



MAYER • BROWN

April 23, 2018

Sent via email and Priority Mail

Matthew Duffy, Superintendent
West Contra Costa County Office of Education
1108 Bissell Avenue
Richmond, CA 94801
Matthew.duffy@wccusd.net

RE: Uniform Complaint Procedure Complaint and Public Records Act Request re: West Contra Costa Unified School District's 2017-2018 LCAP

Dear Superintendent Duffy,

Community engagement and participation in local decision-making is at the core of the new Local Control Funding Formula (LCFF) reforms and the state's new continuous improvement process. To provide effective input, parents, students, and school community members need basic data from the District explaining its progress or lack thereof in meeting state and local priorities. Because the District—despite repeated requests—has failed to provide the community with actual, annual data about school conditions and has, thereby, undermined LCFF's core principle of community engagement, Wendy Lopez, Reginaldo Ochoa and student Kateryn Ochoa (collectively, "Complainants") hereby file this UCP Complaint.

Specifically, Public Advocates and Mayer Brown LLP present this Uniform Complaint Procedure (UCP) complaint on behalf of the Complainants to West Contra Costa Unified School District ("WCCUSD" or "District") for the District's failure to comply with the legal requirements pertaining to its 2017-2018 Local Control and Accountability Plan ("LCAP") and its 2018-2019 LCAP to the extent the same errors are repeated. WCCUSD has violated Education Code sections 52060 and 52061 and State Board of Education LCAP template requirements by failing to report its 2016-2017 Annual Measurable Outcomes in the Annual Update section of its 2017-2018 LCAP, so that parents, students, community members, and educators can evaluate and improve its programming for all students, including high-need students, during the 2017-2018 LCAP process. Public Advocates is also submitting a UCP complaint to the Contra Costa County Office of Education for approving the WCCUSD LCAP without this data pursuant to Ed. Code § 52070, (see Attachment A) and is submitting a Public Records Act request pursuant to Government Code § 62050 et. seq. (See Attachment B.)

The 2016-2017 LCAP data for WCCUSD provides critical information about student achievement, school climate, parent engagement and teacher and administrator retention, and the LCAP is the only place where stakeholders can assess whether the LCAP Actions and Services are enabling the District to meet its Annual Measurable Objectives. Public Advocates and community-based organizations have requested the District publish this data on four separate occasions between October 2017 and March 2018. (See Attachment C.) By failing to publish this data, the District has denied parents, students and the WCCUSD community the right, pursuant to Education Code section 52062, to review and provide informed input into the creation of the 2018-2019 LCAP and to participate in the local implementation of California’s Continuous Improvement Accountability System.

Accordingly, Complainants request that WCCUSD amend its 2017-2018 LCAP to include all actual annual measurable outcomes for 2016-2017, alongside any 2017-2018 data available at this point, and provide opportunities for stakeholders—including both parent committees, the Youth Commission and the Board—to analyze this data and suggest data-driven changes to the 2018-2019 LCAP. Complainants also request that the District circulate these outcomes via email and on its website to the entire WCCUSD community, including Parent Advisory Committee (DLCAP) members, English Learner Parent Advisory Committee (MDAC) members, School Site Councils, teachers, administrators, and support staff.

I. Complainants

Complainants are parents of low-income and English learner students and students themselves who have a demonstrated commitment to improving the educational opportunities in WCCUSD. They serve as members of the WCCUSD Youth Commission and the District LCAP Committee which by law has the right to review and comment on the LCAP, including how its actions and services are helping the district meet its goals for high-need students. As members of this committee, complainants expected in the Spring of 2017 the opportunity to review outcome data from 2016-2017 LCAP metrics to help them engage in the District’s continuous improvement process, particularly when weighing in on the 2017-18 LCAP. Complainants represent different schools in WCCUSD and have a deep knowledge of the needs of high-need students in their communities. Had they been given their statutory right to review the 2016-2017 LCAP outcome data, they would have advocated for actions and services in the current LCAP to address specific challenges or deficits the data reveals. Collectively, complainants are particularly concerned about school climate, the academic achievement of English learners and low-income students, teacher credentialing and parent engagement.

Wendy Lopez is a mother of two children, both of whom attend public schools in WCCUSD. Mrs. Lopez’s eldest child is a sixth-grade student classified as an English learner. Both of Mrs. Lopez’s children are eligible to receive free or reduced-price meal and thus qualify as low-income students. Mrs. Lopez is also a member of the District LCAP Committee (DLCAP), the district’s Parent Advisory Committee established pursuant to LCFF. Without the District’s 2016-2017 annual measurable outcomes data, Mrs. Lopez was unable to provide meaningful advice to the District regarding the LCAP’s goals, actions and services. If Mrs. Lopez had access to parent survey results, English learner reclassification rates, and other local measures (e.g., student survey results), she would have made informed decisions to demand greater resources for parent engagement, English learners and low-income students.

Reginaldo Ochoa is the father of three children. One daughter attends a public school in WCCUSD and is eligible to receive free or reduced-price meals and thus qualifies as a low-income student. Without the missing annual measurable data about school climate and parent engagement, Mr.

Ochoa was unable to make meaningful public comments during DLCAP and board meetings about the District's goals, actions and services, to support his daughter.

Kateryn Ochoa, Mr. Ochoa's daughter and co-complainant, is an eleventh-grade English learner student and active member of WCCUSD's LCAP committee. The 2016-2017 annual measurable outcomes data were critical to inform Ms. Ochoa's concerns for reducing classroom sizes, improving school climate, and increasing support for English learners. Specifically, the opportunity to analyze 2016-2017 data about the percent of properly credentialed teachers, English learner reclassification rates, and student suspension and expulsion rates, were critical for Ms. Ochoa to fulfill her obligation to the District's LCAP committee by providing meaningful input to the District about its 2017-2018 LCAP goals, actions and services.

For the purposes of investigating this complaint and reporting any findings or decisions, complainants should only be contacted through counsel listed on this letter.

II. Previous Requests for WCCUSD's 2016-2017 Annual Measurable Outcomes

In June 2017 WCCUSD adopted its 2017-18 LCAP, which omitted 40 distinct 2016-17 annual measurable outcomes from the Annual Update. In the place of this data, the district re-reported its progress between 2014-15 and 2015-16 and reported six outcomes as "pending."¹ In October 2017 the Contra Costa County Office of Education (CCCOE) approved the District's 2017-2018 LCAP without the critical 2016-2017 data points, thus failing to exercise adequate oversight over the District's adherence with the LCAP template.

In November 2017, Public Advocates contacted the District to inquire about its anticipated release date of its 2016-17 annual measurable outcome data. In November 2017, the District responded that "[d]ata will be updated in our dashboards and shared throughout the year in data presentations or data dives at Board of Education meetings. We will work to get what we can into the actual LCAP document." To our knowledge, the WCCUSD data dashboards were not updated and 2016-2017 data was not presented to the Board.

In early February 2018 Public Advocates again asked the District to publish its 2016-2017 Annual Measurable Outcomes. (See Attachment D.) Ten days later, having received no response, Public Advocates sent a letter signed by eight community stakeholders to the superintendent again asking for the data so the community could "evaluate the district's actions, services and investments in support of continuous improvement." (See Attachment E.) The District replied that it was still working to publish the data. Public Advocates and stakeholders followed up via email in March, and the District responded that it would schedule an additional parent advisory committee meeting in April at which time it would present data on its Annual Measurable Outcomes. That meeting took place last week, on April 18th. At this meeting, the District presented four of the 40 data points from the 2016-2017 actual annual

¹ See WCCUSD 2017-18 LCAP pp. 12, 24, 30, and 35, available at <https://www.wccusd.net/cms/lib/CA01001466/Centricity/Domain/961/2017-18%20LCAP%20County%20Final%20Aug%202014.pdf>. The District published the 2015-2016 annual measurable outcomes in the Annual Update section of the 2016-2017 LCAP in October 2016 after Public Advocates requested the district update its 2015-2016 annual measurable outcomes.

measurable outcomes, in addition to results from the 2018 DLCAP Committee Stakeholder Feedback survey, and select progress points from 2017-2018 school year. (See Attachment F.) As of the date of this filing, the District still has not released the annual measurable outcomes data for 2016-2017, a full year after it was properly owed to the WCCUSD community for development of the 2017-2018 LCAP.

III. The District's Failure to Publish 2016-17 Annual Measurable Outcome Data in its 2017-18 LCAP Violates Education Code Section 52060 et seq. and LCAP Template Requirements.

California's new accountability system is rooted in the Legislature's adoption of eight state priorities and over 25 metrics designed to measure access to qualified educators, up-to-date materials, facilities in good repair, implementation of state standards, course access, parent engagement, student engagement, school climate and school achievement.² Local education agencies (LEAs) are not limited to these metrics, and may capture additional data that helps inform their process of continuous improvement. In developing yearly Local Control and Accountability Plans (LCAPs), LEAs must reflect on their progress against each of these metrics in the Annual Update and plan for improvement against these metrics in the LCAP's Goals, Actions and Services section.

The Annual Update section enables districts and stakeholders to track progress against all metrics and assess the effectiveness of districts' chosen strategies and investments to reach desired outcomes.³ According to the statute, "[t]he annual update... shall include...[a] review of the progress toward the goals included in the existing local control and accountability plan, an assessment of the effectiveness of the specific actions in the existing local control and accountability plan..."⁴ As made clear by the requirements of the State Board-adopted LCAP template itself, this review of progress is captured in the annual measurable outcomes data in the Annual Update section. The Analysis portion of the Annual Update section requires districts to "[u]se actual annual measurable outcome data, including [but not limited to] performance data from the LCFF [Dashboard]..." (emphasis added).

The requirement of including actual annual data in each metric is further elaborated in the Instructions to the LCAP Template. In the Goals, Actions and Services section, the requirements for reporting "Expected Annual Measurable Outcomes" clarifies that "...at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year..." and that the outcome data reported in the LCAP is to "identify progress to be made in each year of the three-year cycle of the LCAP" by annually updating the data as the district moves through the cycle. Similarly, the Annual Update section instructions state that "[f]or each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal."⁵ These comparisons of data over time empowers LEA's and stakeholders to engage in

² Ed. Code § 52060(d). See also LCAP and Annual Update Instruction: State Priorities, available at <https://www.cde.ca.gov/re/lc/templateinstructions.asp#StatePriorities>.

³ *Id.* at § 52061.

⁴ *Id.* at § 52061(a)(1).

⁵ See <https://www.cde.ca.gov/re/lc/templateinstructions.asp#AnnualUpdate>.

the continuous improvement process and ensure the district is progressing in each of the eight state priorities for all student groups, particularly high-need students.⁶

WCCUSD's annual measurable outcomes go above and beyond the 27 metrics required by the state priorities. The District sets specific goals for high-need student groups, and includes important metrics not mentioned by the state priorities, including PSAT/SAT results, UC/CSU completion rates, rates of teacher and principal retention, and tangible measures of parent engagement (such as Parent University graduates, home visits and number of survey responses).⁷ Several of these data points cannot be found on any education database (e.g. Dataquest, EdData, or CHKS). Complainants praise the inclusion of these additional measures. As with all locally adopted priorities or metrics for measuring progress on state or local priorities, it remains incumbent on the local district to follow through on its efforts by fully engaging local stakeholders in the required continuous improvement processes as concerns local measures.

Instead of providing the 2016-2017 annual measurable outcomes in the Annual Update section of the 2017-2018 LCAP as required by Sections 52060(d) and 52061(a)(2), the District re-reported the 2015-2016 annual measurable outcomes, rendering the data neither "actual" nor "annual" for the current LCAP as required. With only two-year old data to consider, the WCCUSD community, including complainants, was denied its right to meaningfully participate in the District's local reflection and planning process. LCFF's increased funding flexibility was accompanied by the requirement that each district adopt an LCAP that meets certain transparency, equity and engagement requirements. WCCUSD's unwillingness to disclose the data about its 2016-2017 annual measurable outcomes denies transparency and inhibits stakeholders' efforts to ensure continuous improvement. The District cannot in good faith expect stakeholders to meaningfully participate in the LCAP process without providing the data in question.⁸

IV. Remedy Requested

For the reasons stated in this complaint, Complainants request that WCCUSD amend its 2017-2018 LCAP to include data for its 2016-2017 actual annual measurable outcomes in the Annual Update. Additionally, complainants request that the District:

1. Amend the 2017-18 LCAP to reflect actual annual 2016-17 data.

⁶ In addition to the statutory requirements, the LCAP Template itself establishes independent mandatory duties for school districts. The Template was adopted by the State Board pursuant to the California APA and subsequently revised pursuant to the Bagley-Keene Act (Ed Code Section 52064(d)-(e)) "[f]or use by school districts to meet the requirements of Sections 52060 to 52063, inclusive" (Ed. Code Section 52064(a)(1)). As such, LCAPs may not be approved by county offices of education unless the LCAP "adheres to the template adopted by the State Board." (Ed. Code § 52070(d)(1).

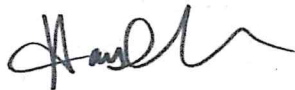
⁷ See WCCUSD LCAP Annual Update Section.

⁸ LCFF's minimum legal requirements for community and stakeholder engagement direct school districts to "consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents and pupils" in developing their LCAP. *Id.* at § 52060(g). These requirements are further defined in the LCFF regulations. See 5 CCR § 15495(a), (b), (e), (f).


2. **Publish the 2016-17 data for all LCAP outcomes**, via email and on its website to the entire WCCUSD community, including District LCAP Committee members, Multilingual District Advisory Committee (MDAC) members, Youth Commission members, School Site Council and English Learner Advisory Council members, teachers, administrators, and support staff;
3. **Present all outcomes to the District LCAP Committee, the Multilingual District Advisory Committee, the Youth Commission and the Board before the first public hearing on the 2018-2019 LCAP;** and
4. For its 2018-2019 LCAP and all future LCAPs, the **District should ensure that it properly uses the LCAP template by reporting actual annual data** essential to the evaluation of the District's actions, services and investments in support of continuous improvement.

We appreciate your attention to this complaint and are available to respond to any requests for information or assistance as you investigate. Thank you for your attention to this important matter.

Sincerely,



Hans I. Moore
Senior Staff Attorney
Public Advocates Inc.
131 Steuart St, Suite 300
San Francisco, CA 94105
hmoore@publicadvocates.org
(415) 625-8461



Donald M. Falk
Mayer Brown LLP
Two Palo Alto Square, Suite 300
Palo Alto, CA 94306
Sacramento, CA 95814
dfalk@mayerbrown.com
(650) 331-2030



Rigel S. Massaro
Senior Staff Attorney
Public Advocates Inc.
1225 Eighth St., Suite 435
Sacramento, CA 95814
rmassaro@publicadvocates.org
(916) 767-0007

Attachments:

- A) UCP Complaint to Contra Costa County Office of Education
- B) Public Records Act request
- C) October 2017 email from Public Advocates to the District
- D) February 2018 email from Public Advocates to the District
- E) February 2018 letter from Public Advocates and WCCUSD community organizations to the District
- F) WCCUSD handouts distributed during the April 18, 2018 DLCAP working group meeting
- G) WCCUSD's 2017-2018 LCAP

ATTACHMENT A

(UCP COMPLAINT TO CONTRA COSTA COUNTY OFFICE OF
EDUCATION)



MAYER • BROWN

April 23, 2018

Sent via email and Priority Mail

Karen Sakata
County Superintendent of Schools for Contra Costa
77 Santa Barbara Road
Pleasant Hill, California 94523

RE: Uniform Complaint Procedure Complaint re: Contra Costa County Office of Education's Failure to Comply with Legal Requirements by Approving WCCUSD's 2017-18 LCAP

Dear County Superintendent Sakata,

Public Advocates and Mayer Brown LLP present this Uniform Complaint Procedure (UCP) complaint on behalf of Wendy Lopez, Reginaldo Ochoa, and student Kateryn Ochoa (collectively, "Complainants") to the Contra Costa County Office of Education ("CCCOE" or "the County"). Complainants represent parents and students who have been working to ensure that the West Contra Costa Unified School District ("WCCUSD" or "the District") report all annual measurable outcome data in its Local Control Accountability Plan (LCAP). Public Advocates has been engaged in supporting the implementation of the Local Control Funding Formula (LCFF) in a way that makes real the promise of increased and improved services for high-need students, and greater transparency and meaningful engagement for school communities. Complainants bring this complaint because CCCOE approved WCCUSD's 2017-18 LCAP without ensuring that the District complied with the LCAP template, as required by law.

I. Complainants

The Complainants in this complaint are the same complainants as those of the attached UCP complaint against WCCUSD.

For the purposes of investigating this complaint and reporting any findings or decisions, complainants can be contacted through counsel listed on this letter.

II. Basis for the UCP Complaint

Under LCFF, County Offices of Education serve the critical role of ensuring districts adhere to the LCAP template requirements, so that the LCAP is an effective planning tool to improve outcomes for all students. Each year, after a district adopts its LCAP, it must file the LCAP with the County

Superintendent of Schools.¹ The County Superintendent may seek clarification from the district, and may submit recommendations for amendments to the LCAP.² The County Superintendent may approve a district's LCAP, but only if the County Superintendent determines, among other things, that the LCAP complies with the regulations adopted by the State Board of Education (SBE), including ensuring that:

*"The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 and follows any instructions or directions for completing the template that are adopted by the state board."*³ (Emphasis added.)

Reporting actual annual measurable outcomes is required by the LCAP Template itself. The Analysis portion of the Annual Update section of the LCAP Template requires districts to "[u]se actual annual measurable outcome data, including [but not limited to] performance data from the LCFF [Dashboard]..."(emphasis added).⁴

Despite these legal requirements to include actual annual outcome data for its metrics in the 2017-18 LCAP's Annual Update, WCCUSD failed to do so, merely repeating 2015-16 data (or leaving metrics blank), thus rendering its outcome metrics neither "actual" nor "annual." Accordingly, CCCOE's approval of WCCUSD's 2017-2018 LCAP violated the Education Code because it failed to ensure that WCCUSD's LCAP adhered to the SBE template and instructions. (See also attached UCP against WCCUSD.) It was CCCOE's responsibility to seek WCCUSD's full adherence to LCAP template requirements, especially as concerns such a wholesale failure to include outcome data. The County should have required the District to report its 2016-2017 annual measurable outcomes data for LCAP approval. Absent such, the County was required to deny approval.

As explained in the attached UCP complaint against WCCUSD, this error has significantly impaired WCCUSD stakeholders' ability to engage in continuous improvement work with the district to ensure progress against the eight state priorities.

III. Relief Requested

Complainants urge CCCOE to fulfill its supervisory duty to ensure that WCCUSD amend its 2017-18 LCAP to include data for its 2016-17 annual measurable outcomes.

For the 2018-2019 LCAP and all future LCAPs, the County should further ensure that WCCUSD properly uses the LCAP template by reporting actual annual data essential to the evaluation of the District's actions, services and investments in support of continuous improvement.

We appreciate your attention to this complaint and are available to respond to any requests for information or assistance as you investigate. Thank you for your attention to this important matter.

¹ See Ed. Code § 52070(a).

² See *id.* at §§ 52070(b)-(c).

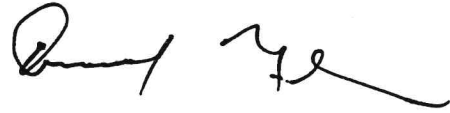
³ *Id.* § 52070 (d)(1). See also California County Superintendent Educational Services Association: Local Control and Accountability Plan (LCAP) Approval Manual, 2017-18 Edition, at pp. 15-16.

⁴ See LCAP Template at <https://www.cde.ca.gov/re/lc/documents/approvedlcaptemplate2018.docx>.

Sincerely,



Hans I. Moore
Senior Staff Attorney
Public Advocates Inc.
131 Steuart St, Suite 300
San Francisco, CA 94105
hmoore@publicadvocates.org
(415) 625-8461



Donald M. Falk
Mayer Brown LLP
Two Palo Alto Square, Suite 300
Palo Alto, CA 94306
Sacramento, CA 95814
dfalk@mayerbrown.com
(650) 331-2030



Rigel S. Massaro
Senior Staff Attorney
Public Advocates Inc.
1225 Eighth St., Suite 435
Sacramento, CA 95814
rmassaro@publicadvocates.org
(916) 767-0007

Attachments:

- 1) UCP Complaint to WCCUSD
- 2) Public Records Act request
- 3) October 2017 email from Public Advocates to the District
- 4) February 2018 email from Public Advocates to the District
- 5) February 2018 letter from Public Advocates and WCCUSD community organizations to the District
- 6) WCCUSD's 2017-2018 LCAP

ATTACHMENT B

(PUBLIC RECORDS ACT REQUEST)



MAYER • BROWN

April 23, 2018

Sent via email and Priority Mail

Superintendent Matthew Duffy
Custodian of Records
West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, CA 94801
dhaynie@wccusd.net

**RE: PUBLIC RECORDS ACT REQUEST REGARDING 2016-2017 LCAP DATA REQUIRED
UNDER THE LCFF REGULATIONS FOR STATE PRIORITIES**

Dear Superintendent Duffy:

Pursuant to the California Public Records Act (California Government Code § 6250 *et seq.*), Public Advocates Inc., by and through its undersigned counsel at Mayer Brown LLP, writes to request disclosure of the following documents in possession of the West Contra Costa Unified School District (“WCCUSD” or “the District”) regarding the data the District is statutorily required to publish in the District’s Local Control and Accountability Plan (LCAP), under the Local Control Funding Formula (“LCFF”) regulations and the California Education Code §§ 52060-52061.

The Annual Measurable Outcomes data pertaining to the academic year of 2016-2017 reflecting and underlying the metrics for the state and local priorities identified in the Annual Update section of the District’s 2017-2018 LCAP. The required metrics are set forth in the District’s 2017-2018 LCAP. *See Exhibit A*, at 11-12 (Goal 1 metrics), 24 (Goal 2 metrics), 30 (Goal 3 metrics), 35 (Goal 4 metrics), and 45 (Goal 5 metrics).

All Records

This request for public records encompasses any writing containing information relating to the conduct of the public’s business prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics. *See California Government Code § 6252(e)*. As used in this request and consistent with the California Public Records Act, “writing” means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by

electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols, or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. *See* California Government Code § 6252(g).

Full Disclosure and Specific Explanation

If any records are claimed to be exempt from disclosure, we request that: (1) you exercise your discretion to disclose some or all of the records notwithstanding the exemption; and (2) with respect to records containing both exempt and non-exempt content, you redact the exempt content and disclose the rest, consistent with California Government Code § 6253(a).

Additionally, if any records are withheld or redacted, please provide a written response that describes with specificity each and every record that is being withheld or redacted and the claimed reason for exemption under the California Public Records Act, along with supporting legal authority or authorities.

Assistance With Obtaining Records/Clarifying Our Request

If you contend that this request does not reasonably describe identifiable public records, we request that you promptly assist us by eliciting additional information that will clarify our request and more clearly identify the records we are seeking. *See* California Government Code § 6253.1.

Waiver of Fees and Costs

We request that you waive any copying fees because the information requested will be used in the public interest to further the public's understanding of public schools. No part of the information obtained will be sold or distributed for profit. If you are unable to waive the copying fees, please inform us of any potential duplication costs exceeding \$50.00 prior to copying.

Electronic Format Preferred

We also request that you provide any public record identified above that exists in the following electronic formats to us in that electronic format, instead of in paper format: PDF format or all Microsoft Office formats, including Word, Excel, and PowerPoint. *See* California Government Code § 6253.9.

Response Within 10 Days

We look forward to working with you to obtain the public records identified in this request and look forward to your response to this request ***within ten (10) days*** of receipt of this letter. *See* California Government Code § 6253(c). Additionally, please provide all records as they become available, rather than waiting to send them together.

Please send all public records responsive to this request to Rigel S. Massaro, either by email at rmassaro@publicadvocates.org or mail:

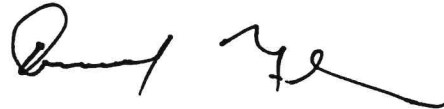
Attention: Rigel S. Massaro
1225 Eight St. Suite 435
Sacramento, CA 95814

If you have any questions, please do not hesitate to contact Rigel S. Massaro at (916) 767-0007.
Thank you in advance for your timely response.

Sincerely,



Rigel S. Massaro
Senior Staff Attorney
Public Advocates Inc.
1225 Eighth St., Suite 435
Sacramento, CA 95814
rmassaro @publicadvocates.org
(916) 767-0007



Donald M. Falk
Mayer Brown LLP
Two Palo Alto Square, Suite 300
Palo Alto, CA 94306
Sacramento, CA 95814
dfalk@mayerbrown.com
(650) 331-2030

ATTACHMENT C

(OCTOBER 2017 EMAIL FROM PUBLIC ADVOCATES TO WCCUSD)

Hans Moore

To: Rigel Spencer Massaro
Subject: RE: Check-in

From: Rigel Massaro
Sent: Tuesday, October 17, 2017 9:41 AM
To: Matthew Duffy
Cc: Hans Moore
Subject: Check-in

Matthew,

Thanks for the call back in August. I appreciate your openness to feedback and dialogue. My apologies for the tardy follow up.

First and foremost, congratulations on your daughter to be! Your wife must be about to give birth any minute now. I'm thinking of you and your family during this special time (except that I am writing you a long email about LCAP, which doesn't seem very nice given that you're likely preparing for parental leave).

*Second, I'd like to introduce you to our newest PA staff member on the Education Equity Team, **Hans Moore**.* Hans came to the U.S. as an English learner and has an extensive record advocating on behalf of low-income people of color and immigrants. He is getting to know some of our Richmond partners and is working with me to support parents and students in WCCUSD.

This email is long! Here are the color-coded topics:

1. When do you anticipate updating the LCAP with the 16-17 annual measurable outcomes? **We would like to update the outcomes 1 pager we made last year.**
2. As requested, I have some suggested DIISUP sections for your review. I also have feedback on WCCUSD's final DIISUP section. *SEE BELOW.*
3. I like, and have feedback on, the district's 16-17 LCAP Year-End Review Presentation that you shared with me. *SEE BELOW.*
4. Would you be willing to share the letter(s) of clarification WCCUSD received from the CCCOE?
5. FYI - I am working with Healthy Richmond's Schools and Neighborhoods Action Team Members on their DLCAP advocacy. **I understand the DLCAP has become overly politicized AND I'm committed to working with community and the district to ensure it transforms into a meaningful mechanism to obtain districtwide parent/community input.**
6. Want to check in? Hans and I are happy to check in about any or all of the above.

THE WCCUSD DIISUP AND OTHER DISTRICTS' DIISUP SECTIONS.

Congratulations on the early COE LCAP approval, and kudos on the amendments to the DIISUP section on pp. 118-119. The table is helpful, and a great improvement from what the district has adopted in previous years. Were any other changes made to the final LCAP?

I do have remaining concerns with the DIISUP section, even as amended:

1. **It does not appear that all of the districtwide expenditures are included** in the table provided (e.g. teacher professional development on page 78 or typist clerk on page 113).
2. In addition, the **"principally directed and effective" justifications are often vague when it comes to effectiveness--the district instead lists the outcomes each service will produce.** I understand how with new expenditures (e.g. the VP's) there may not be past evidence of effectiveness within the district, but your choice to hire those individuals is rooted in some reasoning that it's going to make a difference for UDP's, no? And for other long-standing programs, the district can and should explain their success for UDP's, not just what they should be doing. Instead of saying a program will do something, what has it done on a district or school-wide basis? I know this gets to program effectiveness, and that that is a work in progress at WCCUSD. At the same time, the way it's written right now is so vague that it's a challenge to accept at face value. Does that make sense?

A colleague of mine at CCEE suggested this approach to the DIISUP section: 1) seek to articulate why the district believes in what it is doing, how they believe it will have distinct positive impact on students from low income families, English learners, and/or foster youth, and 2) the basis for their belief (prior experience in the district or elsewhere or evidence of success in research literature, etc.).

I asked around and found a few good examples of districts in San Mateo County with decent "principally directed" and "effective" justifications:

Sequoia Union HSD (pp. 104-112): <http://www.seq.org/documents/Departments/Educational%20Services/LCAP/SUHSD%20LCAP/2017-18%20LCAP%20Board%20Approved.pdf> This district is NOT concentrated like WCCUSD, but they clearly pull out how each districtwide service is "principally directed" and "effective." You could essentially ignore the final column in their table (which explains the "most effective use" justification) and their approach would work well for WCCUSD.

LCAP Year Local Control Accountability Plan

www.seq.org

Page 1 of 112 LCAP Year 2017 –18 2018 19 2019 20 Local Control Accountability Plan and Annual Update (LCAP) Template

Jefferson USD (pp. 81-90): <https://drive.google.com/file/d/0Bx2CB1d-JHJaVXdMYUc2b0hPMig/view> This district is concentrated (77% UDP), but also provides a column on the "most effective use" like Sequoia. The difference is that Jefferson doesn't go into the research that Sequoia does, so the last column actually strikes me as more of an "effective" justification. Does that make sense?

I acknowledge both these districts are smaller than WCCUSD, and so likely have fewer district and schoolwide services. At the same time, their format encourages legal compliance in a way I find helpful and clear. I am interested to hear your thoughts.

2016-2017 LCAP YEAR-END REVIEW PRESENTATION

Finally, I want to thank you for sharing the 2016-2017 LCAP Year-End Review Presentation. I think this is a great leap forward in the district's efforts to evaluate its programs. And, I think there is significant room for improvement. My critiques are as follows:

- The evaluation does not have a consistent equity lens. The evaluation of many programs (e.g. Full Day Kindergarten) does not consider the specific impact on high-need students.
- Some programs are assessed as effective when data validation is still in progress (e.g. additional calendar days for teachers). This assessment seems inauthentic without the supporting data.
- Some programs weren't actually evaluated, e.g. the EL Master Plan. The plan for evaluation is established, but the data (which the district has) is not included...
- Finally, I think it would be helpful to date each initiative, so we have a sense of how long it's been going on. If you wanted to add \$\$ too, that would be great! Wait, now we're turning it into the LCAP annual update! It would be great to chat and figure out how to make one reporting mechanism...

I think it would be great to check in when you're back from leave. I hope this isn't too overwhelming, and that it doesn't strike you unnecessarily critical (beyond criticism to bring the district into compliance with legal and equity requirements). I very much appreciate you being open to my feedback and I hope to continue to foster an open and mutually beneficial working relationship!

All my best,

Rigel

From: Matthew Duffy [<mailto:matthew.duffy@wccusd.net>]

Sent: Tuesday, August 15, 2017 12:24 PM

To: Rigel Massaro <rmassaro@publicadvocates.org>

Subject: LCAP Review

Take a look.

Matthew Duffy

Superintendent, West Contra Costa Unified

Matthew Duffy

Superintendent, WCCUSD

510-231-1101

Matthew.Duffy@wccusd.net

Hans Moore

From: Matthew Duffy <matthew.duffy@wccusd.net>
Sent: Friday, November 17, 2017 4:00 PM
To: Rigel Massaro; Nicole Joyner; Alicia Bowman
Cc: Hans Moore; Nia Rashidchi
Subject: Re: WCCUSD Local Indicators Reporting on Dashboard by 12/1?
Attachments: Public Advocates Letter 2017 MD.docx

Hello Rigel. Thank you for the email and thank you for the congrats. hello Hans. Sorry for lots of delays. I am going to try here to answer as many of your questions as I can.

First, yes the Dashboard is being completed with local indicators. Going to Board December 6th.

Second, when you sent your original letter, I wasn't sure if we were obligated to respond or needed to talk to county. Anyway, we wrote you a pretty comprehensive letter that is attached here and I hope it is helpful.

Third, in response to your last email, here are the answers:

1. When do you anticipate updating the LCAP with the 16-17 annual measurable outcomes? We would like to update the outcomes 1 pager we made last year. **Data will be updated in our dashboards and shared throughout the year in data presentations or data dives at Board of Education meetings. We will work to get what we can into the actual LCAP document.**
2. As requested, I have some suggested DIISUP sections for your review. I also have feedback on WCCUSD's final DIISUP section. It does not appear that all of the districtwide expenditures are included in the table provided (e.g. teacher professional development on page 78 or typist clerk on page 113). **The section on increased or improved services only includes actions and services which are identified as increased or improved services.**
In addition, the "principally directed and effective" justifications are often vague when it comes to effectiveness--the district instead lists the outcomes each service will produce. **Thank you for these thoughtful suggestions on how to improve the LCAP. We will keep them in mind when drafting the 18-19 LCAP.**
3. I like, and have feedback on, the district's 16-17 LCAP Year-End Review Presentation that you shared with me. **SEE BELOW. Thank you for the excellent critiques on the Year-End Presentation. This was a project completed by an Ed Pioneer Fellow as part of his internship.**
4. Would you be willing to share the letter(s) of clarification WCCUSD received from the CCCOE? **We received clarification from the CCCOE by telephone.**

I know there is a lot here and I think there may be other questions I have not answered. Let me know what still needs clarification. Thanks and hope you are also enjoying new baby (maybe not so new)!

Matthew Duffy

Superintendent, West Contra Costa Unified

Matthew Duffy

Superintendent, WCCUSD

On Thu, Nov 16, 2017 at 10:36 AM, Rigel Massaro <rmassaro@publicadvocates.org> wrote:

Hi, Matt,

I'm sure I owe you a congratulations by now! Yay for baby girls.

I'm writing to see if WCCUSD plans to report on its local indicators to the governing board and into the CA School Dashboard by Dec. 1st. I didn't see this item on last night's agenda, the data isn't yet in the Dashboard, and I don't see another meeting scheduled before 12/1. See attached for a few CDE letters regarding implementation of the local indicators. See also: <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

I'm going to forward you an email we sent to partners yesterday, including partners in Richmond. I'm happy to check in by phone if you'd like: [707-761-5672](tel:707-761-5672).

My best,

Rigel



Rigel S. Massaro

SENIOR STAFF ATTORNEY

She/Her

1225 Eighth St. | Suite 210 | Sacramento, CA 95814
Cell: (707) 761-5672 rmassaro@publicadvocates.org
www.publicadvocates.org



ATTACHMENT D

(FEBRUARY 2018 EMAIL FROM PUBLIC ADVOCATES TO WCCUSD)

Hans Moore

From: Rigel Spencer Massaro
Sent: Monday, February 05, 2018 1:55 PM
To: Matthew Duffy; Nicole Joyner; Alicia Bowman
Cc: Hans Moore; Nia Rashidchi
Subject: Belated response...and more questions ;-)

Follow Up Flag: Follow up
Flag Status: Flagged

Now it's my turn to apologize! I'm embarrassed it's taken me so long to reply to your letter and email. I'm sorry. I hope you and your family have managed to stay healthy this cold and flu season; it seems like we've basically been passing along the germs to one another in my household. I think I literally have two hours of sick time left!!! Anyway, the weather is lovely now and everyone is healthy. Hallelujah!

Again, this email contains a lot. I apologize in advance. I am happy to address these issues by phone, and/or with any member of your staff (Hi, Nicole, Nia and Alicia!). Here's what's on our minds:

1. **Thank you for your letter** explaining some of your largest S&C funding expenditures. Some of the explanation (e.g. re special education funding) is very helpful. On that specific item, we would love to see the significant investment to be further broken down in the LCAP to explain to the public the what you contain in the letter (funds are spent on RBT's, Nurses, and SDC's). Other explanations (e.g. for teacher professional development, recruitment and retention) is not as helpful—in that case we don't understand what type of PD/recruitment/retention was funded by S&C expenditures, and how this complements the district's overall approach to these important topics.
2. I'd like to make an explicit offer: **we would love to work with the district on this year's LCAP**, to help folks understand some of this detail you shared, so they can better know how the district is making change for all students as well as its high-need students. Please let me know if you're interested.
3. On a related topic: **would you be interested in a CCEE training?** Public Advocates is teaming up with Josh Daniels, the training director for the California Collaborative for Educational Excellence, to offer an in-person workshop to LEAs on the DIISUP section of the LCAP and continuous improvement. I wanted to invite you and whoever you work with on the LCAP to participate. It would be a chance to build shared understanding about what LCFF requires and also to workshop specific strategies in the district's LCAP. Would this be something that you and your LCAP team would be willing to do? We haven't yet set a date and hopefully we could find one in February/March that would work for you.
4. Another offer: **we would love to work with the district and the DLCAP and MDAC** executive committees and membership to ensure their members are prepared to take on the role contemplated under the Education Code (to actually review and comment on the document in a meaningful, informed way). We have training materials and experience working with the community. Again, let me know if we might be able to collaborate.
5. **2016-2017 Data:** in November you said the 16-17 data would be updated in the dashboards, but I still only see 15-16 data on that platform. Have there been data dives (apart from CAASPP scores) at the board meetings? If so, would you please forward along those presentations? It seems imperative for folks to have last year's data to actually evaluate the current programming and recommend any changes in the 18-19 LCAP.
6. Finally: **Congratulations on receiving a CalEd grant!** I hear it was an extremely competitive process. Would you be willing to share your proposal? Many in the district are interested in teacher issues and I'm sure would be thrilled to know the district is receiving these additional funds.

All my best,

Rigel

From: Matthew Duffy [mailto:matthew.duffy@wccusd.net]

Sent: Friday, November 17, 2017 4:00 PM

To: Rigel Massaro <rmassaro@publicadvocates.org>; Nicole Joyner <njoyner@wccusd.net>; Alicia Bowman <alicia.bowman@wccusd.net>

Cc: Hans Moore <hmoore@publicadvocates.org>; Nia Rashidchi <NRashidchi@wccusd.net>

Subject: Re: WCCUSD Local Indicators Reporting on Dashboard by 12/1?

Hello Rigel. Thank you for the email and thank you for the congrats. hello Hans. Sorry for lots of delays. I am going to try here to answer as many of your questions as I can.

First, yes the Dashboard is being completed with local indicators. Going to Board December 6th.

Second, when you sent your original letter, I wasn't sure if we were obligated to respond or needed to talk to county. Anyway, we wrote you a pretty comprehensive letter that is attached here and I hope it is helpful.

Third, in response to your last email, here are the answers:

1. When do you anticipate updating the LCAP with the 16-17 annual measurable outcomes? We would like to update the outcomes 1 pager we made last year. **Data will be updated in our dashboards and shared throughout the year in data presentations or data dives at Board of Education meetings. We will work to get what we can into the actual LCAP document.**
2. As requested, I have some suggested DIISUP sections for your review. I also have feedback on WCCUSD's final DIISUP section. It does not appear that all of the districtwide expenditures are included in the table provided (e.g. teacher professional development on page 78 or typist clerk on page 113). **The section on increased or improved services only includes actions and services which are identified as increased or improved services.**
In addition, the "principally directed and effective" justifications are often vague when it comes to effectiveness--the district instead lists the outcomes each service will produce. **Thank you for these thoughtful suggestions on how to improve the LCAP. We will keep them in mind when drafting the 18-19 LCAP.**
3. I like, and have feedback on, the district's 16-17 LCAP Year-End Review Presentation that you shared with me. **SEE BELOW. Thank you for the excellent critiques on the Year-End Presentation. This was a project completed by an Ed Pioneer Fellow as part of his internship.**
4. Would you be willing to share the letter(s) of clarification WCCUSD received from the CCCOE? **We received clarification from the CCCOE by telephone.**

I know there is a lot here and I think there may be other questions I have not answered. Let me know what still needs clarification. Thanks and hope you are also enjoying new baby (maybe not so new)!

Matthew Duffy

Superintendent, West Contra Costa Unified

Matthew Duffy

Superintendent, WCCUSD

510-231-1101

On Thu, Nov 16, 2017 at 10:36 AM, Rigel Massaro <rmassaro@publicadvocates.org> wrote:

Hi, Matt,

I'm sure I owe you a congratulations by now! Yay for baby girls.

I'm writing to see if WCCUSD plans to report on its local indicators to the governing board and into the CA School Dashboard by Dec. 1st. I didn't see this item on last night's agenda, the data isn't yet in the Dashboard, and I don't see another meeting scheduled before 12/1. See attached for a few CDE letters regarding implementation of the local indicators. See also: <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

I'm going to forward you an email we sent to partners yesterday, including partners in Richmond. I'm happy to check in by phone if you'd like: [707-761-5672](tel:707-761-5672).

My best,

Rigel



Rigel S. Massaro

SENIOR STAFF ATTORNEY

She/Her

1225 Eighth St. | Suite 210 | Sacramento, CA 95814
Cell: [\(707\) 761-5672](tel:707-761-5672) rmassaro@publicadvocates.org
www.publicadvocates.org



CONFIDENTIAL COMMUNICATION

This email message and any attachments are intended only for the use of the addressee named above and may contain information that is privileged and confidential. If you are not the intended recipient, any dissemination, distribution, or copying is strictly prohibited. If you received this email message in error, please immediately notify the sender by replying to this email message or by telephone. Thank you.

ATTACHMENT E

(FEBRUARY 2018 LETTER FROM PUBLIC ADVOCATES AND WCCUSD
COMMUNITY ORGANIZATIONS TO THE DISTRICT)



Building Blocks for Kids
Richmond Collaborative



CHAMBERLIN FAMILY FOUNDATION



Irene S. Scully
FAMILY FOUNDATION

February 16, 2018 – updated 2/27/18 with additional signatories

Sent via e-mail

Superintendent Matthew Duffy
West Contra Costa County Office of Education
1108 Bissell Avenue
Richmond, CA 94801

Superintendent Duffy,

We are writing to request that WCCUSD disclose its 2016-2017 LCAP data, so that parents, students, community members, educators and the district itself can evaluate and improve its programming for all students, including high-need students, during the 2018-19 LCAP process. Data is critical for the evaluation of the district's actions, services and investments in support of continuous improvement. Describing outcomes is also a requirement of Education Code § 52060(d).

In October 2017, Public Advocates inquired regarding when the district would be releasing its 2016-17 data. In November, the district responded that "Data will be updated in our dashboards and shared throughout the year in data presentations or data dives at Board of Education meetings. We will work to get what we can into the actual LCAP document." Public Advocates wrote to the district again last week, and did not receive a response. As of the date of this letter, the district's data dashboards do not contain 2016-17 data and the LCAP has not been updated.

While a lot of district data is available on the California School Dashboard, EdData, the California Healthy Kids Survey and Dataquest, none of this data is presented alongside the district's 2015-16 results and 2016-17 goals, and the implementation of the actions, services and investments designed to meet these goals. That is the unique role of the LCAP: it is the centralized place to assess year-to-year progress towards the district's goals, and evaluate the investments of supplemental and concentration funds. Plus, there are key data points that are only available from the district's LCAP, including:

- Multiple college and career readiness measures (e.g. PSAT/SAT results, UC/CSU completion rates, CTE completion rates,* AP Exam pass rates* on p. 11 of the 2016-17 Annual Update);
- Measures of CCSS implementation (student survey responses on p. 23 of the Annual Update);
- Rates of teacher and principal retention (p. 23 of the Annual Update);
- Measures of parent engagement (e.g. Parent University graduates, home visits, number of survey responses on p. 28 of the Annual Update);
- Measures of school climate and student engagement (e.g. certain parent and student survey responses not included in the Dashboard and chronic absenteeism* on pp. 28 and 32 of the Annual Update).

* These measures are required by § 52060(d).

We commend the district for reporting above and beyond the outcome measures listed in Educ. Code § 50260(d). We additionally appreciate the presentation last year, “2017-2017 LCAP Year-End Review,” in which the district began the process of evaluating the programs funded with supplemental and concentration funds. At this time we request that the district:

1. **Publish the 2016-17 data for all LCAP outcomes by Friday, February 23rd**, which is one week before the DLCAPS work session on March 1st, so this evaluation process can continue.
2. **Present all outcomes not otherwise reported to the Board on February 28th.**
3. **Circulate its updated outcomes via email and on its website to the entire WCCUSD community**, including DLCAPS members, MDAC members, SSC and ELAC members, teachers, administrators, and support staff.

We are available if you have any concerns or questions regarding this request.

Thank you,

Rigel S. Massaro & Hans Moore
Senior Staff Attorneys
Public Advocates Inc.

Sheryl Lane
Executive Director
Building Blocks for Kids Collaborative

Julie Wright
Executive Director
Chamberlin Family Foundation

Natalie Walchuk
Executive Director
GO Public Schools West Contra Costa

Jason Singer
Executive Director
Education Matters

Joel Mackey
Executive Director
Ed Fund

Jessie Stewart
Executive Director
Richmond Promise

Kathleen Maloney
Executive Director
Irene S. Scully Family Foundation

Healthy Richmond Schools & Neighborhoods Action Team

CC: Members of the WCCUSD Board of Education

Hans Moore

From: Matthew Duffy <matthew.duffy@wccusd.net>
Sent: Tuesday, February 27, 2018 12:21 PM
To: Rigel Spencer Massaro
Cc: valerie.cuevas@wccusd.net; mister.phillips@wccusd.net; elizabeth.block@wccusd.net; mkronen@aol.com; Tom Panas; Hans Moore
Subject: Re: WCCUSD Community LCAP Data Req.

Hello Rigel,

We are in receipt of this letter and will work on fulfilling the request. Thank you.

Matthew Duffy

Superintendent, WCCUSD

510-231-1101

Matthew.Duffy@wccusd.net

On Tue, Feb 27, 2018 at 11:50 AM, Rigel Spencer Massaro <rmassaro@publicadvocates.org> wrote:

Superintendent Duffy and Members of the Board:

Please see attached. The letter we circulated Friday, February 16th and Tuesday, February 20th now has additional signatories.

We did not receive any reply from the district, and to our knowledge, the district has not shared the 2016-2017 LCAP data with the WCCUSD community in advance of the March 1st DLCAPS meeting. We did not see any update regarding 2016-2017 data to the Board on tomorrow's agenda.

We did learn the DLCAPS will be discussing data on Thursday, which is great news. We hope data is presented across a period of several years, and linked to district initiatives (LCAP actions and services), so DLCAPS members and the public can understand and assess the districts' efforts to improve outcomes. It seems unlikely the district will be able to cover all data during the DLCAPS meeting. If it is helpful in narrowing the scope of the conversations, we have heard a clear desire for the district to tackle student engagement outcomes, parent engagement outcomes, and school climate measures.

Again, we ask that the district publish and circulate all 2016-2017 LCAP data immediately to the entire WCCUSD community and discuss this critical information with the Board. Please call or email us with any questions or concerns.

Thank you.



Rigel S. Massaro
SENIOR STAFF ATTORNEY

She/Her

1225 Eighth St. | Suite 435 | Sacramento, CA 95814
Office: (916) 442-3375 Ext. 203 | Cell: (707) 761-5672 rmassaro@publicadvocates.org
www.publicadvocates.org



CONFIDENTIAL COMMUNICATION

This email message and any attachments are intended only for the use of the addressee named above and may contain information that is privileged and confidential. If you are not the intended recipient, any dissemination, distribution, or copying is strictly prohibited. If you received this email message in error, please immediately notify the sender by replying to this email message or by telephone. Thank you.

From: Hans Moore

Sent: Tuesday, February 20, 2018 8:40 AM

To: 'Matthew Duffy' <matthew.duffy@wccusd.net>; 'Valerie.Cuevas@wccusd.net' <Valerie.Cuevas@wccusd.net>; 'mister.phillips@wccusd.net' <mister.phillips@wccusd.net>; 'elizabeth.block@wccusd.net' <elizabeth.block@wccusd.net>; 'mkronen@aol.com' <mkronen@aol.com>; 'tmpanas@yahoo.com' <tmpanas@yahoo.com>

Subject: WCCUSD Community LCAP Data Req.

Importance: High

Dear Superintendent Duffy and members of the Board:

Attached please find an updated copy of the letter emailed to you last Friday with an additional community organization signee.

We look forward to working with you and the community to create a strong '17-'18 LCAP.

Have a wonderful week.

Best,

Hans I. Moore

Senior Staff Attorney

131 Steuart Street | Suite 300 | San Francisco, CA 94105
[415 431 7430 extension 311](tel:4154317430) hmoore@publicadvocates.org
www.publicadvocates.org



CONFIDENTIAL COMMUNICATION

This email message and any attachments are intended only for the use of the addressee named above and may contain information that is privileged and confidential. If you are not the intended recipient, any dissemination, distribution, or copying is strictly prohibited. If you received this email message in error, please immediately notify the sender by replying to this email message or by telephone. Thank you.

ATTACHMENT F

(WCCUSD HANDOUTS DISTRIBUTED DURING THE APRIL 18, 2018 DLCAP
WORKING GROUP MEETING)

DLCAP Work Session

April 18, 2018
6:30-8:30 PM

J.F. Kennedy High School Library

2018-2019 School Year
April 18, 2018

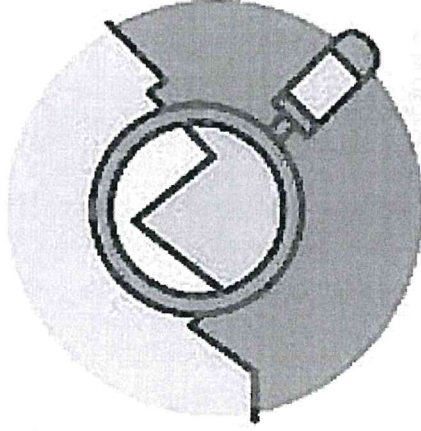
2018-2019

Agenda

- Welcome & Introductions
- Data Review
- Review LCAP Stakeholder Feedback
- Adjournment

LCAP Data Review

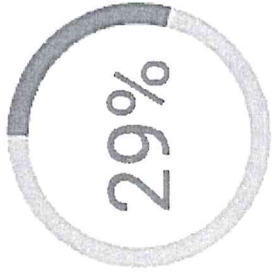
Progress Towards Annual Measurable Outcomes



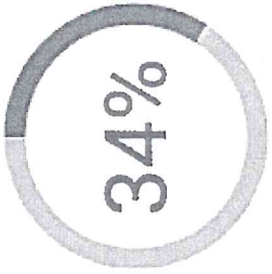
English Language Arts Progress - STAR Reading

AMO

10% Growth on
the Smarter
Balanced
Assessment in
ELA.



FALL % At/Above
Standard



Winter
% At/Above
Standard

5%

Growth

Fall to Winter
on the STAR
Reading
Assessment

Mathematics Progress - SBA Interim Assessments

AMO

15% Growth on the Smarter Balanced Assessment in Mathematics.



FALL % At/Above Standard



Winter % At/Above Standard

12%

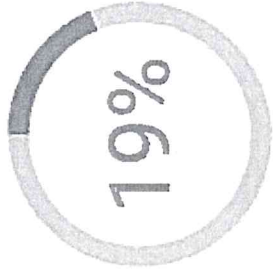
Growth

Fall to Winter on the Smarter Balanced Math IAB

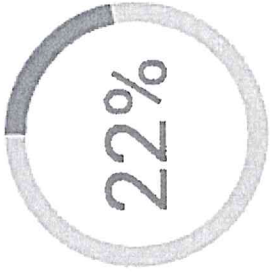
A-G Pass Rate Progress - D and F Rates

AMO

By the end of the year 8% more students will pass their A-G classes.



D/F Rate First Quarter 17-18



D/F Rate First Semester 17-18

3%

Decline

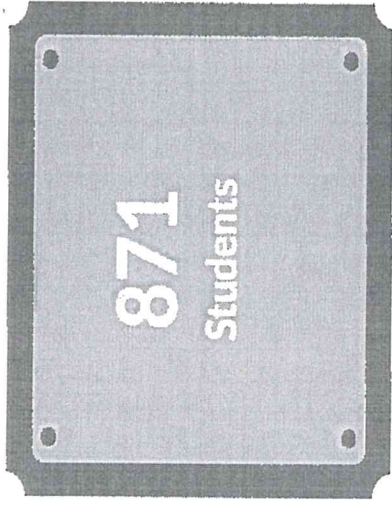
3% More Grades were a D or F from Q1 to S1

The district is currently focused on development of common grading practices.

College and Career Readiness Progress

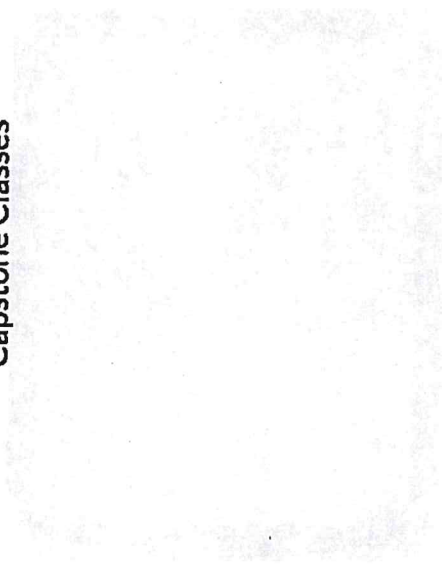
AMO

Increase % of students completing Career Technical Education (CTE) program.



Baseline
Data

17-18
Enrolled in CTE
Capstone Classes



College and Career Readiness Progress

AMO

By the end of the year 8% more students will pass their A-G classes.



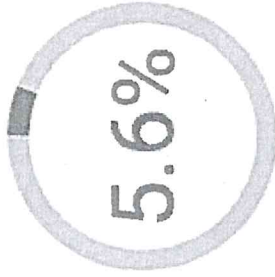
Baseline
Data

17-18
UC/CSU
Applications
Completed

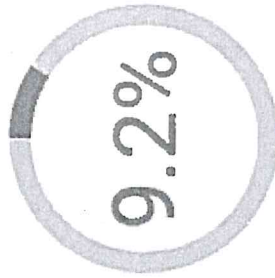
English Learner Reclassification Progress - STAR Reading

AMO

By the end of the year 2% more EL students will be reclassified



FALL Star Reading



Winter STAR Reading

3.6%

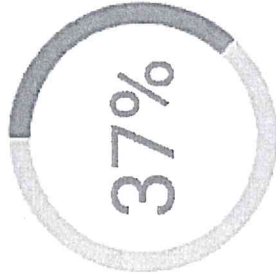
Growth

On The STAR Reading Assessment

Average Daily Attendance Progress

AMO

Maintain 95% Attendance rate. Increase # Schools with 95%+ overall attendance to 26



16-17
19 schools
95% +



Winter 17-18
22 schools
95% +

5%

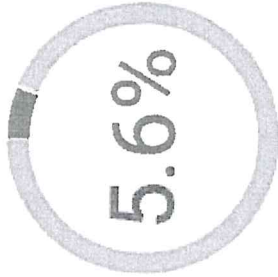
Growth

3 more schools
with 95% +
Attendance

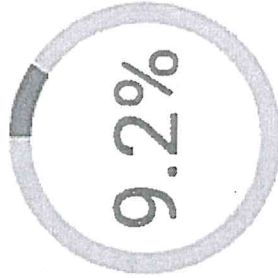
English Learner Reclassification Progress - STAR Reading

AMO

By the end of the year 2% more EL students will be reclassified



FALL Star Reading



Winter STAR Reading

3.6%

Growth

On The STAR Reading Assessment

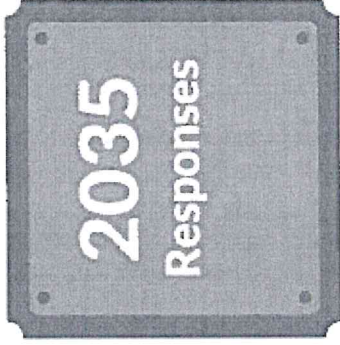
California School Parent Survey (CSPS) Progress

AMO

By the end of the year the California School Parent Survey (CSPS) response rate will increase by 10%.



16-17
Response Rate



17-18
Response Rate
(To Date)



Number of Suspensions Progress

AMO

By the end of the year we will reduce overall suspension rates one performance level on the CA Dashboard.



Suspensions
16-17



Suspensions
Winter 17-18

Goal
2100
Days

Parent University Participation Progress

AMO

By the end of the year we will increase the number of parents participating in Parent University to 500.



16-17
Participation



17-18
Participation
(To Date)

Goal
500
Participants



Additional Data

You all have handouts with the data that was presented and Information on Actions and Services that was available at this time.

Please review the information provided.

Discussion Questions

- How are we progressing towards our AMO goals?
- What questions do you have regarding the Actions and Services information provided?
- What are your hopes for progress monitoring data next year?

GOAL 1: Improve Students Achievement**Love/Keep:**

- Grad Tutors
- Grad Tutors needed at El Cerrito
- VPs or APs Elementary
- Grad Tutor College & Career
- English Learner Master Plan a newcomer program in more schools like El Cerrito
- Expand call age and career & classes space reduction
- Expand college and career
- College & Career
- Class size reduction
- VPs and Aps
- ELD District Wide needs improvement and data
- Renaissance learning helped my brother increase his reading ability, keep it up

Still Questioning:

-
- ~~Full Kinder-how has it improved students achievement~~
 - English Learner more data and Information
 - ELS 3 million out of 54 million is not good enough
 - Why library is close to RH? How does Full day Kindergarten working for kids?
 - STEM Fabrication
 - Who is working? More information about this
 - EL Master Plan has not been overlooked at for 2+ years... What changes have been made
 - More class reduction or hire more teachers
 - Vice principal what is they role? More information ..They help in academic?
 - Full Day K is it effective? Measurable change at all sites?
 - EL master plan What kind? More information and data

Don't' Like/Needs To Change:

- Class size reduction
- Younger teachers

META 1: Mejorar el rendimiento de los alumnos**Nos encanta/Mantener:**

- Tutores graduados
- Se necesitan tutores graduados en El Cerrito.
- Vice-directores o asistentes de directores en las escuelas primarias.
- Tutores graduados para el programa de preparación para la universidad y carreras.
- Plan Maestro para los aprendices de inglés, un programa para los nuevos alumnos en más escuelas como El Cerrito.
- Ampliación de los programas de preparación para la universidad y para una carrera y disminución del número de vacantes en las clases.
- Ampliar el programa de preparación para la universidad y carreras.
- Universidad y carreras.
- Reducción del número de alumnos en las salas de clases.
- Vice-directores y asistentes de directores.
- El desarrollo del idioma inglés (ELD) en todo el distrito necesita mejoría y data.
- El programa Renaissance le ayudó a mi hermano a mejorar sus destrezas de lectura, buen programa.

Aun cuestionando:

- ¿Cómo ha mejorado la jornada completa el rendimiento de los alumnos en kindergarten?
- Más información y data sobre los aprendices de inglés.
- Inglés como segundo idioma (ELS) 3 millones de 54 millones nos es lo suficientemente bueno.
- ¿Qué bibliotecas se encuentran cerca de la Escuela Richmond? ¿Cómo está funcionando la jornada completa para los alumnos de kindergarten?
- Fabricación del programa de ciencia, tecnología, ingeniería, arte y matemáticas (STEM)
- ¿Qué está funcionando? Más información sobre esto.
- El Plan Maestro para los Aprendices de Inglés no se ha revisado en más de dos años. ¿Qué cambios se han hecho?
- Mayor reducción del número de alumnos en las salas de clases o contratar a más maestros.
- ¿Cuál es el rol de los vice-directores? Más información. ¿Ayudan ellos en lo académico?
- ¿Es efectiva la jornada escolar completa para los alumnos de kindergarten? Cambios medibles en todos los establecimientos.
- ¿Qué tipo de plan maestro para los aprendices de inglés? Mayor información y data.

No nos gusta/Necesita cambiar:

- Reducción del número de alumnos en las salas de clases.
- Maestros más jóvenes.

Goal 2: Improve Instructional Practice

C2

Love/Keep:

- Site funding SPSA love but more oversight on how SSCs are running
- Principals are abusing \$\$
- More Teacher training
- Qualified ap Teachers
- Teacher recruitment & retention, you know what to do
- Teacher retention rates!!
- Keep teachers in positions
- Teacher retention better training for teachers
- Teacher retention more qualified teachers
- Teacher retention Raise Wages!!!

Still Questioning:

- Implement Common Core
 - ~~Common Core~~
-
- Teachers should be paid more and have more training on how to engage with ELD students
 - SPSA
 - Qualify employees! What type of training? This includes yard supervisors
 - Common core
 - How is this helping our kids?

Don't Like/Needs To Change:

- Recognition and teacher retention (pay them more and appreciate)
- Instructional leadership and best practices
- Goal 2 1/2/3 NO! 5 million NO
- Pass professional development

META 2: Mejorar las prácticas de instrucción C2

Nos encanta/Mantener:

- Financiamiento en los establecimientos para el Plan Único para el Éxito Estudiantil (SPSA) me encanta, pero debe haber más supervisión en el funcionamiento de los comités escolares locales (SSC).
- Mayor entrenamiento para los maestros.
- Asistentes de director y maestros calificados.
- Reclutamiento de maestros y atención, ustedes saben qué hacer.
- Nivel de retención de maestros.
- Mantener los maestros en sus posiciones.
- Retención de maestros, mejor entrenamiento para los maestros.
- Retención de maestros, más maestros calificados.
- Retención de maestros, aumento de los salarios.

Aun cuestionando:

- Implementación de los Estándares Comunes Fundamentales.
- Estándares Comunes Fundamentales.
- A los maestros se les debería pagar más y se les debería proporcionar más entrenamiento sobre cómo enseñar a los alumnos en clases de desarrollo del idioma inglés (ELD).
- SPSA (Plan Único para el Éxito Estudiantil).
- Empleados calificados, ¿qué tipo de entrenamiento se ofrece?, ¿incluye esto a los supervisores de los patios?
- Estándares Comunes Fundamentales.
- ¿Cómo ayuda esto a nuestros niños?

No nos gusta/Necesita cambiar:

- Reconocimiento y retención de maestros (pagarles más y mostrarles aprecio)
- Liderazgo educacional y mejores prácticas de instrucción.
- Meta 2 1/2/3 NO 5 millones NO.
- Desarrollo profesional.

Goal 3: Increase Parent And Community Engagement

Love/Keep:

- Move outreach for PTA
- More money spent on after school parent, including activities
- More SCOW
- Practices for African American student support and success (make it known)
- Parent University facilitate needs to be informed of WCCUSD demographics
- RHS does not have a PTA
- SCOW's know what goes on w/in District
- SCOW's
- Parents should know what is going on in their child's school life

Still Questioning:

- Parent University and volunteer support
 - Parent University & volunteer support needs to be improved and advertised more at RHS
-
- More parent teacher time when conferences happen
 - Parent University needs improvement and data
 - Parent University
 - Whats Parent University useful for our kids?
 - More communication between teachers and parents
 - Quality translation for parents conference
 - Increase responsibilities for SCOWs
 - School Community outreach workers needs data improvement

Don't Like/Needs To Change:

- Not Parent University at the school sites, invest in other resources
- Parent don't feel like their voice is needed
- More Parent teacher conferences

META 3: Aumento de la participación de los padres y de la comunidad

Nos encanta/Mantener:

- Mayor vinculación con la Asociación de Padres y Maestros (PTA).
- Utilizar más dinero en actividades después de la escuela para los padres.
- Mayor cantidad de empleados vinculadores de la comunidad escolar (SCOW).
- Prácticas para el apoyo y éxito de los alumnos afro-americanos (hacerlas conocidas).
- Las personas que facilitan las clases de Universidad de padres deben estar informadas de los datos demográficos de WCCUSD.
- La Escuela Secundaria Richmond no tienen una Asociación de padres y Maestros (PTA).
- Los empleados SCOW saben lo que sucede en el distrito.
- Vinculadores de la comunidad escolar (SCOW).
- Los padres deberían saber lo que está sucediendo en la vida escolar de sus hijos.

Aun cuestionando:

- Universidad para los padres y apoyo voluntario.
- La universidad para los padres y el apoyo voluntario necesitan mejorar y se necesita publicar más la información en la Escuela Secundaria Richmond.
- Más tiempo para las conferencias de padres y maestros cuando estas ocurren.
- La universidad para los padres necesita mejoría y data.
- Universidad para los padres.
- ¿En qué le ayuda a nuestros niños la existencia de la universidad para los padres?
- Mayor comunicación entre los maestros y los padres.
- Servicios de traducción de calidad en las conferencias para los padres.
- Aumentar las responsabilidades para los empleados SCOW.
- Los vinculadores de la comunidad escolar necesitan mejorar su data.

No nos gusta /Necesita cambiar:

- No universidad de padres en los establecimientos escolares, invertir en otros recursos.
- Los padres sienten que sus puntos de vista no se necesitan.
- Más conferencias de padres y maestros.

Goal 4: Improve Student Engagement & School Climate Outcomes

Love/Keep:

- Funding for leadership
 - More funding for RHS academies
 - More funding with visual and performing arts
 - Supp and money should not be spent on Cso's
 - More funding for VAPA
 - More funding to keep VAPA
 - More money towards student engagement/school climate
 - More funding for clubs/sports at RHS
 - More funding for leadership
 - More money towards support for Foster and Homeless Youth English Learners and low income
 - VAPA
 - Mental health support
 - Playworks
 - Playworks
 - More funding should go to goal 4
-
- Campus safety officers need to get better training and do their job not just stand around
 - More funding for leadership/school activities
 - Playworks made my recess fun
 - More Arts
 - Take the money for CSO from another fund not the student fund
 - Playworks
 - Playworks at elementary schools are good for students to improve their leadership skills
 - Playworks in High schools
 - More programs for Foster Youth

Still Questioning:

- 3 technology coaches
- Need more fund & homeless youth
- Isn't that the purpose of the LCAP?
- 3 Technology coaches
- What kind of training for homeless/foster youth
- Why do teach coaches get more than foster and homeless youth.

META 4: Mejorar la participación de los alumnos y el ambiente escolar**Nos encanta/Mantener:**

- Financiamiento para liderazgo.
- Más fondos para las academias en la Escuela Secundaria Richmond.
- Mayor financiamiento para las artes visuales y de actuación.
- El dinero no debería usarse en oficiales de seguridad en el establecimiento (CSO).
- Más financiamiento para artes visuales y de actuación (VAPA).
- Más fondos para mantener artes visuales y de actuación (VAPA).
- Más dinero para la participación de los alumnos / ambiente educacional.
- Mayor financiamiento para clubes, deportes en la Escuela Secundaria Richmond.
- Más fondos para liderazgo.
- Más dinero para apoyar a los alumnos sin vivienda o en hogares de crianza, alumnos aprendices de inglés y alumnos de bajos recursos económicos.
- artes visuales y de actuación (VAPA).
- Apoyo de salud mental.
- Programa Playworks.
- Programa Playworks.
- ~~Se deberían asignar más fondos para la meta 4.~~
- Los guardias para la seguridad escolar en los establecimientos necesitan tener un mejor entrenamiento y hacer su trabajo no tan sólo estar parados en los alrededores.
- Mayor financiamiento para liderazgo/actividades escolares.
- El programa Playworks hace que mis recreos sean divertidos.
- Más artes.
- Asignar dinero para CSO de otros fondos no de los fondos para los alumnos.
- Programa Playworks.
- El programa Playworks en las escuelas primarias es bueno para que los alumnos mejoren sus destrezas de liderazgo.
- Programa Playworks en las escuelas secundarias.
- Más programas para los alumnos en hogares de crianza (foster).

Aun cuestionando:

- Tres instructores de tecnología.
- Se necesitan más fondos para los alumnos sin hogar.
- ¿No es ese el propósito de LCAP?
- Tres instructores de tecnología.
- ¿Qué tipo de entrenamiento hay para los alumnos sin hogar o en hogares de crianza (foster)?
- ¿Por qué los instructores de enseñanza reciben más que los instructores de niños en hogares de crianza (foster) o alumnos sin hogar?

Don't Like/Needs To Change:

- No mental health support for middle college much needed
- Decrease number of CSOs. Increase training.
- CSOs are not working.
- Less to none COS's?
- 3 Tech Coaches.
- Why do we need 3 tech coaches? (I have never seen them)
- Divest from 3 technology coaches and where are they working?
- Less money spend on CSO's
- CSO's need more training.
- Better discipline
- Less funding for CSOs
- Funding for CSOs
- No CSO's

Goal 5: Provide Basic Service To All Students

Love/Keep:

- Better Recruitment for better qualified teachers
- Help
- There should be more funding going to adaptive curriculum with students with disabilities and should not have the lowest fund

Still Questioning:

- What are the basic services?
- If funding is going towards students with disabilities why don't i see it?
- Why don't we have data if there is someone getting paid for it?
- Why not move CSO's funding here? Also why spend SFC on CSO'S

Don't Like/Needs To Change:

- #SCHOOL2PRISONPIPELINE, CSO'S
- School to prison pipe line inability to do their job right.
- Examples, yelling, blowing whistles in students faces,
- LCAP data entry? No data

No nos gusta /Necesita cambiar:

- No hay servicios de salud mental en la Escuela Middle College, se necesita bastante.
- Disminuir el número de oficiales de seguridad en los establecimientos (CSO), aumentar el entrenamiento.
- Los oficiales de seguridad en los establecimientos (CSO) no están funcionando.
- Menos o nada de oficiales de seguridad en los establecimientos (CSO).
- Tres instructores de tecnología.
- ¿Por qué necesitamos tres instructores de tecnología? (Nunca los he visto).
- Eliminar las posiciones de 3 instructores de tecnología. ¿Dónde trabajan ellos?
- Gastar menos dinero en oficiales de seguridad en los establecimientos (CSO).
- Los oficiales de seguridad de los establecimientos (CSO) necesitan más entrenamiento.
- Mejor disciplina.
- Menos financiamiento para los oficiales de seguridad en los establecimientos (CSO).
- Financiamiento para los oficiales de seguridad en los establecimientos (CSO).
- No oficiales de seguridad en los establecimientos (CSO).

META 5: Proporcionar servicios básicos a todos los alumnos

Nos encanta/Mantener:

- Mejor el sistema de reclutamiento para conseguir maestros calificados.
- Ayuda.
- No debería proporcionarse más financiamiento para la adaptación del programa de estudio de los alumnos con discapacidades y ellos no deberían tener el financiamiento más bajo.

Aun cuestionando:

- ¿Cuáles son los servicios básicos?
- Si se están asignando fondos para los alumnos con discapacidades, ¿por qué no se ven?
- ¿Por qué no contamos con data si a alguien se le está pagando para proporcionarla?
- ¿Por qué no asignar los fondos de CSO para esto? ¿Por qué no usar SFC en CSO?

No nos gusta /Necesita cambiar:

- SCHOOL TO PRISON PIPELINE.
- School to prison pipe line, incapacidad de hacer bien el trabajo.
- Ejemplo: gritar, dar silbatos en las caras de los alumnos.
- ¿Hay un ingreso de datos de LCAP? No hay data.

10

Winter 17-18 LCAP Progress Towards Goals

AMO	SMART Goal	Baseline SBA	SBA Goal	Progress Monitoring Metric	Fall STAR	Winter Scores	Spring Goal
SBAC ELA	By the end of the year 10% more students will meet or exceed standard on SBAC ELA.	35%	45%	STAR Reading	28.9%	34%	38.9%

Associated LCAP Actions and Services:

Goal 1: Increase Student Achievement

- Vice Principals and Assistant Principals(1260): Fund VP/AP at high needs schools. Staff are allocated based on enrollment and unduplicated count.
- Library Materials and Renaissance Learning(1150)
- Dual Immersion(1102): Director for dual Immersion, Typist Clerk, and 4 teachers for Spanish DI.
- English Language Learner (ELL) Assessment & Reclassification(1270): Continue support and improve services for EL Assessments at state and Local Level, ensure reclassification process serves students and parents in a seamless manner, purchase necessary materials, and provide PD.
- English Learner Master Plan (4170): PD for parents and staff (includes newcomer centers at Helms MS and Richmond HS) Continue staffing including PD, coaching, and materials
- Secondary Class Size Reduction(1251): Additional teachers at middle and HS with greater than 55% unduplicated count of low income and EL students.
- Grad Tutor Program(1280): Provide academic support to low performing students, including emphasis on English learners to improve english proficiency. Additional support for homeless and foster youth.
- Read 180/System 44(1261): License fees for intervention program.
- Practices for African American Student Support/Success (PAASSS)(1180): Implement or expand practices including
 - AA Male Pipeline Project,
 - Efficacy Framework, model and training,
 - After school program for Richmond Steelers,
 - Growth mindset/ Brainology,
 - AA Honors Gala Event,
 - Mafanikio Program.

Goal 2: Improve Instructional Practice

- Additional Calendar Days for Teacher Professional Development (2312)
- Site Funding to Implement Single Plan for Student Achievement (SPSA) - School sites use funding to meet student needs based on school data (RS 9670)
- Practices for African American Student Support and Success- PD provided to teachers, administrators, and support staff (2180)
- Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens(2310)

AMO	SMART Goal	Baseline SBA	SBA Goal	Progress Monitoring Metric	Fall Math	Winter Scores	Spring Goal
SBAC Math	By the end of the year 15% more students will meet or exceed standard on SBAC Math.	24%	39%	SBAC Interim Assessment Blocks	42%	54%	57%

Associated LCAP Actions and Services:

Goal 1: Increase Student Achievement

- Vice Principals and Assistant Principals(1260): Fund VP/AP at high needs schools. Staff are allocated based on enrollment and unduplicated count.
- STEM Fabrication (FAB) Lab and Mobile / Hybrid Lab(1160): Implement Fab Lab and provide additional materials, supplies, staff for Fab Labs as well as professional development. Includes a Fab Lab manager, project assistant, and office manager. Prioritizes access for English Learners, Low income, and Foster Youth.
- Dual Immersion(1102): Director for dual Immersion, Typist Clerk, and 4 teachers for Spanish DI.
- Secondary Class Size Reduction(1251): Additional teachers at middle and HS with greater than 55% unduplicated count of low income and EL students.
- Grad Tutor Program(1280): Provide academic support to low performing students, including emphasis on English learners to improve english proficiency. Additional support for homeless and foster youth.
- Practices for African American Student Support/Success (PAASSS)(1180): Implement or expand practices including
 - o AA Male Pipeline Project,
 - o After school program for Richmond Steelers,
 - o Mafankio Program.
 - o Growth mindset/ Brainology,
 - o Efficacy Framework, model and training,
 - o AA Honors Gala Event,

Goal 2:

- Additional Calendar Days for Teacher Professional Development (2312)
- Site Funding to Implement Single Plan for Student Achievement (SPSA) - School sites use funding to meet student needs based on school data (RS 9670)
- Practices for African American Student Support and Success- PD provided to teachers, administrators, and support staff (2180)
- Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens(2310)

AMO	SMART Goal	Baseline Attendance	Attendance Goal	Progress Monitoring Metric	Winter	Spring
Attendance	We will have an annual overall attendance rate of 95% or better at all schools.	95% + 19 schools	95% + 26 schools	Monthly Attendance	95% + 22 schools	TBD

Associated LCAP Actions and Services:

Goal 1: Increase Student Achievement

- Vice Principals and Assistant Principals(1260): Fund VP/AP at high needs schools. Staff are allocated based on enrollment and unduplicated count.
- Full Day Kindergarten at all district schools(1250): Additional Prep teacher expenditures.

Goal 2:

- Site Funding to Implement Single Plan for Student Achievement (SPSA) - School sites use funding to meet student needs based on school data (RS 9670)

Goal 4:

- Campus Safety Officers (CSOs) (4221)

AMO	SMART Goal	Baseline A-G	A-G Goal	Progress Monitoring Metric	Q1	S1	Goal
A-G Pass Rate	By the end of the year 8% more students will pass their A-G classes.	24%	39%	D/F Rates in ELA, Math and Science	19%	22%	11%

Associated LCAP Actions and Services:

Goal 1: Increase Student Achievement

- Expand College and Career (1120) Provide additional college/career counselors for high needs schools, expand college options for high needs at-risk youth and expand district-college connections to better align transitions for greater student success. Supports the increase in greater number of students taking the AP exam.
- Career Pathways / Academies (1121): Implementation to increase the number of students completing Career Technical Education program. Covers teaching staff, programs and services, professional development and Common planning time.
- Secondary Class Size Reduction(1251): Additional teachers at middle and HS with greater than 55% unduplicated count of low income and EL students.
- Summer Out of School Time Services(1290) Continue to provide summer out of school time for students with the highest academic need.
- Grad Tutor Program(1280): Provide academic support to low performing students, including emphasis on English learners to improve english proficiency. Additional support for homeless and foster youth.
- Read 180/System 44(1261): License fees for intervention program.
- Practices for African American Student Support/Success (PAASSS)(1180): Implement or expand practices including AA Male Pipeline Project, Efficacy Framework, model and training, After school program for Richmond Steelers, Growth mindset/ Brainology, AA Honors Gala Event, Mafanikio Program.

AMO	SMART Goal	Baseline RR	RR Goal	Progress Monitoring Metric	Baseline Fall	Winter	Spring Goal
Reclassification Rate	By the end of the year more EL students will be reclassified	9%	11%	STAR Reading	5.6% (Grades 3-8)	9.2%	15.6%

Associated LCAP Actions and Services:

Goal 1: Increase Student Achievement

- English Language Learner (ELL) Assessment & Reclassification(1270): Continue support and improve services for EL Assessments at state and Local Level, ensure reclassification process serves students and parents in a seamless manner, purchase necessary materials, and provide PD.
- English Learner Master Plan (4170): PD for parents and staff (includes newcomer centers at Helms MS and Richmond HS) Continue staffing including PD, coaching, and materials

AMO	SMART Goal	Baseline Climate	Climate Goal	Progress Monitoring Metric	Fall Suspensions 16-17	Winter S1	Spring Goal
Positive School Climate	By the end of the year We will Reduce overall Suspension rates one performance level.	6.4%	4.4%	Suspension Days	3160 Days	1174 Days	2100 Days

Associated LCAP Actions and Services:

Goal 1: Increase Student Achievement

- Secondary Class Size Reduction(1251): Additional teachers at middle and HS with greater than 55% unduplicated count of low income and EL students.
- Full Day Kindergarten at all district schools(1250): Additional Prep teacher expenditures.
- Goal 2:
- Site Funding to Implement Single Plan for Student Achievement (SPSA) - School sites use funding to meet student needs based on school data (RS 9670)
- Practices for African American Student Support and Success- PD provided to teachers, administrators, and support staff (2180)

Goal 4:

- Campus Safety Officers (CSOs) (4221)

AMO	SMART Goal	16-17 participation	Goal	Progress Monitoring Metric	17-18 Winter Participation
Parent Engagement	California School Parent Survey (CSPS) response rate will increase.	2563	2820	Parent Participation on CSPS	2035
Parent Engagement	Increase the number of parents participating in Parent University	483	500	Parent University Participation	375

Associated LCAP Actions and Services:

Goal 3:

- School Community Outreach Workers (SCOWs) (3110)
- Parent University and Volunteer Support (3120)
- Practices for African American Student Support and Success (PAASSS) parent support (3180)

Actions and Services Progress

Program	LCAP Goal # (s)	Who is served	Observable Measures	Progress Update
STEM Fabrication (FAB) Lab and Mobile / Hybrid Lab(1160)	1.5	All Students	Participation	FAB Lab usage has surpassed last year and is projected to more than double from last year.
Dual Immersion	1.7	Spanish:Stewart and Washington, Korematsu Middle and El Cerrito High. Mandarin:Serra	Implementation	Schedule monthly DLI teacher meetings & PD., Contract with CABE to provide 10 days of support to program implementation, program fidelity, and language allocation. Contract with CAL for summer institutes around ELD, DLI, and SLD. Hold regular parent informational meetings with ED & superintendent.
English Learner Master Plan (4170):	1.9	Districtwide	Implementation	Data driven MDAC monthly meetings with a focus on interim reclassification criteria, ELPAC differences/similarities, parent advocacy, and instructional implications, ELD intergrated/designated ELD, and SPED-EL. Provide 1:1 support for site ELACs in the areas of reclassification, ELPAC, SPED-ELs reclassification criteria and alternative assessments. Partnership with the Community Engagement Office to provide PD to families on key focus areas.
Grad Tutor Program(1280)	1.12	40 (at least partially) LCAP funded Grad Tutors at 26 schools.	Participation	Overall positive feedback on the role (townhall and survey feedback). The role is used differently at schools according to particular needs.
Read 180/System 44(1261)	1.13	437 Students in Academic Need	Participation	August through March students showed an average of 85 Lexile points in growth.
Practices for African American Student Support and Success (PAASSS) parent support (3180)	1.14	Districtwide	Implementation	19 schools participated in PAASSS Parent Conference, Toolkit has been developed to support schools to implement and maintain parent committees. All Principals have received training to use the toolkit.
Mafanikio Program	1.14	African American Students	Participation	So far there have been 813 sessions of ELA and 1826 Sessions of Math using the Study Island (Mafanikio) System. Last year there were 748 ELA sessions and 989 math.
School Community Outreach Workers (SCOWs) (3110)		26 (at least partially) LCAP funded SCOWS at 26 schools.	Implementation	Overall positive feedback on the role (townhall and survey feedback). The role is used differently at schools according to particular needs.
Visual and Performing Arts (VAPA). Augment program with culturally relevant practices, material, and training. (4230)	4.3	Districtwide		90 Teachers have had Arts Integration and Skill building training. 6 more sessions are planned this year. District Music and Dance Festivals and the Annual Art Show showcase student work. The % of students in Arts education at secondary increased from 95% to 98.7% since 15/16. All school sites are/have been supported with LCAP/VAPA funding for arts supplies and events.



West Contra Costa Unified School District
District Local Control Accountability Plan (DLCAPS) Work Session
Wednesday April 18, 2018 | 6:30 – 8:30pm
Kennedy High School, Library

This meeting is a work session of the District Local Control Accountability Parent & Student Committee.
This is not an official public meeting and is not subject to the Green Act or Parliamentary Procedure.

AGENDA

Welcome & Introductions

Data Review

Review New LCAP Stakeholder Feedback

18-19 Actions/Services Prioritization

Adjournment

Next DLCAP Meetings:

- May 29, 2018: Meeting



Distrito Escolar Unificado de West Contra Costa

Reunión del Comité del Plan de Control Local de Responsabilidad del Distrito (DLCAP)

Miercoles 18 de abril del 2018 | 6:30 – 8:30pm Escuela Preparatoria Kennedy- Biblioteca

Esta reunión es una sesión de trabajo del Comité del Plan de Control Local de Responsabilidades del Distrito de Padres y Estudiantes. Esta no es una reunión pública oficial y no está sujeta a la ley del Green Act ni a los procedimientos parlamentarios.

AGENDA

1. Bienvenida & Introducciones
2. Revisión de datos
3. Revisión de comentarios de los miembros de la comunidad sobre el LCAP
4. 18-19 Priorización de acciones / servicios
5. Finalización

Próximas reuniones del Comité DLCAP:

- 29 de mayo del 2018: Reunión

	31%	68%	1.05%
	latino	African Amer	White
Unaffiliated -	11	111	1
Verde Elem -	1	111	
CTDC -		11 (Aaron + ledamien)	
love block -	1	1	
AceB -	1	1	
Safe Return -		11	
Urban Tiff -	1	1	
<hr/>		19 Parents	

ATTACHMENT F

(WCCUSD'S 2017-2018 LCAP)

