</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>6.3: Partner With Local Preschools and Head Start sites to Improve Program Quality.</strong> 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.</td>
<td>2015-2016</td>
<td>Assistant Superintendent for Educational Services</td>
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</tbody>
</table>
STRATEGY #1: CREATE HIGH EXPECTATIONS (continued)

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>6.4:</strong> <strong>Stress to Parents the Importance of Early Exposure to Reading and Vocabulary.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td><strong>6.5:</strong> <strong>Establish a Relationship With Local Libraries to Get Students Visiting and Reading Early On.</strong> The District should collaborate with the Contra Costa County Library system to develop a strategic partnership that supports student literacy.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
</tbody>
</table>

**OBJECTIVE 7: IMPLEMENT COMMON CORE AT ALL GRADE LEVELS**

<table>
<thead>
<tr>
<th>7.1: <strong>Continue Implementation of Common Core at all grade levels.</strong></th>
<th>Ongoing</th>
<th>Assistant Superintendent for Educational Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.2:</strong> <strong>Educate Parents and Community About Implementation.</strong> 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.</td>
<td>Ongoing through entire transition process</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
</tbody>
</table>
STRATEGY #2: SUPPORT QUALITY INSTRUCTION

- Invest in the Whole Child
- Embrace Collective Ownership
- Support Quality Instruction
- Create High Expectations

Prioritize Accountability

Innovate
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.

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<thead>
<tr>
<th>Implementation Strategy</th>
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<tbody>
<tr>
<td>OBJECTIVE 8: DECENTRALIZE DISTRICT AND INCREASE SITE ‘OWNERSHIP’ OF RESULTS BY EMPOWERING SCHOOL-SITE ADMINISTRATORS, TEACHERS, AND STAFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.1:</strong> 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.</td>
<td>PD in 2014-2015; Begin in 2015-2016; complete by 2017-2018</td>
<td>Associate Superintendent for Business Services</td>
</tr>
<tr>
<td><strong>8.2:</strong> 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.</td>
<td>PD in 2014-2016; Begin in 2016-2017; complete by 2017-2018</td>
<td>Assistant Superintendent for Human Resources</td>
</tr>
<tr>
<td><strong>8.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
</tbody>
</table>
STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

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<tr>
<td><strong>8.4:</strong> Facilitate Teacher, Parent, and Principal Collaborative Decision-Making.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td>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.</td>
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<td><strong>8.5:</strong> Develop Standardized Measurements for Principal and School Performance Assessment.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td>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.</td>
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**OBJECTIVE 9: PROVIDE WORLD-CLASS PROFESSIONAL DEVELOPMENT TO CREATE A CULTURE OF CONSTANT IMPROVEMENT**

| 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. | 2014-2015  | Assistant Superintendent for Educational Services  |
STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

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<tr>
<td><strong>9.2:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>9.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td><strong>9.4:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>9.5:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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### STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

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<tr>
<td><strong>9.6:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>9.7:</strong> Facilitate Teacher Mentoring Program.** To support teacher professional development and protect against burnout, 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.</td>
<td>2014-2015 (pilot)</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>9.8:</strong> 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.</td>
<td>2015-2016 (pilot)</td>
<td>Associate Superintendent K-Adult Schools</td>
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### OBJECTIVE 10: PRIORITIZE GOOD HUMAN CAPITAL PRACTICES

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<tr>
<td><strong>10.1:</strong> 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.</td>
<td>To begin immediately</td>
<td>Assistant Superintendent for Human Resources</td>
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STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

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<tr>
<td><strong>10.2:</strong> 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.</td>
<td>2016-2017</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td><strong>10.3:</strong> 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.).</td>
<td>Ongoing</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>10.4:</strong> 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.</td>
<td>To begin immediately</td>
<td>Assistant Superintendent for Human Resources</td>
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OBJECTIVE 11: SUPPORT STUDENT DATA AND INFORMATION SHARING ACROSS GRADE LEVELS

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<tr>
<td><strong>11.1:</strong> 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.</td>
<td>2015-2016</td>
<td>Chief Data Officer – proposed position</td>
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STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

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<td><strong>11.2:</strong> 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.</td>
<td>2016-2017</td>
<td>Chief Data Officer – proposed position</td>
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<td><strong>OBJECTIVE 12: CUSTOMIZE EDUCATION TO MEET ALL STUDENTS’ NEEDS</strong></td>
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<td><strong>12.1:</strong> Create an English Language Learners Best Practices Learning Community. The District should partner with other school districts and ELL experts for technical assistance.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>12.2:</strong> 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.</td>
<td>2015-2016</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>12.3:</strong> 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.</td>
<td>2016-2017</td>
<td>SELPA Director</td>
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<tr>
<td><strong>12.4:</strong> 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.</td>
<td>2014-2015</td>
<td>SELPA Director</td>
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STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

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<tr>
<td><strong>12.5:</strong> 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.</td>
<td>2016-2017</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td><strong>12.6:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>12.7:</strong> 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.</td>
<td>2014-2015, 2015-2016</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>12.8:</strong> 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.</td>
<td>2015-2016</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>12.9:</strong> 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.</td>
<td>2015-2016</td>
<td>Associate Superintendent K-Adult Schools</td>
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STRATEGY #2: SUPPORT QUALITY INSTRUCTION (continued)

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<tr>
<td><strong>12.10: Expand Innovative STEM Opportunities District-Wide.</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td><strong>12.11: Provide Students With Critical Technology Skills.</strong> The District should identify the key technology skills every student should possess to be successful in the 21st century and integrate those skills into the curriculum. The District should especially emphasize technology skills acquisition in elementary school.</td>
<td>2015-2016</td>
<td>Chief Technology Officer</td>
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STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP

BUILD

- Invest in the Whole Child
- Embrace Collective Ownership
- Support Quality Instruction
- Create High Expectations

MEASURE

Prioritize Accountability

STRENGTHEN

Innovate
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.

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<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Superintendent</td>
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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. | 2014-2015 | Director, Office of Community Engagement – proposed position |
STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

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<tr>
<td><strong>13.3: Develop a Menu of Community Offerings.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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<tr>
<td><strong>13.4: Adopt A District-Wide Policy About Being A Good Partner.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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<tr>
<td><strong>13.5: Provide Professional Development On Collaboration.</strong> The District should provide administrators working with external partners professional training on how to collaborate and be a good partner.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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OBJECTIVE 14: INCREASE PARENT ENGAGEMENT AND PRESENCE AT SCHOOL

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<tr>
<td><strong>14.1: Establish an Office of Parent/Guardian Engagement.</strong> 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).</td>
<td>2014-2015 (planning) 2015-2016 (roll out)</td>
<td>Director, Office of Community Engagement – proposed position</td>
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STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

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<tr>
<td><strong>14.2:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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<tr>
<td><strong>14.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td><strong>14.4:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<td><strong>14.5:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

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<td><strong>14.6: Implement Parent Contracts.</strong> 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.</td>
<td>2015-2016</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td><strong>14.7: Provide Targeted ESL Classes For Parents.</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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<tr>
<td><strong>14.8: Train Parents to Support Their Children’s Education.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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**OBJECTIVE 15: STRENGTHEN SCHOOL/COMMUNITY RELATIONSHIPS AND MAKE SCHOOL SITES THE EPICENTER OF THE COMMUNITY**

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<tr>
<td><strong>15.1: For Each School, Identify a Staff Member, Parent Volunteer, or Team of People To Be Responsible for Community Engagement and School Culture.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

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<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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OBJECTIVE 16: EXPAND OUTREACH TO BUSINESS COMMUNITY

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<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP  *(continued)*

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<td><strong>16.2:</strong>  <strong>Build WCCUSD Business Council.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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<td><strong>16.3:</strong>  <strong>Formalize Linked Learning Partner Expectations.</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td><strong>16.4:</strong>  <strong>Invite Business Leaders Into School.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

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<td><strong>16.5:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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**OBJECTIVE 17: EXPAND AND DEEPEN RELATIONSHIPS WITH THE WEST COUNTY PHILANTHROPIC COMMUNITY**

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<tr>
<th>Objective</th>
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<th>Lead Responsible</th>
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<tbody>
<tr>
<td><strong>17.1:</strong> Map the Philanthropic Community. The District should partner with local funders to better understand the bounds of the West County philanthropic community.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td><strong>17.2:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td><strong>17.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
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</table>
STRATEGY #4: INVEST IN THE WHOLE CHILD

- Invest in the Whole Child
- Embrace Collective Ownership
- Support Quality Instruction
- Create High Expectations

Prioritize Accountability

Innovate

BUILD

MEASURE

STRENGTHEN
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.

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<tr>
<th>Implementation Strategy</th>
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<tbody>
<tr>
<td><strong>OBJECTIVE 18: SUPPORT PHYSICAL, SOCIAL, AND EMOTIONAL HEALTH</strong></td>
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</tr>
<tr>
<td>18.1: <strong>Expand On-Site Health Clinics.</strong> The District should continue to build out its on-site health offerings to meet student health needs.</td>
<td>2015-2016</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>18.2: <strong>Expand Social and Emotional Counseling.</strong> The District should continue to expand its psychological counseling services to meet the demands of the WCCUSD student body.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td>18.3: <strong>Further Invest In Teacher Professional Development To Provide Social And Emotional Learning Support.</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
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## STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

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<th>Implementation Strategy</th>
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<tbody>
<tr>
<td>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.</td>
<td>2015-2016</td>
<td>Associate Superintendent for Operations</td>
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### OBJECTIVE 19: SUPPORT FULL-SERVICE COMMUNITY SCHOOLS (FSCS) THROUGHOUT THE DISTRICT

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<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td>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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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STRATEGY #4: INVEST IN THE WHOLE CHILD *(continued)*

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<tr>
<td><strong>19.4: Aggressively Seek External Funding for Support.</strong> The District should aggressively solicit support from</td>
<td>Ongoing</td>
<td>Director, Office of Community Engagement – proposed position</td>
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<tr>
<td>the federal, state, county, and city governments, corporate foundations, and private philanthropists to help fund</td>
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<td>the development and expansion of the District’s FSCS initiative.</td>
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<tr>
<td><strong>OBJECTIVE 20: PROVIDE EVERY STUDENT WITH ACCESS TO ART AND MUSIC EDUCATION</strong></td>
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<tr>
<td><strong>20.1: Assess Current State of Arts and Music Education Programs.</strong> The District should analyze the arts and</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td>music education programs currently functioning in the District to determine the breadth of depth of the</td>
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<td>offerings. The District should determine the current baseline percentage of students served and determine what</td>
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<td>it needs to fill the gap.</td>
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<tr>
<td><strong>20.2: Conduct a Landscape Analysis of Community-Based Organization Arts and Music Education Providers.</strong></td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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<tr>
<td>The District should identify the CBO arts and music education providers currently (and those interested in)</td>
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<td>working within the District.</td>
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<tr>
<td><strong>20.3: Raise External Funding To Fill Budget Gaps.</strong> The District should seek to fill arts and music</td>
<td>2015-2016</td>
<td>Director, Office of Community Engagement – proposed position</td>
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<tr>
<td>education budget gaps by identifying and partnering with foundations and other funders interested in arts and</td>
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<td>music education.</td>
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STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

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<tr>
<td>OBJECTIVE 21: BUILD OUT A SUITE OF IN-SCHOOL AND OUT-OF-SCHOOL TIME PROGRAMS TO SERVE THE WHOLE CHILD</td>
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<tr>
<td><strong>21.1: Conduct School-By-School Audit Of Services Offered.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td><strong>21.2 Identify and Recruit Program Providers to Fill the Gaps.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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<tr>
<td>OBJECTIVE 22: CREATE A WELCOMING, EXCITING, AND VIBRANT SCHOOL CLIMATE CONducive TO STUDENT SUCCESS</td>
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<tr>
<td><strong>22.1: Foster a Customer Service Mindset.</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Human Resources</td>
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STRATEGY #4: INVEST IN THE WHOLE CHILD *(continued)*

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<tr>
<td><strong>22.2:</strong> <strong>Invite Parents On Campus At The Start and End of School.</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
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**OBJECTIVE 23: KEEP ALL SCHOOL FACILITIES SAFE AND CLEAN**

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<tr>
<td><strong>23.1:</strong> <strong>Create an Anti-Bullying Plan.</strong> 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.</td>
<td>2015-2016</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td><strong>23.2:</strong> <strong>Further Implement the Restorative Justice Program.</strong> The District should continue implementing its restorative justice program throughout WCCUSD.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>23.3:</strong> <strong>Strengthen Relationships Between SROs and City Police.</strong> The District should collaborate with city police departments to provide training programs for SROs and city police to strengthen communication and working relationships.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
<tr>
<td><strong>23.4:</strong> <strong>Increase Overall Emergency Preparedness.</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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</table>
STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

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<th>Timeline</th>
<th>Lead Responsible</th>
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<tbody>
<tr>
<td><strong>23.5:</strong> Improve Campus Cleanliness and Maintenance. The District should hire additional janitorial and maintenance staff to improve overall cleanliness and upkeep of campuses</td>
<td>2014-2015</td>
<td>Associate Superintendent for Operations</td>
</tr>
<tr>
<td><strong>23.6:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
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</tbody>
</table>
STRATEGY #5: PRIORITIZE ACCOUNTABILITY

- Invest in the Whole Child
- Embrace Collective Ownership
- Support Quality Instruction
- Create High Expectations

Prioritize Accountability

Innovate

Build

Strengthen

Measure
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.

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<tr>
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<tr>
<td>OBJECTIVE 24: COLLABORATIVELY SET DISTRICT-WIDE TEACHER AND ADMINISTRATOR PERFORMANCE</td>
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<tr>
<td>STANDARDS TO DETERMINE PROFESSIONAL DEVELOPMENT NEEDS</td>
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<tr>
<td>24.1: Create 360° Teacher and Administrator Reviews. The District should establish a 360°</td>
<td>2015-2016</td>
<td>Assistant Superintendent for Human</td>
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<tr>
<td>review protocol for teacher and administrators. As part of the protocol, teachers and</td>
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<td>Resources</td>
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<tr>
<td>administrators should collaboratively determine which stakeholders (mix of students,</td>
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<tr>
<td>parents, direct reports, supervisors, and peers) will be asked to review which</td>
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<td>personnel.</td>
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<tr>
<td>24.2: Share Anonymized Results. The District should publish anonymized review results</td>
<td>2016-2017</td>
<td>Chief Data Officer – proposed position</td>
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<tr>
<td>for each school and across WCCUSD.</td>
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<tr>
<td>OBJECTIVE 25: CREATE OPEN AND TRANSPARENT DIALOGUE WITH STUDENTS, TEACHERS, PARENTS,</td>
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<tr>
<td>AND THE COMMUNITY</td>
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<tr>
<td>25.1: Implement Ongoing, Consistent Stakeholder Engagement. The District should</td>
<td>2014-2015</td>
<td>Superintendent</td>
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<tr>
<td>conduct regular stakeholder focus groups to delve more deeply into issues of concern</td>
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<td>to specific schools and stakeholder groups. While all stakeholder groups should be</td>
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<td>reached through the focus groups, the District should go out of its way to understand</td>
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<tr>
<td>the perspectives and concerns of its teachers. The District should also facilitate</td>
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<td>town halls three times per year for school-site and District administration to listen</td>
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<td>to the concerns of students, parents, teachers, classified staff, and external</td>
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<tr>
<td>stakeholders. The District should seek to make these events as inclusive and participatory</td>
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<tr>
<td>as possible. The District should also seek to increase community engagement through its</td>
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<td>social media channels.</td>
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STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

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<tr>
<td><strong>25.2:</strong> 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.</td>
<td>2014-2015</td>
<td>Superintendent</td>
</tr>
<tr>
<td><strong>25.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Superintendent</td>
</tr>
<tr>
<td><strong>25.4:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td><strong>25.5:</strong> 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.</td>
<td>2014-2015</td>
<td>Chief Data Officer – proposed position</td>
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STRATEGY #5: PRIORITIZE ACCOUNTABILITY (continued)

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<tr>
<td>25.6: <strong>Provide Updates From the Superintendent.</strong> 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&amp;A session.</td>
<td>2014-2015</td>
<td>Superintendent</td>
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**OBJECTIVE 26: IMPROVE INTERNAL DATA COLLECTION AND MANAGEMENT SYSTEM**

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<tr>
<td>26.1: <strong>Conduct Data Needs Assessment And Simplify Collection Practices.</strong> 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.</td>
<td>2014-2015</td>
<td>Chief Data Officer – proposed position</td>
</tr>
<tr>
<td>26.2: <strong>Establish Simple Data Collection Protocol.</strong> 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.</td>
<td>2014-2015</td>
<td>Chief Data Officer – proposed position</td>
</tr>
<tr>
<td>26.3: <strong>Empower a Chief Data Officer.</strong> The District should establish a Chief Data Officer for managing the District’s data collection, processing, analysis, and reporting efforts.</td>
<td>2014-2015</td>
<td>Superintendent</td>
</tr>
<tr>
<td>26.4: <strong>Develop a Regular Data Reporting Process.</strong> 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.</td>
<td>2014-2015</td>
<td>Chief Data Officer – proposed position</td>
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STRATEGY #5: PRIORITIZE ACCOUNTABILITY (continued)

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<tr>
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<th>Timeline</th>
<th>Lead Responsible</th>
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<tr>
<td><strong>26.5:</strong> <strong>Leverage Data Analysis Expertise.</strong> 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.</td>
<td>2015-2016</td>
<td>Chief Data Officer – proposed position</td>
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**OBJECTIVE 27: SUPPORT STRATEGIC PARTNERS (CBOS, FUNDERS) BY PROVIDING DATA NECESSARY TO IMPROVE PROGRAM OUTCOMES**

| 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. | 2014-2015  | Director, Office of Community Engagement – proposed position |
| 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. | 2015-2016  | Director, Office of Community Engagement – proposed position |
STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

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<tr>
<td><strong>OBJECTIVE 28: TRANSPARENTLY IDENTIFY DISTRICT STAFF’S ROLES AND RESPONSIBILITIES</strong></td>
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<tr>
<td>28.1: Simplify the District’s Organizational Chart and Update Job Descriptions. The</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Human Resources</td>
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<tr>
<td>District’s current organizational structure is complicated and inaccessible. Internal and</td>
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<td>external stakeholders complain of being overwhelmed by the bureaucracy and paralyzed by</td>
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<td>the inability to find the “right person.” The District should consider simplifying the</td>
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<td>current organizational structure. Even if the District opts to maintain its current</td>
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<td>structure, it should update job descriptions for all departments and positions so that</td>
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<td>there is internal clarity about who is responsible for each District function, program,</td>
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<td>and service.</td>
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<tr>
<td>28.2: Make the District’s Organizational Chart and Job Descriptions Public. The District</td>
<td>2014-2015</td>
<td>Associate Superintendent for Operations</td>
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<tr>
<td>should publish the WCCUSD organizational chart and a description of each department on</td>
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<td>its website to enable students, parents, teachers, administrators, and the public to</td>
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<td>more easily navigate the District’s bureaucracy.</td>
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<td><strong>OBJECTIVE 29: STRENGTHEN EXTERNAL COMMUNICATIONS</strong></td>
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<tr>
<td>29.1: Redesign the WCCUSD Website. The District should consider redesigning the WCCUSD</td>
<td>2015-2016</td>
<td>Chief Technology Officer</td>
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<td>website to make it more user friendly. It should also consider adding social</td>
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<td>functionality (e.g., social media sharing enabled, community posting, etc.).</td>
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<tr>
<td>29.2: Build Social Media Presence. The District should invest the time and energy into</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed</td>
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<tr>
<td>developing a more robust social media presence. By strategically building its social</td>
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<td>position</td>
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<tr>
<td>media communities, the District will be able to better listen to a more diverse community</td>
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<td>of voices and more rapidly respond to community concerns.</td>
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STRATEGY #5: PRIORITIZE ACCOUNTABILITY (continued)

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<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>2016-2017</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
</tbody>
</table>

OBJECTIVE 30: CREATE AND IMPLEMENT A STRATEGIC PLAN ACCOUNTABILITY PROCESS

| 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. | 2014-2015 | Superintendent |
| 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. | 2014-2015 | Superintendent |
STRATEGY #6: INNOVATE

- Invest in the Whole Child
- Embrace Collective Ownership
- Support Quality Instruction
- Create High Expectations

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.

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<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
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<tr>
<td><strong>OBJECTIVE 31: LOWER BARRIERS TO EXPERIMENTATION</strong></td>
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<tr>
<td><strong>31.1:</strong> 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.</td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>31.2:</strong> 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.</td>
<td>2015-2016</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td><strong>31.3:</strong> 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.</td>
<td>2014-2015</td>
<td>Director, Office of Community Engagement – proposed position</td>
</tr>
<tr>
<td><strong>31.4:</strong> 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.</td>
<td>2014-2015</td>
<td>Associate Superintendent K-Adult Schools</td>
</tr>
</tbody>
</table>
STRATEGY #6: INNOVATE (continued)

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<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
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<tbody>
<tr>
<td><strong>OBJECTIVE 32: STRATEGICALLY INTEGRATE TECHNOLOGY INTO THE CLASSROOM, SCHOOL-SITE, AND DISTRICT</strong></td>
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<tr>
<td><strong>32.1: Make Smart Investments in Technology</strong></td>
<td>2014-2015</td>
<td>Chief Technology Officer</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>32.2: Transition to E-Books and Online Resources</strong></td>
<td>2017-2018</td>
<td>Chief Technology Officer</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>32.3: Train Teachers and Administrators to Properly and Effectively Use New Technology</strong></td>
<td>2014-2015</td>
<td>Assistant Superintendent for Educational Services</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>32.4: Provide Ongoing Tech Support</strong></td>
<td>2014-2015</td>
<td>Chief Technology Officer</td>
</tr>
<tr>
<td>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.</td>
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STRATEGY #6: INNOVATE (continued)

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<tr>
<th>Implementation Strategy</th>
<th>Timeline</th>
<th>Lead Responsible</th>
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<tr>
<td><strong>32.5:</strong> 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.</td>
<td>2014-2015</td>
<td>Chief Technology Officer</td>
</tr>
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</table>

**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.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Metric</th>
<th>Method</th>
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</thead>
<tbody>
<tr>
<td>Create High Expectations</td>
<td>Percentage of students in 5th – 12th grade who believe they can earn a college degree</td>
<td>Annual student survey</td>
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<tr>
<td></td>
<td>Rate at which seniors are pursuing their #1 post-graduation goal</td>
<td>Annual student survey</td>
</tr>
<tr>
<td>Support Quality Instruction</td>
<td>Degree to which teachers believe they are stronger teachers this year than the year prior</td>
<td>Annual teacher survey</td>
</tr>
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<td></td>
<td>Degree to which teachers and principals believe there is a strong professional learning community at their school</td>
<td>Annual teacher and principal surveys</td>
</tr>
<tr>
<td></td>
<td>Degree to which students feel academically challenged and empowered in the classroom</td>
<td>Annual student survey</td>
</tr>
<tr>
<td></td>
<td>Teacher retention rate</td>
<td>Standard count</td>
</tr>
<tr>
<td>Embrace Collective Ownership</td>
<td>Percentage of stakeholders who can articulate what role they play in providing a high quality education to the students of West County</td>
<td>Annual stakeholder survey</td>
</tr>
<tr>
<td></td>
<td>Percentage of stakeholders who believe their actions directly and positively impact student success</td>
<td>Annual stakeholder survey</td>
</tr>
<tr>
<td><strong>Tracking Impact</strong></td>
<td></td>
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<td>---------------------</td>
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<tr>
<td><strong>Invest in the Whole Child</strong></td>
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<tr>
<td>Degree to which District leaders, school leaders, and parents believe outside stakeholder groups directly and positively impact student success</td>
<td>Annual District leadership, principal, and parent surveys</td>
<td></td>
</tr>
<tr>
<td>Degree to which students, teachers and principals believe their school climate is safe, supportive, and fun</td>
<td>Annual student, teacher, and principal surveys</td>
<td></td>
</tr>
<tr>
<td>Degree to which students feel emotionally and socially healthy</td>
<td>Annual student survey</td>
<td></td>
</tr>
<tr>
<td>Average number of out-of-school activities per year per student</td>
<td>Standard count</td>
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<tr>
<th><strong>Prioritize Accountability</strong></th>
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<tbody>
<tr>
<td>Degree to which all stakeholder groups feel they have a firm understanding of the District’s foci, efforts, and outcomes</td>
</tr>
<tr>
<td>Degree to which all stakeholder groups believe their voice is encouraged and heard within the District</td>
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<tr>
<td>Degree to which teachers, and District and school leaders believe they are able to make data-informed decisions efficiently</td>
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<tr>
<th><strong>Innovate</strong></th>
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<tr>
<td>Percentage of teachers, principals, and District leaders who attempted a new approach to solve an existing problem</td>
</tr>
<tr>
<td>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</td>
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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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APPENDIX A: Communications Plan

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
APPENDIX A: Communications Plan

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](http://www.wccusd.net)) was submitted to [bigwebstats.com](http://www.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](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.
APPENDIX A: Communications Plan

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

* Member of both the Steering Committee and Advisory Committee
<table>
<thead>
<tr>
<th><strong>Objective 1: Communicate High Expectations</strong></th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Frame school as an opportunity</td>
<td></td>
<td></td>
<td>x</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>1.2: Create school environments that connote high expectations</td>
<td></td>
<td></td>
<td>x</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>1.3: Define college and career ready</td>
<td>x</td>
<td></td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
</tr>
</tbody>
</table>

**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         | Staffing |
| 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 |
**APPENDIX C: Cost Table**

<table>
<thead>
<tr>
<th>Objective 5: Infuse the Schools With a College-Going Culture</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1: Start regular college tours in elementary school</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing, Field Trips</td>
<td></td>
</tr>
<tr>
<td>5.2: Refer to each class as the Graduating Class of 20XX</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3: Post college pennants representing alumni alma maters</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4: Post college acceptance letters</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5: Build college-going vocabulary for all students beginning in Kindergarten</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.6: Encourage teachers to celebrate their alma maters</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objective 6: Emphasize Pre-K Through 3rd Grade to Rapidly Bring Student Performance to Grade Level**

<table>
<thead>
<tr>
<th>Objective 6: Emphasize Pre-K Through 3rd Grade to Rapidly Bring Student Performance to Grade Level</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1: Phase in extended-day Kindergarten</td>
<td>x</td>
<td>Substantial</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>6.2: Partner with County stakeholders to provide high-quality preschool for all</td>
<td>x</td>
<td>Substantial</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>6.3: Partner with local preschools and Head Start sites to improve program quality</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>6.4: Stress to parents the importance of early exposure to reading and vocabulary</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5: Establish a relationship with local libraries to get students visiting and reading early on</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objective 7: Implement Common Core at All Grade Levels**

<table>
<thead>
<tr>
<th>Objective 7: Implement Common Core at All Grade Levels</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1: Continue implementation of Common Core at all grade levels</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing, Professional Development</td>
<td></td>
</tr>
<tr>
<td>7.2: Educate parents and community about implementation</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX C: Cost Table

<table>
<thead>
<tr>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1: Empower school sites to establish their own budgets</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing, Professional Development</td>
</tr>
<tr>
<td>8.2: Empower school-sites to manage their own teacher selection and training processes</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing, Professional Development</td>
</tr>
<tr>
<td>8.3: Minimize red tape</td>
<td></td>
<td>x</td>
<td>Potential savings</td>
<td>Minimize red tape</td>
</tr>
<tr>
<td>8.4: Facilitate teacher, parent, and principal collaborative decision-making</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Professional Development</td>
</tr>
<tr>
<td>8.5: Develop standardized measurements for principal and school performance assessment</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
</tr>
</tbody>
</table>

**Objective 8: Decentralize District and Increase Site "Ownership" of Results by Empowering School-Site Administrators, Teachers, and Staff**

| 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 | | Minimal | Staffing |

**Objective 10: Prioritize Good Human Capital Practices**

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Objective 11: Support Student Data and Information Sharing Across Grade Levels</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1: Leverage the California Healthy Kids Survey and adopt CORE Accountability System</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing, Technology</td>
<td></td>
</tr>
<tr>
<td>11.2: Make teacher access to student data easy</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 12: Customize Education to Meet All Students' Needs</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1: Create an English Language Learners best practices learning community</td>
<td>x</td>
<td>Substantial</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>12.2: Support existing dual immersion programs and expand dual immersion program geographically</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>12.3: Increase graduation rate for students with disabilities</td>
<td>x</td>
<td>Substantial</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>12.4: Strengthen special-ed teaching staff</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing, Professional Development</td>
<td></td>
</tr>
<tr>
<td>12.5: Challenge each school to develop a program for high achieving and gifted students</td>
<td>x</td>
<td>Substantial</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>12.6: Provide culturally responsive instruction professional development</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing, Professional Development</td>
<td></td>
</tr>
<tr>
<td>12.7: Improve Response to Intervention</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing, Professional Development</td>
<td></td>
</tr>
<tr>
<td>12.8: Develop learning centers at all elementary schools</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>12.9: Encourage students to take classes beyond their academy</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>12.10: Expand innovative STEM opportunities District-wide</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>12.11: Provide students with critical technology skills</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 13: Centralize the Management of Community-Based Organizations, Funders, and the Business Community</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1: Create a Cabinet-level Office of Community Engagement</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>13.2: Define the relationship between in-school time (IST) and out-of-school time (OST) providers and the District</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>13.3: Develop a menu of community offerings</td>
<td>x</td>
<td>Moderate</td>
<td></td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>13.4: Adopt a District-wide policy about being a good partner</td>
<td>x</td>
<td>None</td>
<td></td>
<td>Staffing, Professional Development</td>
<td></td>
</tr>
<tr>
<td>13.5: Provide professional development on collaboration</td>
<td>x</td>
<td>Minimal</td>
<td></td>
<td>Staffing, Professional Development</td>
<td></td>
</tr>
<tr>
<td>Objective 14: Increase Parent Engagement and Presence at School</td>
<td>One Time Cost</td>
<td>Ongoing Cost</td>
<td>No Cost</td>
<td>Budget Implication</td>
<td>Cost types</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>14.1: Establish an Office of Parent/Guardian Engagement</td>
<td></td>
<td>x</td>
<td></td>
<td>Moderate / Substantial</td>
<td>Staffing</td>
</tr>
<tr>
<td>14.2: Lower the barriers to parents volunteering at school</td>
<td></td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
</tr>
<tr>
<td>14.3: Develop and deploy District-wide communications plan for parents</td>
<td></td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
</tr>
<tr>
<td>14.4: Provide professional development to build teachers' family engagement skills</td>
<td></td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing, Professional Development</td>
</tr>
<tr>
<td>14.5: Develop robust home visit program</td>
<td></td>
<td>x</td>
<td></td>
<td>Moderate / Substantial</td>
<td>Staffing</td>
</tr>
<tr>
<td>14.6: Implement parent contracts</td>
<td></td>
<td></td>
<td>x</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>14.7: Provide targeted ESL classes for parents</td>
<td></td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
</tr>
<tr>
<td>14.8: Train parents to support their children's education</td>
<td></td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 15: Strengthen School/Community Relationships and Make School Sites the Epicenter of the Community</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1: For each school, identify a staff member, parent volunteer, or team of people to be responsible for community engagement and school culture</td>
<td></td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
</tr>
<tr>
<td>15.2: Use the school facilities for community programming in the evenings and weekends</td>
<td></td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Facilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 16: Expand Outreach to Business Community</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1: Map and engage the business community</td>
<td></td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
</tr>
<tr>
<td>16.2: Build WCCUSD Business Council</td>
<td></td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
</tr>
<tr>
<td>16.3: Formalize Linked Learning partner expectations</td>
<td></td>
<td></td>
<td>x</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>16.4: Invite business leaders into school</td>
<td></td>
<td></td>
<td>x</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>16.5: Streamline opportunities for businesses and employees to engage with the District</td>
<td></td>
<td></td>
<td>x</td>
<td>None</td>
<td>Staffing</td>
</tr>
<tr>
<td>Objective 17: Expand and Deepen Relationship With the West County Philanthropic Community</td>
<td>One Time Cost</td>
<td>Ongoing Cost</td>
<td>No Cost</td>
<td>Budget Implication</td>
<td>Cost types</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>17.1: Map the philanthropic community</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.2: Network with the philanthropic community</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.3: Work with philanthropic community to align funding to WCCUSD's Strategic Plan</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 18: Support Physical, Social, and Emotional Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.1: Expand on-site health clinics</td>
<td>x</td>
<td>Substantial</td>
<td>Staffing, Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.2: Expand social and emotional counseling</td>
<td>x</td>
<td>Substantial</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.3: Further invest in teacher professional development to provide social and emotional learning support</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing, Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.4: Expand efforts to provide healthy food to students</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing, Food Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 19: Support Full-Service Community Schools (FSCS) Throughout the District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.1: Empower a Director to oversee FSCS program</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.2: Establish vertical collaboratives for each school family</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.3: Establish a horizontal collaborative across the FSCS teams</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.4: Aggressively seek external funding for support</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 20: Provide Every Student With Access to Art and Music Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.1: Assess current state of arts and music education program</td>
<td>x</td>
<td>Moderate</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.2: Conduct a landscape analysis of community-based organization arts and music education providers</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.3: Raise external funding to fill the gaps</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 21: Build Out a Suite of In-School and Out-of-School Time Programs to Serve the Whole Child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.1: Conduct school-by-school audit of services offered</td>
<td>x</td>
<td>Moderate</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.2: Identify and recruit program providers to fill the gaps</td>
<td>x</td>
<td>Moderate</td>
<td>Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 22: Create a Welcoming, Exciting, and Vibrant School Climate Conducive of Student Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.1: Foster a customer service mindset</td>
<td>x</td>
<td>Minimal</td>
<td>Staffing, Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.2: Invite parents on campus at start and end of school</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX C: Cost Table

<table>
<thead>
<tr>
<th>Objective 23: Keep All School Facilities Safe and Clean</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.1: Create an anti-bullying plan</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>23.2: Further implement the Restorative Justice program</td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>23.3: Strengthen relationships between SROs and city police</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>23.4: Increase overall emergency preparedness</td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>23.5: Improve campus cleanliness and maintenance</td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>23.6: Increase community awareness</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 24: Collaboratively Set District-Wide Teacher and Administrator Performance Standards to Determine Professional</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.1: Create 360 teacher and administrator reviews</td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>24.2: Share anonymized results</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 25: Create Open and Transparent Dialogue With Students, Teachers, Parents, and the Community</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.1: Implement ongoing, consistent stakeholder engagement</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>25.2: Create formal process to listen to students</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>25.3: Survey stakeholders</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>25.4: Publicly respond to important parent concerns</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>25.5: Report on progress</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>25.6: Provide updates from Superintendent</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 26: Improve Internal Data Collection and Management System</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.1: Conduct data needs assessment and simplify collection practices</td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>26.2: Establish simple data collection protocol</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>26.3: Empower a Chief Data Officer</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>26.4: Develop a regular data reporting process</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>26.5: Leverage data analysis expertise</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 27: Support Strategic Partners (CBOs, Funders) by Providing Data Necessary to Improve Program Outcomes</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.1: Establish clear expectations regarding data</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
<tr>
<td>27.2: Share agreed-upon data with community partners</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td>Staffing</td>
</tr>
</tbody>
</table>
## APPENDIX C: Cost Table

<table>
<thead>
<tr>
<th>Objective 28: Transparently Identify District Staff's Roles and Responsibilities</th>
<th>One Time Cost</th>
<th>Ongoing Cost</th>
<th>No Cost</th>
<th>Budget Implication</th>
<th>Cost types</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.1: Simplify the District's organizational chart and update job descriptions</td>
<td>x</td>
<td></td>
<td>Moderate</td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>28.2: Make the District's organizational chart and job descriptions public</td>
<td>x</td>
<td></td>
<td>Minimal</td>
<td>Staffing</td>
<td></td>
</tr>
</tbody>
</table>

| 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 | | Moderate | Staffing |
| 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:

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

As part of each town hall, participants were asked to engage in small group brainstorming 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
- Diversity
- Programs
  - Afterschool tutoring, sports, art, special education programs
- Team work
- Staff is flexible
- Seeking community response
- Class size
- Staff is more stable
- Very committed teachers

- New schools
- District diversity
- Commitment to full service
- Innovation valued
- Trust building between district and community groups
- Classroom teachers’ dedication
- College acceptance rate is up
- School is small
- 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
- Facilities
- Parents as partners
- Teachers that care
- Leadership
- Diversity of students
- Special needs program
- Active teachers
- Active parents
- Common core training
- Involvement of community in common core training
- The care the teachers have for students and for training students to become good citizens
- Cultural diversity; going to school with different kinds of students
- Some principals (hope it will be many soon)
- Diversity
- Corporate sponsorship
- Teacher/Parent involvement (PTAs)
- New school building development
- Safety - presence of resource officers
- Transparency of strategic planning process
- Diversity of students
- Including students in strategic planning process
- Academies
- Communication between staff
- High quality teachers
- A lot of extracurricular and special programs
- Involved parents
- Commitment to building new facilities
- Town hall meeting
- King is a new school
- Parent involvement
- King safety is good
- Special ed is working at King
- After school program (teen center)
- Diversity

- Progressive
- Partnerships with community-based organizations
- Supplemental programs (after-school)
- Committed teachers
- Well kept facility
- Wonderful diversity
- In process of working on needed change
- Parents are active in the classroom
- Teachers are very friendly and encouraging
- Good after school activities and programs
- A great school community and a very engaged faculty
- Safe environment
- Good communication with staff
- Opportunities for high performers (only)
- Parents are active in the classroom
- Good afterschool programs
- A great school community and a very engaged faculty
- Safe environment
- Good communication with staff
- Opportunities for high performers only
- The active teachers
- Culturally diverse
- Diversity
- PTA
- New school building development
- Safety - presence of resource officers
- Diversity of students
- High quality teachers
- Involved parents
- Parent involvement
- Special ed is working at King
- Diversity
- After school program (teen center)
- Committed teachers
- 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 feeling
   (parents/teachers/principals)
Good school site council
Treatment of special needs children
Diversity
Commitment
Strong teachers
PTA
Principal
facilities
Communication with the community
Math coaches
Accessible Board (some)
Superintendent responsiveness and visibility
Move away from suspensions and out-of-school punishments
Parent involvement
Teaching experience
Some new facilities
Size of district
Diversity
Flexibility in teaching
Town hall meeting
Academic scores are improving
Schools that have small class sizes
   (QEIA)
Diversity
Islands/pockets of excellence
Community in pockets
Adult education
Bond program
Ivy League Connection
Examples of successful special education programs/full inclusion
Diversity
Rich local area history
Science at high schools
Committed social studies teachers working on common core
Teach American History program
Math coaches on elementary level
Community support and resources
Community engagement
Writers coach
West County Reads
Dual Immersion Program
District moving toward common core/high expectations
Bond program at ECHS
Richmond Art Center
Committed enthusiastic teachers
Focus on early reading intervention
Focus on equity/equal access/inclusion
New facilities
Parent involvement
Strong community bonds
Parents involved in community
Many Hands
Teachers
Administration
Diversity of students and faculty
Facility
Unique programs (bilingual education/literacy, garden, structured play)
Diversity of students
Loan payoff
Partnerships (Chevron and others)
Success of extra-curricular programs (sports, music, leadership, debate)
Strong committed teachers
Strong parent and community groups too
Writer coach program at ECHS
Several great school board members
James Morehouse Project
Full-Service Community Schools model
Beautiful school campus
Diversity
New schools infrastructure
Size of district
# of emergent bilinguals, ELLs
Dedicated, involved parents
Dual Language Immersion
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

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

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

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
APPENDIX D: Community Engagement

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
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

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

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

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

94
APPENDIX D: Community Engagement

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

Rigid curriculum/standards
Have to address needs of in-class diversity
Too much one-size fits all
Non-inclusive decision making
Lack of science, art, foreign language instruction
Top down, us vs. them
Poor professional development
Not enough staff counselors
K-8 funded as elementary (no vice principal, no security)
Afterschool program: must pick kids up at 6pm!
too many worksheets
more parent involvement-PTA unbalanced culturally and socio-economically
More translation of documents into language other than Spanish
Not enough staff counselors
There is outreach but are they listening
Complex district politically
District so large (don't feel connected to Hercules or Pinole)
No incentives to retain quality teachers (lost benefits for dependents)
No GATE (lip service)
Not enough solutions for academic excellence
Over testing of students
Lack of support for teachers
Large class sizes
Lack of enrichment programs (music, pe)
Low teacher pay
Achievement gap
Need for community outreach
Some schools left behind
Inequity in access to technology
Combination classes, increase of

Lack of parental involvement at some schools
Lack of supplies
Limited opportunities for professional development
Safety and security
Class size up in dual immersion and bilingual programs and combo classes
Play yard is not ideal (more trees, grass, benches needed)
Temperature regulation in classrooms
Admin support and transparency, accountability in District
Excessive assessments
Outdated tech
Not enough teacher sto support DI program
Last minute hires, movement of positions
Parent-teacher communication volunteer bad/clearance process
Unsupported school differentiation, lack of response
Lack of support for advanced students
Teacher salary/benefits
Teacher student ratio
Classroom management (behavioral issues, parent interaction)
Achievement gap
Lack of site-based decision making /autonomy
School safety/bully/drug use in school
Security monitoring
Equity of facilities
Lack of staff diversity
Funding
Lack of art, science, history
Lack of math intervention in early elementary
Lack of technology equity
**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
"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 ans 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

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

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

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
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
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 techers
Better high academics
Less amount of students in classrooms for a better environment
Clean school
FULL compliance with Title one
**APPENDIX D: Community Engagement**

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<thead>
<tr>
<th>More admin support for elementary sites</th>
<th>Maintaining and improving test scores</th>
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<tbody>
<tr>
<td>Emphasis on early childhood readiness</td>
<td>closing the achievement gap</td>
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<tr>
<td>technology fully integrated</td>
<td>Technology development</td>
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<td>Pride and ownership of school from</td>
<td>Improve food quality</td>
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<td>community</td>
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<td>The process of restorative justice</td>
<td>Smaller class sizes</td>
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<td>Better customer service (site to site)</td>
<td>Improve employee benefits</td>
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<td>Close the achievement gap</td>
<td>Improve facilities</td>
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<td>More teacher training</td>
<td>close the achievement gap</td>
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<td>Attract more qualified staff</td>
<td>Reclassify all students by the 6th grade</td>
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<td>Get ready for common core testing</td>
<td>More student voice</td>
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<td>More pilot programs-try new things</td>
<td>More responsive teacher evaluations</td>
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<tr>
<td>Support for class size reduction</td>
<td>Higher test scores for common core</td>
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<td>Local school autonomy</td>
<td>More parental involvement</td>
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<td>Reduce achievement gap</td>
<td>Higher graduation rate</td>
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<td>Create vocational ed programs</td>
<td>Expulsions down</td>
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<td>Teacher support (trainings, pay/benefits, etc)</td>
<td>Attendance up</td>
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<td>Increased public confidence in WCCUSD</td>
<td>Parent involvement up</td>
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<td>Increase graduation rate to 95%+</td>
<td>Smaller classes</td>
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<td>100% of families involved</td>
<td>District reputation would improve</td>
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<tr>
<td>Parental involvement</td>
<td>More ownership of schools by students</td>
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<td>Ensure students are ready for college/career</td>
<td>Safer schools</td>
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<td>Reduce class sizes</td>
<td>Fewer kids transferring out of district</td>
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<td>Update safety plans</td>
<td>No longer the lowest performing large district in the state</td>
</tr>
<tr>
<td>Reduce turnover</td>
<td>Increased graduation rates</td>
</tr>
<tr>
<td></td>
<td>close the achievement gap</td>
</tr>
<tr>
<td></td>
<td>Increased attendance</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Students are going to college</th>
<th>Higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve pass rates the first time around</td>
<td>Job training, college/career ready</td>
</tr>
<tr>
<td>Multiple measures to determine student success</td>
<td>Increase number of students attending 4 year universities</td>
</tr>
<tr>
<td>90% graduation rate and tracking to determine college completion</td>
<td>College enrollment</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>Same services offered at all school sites</td>
</tr>
<tr>
<td>Increased test scores</td>
<td>Follow through with plans</td>
</tr>
<tr>
<td>Closing the achievement gap</td>
<td>Class size reduction</td>
</tr>
<tr>
<td>Graduation rate goes up</td>
<td>More space</td>
</tr>
<tr>
<td>Gap closing</td>
<td>More teachers</td>
</tr>
<tr>
<td></td>
<td>More money</td>
</tr>
</tbody>
</table>

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### APPENDIX D: Community Engagement

| Family outreach | Achievement gap closes |
| Data | 100% graduation rate |
| Tutoring | Learning gap closes |
| Accountability for achievement in all programs | High school graduation rates |
| Continuation of "town hall" to share achievement | Higher graduation rates |
| Adult education | Have students meet A-6 requirements |
| More support classes | School safety |
| All schools have preschool education | CLEAR communication |
| Seeing bilingualism as an asset |

**School Family: De Anza**

| Higher FEP rate fluent English proficiency | Graduation rates increase |
| No child fails the CAHSEE | Attendance increases |
| Enrollment stays consistent or increases | Higher API Scores |
| Reclassification levels 100% | Diverse programming |
| Clean schools | Increased options for HS graduates |
| No district barriers to technology | No achievement gap |
| Data will show fewer at-risk students | Discipline problems decreased |
| Rigorous academic programs | Students will be able to write well |
| Attendance increases | No achievement gap |
| Continuing education and statistics for our district graduates | Increased API score |
| Have makers for social distress | Increased number of students graduating |
| Increase EL reclassification | Parent involvement increased |
| College readiness | No textbooks-only use of tablets, laptops, etc |
| Meet UC requirements | People move to WCCUSD because of the schools |
| Closing the achievement gap | Enrollment stays consistent or increases |
| Higher graduation rates | Smaller classes |
| Lower suspension/expulsion rate | Every kid has a tablet/clicker |
| No longer PI district | Test scores increase |
| Graduation rates increase | Raise API |
| College acceptance rates increase | Increase graduation rates |
| Improved attendance | Engaged parents |
| No achievement gap | Good quality teachers |

**School Family: Hercules**

| Graduation rate would increase | Concentrate on enrolling kids from the Hercules area only |
| Increased post college attendance | Higher test scores |
| Increased engagement | Higher graduation rate |
| Closer achievement gap | 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 rate 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 our 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
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 common 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
<table>
<thead>
<tr>
<th>Graduation from high school</th>
<th>High school graduates finding good jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move on to college</td>
<td>Increased graduation rates</td>
</tr>
<tr>
<td>Parent support</td>
<td>Increased teacher retention rates</td>
</tr>
<tr>
<td>Graduation rates improve</td>
<td>College bound students goes up</td>
</tr>
<tr>
<td>Attendance goes up</td>
<td>Close achievement gap</td>
</tr>
<tr>
<td>Referrals down</td>
<td>Increased attendance</td>
</tr>
<tr>
<td>NO achievement gap</td>
<td>Have services provided to all of our</td>
</tr>
<tr>
<td>Vocational tech program</td>
<td>students</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>Location</th>
<th>Date</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated</td>
<td>DeJean Middle School</td>
<td>April 3, 2013</td>
<td>140</td>
</tr>
<tr>
<td>Classified</td>
<td>Public Employees Local 1</td>
<td>May 1, 2013</td>
<td>19</td>
</tr>
</tbody>
</table>

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

Math training about teaching multiple methods
RTI
Vision impairment program has great staff
George Miller III
Focus on higher order learning (w/units of study; e.g. writing)

Engagement
SST provides a look at a teacher’s accommodations before referral to special ed
Food services to many students helps with their learning
Inclusion for students with special needs is encouraged in our district
RTI is helping to spread expertise and build community interdependence

RTI
BEST
Our learning center
Common core trainings and emphasis to create excitement

Call and response (CLR)
Teacher collaboration (between grade levels)
Shared leadership
Required teacher collaboration
Blocking
Playworks (teamwork, behavior, sportsmanship)

PALs reading
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)

DIBELS – RTI (10, 11, 12 cycle) i.e. data-based instructional planning
ELD blocking w/focus on reclassification
Data collection
Math training (use of the data that is collected)

Systematic plan to implement college & career readiness pathways in 7-12 grades at all secondary schools
Power school attendance
Teacher training (particularly math training)
Community building: R. J.
Restorative justice
MESA
High school health center
1-1 counseling and support groups
Academies
Collaboration
Staff retreat
Grade level collaborative planning for each unit theme in LA
Integrated without their curricular areas for coherence and connectedness based on brain research
High school health center
Peer mentoring for at risk frosh/soph
High school peer education program on drugs, etc.
Academies
College and career center
Restorative justice
Great teachers
Staff led professional development
After school tutoring
Blackboard configuration
Laptop/cart/printers
ILT
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
Visits to other teachers’ classrooms with feedback
Philosophy: failure is not an option. You cannot afford to fail
High school teacher and administration
High school: week-long after-year retreat
RJ/Best Tool Box
Volunteer badging
City collaboration
SIOP
TAH
CCSS K-6 trainings
Emerging lenders
Facilities
Health centers
SIOP
Effective strategies for collaboration
Focus on student-student communications
Students think more deeply, help each other understand
Training by subject
SIOP
IT Academy is working
Partnership with community (Gooden, Tech Futures)
Work together Wednesdays
Academy activities (JS, Inter, Study T)
After school tutoring
Open communications with teachers and administration to work in the interest of kids
Email communication with parents
New – Remind 101.com
ILT
Room with Keurig coffee machine to encourage authentic school site collaboration
Parent involvement
Remind 101.com
Time for collaboration
Traditional practices
Professional development that includes best practices of teacher practice
Common assessments
Parent inclusion
Teacher collaboration
Music, arts, theater activities
After school activities (sports, theater)
Teacher collaboration (with the department per discipline)
Commitment and staff dedication
Math instruction
Linked learning
Individual program when there is a great teacher
Common assessments
Informative assessments
Professional development (Math, GLAD)
Coaches (Math, ELD, reading)
Academy program (job shadowing, field trips)
Integration of technology
Collaboration
Website (teacher)
Focus on culturally relevant teaching is making a difference (data supports this)
Financial accountability is enabling the district to move forward bit by bit
Program specialist working directly with teachers
Open communication
Response time short
Admin taking more ownership of Special Ed programs
Linked Learning process and vision
District leadership
Academies
New campuses
Collaboration
Department meetings
Freshman house
Cyber High
Academies
Collaboration
APPENDIX D: Community Engagement

Professional Development committee
Academies on campuses
Freshman House
Collaboration amongst all staff
Open communications
Support from administration
Monthly meetings for RSP teachers to discuss issues, as well as technology (i.e., using SEIS to do IEPs)
Math: Pizza and Planning Math Trainings
Educational Services providing intervention materials and training staff and teachers to implement program
Math coaches
District email
Math website
KEYs/Academic Subcommittee
Town hall meeting
Having science teachers meet quarterly
Meet others to plan, discuss issues to improve out District
Police support: police officer conducted training on safety in schools
Efficacy
Fully service schools (dental clinic, counseling services)
Math department – workshops
Good professional development and partnerships with nonprofits like East Bay Center for the Performing Arts and Bay Area Audobon Society
Good school climate, strong relationships with family and community
Teachers working together
Paws Awards
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
Grant monies
Health center
Collaborative environment
Collaborative time
Email
Fluency focus in ELD teacher collaboration
Library led activities
Teacher led/initiated after school programs
Leadership class
Fluency program in ELD/ELA departments
Soccer team
Support for teacher-led activities
Strong leadership class
Strong leadership class
Clubs
Communication via email
Some teacher collaboration (ELD)
Communication with HR
Teacher led activities after school
Being mostly left to use my judgment in class
Unobtrusive coaching
Our math department at ECHS is really good
Parent support groups at ECHS
Math support classes at ECHS (algebra readiness, geometry concepts)
CCSS implementation planning
K class size limited to 20
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
Sports
EB4K; sports
Music (ETM)
Free breakfast and lunch
Math PD training
Paid PD
Some grades collaborate, share work, and plan
Donorschoose.org
Chevron
EdFund
Willingness to share (IMSS)
IMSS
Science fair grants
Donorschoose.org
PTSA
Safety officer
Math coaching
Read 180
Collaboration
Math coaches (Drew & Phil)
Academies at high school

Informal collaboration
Grade level collaboration
Celebrations (EL reclassification/students of month/scholarships)
Rebuilding schools
Translate to common core
Weekly staff meetings
Collaborations
District email
MESA
Student leadership
Restorative justice
Hall sweeps
Student career explorations
Math coaches, strategies, training for teachers
After school programs
Restorative justice
SIOP
Mainstreaming
Music program

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

large class size
inadequate benchmarks
wireless isn't working properly after district set it up. No response from district
IT department does not support classroom tech well
lack of funds for science especially with NGSS and Common Core requirement
class size
rigid testing
benchmarks
CHASEE
are course tests important?
NCLB
High stakes testing dehumanizing education (for teachers and students)

unfunded mandates
large class sizes
limited campus security
restorative justice
random student scheduling
limited choice of electives
professional development is not targeted, quality, focused
professional development does not go anywhere (no follow through or engagement in classroom)
implementing too many things at one time by the district
no teacher autonomy in teacher lead instruction (top down)
lack of commitment to planning time between RSP and General Ed 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/specificts/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
APPENDIX D: Community Engagement

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

APPENDIX D: Community Engagement

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)
APPENDIX D: Community Engagement

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)
violece 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)
atendance 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
APPENDIX D: Community Engagement

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
APPENDIX D: Community Engagement

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 if 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
transfers to other schools declining enrollment
lack of school-wide support for common practice
adult attitudes, interactions, and expectations
low expectations for students
too many new programs and no consistency or follow-through
lack of voice in district spending priorities
district is too big
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
increased class size
dysfunctional computer lab
programs that are out of date such as Open Court, Every Day Math
fancy new buildings not working for kids
large classes
lack of classes
room management technology
money
turn over of administration
resources technology
mindset that all students can't learn
provide students with "work-ability skills"
career certification and tech certifications: should be added to the option of earning a high school diploma for our student
need follow-through over time to support teacher and student success
mistrust of district policies
lack of time and money for real professional learning communities
more support for ELD-change in infrastructure
teachers are resistant to change
only top down approach
unwillingness to allow sites to differentiate
lack of time and resources for significant professional development and collaboration
addressing the concerns of kids living in poverty and with instability
no dedicated funding for adult education at a state level
need parent education, financial literacy, etc
finding a common goal between what's acceptable for discipline and what's workable
lack of two-way communication
collaboration between administrator and teachers
procurement of instructional materials
sports equipment/audio & video equipment
professionalism needs to be practiced by all specially by the administrators
equal treatment of teachers from diverse cultures
administrative support for teachers
positive relationship among staff modeled by administrators
teacher buy-in
getting teacher/school site chosen curriculum vs mandate district
teacher buy-in
transition to new campus
bringing together disparate personalities
district policy mandates the few choosing for the many, being told and not asked
community/team building among teachers and students
ELD program
fear that the district will make us go in a different direction and dictate what, when and how we do what we do
district doesn't empower us
TFA interns
emphasize experience
money
institutional racism
school board acting like they get it and then not voting to use money for class size reduction etc
need class size reduction at every level or a plan to pull small groups of students who need more support
buy in not all on board
time requirements
declining enrollment-people going to private schools because ours aren't as good as people want
resources and infrastructure
large classes
money
consistency of staff and administration to implement vision
teacher buy-in to participate in the process of collaboration and change
not being systematic and strategic in our thinking
teacher focus and buy in to continual improvement of instruction
student efficacy
too many dictates from district
lack of flexibility and resources for schools to respond to their own needs
lack of opportunities as a teacher to impact decision making, get the training needed
lack of collaborative district culture
community vision misconception of our school
FTE because of declining enrollment district mandates that do not match well w/ school needs
wall/wall academics
all 9th grade in bio
educators who aren't passionate about educating our children
parent involvement
teachers need to advocate for students acceptance of Adult School as an important part of K-12 at school sites and the district level
ad hoc solutions to long term problems
fear of change
inertia
laziness
lack of confidence that the change will work
lack of buy-in or belief it is possible
change exhaustion
lowered standards for students
stereotypes, racism, and lack of understanding of community
no consistent assessment to determine specific student learning needs-to target in tutoring
to have more parent presence at the site
money
lack of belief in our students
low expectations for students
lack of common goals/vision
creative and engaging activities outside of the classroom
negative work climate
getting school supplies is frustrating and demeaning
last minute need to spend funds every year
very little honest collaboration among teachers
students being responsible for their actions, verbally as well as technology
overworked staff and no end in sight
crowded, loud, lunchroom
can't have a large assembly
parents are uninvolved, hard to get them to come to events or meetings
we tolerate failure to wear school uniforms
tobacco weed and other drugs
parent education i.e. school culture
family orientation shapes student behaviors at school
APPENDIX D: Community Engagement

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
computers are old and outdated
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
PD that is not just math and English
(need social science PD)
creative restructuring of collaboration
time (mandatory 1 day/month)
mentors for teachers (that teachers choose)
no process for mentorship
collaboration time for principals
collaboration time in the morning
(afternoon people are burned out; might help with tardiness problem)
collaboration time
effective, targeted site PD collaboration
school wide teacher buy-in
flexibility in choice of materials
trust and respect
effective mentoring
eliminate time-wasting practices
principals with expertise in curriculum
support for students with special issues
high-expectations, believe in our teachers
pay commensurate with job
formative assessment and support
more paid time to build relationships with parents
listening systems
acting in a collaborative way to make things happen for teachers
workshops/trainings
professional development
department collaboration/planning
organization & communication system
access to and knowledge of resources (ie grants, health services)
information given to upper grade
(middle and high school teachers)
mentor teachers for new teachers then BTSA

school site professional development
teacher led
back-up from colleagues and administration being on the team
training and professional development
Accountability
Respect and trust teachers
respect-use teacher leaders
decent, relevant evaluations w/ peer review, administrator feedback, self-evaluation
instructional supplies
collaboration time
time to reflect
teacher lounge
less time out of classroom for trainings
a teacher opportunity to debrief their day everyday
regular restorative justice training
PD in the implementation of Common Core in Science, technical subjects
instrumental technology and supplemental resources
time to collaborate, brainstorm and plan with colleagues a day a month, or more
lower class sizes
school vision and leadership
professional development
encouraging well being, health and skills of teacher
collaboration
good curriculum and training
(PD)/feedback
feeling valued
communication
evaluations-ongoing specific with time for training as follow-up
smaller class size
teacher student circle meetings
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
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
peep 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
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 proficient strategies restorative justice
BAWP 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
APPENDIX D: Community Engagement

AP training
any training in which we get to practice what we're learning
SIOP
complete process
See what it looks like
support planning
coaching/feedback
collaborative planning
AP training
Linked Learning
Habits of Mind
21st Century Skills
Integrated projects
CABE
best practices, resources
Kate Kinsella
Effective strategies
current trends in counseling/education
meetings devoted to dealing with the real problems our students have
Phil & Drew
SIOP
Individualized PD
DIBELS w/ Vanderwood
GLAD
OCR
Teacher's college writing project was outstanding

Triumphs intervention training program
Teacher's Network Leadership Program with Action Research
Common Core
Common Core
Lucy Calkins (book)
SIOP
Cycle of Inquiry
Common Core
Math Instructional Guide
teachers form all math levels work on vertical teaming defining critical concepts for success @ next level grade level planning district wide ones that provide me with ideas and tools to implement back at my school site
how to close the achievement gap
networking
collaboration around specific area provided by in-house experts integrated PD
Teaching American History
Emerging Leaders Program
AP training
Drug/Alcohol Awareness
Teaching Best Practices
bay area writing project

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

PD focused on academic success of African American/Latino student
Technology
SST and IEP workshops for all teachers
RTI for all gen ed teachers
Comprehensive special ed law for special ed teachers
Money to go to conferences in disciplines
Specific PD for classroom management of larger classrooms
School to career trainings and study trips

Cycle: learn it, teach it, study it
Day of PD for all teachers; differentiated, self selected by teachers
More options for summer institute
PD on what it means to be comprehensively college/career ready; more than A-G requirements
STEM
Learning how to listen to each other training
APPENDIX D: Community Engagement

Clear and concise professional development
PD taught by experts
PD for para professional
consistent use of programs and Implementation support
Effective teaching practices; make and take workshops
PALS training; Project based learning to support GLAD
Need Glossary of terms; best practices; critical thinking
Teachers visit and discuss with the teachers at the lower grade below theirs
How to practically differentiate in classroom
How to use technology in classroom
With follow up evaluation in classroom
Teacher trainings on how to meet needs of special ed
Creating teacher's website
Visit high performing schools collaboration with colleges and universities professors
Visiting other schools
Effective teaching strategies for poorly motivated students
Strategies on closing the achievement gap
Collaborative work with textbook developers
Sessions led by business partners on how math is actually used on the job
Collaboration across school districts
Grant writing
Test construction
Collaboration across schools
Cross disciplinary between math and science
Integration of academy subjects into math curriculum
STEM
Lesson study (teachers studying each other's lessons)

More workshops on Linked Learning
Teachers choose from many different workshops to meet their own needs
Differentiated PD
Grant writing
Implementation of common core for Math
Provide site coaches who set goals and give feedback
Workshops for science teachers
Rewarded for trainings
A holistic approach to reading and writing
Whit is working in other districts with similar populations
Organize CCCSS professional development
Pay teachers to attend
Pathways to masters in contend area
Designing lessons using common core
Online professional development
PD that gives background on what students need to know, already know, etc
Technology
Develop courses to create subject matter expertise at all grade levels
Real "hands on" training with common core
Keep database of teachers with special skills
Experts in field
Brain science as it impacts learning
Reader's and writer's workshops
Financial literacy
Elementary science labs
District wide "discussion board" where teachers could share best practices
Technology training
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
APPENDIX D: Community Engagement

Technology training
Conferences in technology, group learning, and video taping
Integrate real careers with study
PD should be available to ALL teachers
Teachers should be given at least 3 choices a year
Training in area of need
Adult ed around basic skills
BAWP
CMC-N Asilomar math conferences
Kid power program training
"CASME" resource fair
District supported anti-bullying training
Develop materials with colleagues
Teaching American History Program
Summer programs (IMSS)
Time to collaborate
Anti-bullying district wide programs
Technology with students
Good summer school programs
More special services staff at site
Teacher led PD
Math programs
Grade level specific PDs by teachers
Writing projects
GLAD
Staff at site lead training
Full day training
Teacher collaboration
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

District to pay for training and transportation
Grant writing class and workshop
Classroom management and content
How to use assessment tools for special ed students
Money to go to conferences in specific disciplines
Theme connected trainings
Autism training for every teacher
More CLRIP
Organizing the classroom; SST and district forms
Training that deepens knowledge of content taught
Research based best practices
PD with choices in topics
CCSS for science
SST and IEPs for ALL
Culturally proficient trainings
African American and Latino American male student development
History and social science training like math
More opportunities for all subjects
More technology training (PowerPoint, apps for students, etc)
Learn it, Teach it, Reflect, Debrief, Start Over
Gen ED/SPED Collaboration/team teaching
BLOCK scheduling strategies
Intervention strategies in the classroom
College Requirement. A-G
Requirements so HS teachers can help advise students
More complete P.D. -More built in time for collaborative planning -Support for coaching(peer/expert) -Built-in time for writing shared assessments
Common Core related to Special Ed
Technology training, classroom management train, culturally relevant practices, IEP, 504, SST response to intervention
APPENDIX D: Community Engagement

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

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 (alongside 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
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
Increase district trust of teachers and site decisions/needs
Loosening the mandate reigns
Technology competence district wide
Up to date technology
Teacher tech training and PD
Look at being more flexible with amount of time it takes to graduate
Failure not an option
hire, train and support effective and passionate school staff (teachers, coaches, admin) and fire those that are not
raise reading and math proficiency (grade level)
Ensure that students are college and career ready
All schools have Wi-Fi and working computers
Teacher retention
Alignment of vision across all schools (pre-K-high)
Wi-Fi in all schools and classrooms!
A quality and empowered teacher in every class
As measured by college acceptance rates, GPA, etc
Send us to school to get higher degrees, $, and adjust work schedules to accommodate this
Ed plan for each students
Use student data to push instruction
Project based learning to encourage collaborative and critical learning
Bring back art and music electives
reduce class size
better pay for teachers
Shift from textbook to iPad/tablet per student
class size maximum
Real technology
Best strategies to prepare students for success
Resolve technology issues (Use policy, access, choose the right device)
Provide new technology
Wireless campuses
Create five or more project based learning schools
Increased parent participation at all school sites
Music in every school
A quality teacher in every classroom
A quality principal in every school
An empowered and energized staff and school community
Small class sizes for all grades
Get rid of coaches- train and support teachers throughout
Technology updates
Differentiated PD by site and grade level
Transition to CCSS- full implementation with resources
Be the district where people want to work- leaders in education
Site based decision making
Success for all students-emphasize early literacy
Salary equal with surrounding districts to ensure a stable professional workforce
District offices that support site staff and student need-site specific
Community pride, respect for schools and school staff
Create conditions where students are socially, emotionally and academically strong and eventually able to take part in maintaining our democratic system
Enabling every child to reach his full potential
Students are actively engaged in learning
Build a culture that unifies us and pushes us to do great work, together
move from us and them to us
Fully implement CCSS in ways that are enriching, forward thinking and thoughtful
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 benchmarks 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
Addition of partnerships/mentorships beyond
Ipads for every student
More pay
More student based learning
Bring back vocational programs
More alliances with corporate America
teacher retention-make it a place where
teachers want to stay
All schools have Wi-Fi, laptops, iPads, online report cards, art
Rich and engaging curriculum
More tech classes for students to better prepare them for career
Wi-Fi hot spots at all schools
Address root issues in decision-making
Move forward work driven by a set of common values (excellence, professionalism, joy and wonder in learning, habits of mind, etc)
Be the district where people want to work- leaders in education rather than followers
Hire based upon beliefs and values (what does good leadership look like?)
Conversations are around best teaching practices and not compliance, requirements
Culture shift to be more collaborative, school centered decision making, filtering up to the district, fewer "experts and coaches"
Outside expertise carefully selected based on teacher input
Principals as "principal teachers" not district paper pushers
Bottom up, student centered initiatives
Integrated project based learning as a regular occurrence for all students
Site based decision making
Tech current
Flexible learning environments (classrooms, campuses with student directed learning)

Teachers paid and treated like professionals
Schools connected to and reflective of community needs and strengths
With ELD/ALD grouping-I would like some direction
Establish norms so all schools are equal
Organized and stick with programs that work
No benchmarks at all in K and 1st
Define "rigor" and implement rigorous classwork/homework
Clearly define performance levels with descriptors
Have most stakeholders understand and explain the vision
Make significant progress with the achievement gap
Develop meaningful/useful assessments
Transparency with administrator bonuses
Students meeting or exceeding grade level standards, entering middle school and high school
Lower teacher turnover
More pay for teachers
More coordinated collaboration on grade levels between schools
Seriously adopt lesson study throughout the district
Significantly address tech issues and the huge tech divide
Higher teacher salaries
lower class size
Data based instruction planning via release days (using DIBELS)
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
Create a school district checklist for parents, teachers, student grade specific goals
APPENDIX D: Community Engagement

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

English- there are arts, tech, social science
More arts to foster creativity in students
Updated technology internet in all classrooms-Wi-Fi
Have lots of excellent classes
Teachers, staff and administrators work in positive partnership towards goals
Improve the honesty and level of trust
Accept the fact that not all students want to/can/will go to college and provide pathways for them
Rehire qualified prep teachers, music and athletics
Achievement for the most struggling students improves dramatically
lower class size
Parents, teachers and district can track student mastery of content on daily basis
Leverage tech to be able to customize learning for each student and access to any cause they need
course content is available online and each course has mastery test and reteaches programs
Be a district where talented young people want to work and the are treated professionally
Well paid and given the chance to be successful

Offer online course content with tech support
Greater focus on career readiness and job training for those not going to college
Better pay
More opportunities to increase knowledge and pay
Wireless internet connection
More technology in the classroom
More opportunities to collaborate across all grade levels
Create a flexible system that gives teachers the resources and knowledge they need to support all students in learning
Share expertise and best practices via computers/ the internet
lower class size
Independent study stays an option for students who cannot be successful at high school
Accountability
Student behavior strategies in place
Pay/benefits increased
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
full service community schools at all schools
every teacher with an iPad
higher teacher and principal retention
quality writing for all kids
multiple testing measures
focus on physical fitness
graduation rate increase
higher rate of students qualified for college
increase in student and teacher attendance
teachers are only working one job
community pride
increased enrollment
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 in 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 of 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
APPENDIX D: Community Engagement

Success would no longer be based on test-scores
Students would have portfolios
The technology department would work to solve problems of access.
Increase in literacy rate
Smaller class sizes
Teacher retention
Class size reduction
Active volunteers in the schools
Teacher retention
Happy and satisfied employees
Positive attitude, motivated
Improve academic performance
More student engagement

Improve teaching practices
Better coordination of databases
Improve teaching practices
Higher graduation rates
Higher enrollment of diverse students in AP classes
Competitive students
Measurable increase in student achievement
Increased student involvement and engagement
Increased enrollment
Teacher retention and satisfaction
Teachers get a competitive salaries
Increase high school graduation rates

**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/secertaries, 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?

<table>
<thead>
<tr>
<th>True community school, no more shopping for school preference</th>
<th>Increased parent involvement</th>
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<tbody>
<tr>
<td>Graduates return, give back to schools, become district employees</td>
<td>Increased site visits by administration</td>
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<td>More community buy-in</td>
<td>More accountability for failing schools</td>
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<td>New buildings as focal point of beauty</td>
<td>All employees available for benefits</td>
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<td>Attendance not an issue</td>
<td>Decrease in school violence</td>
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<td>Not in the news in a negative way</td>
<td>Smaller class sizes in all levels</td>
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<td>Focus on good attributes of kids</td>
<td>Vocational Ed</td>
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<tr>
<td>No more focus groups</td>
<td>Class training</td>
</tr>
<tr>
<td>Increased enrollment</td>
<td>Student attendance increase</td>
</tr>
<tr>
<td>Increased graduation rate</td>
<td>Safer workplace- fewer workers comp claims</td>
</tr>
<tr>
<td></td>
<td>Vocational funding re-established</td>
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</table>
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:

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

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

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

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

STRATEGIC PLAN REPORT
2014-2019

Whole Child, Whole Community