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Office of the Superintendent

Friday Memo
November 8, 2019

Upcoming Events – Matthew Duffy

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Upcoming Agenda Items November 20 - Matthew Duffy
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"Live" Community Budget Event, December 9, 2019 - Matt Duffy and Tony Wold

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Bond Ratings - S & P Surveillance -Tony Wold

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Bond Measure Discussion - Marcus Walton

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Learning Every Day (LED): Building a Learner-Centered District

Background

<ul style="list-style-type: none"> Includes daily reading, writing and speaking opportunities. Develops key questions for students and opportunities to read and write. Accounts for classroom culture and positive relationships. 	<p>opportunities to ask questions, solve problems, think critically, read complex text and write critically.</p> <p>such as minilessons, small and large group instruction, technology based, workshop and experiential learning.</p>	<p>and clear feedback to students against a standard and an exemplar.</p> <p>instruction and leads to effective Tier II/Tier III academic, and social and emotional interventions.</p>
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While 74% of the students in our district are “supplemental” students and the majority of our community are those who the education system has not served, it is essential for us to continue to name our commitment to equity. The last bullet in our “ideal learning experience” is an equity statement and it is our way of saying that we have a vision for all of our students to be fully supported and successful in their learning.

to explore college opportunities, complete applications and financial aid and scholarship forms. Further, students are supported in the review of financial aid awards and scholarships and

operationalize the vision.

1. Lab School Support Work intensively with Lab Sites to:
 - a. Develop, refine and implement a schoolwide set of student-centered learning practices that produce Deeper Learning experiences in the classroom that are Challenging, Engaging, and Empowering.
 - b. Ensure an equity-centered culture through observation and debrief of student learning as well as leverage district and community resources for further support.
 - c. Create and leverage partnerships outside of the school district for Lab Sites to have a multitude of thought partners, resource supports and other school models to use for growth.
 - d. Support three (1.0 FTE) coaches and other district resources working at these school sites to deepen learning and ensure quality supports are being provided.
2. Network Facilitation. Lead the Emerging Practices Network through:
 - a. Creating a COP between schools for shared learning, inquiry, problems of practice and networked continuous improvement.
 - b. Supporting individual schools to fully systematized emerging practice among all classrooms at the site.
 - c. Showcasing the emerging practices to other schools and community for continued learning about what learner-centered experiences and Deeper Learning look like in real time.
3. Build and source tools and resources

exemplars of excellence. We are arriving at a stage when we can bring people in to see the incredible work being done in our schools. Through the departments of Community Engagement and Communications, and our partner organization the West Contra Costa Public Education Fund (Ed Fund), WCCUSD will engage our broader community in defining and disseminating information on “Student-Centered Learning.” Through this effort, we will build a shared language for student success. Through this campaign will:

- a. Bring community into our sites and other schools with emerging practices so that they can see and feel the difference we want for our kids and directly hear from students about their experiences.
- b. Empower and engage our school leaders and community, specifically students to seek and demand deeper learning and student-centered practice.
- c. Become a system that holds our schools accountable for the high quality, effective practices that are student-centered in every school.

Technical Assistance

Looking through the frame of the 6 (7) circle model outlined by the National Equity Project, we will need support both below and above the green line. “Below the Green Line” support will be needed to continue to help staff make the needed cultural adjustments, and “Above the Green Line” supports will be needed to determine the proper tools required to support the work. We intend to contract with experts in the field, including Big Picture Learning and Equitable Learning Environments to develop LAs and COPs. We believe leadership in our new office will be the bridge to the technical assistance we need.

Risk Assessments

We are at a critical stage in our development as a district and in the learning culture that we want to establish. We are operating around a set of principles and values with a group of schools on the move. We believe additional resources can significantly accelerate our progress toward strong learner-centered experiences for WCCUSD students and families. Every system is in its own unique stage of development. Theories of emergence shed light on how systems authentically grow and develop. WCCUSD is working to knit together a set of diverse practices across our system into a cohesive vision and set of strategies for the future, and we know we will continue to face internal and external challenges.



- Relationship with Union: WCCUSD has an unprecedented partnership with United Teachers Richmond.
- We also have many structures in place to get parent feedback from the traditional SSCs and the DLCAP and MDAC committee to more unique structures like African-American parent advisory system.
- Established Communities of Practice: School leaders and teachers are in the mindset of Deeper Learning in their current work.
- New School Development: The district has established multiple new models of success from a n Mandarin School to new-~~X~~ programs, additional Dual Immersion and Internationals showing the district has the capacity to build and transform.
- Emerging Practices are present across the district.
- We have some schools where exhibitions and presentations work are taking place (Student Conferences, Portfolio Defenses) and now more frequently with Writers Workshop's publishing parties as students are pushed to publish, present and explain their work. We do not have a whole district system for this where every student is required to publicly share, explain and defend work to the community.

WEAKNESSES

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<p>align equity supports</p> <ul style="list-style-type: none"> Identify 2nd cohort (6) LC/Deeper learning toolkit sourced/piloted <p>LABSITES:</p> <ul style="list-style-type: none"> LabSites receive 1 FTE Coach, Consultant, and additional resources to implement design. LabSites visit other schools <p>LCN:</p> <ul style="list-style-type: none"> LearnerCentered Network COP & LabSite COPs begin & meet monthly LCN visits other schools LCN identifies targeted investments to further the work 	<ul style="list-style-type: none"> Establish Y2 goals for LabSites and 1st Cohort Prep for LCN Cohort 2 OLCD creates framework for aligning district strategies
<p>August 2021- June 2022</p>	<p>Summer 2022</p>

OLCD:

- Identify 3rd cohort (6 schools)

LabSites

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In response to these questions, this timeline gives us the best opportunity to transition to a learner-centered culture, where students and adults are learning every day, where all schools are growing academically and socially and where students have the opportunity to grow at equal rates. This long-term project will continue over many years. If done well, we will experience a critical shift in our work over the next 36 months.

As discussed, the district has adopted the Teachers College Reading and Writing Workshop model as our district ELA curriculum. We were able to cultivate the practice and work alongside teachers through COPs so that teachers were eagerly spreading Teachers College throughout the district. As a result, we went from a handful of schools to half our schools to district-wide adoption in just three years. Through our Learner Center Network of schools, we believe we can replicate our learnings from Teachers College to gauge readiness and provide entry points. (pr)210 (r)4 4 (o)2

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#PBE PG&EVD~~BU~~PO BOE B~~ND~~ L PGPV~~STJH~~ UPV~~STQ~~FOEJH CZ DPVUZ PG~~DFT~~ PGFEV~~BU~~ FCOEF~~#BND~~

- %JUSDT - \$" 1TPGFOBMP DMSZFYQBDI PX EJUSDTXJWTF G/CEJHCSI JH OFFET
TVEFOJ %JUSDTI BVF UP TUBI PX NVD UBSFUE G/CEJHUI FZ SDFJF BOOVEMZ CVU
EPOUI BVF UP MTUI PX UI FZ TQCE BWPGUI F EPVST *OTUBE UI FZ NVTUFYQBDI PX UI FZ
XJWTF S/F UFDJ O

#VU4UBQG8 BVFST DUFE FYBN QVIT PGXI Z EJTS DJT TI PVNE I BVF QVYJCMZ UP VTF VOTQFOU
TVQQVFN FOU BVBOE DPODFOUSUJPO EPWIST BT U FZ D PPTF BOE EJTB SFFE XJU U F DEWGPS
EDDPVOJCH DPEFT UP SBDL U F EPWIST BT) PXN VSFT

4I F BMP XBSOFE BBJOTUBO JDSFN FOU BVFU/SO UP SFEJCH GVEJCH PSN VB EPWIST BT
DUHPSDBMGVEJCH %FDBEFT PGFYQFSFODF I BT TI PXO U F JCFGDUJWFOFJQ IN@ = O

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1ZXxOY^?Z\$M

FObWZXOdZ] ZXxOY^ / VZXxOY^ JJOXZnQJ_ONFZ] M\$Sd]OQaYMOJYNZ_RQ
Nz^\$QJ_Sy^ 1\$URQOFZ] 3NBZ]M^ 1ZXxOY^?Z\$M

CR0;QINQ^R\$ S:7 ON M_SyPZX _RO2\$]S]VdO/Z _RO1Z Y_dJYNBJ_OVdO^ S JFOMSZYJ_Od
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b S\$ _RO^d^_OX _Z _ROM]JOJYN^ONSQZP_ROJN V^ b S\$ _RO^d^_OX 8 \$ P\$ _JYNFZ]OKZ^_J <O
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