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District Local Control Accountability Plan Parent Committee Meeting
April 16, 2014
Written Questions / Responses & Comments

We need to improve HR services, given lots of new employees.
Response: The services in HR are built to handle the new employees coming into the district. Personnel
have been trained and the Munis system will allow for HR to quickly and positively address HR issues

Classified employees need professional development and additional support from HR.
Response: We are working with our classified groups to assist in planning professional development
opportunities.

Need to add chart for number of employees being added by job classification.
Response: We are currently working on a staffing chart by job classification, which will be completed by
May 30, 2014.

Teacher salaries – I understand why it can’t be addressed in the budget but it’s important. We need to respect
our professionals and pay them equitably.
Response: We will continue to work with all bargaining groups to ensure they feel as if they are valued
professionals.

Need to increase counseling at high schools for career school readiness
Response: We will increase College & Career Counselors at the sites with 75% or more unduplicated
students in Year 1. Specifically, we will be adding one counselor each to De Anza High School, Kennedy
High School, Richmond High School. Gompers and North Campus will share an additional counselor.

Need job description for Full Services Community Schools workers.
 Response: We are currently working on the job description, which will be completed by May 30, 2014.

The parent liaisons/community workers – role or suggested role…be involved in the community, do the outreach
to the community, find workshops or partnerships of programs that will benefit each community that pertains to
targeted school…NOT be another secretary!
Response: Sites will be directed to ensure that the tasks they assign to the community outreach workers
will adhere to their job descriptions.

We need grant writers in the district with a track record of success.
Response: Presently, the district department initiating a grant is responsible the development
implementation and evaluation of any grant awarded to WCCUSD. Grant funds in the district total over
$54 million.

What programs does the district fund in total? What programs are ½ funded by the district?
Response: Many programs have various District resources committed to them, for instance some
programs include State and Federal grants which were awarded to the District as well as Local Control
Funding Formula resources.

What programs on this list of programs are funded by grants that the schools write for?
Response: The LCAP does not include any competitive grants that individual schools were awarded.

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Why is none of the money (800K) be used for increasing typists for data entry coming from base?

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Schools should not be judged by API – our students are not test scores and test scores track to neighborhood
socio-economic status.
Response: The State requires that we use API scores as one of the measures of Pupil Achievement.

Reduce / eliminate standardized testing – you don’t fatten a pig by weighing it more often or with “more rigor.”
High stakes testing – minimize or eliminate. Kids are not a test score. They need to be evaluated on their
capabilities, not whether they can take a test. Alternate evaluation methods.
 Response: The State requires that we use standardized test scores to measure Pupil Achievement.

Students need test taking strategies for PSAT. Students need SAT Prep classes at the high school.
Response: Students receive the PSAT Student Guide and schools receive lessons on preparing students for
the PSAT, which English and mathematics teachers use in their classrooms. Once a student takes the PSAT,
they can log into their account on the College Board website to receive their individualized study plan
based on their PSAT scores. As all 9
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 graders take the PSAT, students have two years to
work on their study plan to get them ready to take the PSAT in the 11
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 grade to compete for awards and
scholarships. Eleventh graders who take the PSAT may also log into their account to receive their
in

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How will the professional development dollars (Suppt/conc) be tied to specific outcomes for unduplicated pupils?
Response: Our first step to tie PD to outcomes is to ensure that teachers, other staff members, students,
parents and other stakeholders participate in and receive quality PD. The PD must be ongoing, continuous,
and differentiated to meet the needs of varied stakeholders. Observational tools and surveys results will
initially be used to determine if we are meeting the needs of our stakeholders. Next step is to set specific,
measurable, attainable, relevant, timely, and apply to everyone (SMARTE) targets and long-term goals for
the adults and students in our educational system. Then, create and use local benchmarks, performance
tasks, student samples, portfolios, and state interim, formative and summative assessments to determine
effectiveness of practice and program, and/or increase in student proficiency.

How will the scholar in residence be tied to specific outcomes for unduplicated pupils?
Response: Data has been and will continue to be gathered in the following ways:
 Interviews with teachers,
 Survey results gathered from Portola teachers regarding the professional development and coaching
around implementation of Universal Design Learning (UDL), and
 Teachers’ qualitative and quantitative data from the middle school conference (April 26, 2014).

What will the Gifted and Talented Educational (GATE) program look like for 2014-15?
Response: GATE is an old term. We are moving forward with referring to our higher performing students
as high potential or academically advanced students. We are going to be rebuilding our plan of action for
high potential students (HPS). We will hire a coordinator for academically advanced and visual and
performing arts programs to help build the plan. This plan will include a full range of supports for high
potential students through differentiated curriculum, instruction and assessments. The plan will also
include professional development opportunities for staff on how to implement accelerated programs,
differentiated curriculum, and assessment. PD will include lesson design, performance-based
assessments, and integrated projects. There will be parent meetings for parents of advanced learners.
One mathematics example of acceleration for 2014-15 for high achieving students in middle school is to
institute the multiple measure placement matrix. Through this new process, we will be growing the

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Home visits sho uld be a part o f building rela tio nships with families.

Response: Presently, home visits are a site based decision. The S trategic Plan Report lists ‘developing a

robust home visit program’ in implementation strategy 14.5. This home visit program will be developed

during t he 201 4-15 school year .

How will the 425K to add extra-curricular programs be tied to specific outcomes for unduplicated pupils? How

will those extracurricular programs be determined? Will students have input?

Response: Presently, deciding w hich extr acurr icular activities ar e offered t o students is a site based

decision. S tudent leader ship will act in advisory capacity t o the principal. The programs will be offered

school wide this w ill ensure the inclusion of the all students.

Comm unity P artnerships – Ho w will they be lev eraged? Who will be respo nsible fo r this and how will grant

writing be incorporate d?

Response: The comm unity partnerships will be leverage to develop sust ainable programing that enhances

st udent learning and or impr ove school climate. P r esently , the district depar tment initiating a grant is

r esponsible the development implementation and evaluation of any grant awarded to WCCUSD.

What does the word safe mean...I hope it doesn't mean more police officers (Richmond High) Police cars don't

m ake us feel safe.

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