

**Friday Memo**  
**January 29, 2016**

**Upcoming Events – Bruce Harter**

- January 30: ILT Mid Year Check-In, DeJean Gym, 8:00 – 3:00
- January 30: School Dedication and Celebration, Korematsu, 10:00 AM
- January 30: CASHEE Graduation Ceremony, Richmond Convention Center, 2:00 PM
- February 1: 100<sup>th</sup> Day of School
- February 1: Agenda Setting, Superintendent’s Office, 4:30 PM
- February 2: Mock Trial Competition, Bray Courthouse, Martinez, 5:30 – 7:30 PM
- February 3: Universal Design for Learning Training, PSC, 8:30 – 3:30
- February 3: Board of Education Joint Meeting w/ Richmond City Council, DeJean, 6:30 PM
- February 4: Universal Design for Learning Training, PSC, 8:30 – 3:30
- February 4: Mock Trial Competition, Bray Courthouse, Martinez, 5:30 – 7:30 PM

**Joint Meeting with Richmond City Council – Bruce Harter**

Wednesday’s February 3<sup>rd</sup> meeting will begin at 6:30 PM at DeJean Middle School.

**Mathematics/Science Coaching and Professional Development Evaluation Examples – Nia Rashidchi**

During the January 20 Board of Education meeting, a Board member requested to see some examples of teacher evaluations of our mathematics coaching and professional development programs.

It is important to reiterate that our district model for mathematics and science professional development and coaching focuses on four components:

- Content: Strengthening teachers’ content knowledge
- Lesson Design: Promoting collaborative lesson design based on content-focused best practices
- Coaching: Training and coordinating full time coaching support in the classroom
- Assessment: Utilizing formative local benchmark assessment results to create instructional mitigations that transform instruction and increase student achievement

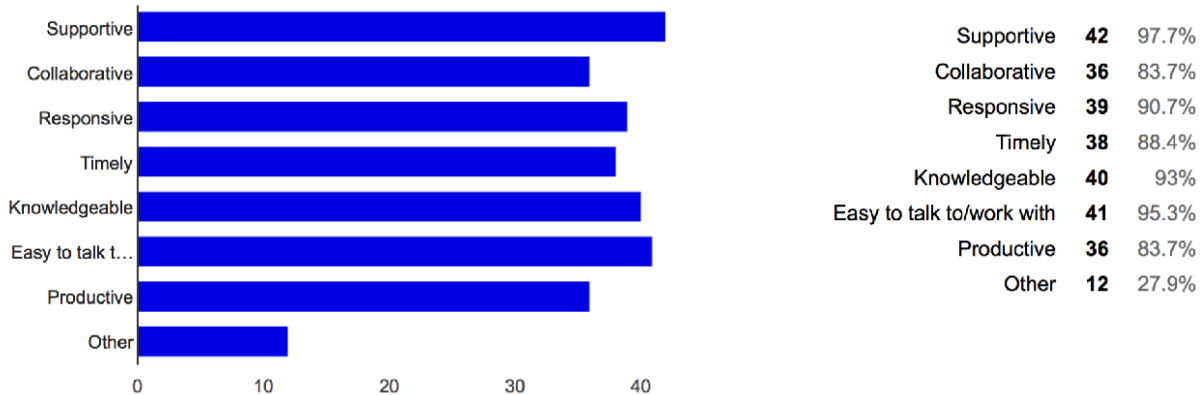
The research base and efficacy of this model was covered in further depth in the February 6, 2015 Friday Memo. This memo focuses on teacher satisfaction with this model, as evidenced by our evaluations and coaching surveys.

The teacher satisfaction with the mathematics and science professional development consistently yields greater than 98% of participants rating the professional development “agree” or “strongly agree” with the statements, “I increased my mathematics (or science) content knowledge,” “I learned some useful mathematics (or science) teaching strategies,” “I have a better understanding of how the concepts I teach relate to students’ future mathematics and science work,” and “I had an opportunity to discuss assessments and/or plan lessons or best practices with my colleagues.” On the following page there are samples of comments from recent teacher evaluations.

Coaching support provides an integral part of the mathematics and science professional development, and helps connect the “workshop to the workplace”. Currently coaches are in

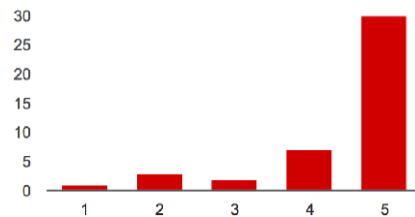
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place for all Grade 6, middle school, and high school mathematics teachers as well as middle school and high school biology science teachers, and selected Grades 3-5 teachers. Coaches provide content support, demonstration lessons, and collaborative planning. Coaching satisfaction is measured in surveys, focus groups, and direct feedback. Survey results are consistently positive:



Overall how helpful has it been for you to have a coach this year?

Sample teacher comments: “[coach] has been incredibly helpful in answering the many questions I had this year.” “[coach] has helped my math teaching immensely. She has been supportive and provided many resources and demonstrations about how to teach math effectively.”



Sampling of comments from Mathematics and Science after school professional development teacher evaluations.

West Contra Costa Unified School District  
**Mathematics Professional Development**  
**Grades Pre-K-2 Summer Institute 2015**  
**Evaluation**

The purpose of this evaluation is to help us improve our institutes. We welcome your constructive suggestions.

Circle your grade	Pre K	TK	K	
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1. Please circle the number that reflects your response to the statement

The purpose of this evaluation is to help us improve mathematics professional development sessions and make them meaningful and relevant for your ongoing professional learning and work with students.

1. Please share what was helpful or worked well for you in today's session.

I always enjoy the warm up and learning the multiple ways of problem solving.

2. Please describe at least one mathematical topic you thought about and/or discussed today.

Mitigation - helping students to decipher what is required to solving problems/equations.

The purpose of this evaluation is to help us improve mathematics professional development sessions and make them meaningful and relevant for your ongoing professional learning and work with students.

1. Please share what was helpful or worked well for you in today's session.

I loved learning the different models

2. Please describe at least one mathematical topic you thought about and/or discussed today.

Using the Algebra tiles is a very visual way of teaching/solving equations

### Evaluation

Your grade level or grade span: 3<sup>rd</sup>

The purpose of this evaluation is to help us improve mathematics professional development sessions and make them meaningful and relevant for your ongoing professional learning and work with students.

1. Please share what was helpful or worked well for you in today's session.

- Collaborating w/ colleagues
- Info on how to use data (as opposed to agonizing over data)

2. Please describe at least one mathematical topic you thought about and/or discussed today.

Decomposition in subtraction  
735 - 463

### Evaluation

Your grade level or grade span: 10<sup>th</sup>

The purpose of this evaluation is to help us improve mathematics professional development sessions and make them meaningful and relevant for your ongoing professional learning and work with students.

1. Please share what was helpful or worked well for you in today's session.

- Deriving & writing the equation of the circle in standard form
- Graphing using the center & radius of the circle
- Completing the square

2. Please describe at least one mathematical topic you thought about and/or discussed today.

SYNTAX - is so imp. to teach our students how to show their work in math in a more organized

West Contra Costa Unified School District  
Mathematics Professional Development  
Grades 6-8 Mathematics Pizza and Planning, November 12, 2015  
Evaluation

**African American Parent Group – Wendell Greer**

The second meeting of African American parents was held on Saturday January 23, 2016. There were twenty-nine participants. Additional parents are anxious to be involved in the monthly meetings. The next meeting is scheduled for February 23, 2016. Many parents were unable to attend as a result of the day of the week (Saturday) and the need for child care.

The District will provide child care, homework support, and other activities for all upcoming meetings. Meetings will be held on Tuesday evenings as per the request of the parents. Parents agree that children need support away from the meeting so parents may continue to speak opening, and identify their needs without compromising their children's view of the district, specifically, their school.

The aforementioned meetings have provided a forum for parents to openly discuss their issues, needs, and expectations of the school district as it relates to addressing the needs of their children. Parents are also opening discussing their responsibilities as parents, care givers and first teachers of their children.

Central office staff will work with principals to make certain at least two parents are identified from each school. The current members of the parent group (30+) are willing to help with outreach to enable the short term goal to be reached by April 30, 2016. The long term goal may be achievable prior to the identified date.

African American parents will be trained to discuss data, programs, attendance, etc. with principals. Parents are excited about training they can provide to one another based on experience and other knowledge sources. An example of the information to be provided is "preparing your child for college". This training will be broad in that it will reach all grade levels (K-12), and specific in that it will offer detailed examples of what parents can do now to support their children. A Hercules parent will provide training using the book she wrote to facilitate information sharing and generate discussion. Parents are also sharing practical tips on engaging their children in homework and classroom expectations.

Parents are compiling a list of activities for themselves in their homes, as well as, a list of concerns and specific issues they wish to bring before the Board. The group strongly feels that it is important that their voices are heard in their homes, in their schools, and in the district and community.

Long Term Goal: To have an active\* African American parent group, consisting of 5 or more persons, in every school in the District.

Timeline: By January 31, 2017

Short Term Goal: To have a minimum of two African American parents actively involved\* in every school in the District.

Timeline: By April 30, 2016

\*Active means that parents will feel comfortable discussing district assessments and State tests with their principals. They will seek to understand programs and systems designed to increase African American student achievement. They will also understand the importance of being

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represented on the SSC, PTA, attending academic events (school nights, SST, etc.), understand how to leave a parent conference with specific steps to support their children, understand the importance of ongoing communication with the teacher and school, and know their rights as parents to receive needed support for their children.

**District Reserves and Supplemental Concentration Funding – Sheri Gamba**

During the budget development and adoption period for the 2015-16 school year the Board adopted a resolution setting aside \$4.3 million in reserve from the Supplemental/Concentration funding source. This set aside was in anticipation of increasing and improving outcomes and services for students; and such services being negotiable had not yet been mutually agreed upon by the District and United Teachers of Richmond (UTR). Due to the settlement occurring later in the school year, the activities and services agreed upon with UTR will largely take effect in 2016-17 and moving forward, therefore; having reached agreement with UTR the Board will be requested to release the reserve.

The released funding will be allocated to the existing action and service plans within the adopted Local Control Accountability Plan. If the \$4.3 million is not spent at year end, a carry-over provision will be afforded the programs. The disposition of the reserve and the plan for disbursing the funding in this manner was discussed during the fiscal update at the District Local Control Accountability Plan meeting on January 26, 2016.

In order to accomplish the release and allocation there will be two items on the Board agenda on February 10th. The first will be a resolution re-establishing reserves without the \$4.3 million and setting our target for 2016-17 reserves (this will be helpful as we work on our budget development). The second action will be a public hearing for the LCAP to release the reserve to the programs as mentioned above. Please feel free to call if you have any questions.

**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.

**Public Records Request Log 2015-2016**  
**Week Ending January 28, 2016**

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
32	10/12/15	Fatima Alleyne	Lozano Smith Attorneys / All Invoices, Contracts and Expenses paid beginning January 1, 2014 – December 31, 2014	<b>Available documents ready for review</b>
38	10/16/15	Fatima Alleyne	Parcel Tax Measure D for 2012-2013 School Year / All financial and bank statements, invoices, receipts and salaries	<b>Available documents ready for review</b>
40	10/23/15	Fatima Alleyne	Parcel Tax Measure D for 2009-2010 School Year / All financial and bank statements, invoices, receipts and salaries	<b>Available documents ready for review</b>
41	10/26/15	Fatima Alleyne	Parcel Tax Measure D for 2008-2009 School Year / All financial and bank statements, invoices, receipts and salaries	<b>Available documents ready for review</b>
43	11/1/15	Fatima Alleyne	All Contracts, Invoices and Expenditures for Legal services paid by the District for the 2013-14 School Year	<b>Available documents ready for review</b>
48	11/10/15	Fatima Alleyne	Job Descriptions for all Superintendents' positions	<b>Available documents ready for review</b>
56	11/30/15	Fatima Alleyne	2015-16 Legal Services Contracts / Lozano Smith Attorneys- Ramsey & Ehrlich- Bragg Coffin Lewis & Trapp-and Swanson & McNamara	<b>Available documents ready for review</b>
57	11/30/15	Fatima Alleyne	Superintendent's Contract and 2014-15 and 2015-16 Goals	<b>Available documents ready for review</b>
60	12/8/15	Steve Chamberlin	Design Capacity in Number of Students – Various School sites	<b>Gathering Documents Extension Invoked</b>
65	12/21/15	Lillian Chen Public Counsel Law Center	Student arrests, Law Enforcement referrals, Suspensions, Expulsions, and School Resource Officers and/or Campus Safety Officers for 2012-13, 2013-14 and 2014-15 School Years	<b>Gathering Documents Extension Invoked</b>
68	1/4/16	Anton Jungherr	Pinole Valley High School Project / Joint Aquatic Resources Permit Application (JARPA)	1/26/16 Letter mailed <b>COMPLETED</b>
69	1/4/16	Bay Area News Group	WCCUSD 2015 Employees' Compensations	<b>Gathering Records Extension Invoked</b>
71	1/11/16	Jacqueline Sessa Onvia, Inc.	WCCUSD Active Contracts	1/28/16 Information sent via email <b>COMPLETED</b>
72	1/15/16	Ivette Ricco CBOC Chairperson	Clay Investigation Subcommittee / Audio Recording of 1/11/2016 Meeting	<b>Acknowledgement email sent</b>  Requestor informed that recording may not be available until Meeting Minutes are approved at next schedule meeting
73	1/15/16	Ivette Ricco CBOC Chairperson	Facilities Subcommittee / Audio Recording of 1/12/2016 Meeting	<b>Acknowledgement email sent</b>  Requestor informed that recording may not be available until Meeting Minutes are approved at next schedule meeting
74	1/26/16	Alison Schoenbeck CA Charter Schools Assoc.	Charter School Records for 2015-16 and 2016-17 School Years	<b>Acknowledgement letter sent</b>
75	1/26/16	Dan Borenstein Bay Area News Group	Bond Measure (Possible) for Parcel Tax Extension or Increase in 2016 Ballot	<b>Acknowledgement letter sent</b>
76	1/26/16	Steve Chamberlin	2007 Board Adoption of CHPS and HPI Standards	<b>Acknowledgement email sent</b>

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
77	1/27/16	Ray Lemming	Pinole Valley High School Project / Specifications and Addendums	<b>Acknowledgement email sent</b>