

Friday Memo
May 15, 2015

Upcoming Events – Bruce Harter

May 15-16: Spring Dance Concert, El Cerrito Theater, 7:00 PM
May 16: Decision Day Celebration, El Cerrito High, 10:00 AM
May 18: Reclassification Ceremony, Richmond Auditorium, 6:00 PM
May 18: El Cerrito Jazz Band, Yoshi's Jazz Club, Oakland, 7:00 PM
May 19: Senior Defense Presentations, Pinole Valley HS, 1:00 PM
May 19: Community Budget Advisory Committee, Budget Workshop CCCOE, 2:00 PM
May 19: Rising Scholars Dinner, Craneway Pavilion, 6:30 PM
May 20: Board of Education Meeting, DeJean, 6:30 PM
May 21: Spring Musical, Richmond High, 7:00 PM
May 21: Hercules Orchestra Award Concert, Hercules Gym, 7:30 PM
May 22: Elementary Track Meet, DeAnza HS, 10:00 AM
May 22: Middle College Graduation Ceremony, Richmond Auditorium, 7:00 PM

Closed Session for May 20 – Bruce Harter

Closed session for Wednesday's meeting will begin at 5:15 PM.

California State University, East Bay – Cohort Agreement—Ken Whitemore

In the Board of Education packet under item C.2 is a contract with California State University, East Bay (CSUEB) for them to provide secondary intern teachers to our District.

This contract re-establishes a working relationship with CSUEB and provides a valuable pipeline of teachers to the district. The classes for CSUEB interns and student teachers serving in the district will be held within the district. This program is already paying community dividends as two of our grad tutors have been accepted into the program and will serve as intern teachers for the 2015-16 school year.

This is an important step in building a pipeline of teachers and providing members of our community a program in which they can serve our students. A special thank you to Dr. Eric Engdahl of CSUEB who worked with WCCUSD to make this program a reality. It is my desire to make this the first step in a long term positive relationship which will benefit our students.

West Contra Costa Adult Education Budget Inquiry Response – Wendell Greer

1. The district anticipates the arrival of the Adult Education Block Grant Funding as outlined in Governor Brown's budget for the State of California. This funding will be directly delivered to WCCUSD from the state. All Adult Education Schools including West Contra Costa Adult Education continue to work on behalf of Adult Education Schools through the AB86 Consortium. West Contra Costa Adult Education continues to constitute the highest number of participants at the regional staff meetings hosted by the Consortium. WCCUSD is extremely committed to the Adult Education program and has supported all efforts to enhance and grow the program. Our Program completes all necessary reporting documents requested by both the state and federal regulators. There have been no formal announcements to staff members advising that we would engage with layoffs or other forms of workforce reduction efforts.

2. Teachers, Administrators, and Central Office level administrators have participated with various meetings, conferences, webinars, and conference calls related to effective budgeting. Our main focus for the past two years has been the collaboration with other Adult Schools and the local Community College districts to link our programs. Our efforts have resulted in “across school district” conversations about how we can maximize our funding and grow our programs. The critical work involved with the AB86 Consortium has encouraged the Department of Finance to take a deeper look at the value that Adult Education Programs provide to the communities that they serve.

3. The Alvarado Adult School campus continues to serve as an adult education facility. There have been no formal plans made or announced concerning the removal of Adult Education classes. We are relocating our ESL office to the Serra campus where we offer ESL classes. The Alvarado campus currently doesn't offer ESL classes and the relocation benefits the teachers and students who are located at Serra. The Math Department is utilizing the portables in the parking lot and there is a proposal to utilize the former ESL office in Room 7. Adult Education courses are offered at the Alvarado campus in the mornings, afternoon, and all day on Saturdays. Alvarado will continue to serve as the center of Adult Education instruction.

4. The English as a Second Language Department has been advised that the babysitters and aides for the program have been budgeted. All employees' timecards are coded with the appropriate PCN numbers. The Adult School is currently working in collaboration with Human Resources and the Business Services Department in order to get the paper timecards transitioned to our online system Eschol. The Fiscal Funds Supervisor under the direction of the Business Services Department and site Administration has reviewed the budgets and all employees including babysitters are included in our budgets.

5. Employees and community stakeholders are welcome to view any Adult Education budgets. Different departments within the Adult Education Department have met with the site administration to review budgets and make recommendations for expenditures. WCCAE will calendar future meetings that will provide up to date budgeting information. The babysitters' timecards were miscoded in the past by employees who were not office clerks. This matter has been resolved and all timecards are reviewed by the Office Manager, Fiscal Funds Supervisor, and Administration.

Single Sign-on - Mary Phillips

Staff is recommending the Board approve the OneLogin contract which will appear on the May 20th agenda. OneLogin is a Single Sign-On solution aimed at saving instructional time.

As part of the transition to the Common Core State Standards, our teachers and students are using multiple on-line applications (general computer access, Google apps, Edmodo, Destiny, PowerSchool, Read 180, Accelerated Reader, Ed1Stop, NBC Learn, digital textbooks, etc.) to improve teaching and learning. This is exciting, but brings some unexpected issues.

Major Issue: Our students are losing precious instructional time by having to log into multiple learning applications.

West Contra Costa Unified School District
Office of the Superintendent

- Students forget multiple passwords
- Teachers are just developing the skill set to manage on-line learning
- Students spend many minutes typing in usernames and passwords (especially younger students and some spec. ed students) to each application
- Our on-line learning applications continue to grow and the need to log into each of the sites has become frustrating to both students and teachers.

What is the Solution? Single Sign-On (SSO)

Definition = Students log into a portal which displays all of their learning applications. They log into the portal once and they have access to all of their applications. It is charmingly referred to as ***One and Done!***

What is the Cost? \$84,000 per year

We identified 3 vendors and thoroughly researched their product. OneLogin's approach to SSO is the best solution for our district.

Who Else is Doing It? San Jose Unified School District, Arlington School District, Aspire Public Schools, Calistoga Joint Unified, District of Columbia International Schools

Community Engagement & Full Service Community Schools - Elizabeth Carmody

The 16th Annual Reclassification Ceremony will be held Monday, May 18, 2015 at 6:30 pm at the Richmond Memorial Auditorium. Nearly 1,000 WCCUSD students will be recognized for becoming fully proficient in English. These students have mastered both academic and conversational English and have met the state and district criteria for fluent English proficiency.

Verde Elementary School Parent University Graduation will be held Friday, May 22, 2015 from 5:30-7:30 pm in the Multi-Purpose Room at Verde. The goal of Parent University is to increase parent involvement in the school and empower parents to raise children who are successful in school, and in life.

No Place for Hate Banner Ceremonies will be held throughout the district over the next month to celebrate the work that No Place For Hate WCCUSD sites have completed throughout the 2014-15 school year. Board and staff are invited to attend any of the banner ceremonies:

- Wednesday, May 27 at 12:00pm-Ohlone Elementary*
- Thursday, May 28 at 2pm-Hercules High School
- Thursday, May 28 at 7pm-DeJean Middle School
- Friday, May 29 at 10:30am-Collins Elementary*
- Friday, May 29 at 10:30 am-Montalvin Elementary*
- Monday, June 1 at 12:30pm-Stewart K-8
- Tuesday, June 2 at 1:30pm-Shannon Elementary

Caliber Proposal – Lisa LeBlanc

Attached is the proposal that Caliber founder Ron Beller distributed at Tuesday's Facilities Subcommittee.

WCCUSD Tech in the News – Mary Phillips

The attached article "As student tests move online, keyboarding enters curriculum" was circulated by the Associated Press and picked up across the country. The article features students and staff at Bayview and Mira Vista. The picture of Debbie Cruger-Hansen was in an Education Week in the May 13 edition.

Middle College Ranked Highly by U.S. News & World Report - Marcus Walton

Middle College High School was ranked among the top high schools in the nation for the second consecutive year by U.S. News & World Report. MCHS was awarded a Bronze Medal in the news magazine's annual ranking of the nation's best high schools. The school was not ranked higher because students take classes at Contra Costa College instead of the Advanced Placement or International Baccalaureate examinations, which are used by the magazine to determine a school's "College Readiness Index," a key metric in the rankings. Instead, MCHS students can graduate from high school with an associate's degree or enough units to transfer to a 4-year university as a junior.

Leadership Public Schools: Richmond was ranked No. 35 in California and No. 204 nationally, earning a Gold Medal. Making Waves Academy also received a Bronze Medal in the rankings.

Public Records Log – Marcus Walton

Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.

Expulsion Process Flow Chart- Wendell Greer

Attached is the Expulsion Process Flow Chart.

Fairmont Elementary School – Wendell Greer

Fairmont Elementary School raised funds for Nepal. Please visit the this link to see the story.
<http://abc7news.com/society/el-cerrito-students-raise-money-for-children-in-nepal/701436/>



WEST CONTRA COSTA UNIFIED COLLEGE DECISION DAY CELEBRATION

MAY 16TH, 2015
El Cerrito High School Theater
10:00am-11:30am

Welcome

(Dr. Harter, Superintendent)

Message from Director of DCAC/EAOP

(Jose Rivas)

Speaker

(Wil Cason)

Acknowledgement of students

DeAnza High School

(Principal Evans/Alexis Thomas)

El Cerrito High School

(Principal Luongo/Mallory Neuman)

Hercules High School

(Principal Mansingh/Molly
Couto/Alaina Krystek)

Kennedy High School

(Principal Johnson/Alejandra
Oseguera)

Pinole High School

(Principal Kleiman/Jaime Segovia)

Richmond High School

(Principal Deleon/Krista Jann)

Middle College

(Principal Shin/Caroline Cruger-
Hansen)

Gompers Continuation

(Principal Rhea)

North Campus Continuation

(Principal Shatswell)

Vista High

(Principal Delgado)

Snacks, Refreshments & Pick up Certificate

(Cafeteria)

CaliberSchools

Caliber Schools Facility Proposal for the Former Adams Middle School Campus

May 12, 2015

Background: The WCCUSD Facilities Subcommittee is scheduled to discuss options for a long-term facility for Caliber:Beta Academy at its May 12, 2015 meeting. To further that discussion, and to provide a concrete plan for WCCUSD's consideration and response, Caliber hereby submits the following proposal.

Summary of Proposal: Caliber Schools proposed to bear all the costs of creating a long-term facility for Caliber:Beta Academy on the vacant former Adams Middle School Campus.

Prop. 39 provides that a school district and charter school may mutually agree to an alternative to specific compliance with any of the provisions of Prop. 39 (5 CCR Section 11969.1(b)). Other school districts and charter schools across the state have entered into Prop. 39 in-lieu arrangements in many different forms over the last fifteen years, including long-term ground or building leases such as the one proposed here.

In lieu of providing long-term Prop 39 facilities to Caliber:Beta Academy, WCCUSD would lease the land comprising the former Adams Middle School Campus to a supporting organization formed for the purpose of supporting Caliber Schools. The supporting organization will (with WCCUSD administrative support, but at the supporting organization's sole cost) demolish or renovate any existing buildings on the site and will build and maintain a safe and legally compliant facility, which will be leased to Caliber:Beta Academy for the same term as the lease from the District to the supporting organization.

Construction is likely to occur in two phases:

- Initially, the Caliber Schools supporting organization is likely to install a temporary, portables-based campus while permits and construction for a permanent facility are being completed and carried out.
- A permanent facility will be created as soon as permitting and construction can reasonably be completed.

The specific timing of each phase is dependent on when the proposal is accepted and how promptly the parties can work together to begin the planning and permitting process. The goal is that Caliber:Beta Academy will operate on the site for the 2016-17 school year and beyond.

WCCUSD will provide a suitable and legally compliant Prop. 39 facility for Caliber:Beta Academy until demolition and construction of the portable campus occurs.

Benefits to WCCUSD: The proposal has significant benefits for WCCUSD and the Richmond community as follows:

- The proposal makes productive use of a facility that has remained vacant and under-utilized for many years and that WCCUSD has acknowledged it does not have funds to otherwise make productive use of in the foreseeable future.

- The proposal allows Caliber Schools to bring a significant amount of financing and funding to the Richmond and WCCUSD community that would otherwise not be available.
- The proposal renovates/replaces the facility at no cost to WCCUSD. Based on the actual costs of other WCCUSD renovation/replacement projects of comparable size and scope, this will save WCCUSD tens of millions of dollars in planning and construction costs relative to WCCUSD paying for the project.
- The proposal provides a long-term facility for Caliber:Beta Academy, thereby relieving WCCUSD of the burden of providing a facility for the school (which according to its planned growth will eventually serve over 800+ students) under its legally mandated Prop. 39 obligations.
- The District does not have other suitable locations for a long-term Caliber:Beta Academy facility that (a) have sufficiently capacity for Caliber's full enrollment projection of 810 students, and (b) are accessible to the majority of Caliber:Beta Academy students & families.
- The proposal accomplishes all of this without displacing any WCCUSD students from the facilities they currently enjoy. In fact, the proposal brings a school to the East Richmond Heights community that has been without a local school for many years.

Specific Details of Caliber Schools' Proposal

Long-term Ground Lease:

- **Caliber School** will create a non-profit supporting organization (**Caliber SO**) through which it will lease the facility, seek the necessary financing, perform the necessary improvements to the Adams site, and sublease the facility to Caliber:Beta Academy.
- **WCCUSD and Caliber SO** will enter into a 99-year lease at a cost of \$10.00 per year.
- At the end of the term of the lease, the parties will have the option to negotiate a new lease for an additional term to be mutually agreed upon by the parties.

Construction of Facility:

- **Caliber SO** will evaluate the cost-effectiveness of refurbishing versus demolishing and rebuilding any or all the buildings on the site.
- **Caliber SO** will manage the demolition of any buildings on the site that it determines are not cost effective to use, renovation of any buildings that it will use, and construction of any new buildings it requires for the new facility.
- **Caliber SO** will likely construct a temporary, portable-based campus sufficient to house Caliber:Beta Academy until construction of a permanent facility is complete.
- **Caliber SO** will ensure that any facilities it refurbishes or constructs comply with the Education Code's requirements for charter schools, including all seismic and environmental regulations, as well as any applicable local requirements.
- **WCCUSD** will make staff available (at no cost) to cooperate with **Caliber SO** throughout the planning and construction process. WCCUSD will (if **Caliber SO** requests) act as the lead agency for the project's CEQA &/or DSA submission and review processes; however, Caliber SO will be responsible for all its third-party costs associated with going through any necessary CEQA process.
- **Caliber SO** will bear all of its third-party "hard" and "soft" costs associated with the planning, demolition, renovation, and construction associated with this project. This includes, without limitation, costs for (i) architecture & design, (ii) permits & approvals, (iii) construction general contractors and sub-contractors, (iv) provision & upgrade of utility services, (v) construction management & inspection, and (vi) site preparation & landscaping.
- Based on actual construction costs experienced by other charter organizations in the district, **Caliber Schools** anticipates building the facility at a cost of approximately \$250/square foot, which equates to \$12.5-\$15.0 million.
- **Caliber SO** will bear all utility and maintenance costs associated with the facility once it is constructed, and will maintain comprehensive general liability and property insurance on the facility.

Lease of Facility to Caliber:Beta Academy:

- **Caliber SO and Caliber:Beta Academy** will enter into a facilities lease agreement under which **Caliber:Beta Academy** will have the use of the renovated/replaced facility (or temporary, portables-based campus if applicable) as a charter school.

- **Caliber:Beta Academy** will waive its right to seek facilities from **WCCUSD** under Prop 39 once the portable campus is constructed and for the duration of **Caliber SO's** lease. If the facility is completely destroyed, however, **Caliber:Beta** shall be entitled to request reasonably equivalent facilities from the District for the subsequent school year and until a new facility can be constructed.
- **Caliber:Beta Academy** will submit applications for any available California and/or Federal charter school facility funding programs (e.g., the Charter School Facilities Grant Program or the Charter School Facilities Incentive Grants Program) and apply such funding towards its lease payments under the lease with **Caliber SO**.
- **Caliber:Beta Academy** will provide any required matching funds for California and/or Federal facility funding sources out of its operating budget.

We're in the news! The article below has been published on several websites and in news journals. A website search revealed 1,200,000 results. The following map depicts, by the red and yellow shapes, where the article had traveled in just 2 weeks:



As student tests move online, keyboarding enters curriculum

By Lisa Leff, The Associated Press

Published: Thursday, April 16, 2015 4:18 p.m. MDT



First-graders learn keyboarding skills at Bayview Elementary School in San Pablo, Calif. Schools around the country are teaching students as young as 6 years old, basic typing and other keyboarding skills. The Common Core education standards adopted by a majority of states call for students to be able to use technology to research, write and give oral presentations, but the imperative for educators arrived this month with the introduction of standardized tests that are taken on computers instead of with paper and pencils. (Eric Risberg-The Associated Press)

SAN PABLO, Calif. - Seven-year-old Ja’Niyah Smith’s first-grade class filed into a computer lab at a suburban San Francisco school recently and, as they do every week, practiced using mouses to pop bubbles with a cartoon pickle, catch flies with a frog’s tongue and arrange virtual blocks into words.

The students, their legs dangling off their chairs, fell quiet, the silence broken by an occasional “I did it!”

“Computers give us a break, so when we are in class, our minds can be fresh for learning,” Ja’Niyah explained as she deftly maneuvered a turtle across a 14-inch desktop screen.

For teachers, administrators and parents in San Pablo — and across the country — the games are a way to help students, sometimes as young as 5, acquire the technology skills they will need to excel on standardized tests that now are being offered online for the first time by a majority of states.

New exams linked to the Common Core state standards are replacing the multiple-choice tests taken with paper and pencils in 29 states this spring. Among the functions even the youngest test-takers must be able to execute are switching between screens, opening drop-down menus, and rearranging words and numbers.



A fourth-grader logs onto an ASUS tablet to use Google docs to complete an exercise at Mira Vista School in Richmond, Calif. While adults raised in the pre-Internet era often assume that today's children come out of the womb computer-conversant, schools around the country are teaching students as young as 6 years old, basic typing and other keyboarding skills. (Eric Risberg-The Associated Press)

While adults raised in the pre-Internet era might assume today's youngsters are born computer-conversant, educators say hands-on instruction is necessary because the tests require different dexterities than the ones many youngsters pick up playing with smartphones.

"Children can be quick learners when technology is in front of them at school, but knowing very intuitively how to drag and drop or highlight words or even indent a paragraph on a Google doc is not going to come naturally," said Susan Gonzalez, the computer lab teacher at Ja'Niyah's school, Bayview Elementary.

The Common Core tests are given in grades 3-8 and again in high school. The ambitious benchmarks outline what students are expected to learn in math, reading and writing. There are no specific standards for technology, but tech know-how infuses the goals.

The writing standards, for example, call for students to "use a variety of digital tools to produce and publish writing" with the help of adults starting in 1st grade.

By the time they finish 6th grade, they are supposed "to demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single

sitting.” In keeping with the Common Core’s purpose of preparing students for college and careers, questions on the new computer-enhanced assessments are open-ended instead of multiple-choice.

After the tests were given a dress rehearsal last year in 21 states that are part of the Smarter Balanced Assessment Consortium, one of two national alliances that have developed online tests based on the standards, some teachers expressed concerns that the tests assume a level of digital fluency that may be foreign to children in homes without computers and that the amount of keyboarding involved was excessive for younger students.

Brandt Redd, SBAC’s chief technology officer, said he expects fewer concerns this year since teachers have had time to give practice tests and identify any mechanics that need work.

“Technology skills are going to have some impact on student performance, but we have tried to minimize that as much as possible,” Redd said, noting that teachers and administrators “were far more nervous” than students, who “weren’t at all bothered” by the test’s technological demands.

The standards themselves have become politically fraught in some states, and scattered technical glitches and even cyberattacks have hampered the rollout of the online tests.

Morgan Polikoff, an assistant education professor at the University of Southern California, said to the extent the test has motivated school districts to procure more classroom computers and teach children how to use them, it’s all for the good.

“I don’t think you want to go overboard and spend tons of time on skills that are not useful outside the context of the test, but it’s sort of wrong or foolish or short-sighted to not provide some kind of instruction on how to use these tools,” Polikoff said. “Yes, typing is a useful skill for taking these tests, but being a fast and accurate typist is a very useful skill period.”

Districts that have acquired enough tablets or laptops for regular classroom use say they hope that by next year children will be picking up keyboarding naturally while they are learning the 3 R’s instead of working on them specifically for the end-of-year tests.



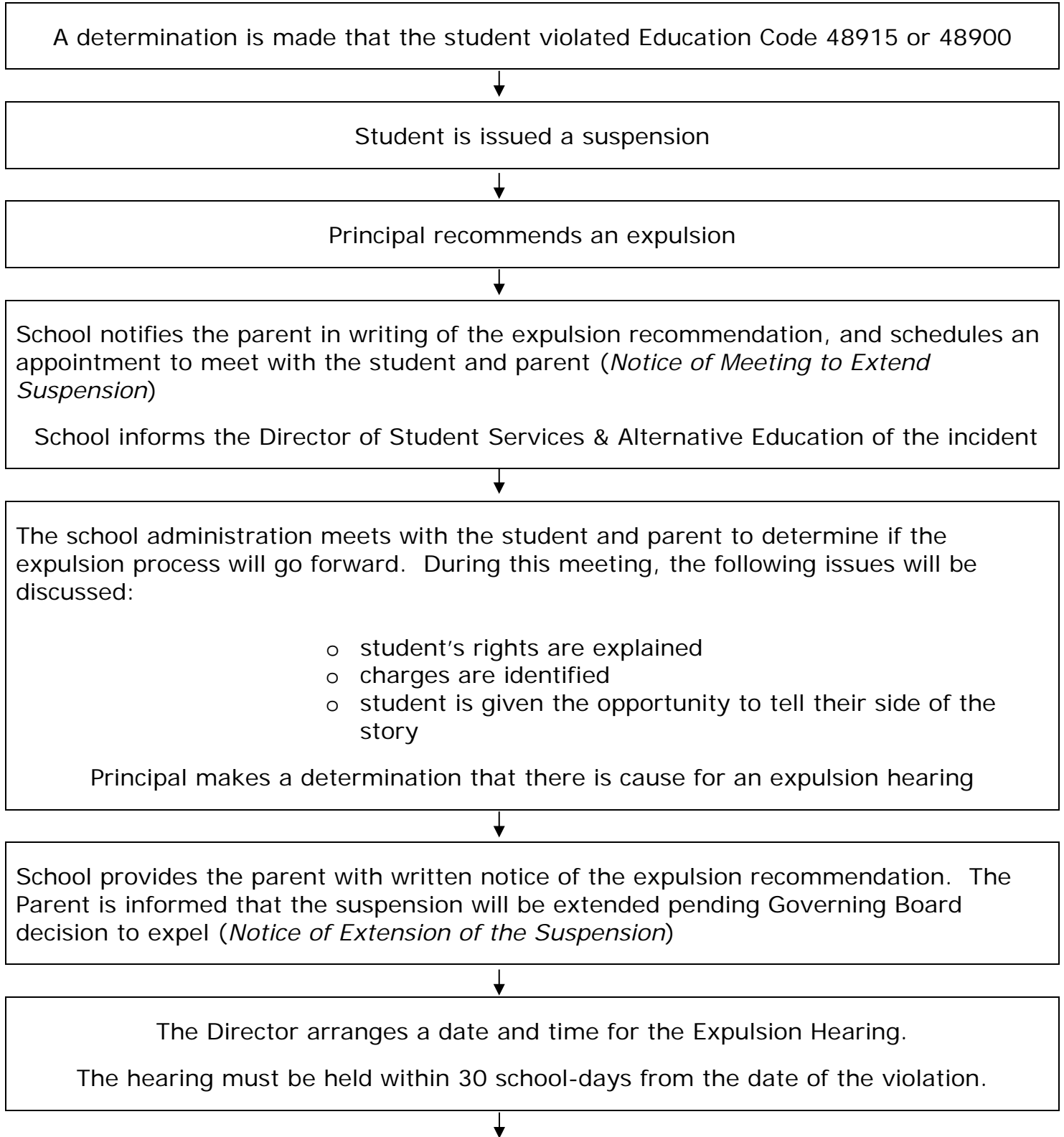
At Mira Vista School in Richmond, California, fourth-grade teacher Debbie Cruger-Hansen recently started a lesson by asking the class to quietly open their tablets, log in to their school accounts, launch their web browsers and find a Google document on disappearing honey bees. (Eric Risberg, Associated Press)

But first, she had a confession. While reviewing the reading comprehension homework they had posted on a virtual bulletin board the night before, Cruger-Hansen admitted she had been taken aback, amazed at how much they had typed. “My first thought was, ‘Oh, their parents did it for them,’” she said with a proud smile.

Public Records Request Log 2014-2015
Week Ending May 14, 2015

	Date of Receipt	Requestor	Requested Records/Information	Current Status
21	8/14/14	Theresa Harrington	All email or correspondence regarding bond refinancing between Jan. 1, 2009 and present	14 Day Extension Email sent – 8/21/2014 On Hold / Pending Legal Review
87	11/18/14	Fatima Alleyne	Washington School Budget / SSC SY 2009 -to- 2013	4/3/2015-Contacted Requestor to review documents No response from Requestor
89	11/18/14	Anton Jungherr	Access to review all CBOC files from 2001 to 10/31/2014	5/12/15- Requestor no longer interested in reviewing files COMPLETED
143	1/15/15	Ron Beller Caliber Schools	Caliber Schools-Beta Academy Information	3/13/2015-Letter sent requesting fees No response from Requestor 5/7/2015- Follow-up letter sent Extension Invoked Reviewing remaining Documents
170	2/26/15	Mike Razavi	Pinole Valley High School- Construction Documents from January, 1965 through December, 1970	5/7/15- Requestor no longer interested in records COMPLETED
176	3/23/15	Michael Strub Jr. Irell & Manella LLP	CA Healthy Kids Survey / CA School Climate Survey / CA Student Survey / LCAP / Student Information / Suspensions / Expulsions / Employment Information	In Progress Acknowledgement letter sent Gathering/Reviewing Documents Extension Invoked
182	4/10/15	Derek Miles Northern CA Fire Prot.	Nystrom Elementary School Project	5/13/2015-Letter sent requesting fees
187	4/28/15	Eric Chung SmartProcure	Electronic records of purchases made by WCCUSD from 2010 to present	5/14/15 Sent via email COMPLETED
190	5/13/15	Cesar Montances	Potrero Property / Lease Agreement	5/14/15 Sent via email COMPLETED
191	5/14/15	Lisa Hodge Southwest Design/Supply	Coronado Elementary Renovation Project Contract / Bonds	5/14/15 Sent via email COMPLETED

THE EXPULSION HEARING PROCESS



The Director prepares and mails to the parent a copy of the district's evidence to be used in the hearing along with a Notice of Expulsion Hearing and Parents' Rights information (expulsion packet). This information is forwarded to homes via US Postal Service with a Certificate of Mailing Form.

This expulsion packet must be received by the parent 10 days prior to the hearing



The Expulsion Hearing is convened

The 3-Person Administrative Hearing Panel hears the case, prepares and submits findings of fact to support a recommendation to expel, or to dismiss charges



The Director informs the parent of the recommendation via phone contact and by letter within 3 days after the hearing



The Director presents the case to the School Board

The Governing Board makes the decision to expel, or not to expel

Governing Board action on expulsion recommendations must be reviewed in open session of School Board Meetings



The Director must provide parents with written notice of Governing Board's decision to expel within 10 school days after the Board's decision.

Notice to the parents should include:

- Notice of the right to appeal the expulsion to the County Office of Education
- Notice of alternative education placement to be provided the students during the term of the expulsion
- Notice of the parents' obligation if opting to leave the WCCUSD, to inform the new district of the student's expulsion



If recommended for expulsion, the Director meets with the parent and student is enrolled in the appropriate District program



Within 30 days of the Governing Board's decision, parents may appeal to the County Office of Education

