

**Friday Memo**  
**December 18, 2015**

**Upcoming Events – Bruce Harter**

December 19: Ed Fund Scholars Luncheon, Richmond Convention Center, 12:00 PM  
December 19: PVHS Choir Busking, 4<sup>th</sup> Street, Berkeley, 12:00 PM  
December 21 – January 1, Winter Recess, Schools Closed  
December 24 & 25: District Holiday, Offices Closed  
January 1, 2016: District Holiday, Offices Closed  
January 4: Classes Reconvene  
January 6: Board of Education Meeting, DeJean, 6:30 PM  
January 7: Subcommittee on Clay Investigation, Alvarado, 6:30 PM

**Next Board Meeting Closed Session – Bruce Harter**

Closed Session for the January 6 meeting begins at 5:00 PM.

**Friday Memo Schedule – Bruce Harter**

The next Friday Memo will be distributed on Thursday, December 31.

**Letter from City of Richmond on Valley View – Bruce Harter**

Attached is a letter from Richmond City Manager Bill Lindsay regarding the City Council’s recommendation to the Board that the old Valley View campus be demolished once students have moved into the temporary campus.

**Campaign Billboards – Marcus Walton**

As mentioned previously, the District has embarked on a campaign to strengthen its reputation and encourage students to attend college. The campaign, So Can You, is currently featured in a 15-second commercial playing before every film at the Century 16 Theater at Hilltop and has recently made its way to three billboards in our community. The billboards are located at in Richmond at 42<sup>nd</sup> and Macdonald Avenue near the Target store and 23<sup>rd</sup> Street north of Rheem Avenue close to Richmond High School; and in San Pablo, at El Portal near Church Lane which is close to Helms Middle School.



**Elementary students make their first visit to the Fab Lab! – Nia Rashidchi**

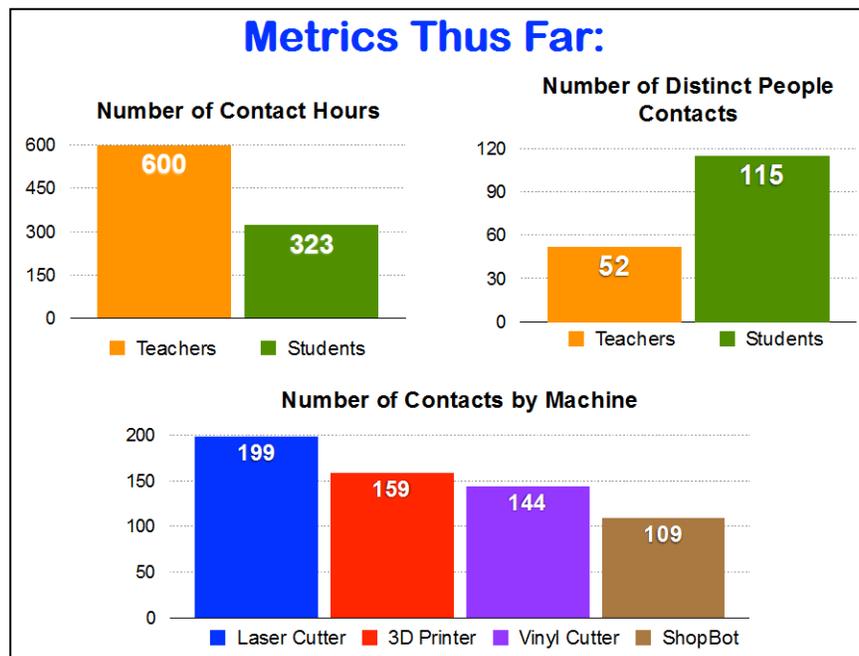
Our elementary students are now visiting and working in the Richmond Fab Lab at Kennedy High School. Organized as a study trip to the Fab Lab, students first receive special nametags denoting their future career choice fashioned on the Fab Lab laser cutter. Next they receive an

overview presentation of the equipment and a complete tour, and then they work on their projects based on the teacher’s previous training and preparation with the class.

This prior work is essential, since the design process happens on computers and does not need to take place at the Fab Lab. Teachers need to complete Fab Lab professional development and learn specific software in order to teach their students and facilitate the creation of student Fab Lab projects.

On December 11, April Scott’s Grade 4 class from Coronado Elementary School visited and accomplished amazing work in the Fab Lab! Ms. Scott had attended the summer Fab Lab professional development, and she created two integrated STEM units of instruction with culminating projects in the Fab Lab. For the first unit, the Coronado fourth graders were able to fabricate personal cardboard boxes, based on their having learned the design software InkScape, as well as their mathematics and language arts skills. The boxes contained “I Am” poems and artwork connected to the poems. For the second unit, a science-themed design unit, April’s students worked in groups to create amazing acrylic planter boxes, with drainage holes and separators, in order to conduct a science experiment focused on what materials are best for growing plants and the life cycle of plants. They wrote essays using Google drive documents on their tablets to describe their Fab Lab experience. Some of April’s students had also provided tours of the laser cutter room during the Fab Lab grand opening earlier this fall, and were featured in newspaper and television accounts about the Fab Lab, as a demonstration of how students are being prepared with innovative 21st century skills.

As shown on the charts below, the total visits to the Fab Lab to date include 600 teacher contact hours and 323 student contact hours, 52 distinct teacher visits and 115 distinct student visits, and 611 contacts for the laser cutter, 3D printers, vinyl cutter, and ShopBot machines combined. Recently, our district received a small grant from the Hellman Foundation to fund additional helpers in the Fab Lab, including middle and high school, as well as college student interns, and teacher and community Fab Lab “ambassadors”. All of this work demonstrates how our district Fab Lab has moved beyond the “maker” movement to create projects that are standards-focused and content-based.



**Clockwise from upper left:** Students on their initial tour learn how objects are created in the Fab Lab, and the connections to mathematics and science; students are engaged in design work and in writing their essays about the Fab Lab experience on district-provided tablets; students construct the laser-cut acrylic planter box in the laser cutter room; a parent/community helper assists with completion of the box construction after it was printed on the laser cutter; fourth graders display their group's completed laser-cut acrylic planter box; another student group constructs their planter box in the laser cutter room.



Coronado  
students  
work in the  
Fab Lab!



**Update on Berkeley Global Campus – Marcus Walton**

At the last meeting of the Community Working Group, the members approved the list of education recommendations and the supporting matrix. This includes a request for \$3 million per year to fund a Youth and Adult Opportunity Fund. The working group asked the education subcommittee to reconvene to discuss the monetary amount and aligning the partnership recommendation with the Richmond Promise program. All of the documents from the meeting are online at: <http://chancellor.berkeley.edu/berkeley-global-campus-richmond-bay#meetings>  
The next working group meeting will be held on Thursday, January 28, 2016 from 6 p.m. to 8:30 p.m.

**Job Shadows and WCCUSD College and Career Pathways - Nia Rashidchi**

The College and Career Pathways have been working on providing job shadowing opportunities this month, as well as community outreach. This Friday memo highlights some of that work:

The Pinole Valley Law Academy went to Boalt Hall at UC Berkeley for a day to tour and learn about what goes into learning law and passing a bar exam. The students were impressed with the campus and the factual knowledge they learned and will have to learn for future careers in law.

Pinole Valley Engineering had the opportunity to go to UC Berkeley for a computer science program for the day where they interacted with the university students and staff, learning about the options and opportunities in the field through hands on interactions.

Hercules High School's Academy of Hospitality and International Tourism (AHIT) attended a job shadow this week at the *W Hotel* in San Francisco. Students toured the hotel, met with department managers (called "talent coaches"), and then shadowed 2 different departments of their choice for the rest of the day. AHIT also conducted their annual "Great Debate" evening event. Sophomores debated on stage to an audience, including parents and business partners, and advisory partners judged, using a Common-Core aligned rubric for persuasive speech.

Richmond High Law Academy visited the San Francisco Superior Court to hear a trial and to speak to the judge and various court personnel after the session was completed. (Both the Richmond High and DeAnza High law academies have been working hard after school since September to prepare students for the countywide mock trial competition that takes place in February.)

Finally, in support of engaging the community and getting out information about what our Pathways do, WCCUSD, the Richmond Chamber of Commerce and potential business academy partners held our steering committee meeting at Richmond High last Thursday morning. All 5 academies from the school gave a 10-minute presentation, with visuals and a student presenter. Internship and advisory participation offers were made from business partners who attended the meetings. These monthly meetings will continue to take place at our high school sites throughout the school year.

**Access the Latest WCCUSD Accountability & Assessment News – Nicole Joyner**

The Accountability & Assessment department monthly newsletter highlights the latest developments in assessment, data, and the LCAP. The December issue provides news on the

Adequate Yearly Progress results released by the California Department of Education (CDE). The LCAP column announces the release of 2015-16 LCAP Infographics. In other news, the College Board announced a delay in PSAT/NMSQT score reports from the October 14<sup>th</sup> College Day test administration. The data dashboards article announces updates to the Student Achievement Dashboard.

The full newsletter is included below, and is available online at <http://www.wccusd.net/Page/5974>. Subscribe to the online version at <http://bit.ly/access-news> to stay up-to-date.

### **Secondary English Instructional Modules-Nia Rashidchi**

*Secondary English Instructional Modules* were developed in conjunction with English teachers to supplement district adopted Prentice Hall curriculum to prepare our students to be college and career ready. These instructional units are based on essential questions that correlate with the themes of selected grade-level appropriate novels or plays. Relevant informational texts help students make connections between themselves and stories that were written in other times and places.

*Essential questions* are typically defined as questions that:

- are open-ended without a single correct answer
- have answers which *require* support and justification based on evidence
- are thought provoking, intellectually engaging, and recursive
- call for critical thinking skills such as analysis, inference, evaluation, and prediction
- 

Students engage in rigorous discussion about important, transferable ideas that often cross disciplines. This work culminates in the district Writing Benchmark wherein students synthesize their learning in an evidence-based essay.

#### *Essential questions associated with the English Instructional Modules*

Grade	Suggested Text	Essential Questions
6	<i>Dragonwings</i> (Laurence Yep)	Which key qualities are most important in the pursuit of one's dreams?
7	<i>House on Mango Street</i> (Sandra Cisneros)	How do we resolve the tension between individual and community needs?
8	<i>Phantom Tollbooth</i> (Norton Juster)	How do information, knowledge, and experience influence our understanding of the world?
9	<i>Romeo and Juliet</i> (William Shakespeare)	How do the decisions we make impact our lives?
10	<i>Lord of the Flies</i> (William Golding)	What is human nature?
11	<i>The Great Gatsby</i> (F. Scott Fitzgerald)	What divides us from each other and disconnects us from ourselves?
12	<i>1984</i> (George Orwell)	How much power should a government have and what role should citizens play in limiting that power?

**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.

**Enrollment Concern at Aspire Richmond College Prep Academy – Linda Delgado**

On Wednesday, December 16, 2015, a parent sent an email to Ms. Block, Mr. Enos, Ms. Cuevas and Ms. Kronenberg concerning her son's enrollment status at Aspire Richmond California College Prep Academy (ARCCPA). On Thursday, December 17 the correspondence was forwarded to Dr. Harter.

The parent shared that her son is now enrolled at the Aspire elementary (RTA). She was dismayed to learn that she must enter a lottery for her son's enrollment at the Aspire middle and high school, Aspire Richmond California College Prep Academy (ARCCPA). The parent expressed that she was misled by Aspire staff into understanding that once her child was enrolled in an Aspire school he would seamlessly transfer up from the elementary to the middle & high school. This idea, however, is not guaranteed in either of the Charter documents. As each school is a separate entity with a discrete agreement, each is understood by law as standing alone.

Memoranda of Understanding refer to a Uniform Complaint Procedure that states that parent concerns and complaints are first handled internally by a parent speaking with a charter school's director, then if satisfaction is not reached, submitting concerns to the guiding board of the Charter School and the Summit Superintendent. This parent has been advised to follow that protocol, and has also received information about local public schools.



December 14, 2015

Honorable Todd A. Groves  
President, Board of Education  
West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801

*Via email and hand delivered*

**Subject: Valley View Elementary School – Campus Demolition**

Dear President Groves:

Thank you for your very successful, continuing efforts to improve campus facilities in the West Contra Costa Unified School District, and particularly in the Richmond community. We applaud the many projects that you have completed in Richmond and look forward to additional Richmond schools being part of your bond program.

As you will recall, at your February 11, 2015 meeting, the Richmond City Council voiced its support for awarding the contract for the Valley View Elementary School interim housing project. The Council believed that this was a critical next phase in offering Valley View students a state-of-the-art learning environment in a modern facility. We were pleased and grateful that the WCCUSD Board voted to allow this important project to move forward. We understand that this temporary campus has been built and will be available for occupancy in February 2016.

The Richmond City Council believes that the next step in this important work at Valley View Elementary School, the demolition of the abandoned campus, must now move forward expeditiously. The campus should be immediately demolished because:

- Vacant, unused buildings, including abandoned school campuses, contribute significantly to neighborhood blight;
- The abandoned campus will become an immediate public safety threat for neighborhood families, attracting squatters, vandalism, and vectors; and
- Given that the interim campus is adjacent to the abandoned building, we fear that children's safety will be jeopardized unless the building is demolished ("attractive nuisance").

Honorable Todd A. Groves, President, Board of Education  
West Contra Costa Unified School District  
December 14, 2015  
Page 2 of 2

In the Council's view, the interim housing project at Valley View cannot be deemed complete until the old, abandoned campus is demolished; it should not be considered a new phase, but, rather, part of the first phase. Consistent with this belief, the Council is requesting that the project to demolish the abandoned campus at Valley View Elementary be exempt from the new WCCUSD bond program prioritization process. The project should not be evaluated as a new project, because it is truly completion of work at Valley View that has already started. In addition, like Pinole Valley High School, Valley View Elementary was "shovel ready" with DSA-approved designs.

In sum, the Richmond City Council believes public and student safety should be paramount in the decision making process relating to improving the educational facility at Valley View. We urge the Board of Education to exempt the demolition of the abandoned campus from the prioritization process, and move expeditiously to approve a contract for demolition of the Valley View campus to complete the interim housing project.

Thank you for your thoughtful consideration of the Richmond City Council's position on this important issue.

Sincerely,



William A. Lindsay  
City Manager

cc. West Contra Costa Unified School District Board of Education  
Richmond City Council  
Dr. Bruce Harter, Superintendent, West Contra Costa Unified School District



# Accountability & Assessment News

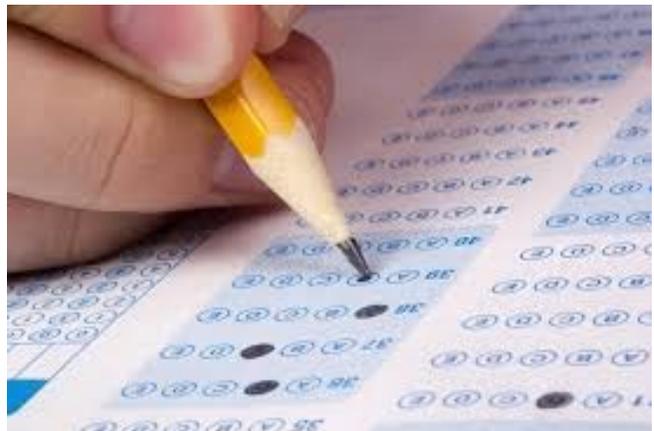
School Infographics  
SAPG Reporting  
Dashboards  
Student Learning

The latest West Contra Costa Unified School District news in assessment, data, and the Local Control Accountability Plan (LCAP). Subscribe to the online version at [bit.ly/access-news](http://bit.ly/access-news).



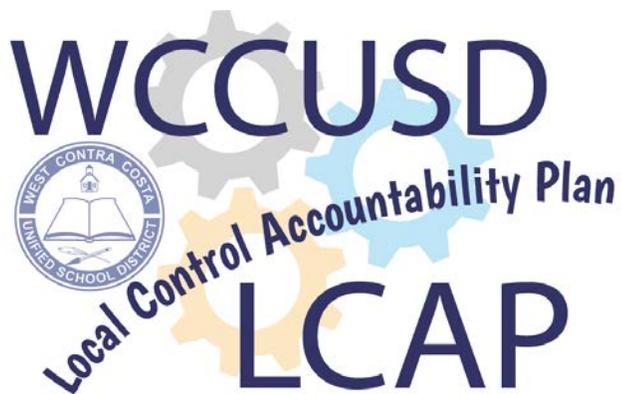
### AYP Results Released

WCCUSD achieved top results in the 2014-15 Adequate Yearly Progress (AYP) released this week. **Page 2**



### PSAT/NMSQT and PSAT 8/9 Results Delayed

PSAT/NMSQT and PSAT 8/9 results from the October 14 College Day testing have been delayed. **Page 2**



### New LCAP Resource: 2015-16 LCAP Infographics Available

The 2015-16 LCAP Infographic provides an easy-to-understand overview of the LCAP and LCFF. **Page 3**



### Just Released: 2014-2015 Student Engagement Data

The Student Engagement dashboard now includes 2014-15 data for School Attendance and After School Programs. **Page 4**



# Adequate Yearly Progress Results Released

WCCUSD achieved top results in the 2014-15 Adequate Yearly Progress (AYP) report released this week by the California Department of Education (CDE). Part of the No Child Left Behind Act, AYP is a measurement that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. WCCUSD met all 24 of the AYP criteria, and our students achieved a 96% attendance rate, exceeding the target rate of 90%.

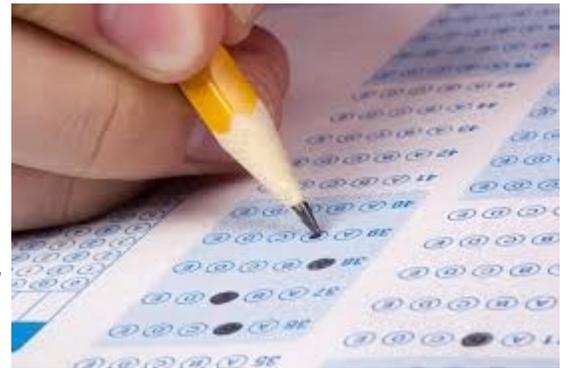
The Every Student Succeeds Act (ESSA), passed last week, legally replaces No Child Left Behind, and removes AYP from federal reporting requirements. Stay tuned to the CDE website at <http://www.cde.ca.gov/ta/ac/ay/> for updates on AYP and California testing. You can also access printable state, county, district, and school level reports on the CDE website at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.



Elementary students participate in reading exercises

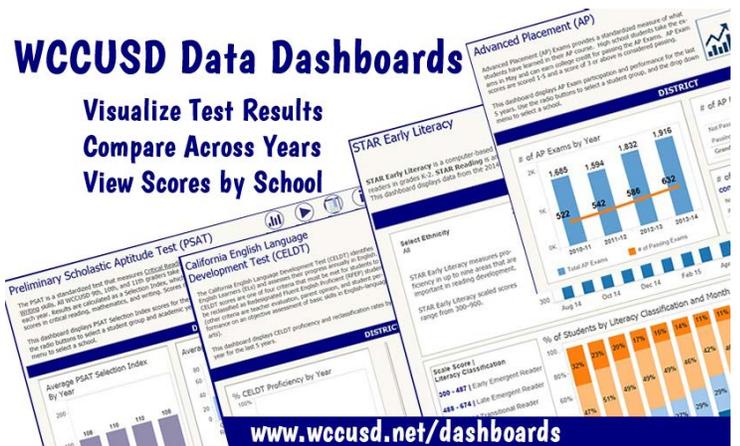
## PSAT/NMSQT and PSAT 8/9 Results

Students who took the PSAT /NMSQT and PSAT 8/9 on October 14th during College Day will not receive score reports until January 7th as reports from the College Board were delayed. When scores are available, students will be able to access both scores and AP Potential information at [studentscores.collegeboard.org](http://studentscores.collegeboard.org). The College Board will email students an access code to view their personal online score report. Teachers and counselors will have access to scores approximately one day before students, and can give students their access code if the student didn't provide an email address when he or she took the test. Schools will also hand out paper score reports to students in mid-February. The new delivery schedule will not affect students' eligibility for the National Merit Scholarship Program.



## Free Personalized Study Plan

All WCCUSD students who took one of the tests PSAT/NMSQT, PSAT 8/9, or SAT Suite of Assessments have access to Khan Academy. Access free practice tests and create a free personalized study plan at [www.khanacademy.org/sat](http://www.khanacademy.org/sat).



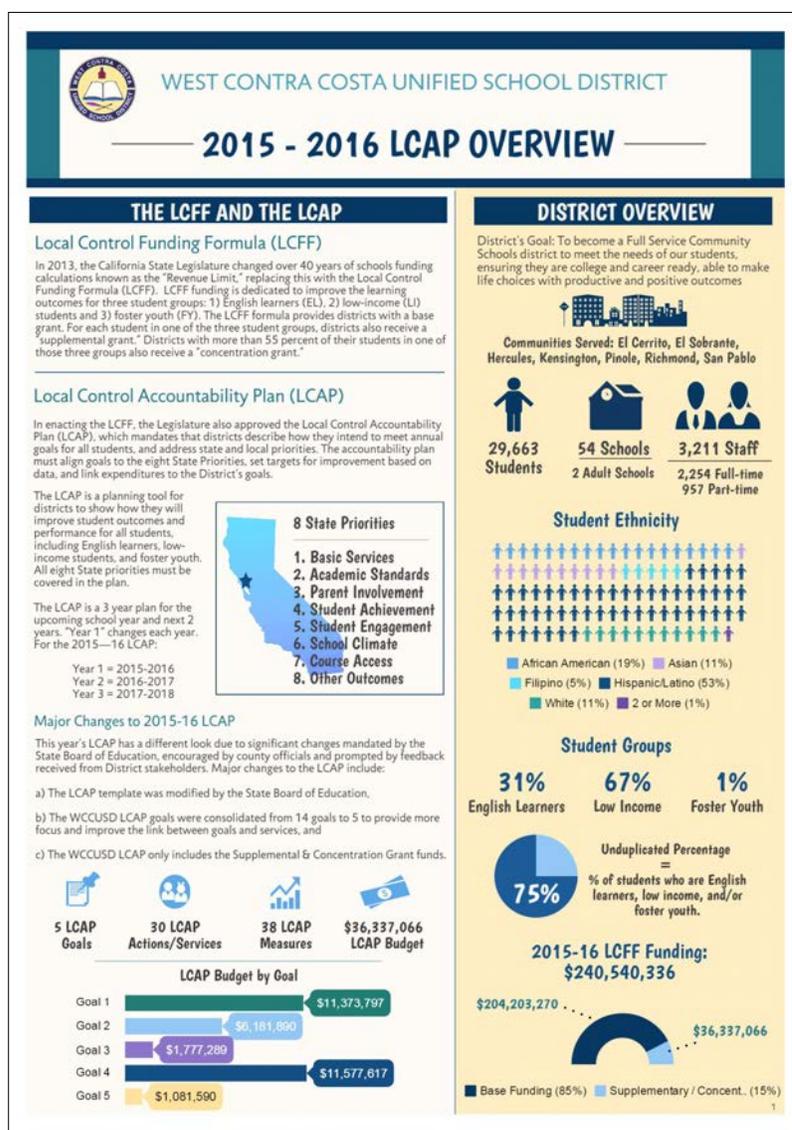
# 2015-16 LCAP Infographic now Available in English & Spanish

LCAP Infographics offer an in-depth look at the 2015-16 Local Control Accountability Plan (LCAP). The infographic, pictured below, is a four page overview. It begins with an introduction to the Local Control Funding Formula and the LCAP. This section includes major changes to the 2015-16 LCAP, and a breakdown of LCFF funding. The District Overview section shares the latest district demographics, and includes information on student groups: low income, foster youth, and English learners.

Pages 2-3 provide a highlight of each LCAP goal, including actions & services, budget, and measurable outcomes.

Page four describes the LCAP development process, shares information on the DLCAP Committee, provides the 2015-16 LCAP Timeline, defines key acronyms, and shares WCCUSD links.

Infographics are available at <http://www.wccusd.net/Page/5246>. Visit [www.wccusd.net/lcap](http://www.wccusd.net/lcap) for more information about the LCAP.



# Updated Dashboards Show 2014-15 Data

The Student Engagement dashboard now includes 2014-15 data for School Attendance (Figure 1) and After School Programs (Figure 2). The School Attendance dashboard displays attendance rates for the last two years by student group and school. School Attendance Rates are calculated using the total days attended divided by the total days of membership within student group categories using Annual Daily Attendance (ADA) rules. The interactive dashboard allows you to use the drop down menu to select a school, and the boxes to select a school level.

The After School Programs dashboard displays program participation and demographics, and selected Student, Parent, and Staff After School Program Survey results. After School Programs operate in 28 schools throughout West Contra Costa Unified School District, including 24 elementary schools (grades K-6) and 4 middle schools (grades 7-8). The WCCUSD After School Programs are open to all students at the host school at no cost to the family. View data by year and by school.

To access the dashboards, visit <http://www.wccusd.net/Page/5386> and navigate to the School Attendance or After School Programs tab.

Figure 1: School Attendance Dashboard

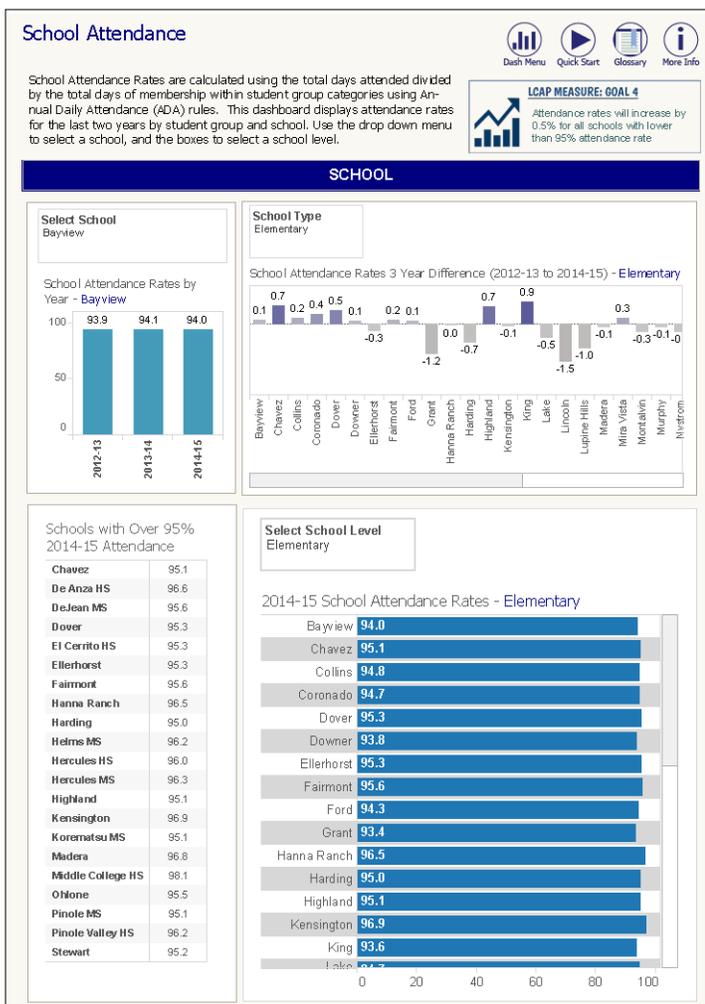
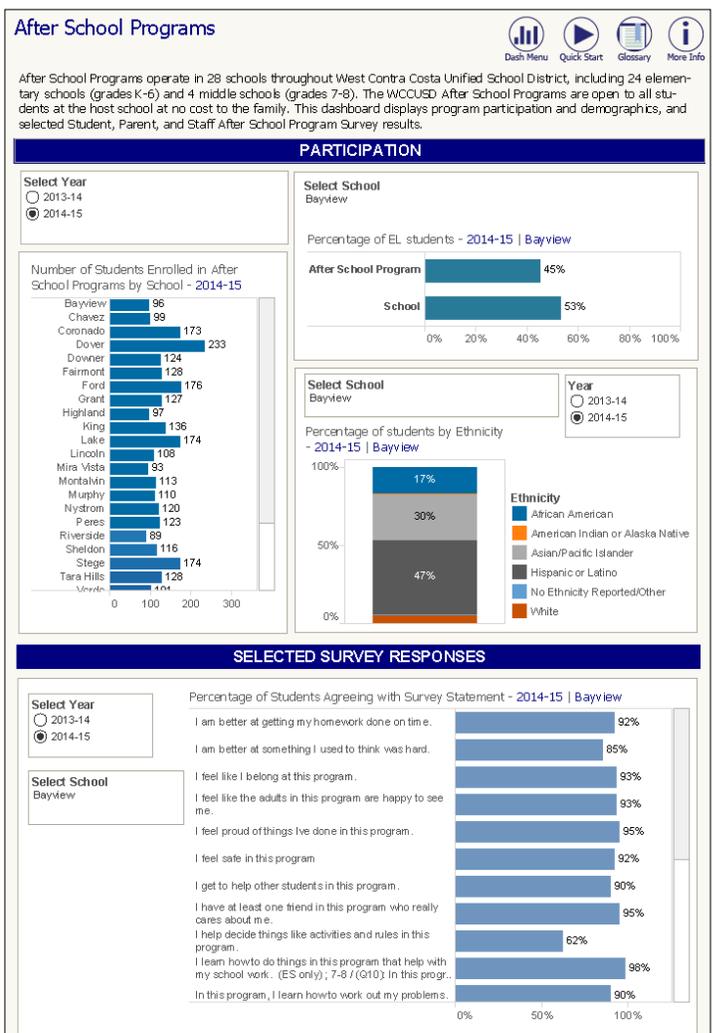


Figure 2: After School Programs



**Public Records Request Log 2015-2016**  
**Week Ending December 17, 2015**

	<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>
52	11/19/15	Anton Jungherr	Education Specifications	<b>Gathering / Reviewing Documents</b>
53	11/19/15	Derek Miles Northern CA Fire Group	Battalion One Contractor / Worked performed in WCCUSD	<b>12/7/15 Letter of Extension sent Gathering / Reviewing Documents</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>Acknowledgement letter sent</b>
57	11/30/15	Fatima Alleyne	Superintendent's Contract and 2014-15 and 2015-16 Goals	<b>Available documents ready for review</b>
59	12/7/15	Sal Mendoza Mendoza Insurance Brokers	RFQ/RFP for Owner Control Insurance Program Brokerage Services for the Pinole Valley High School Construction Program	<b>Gathering Documents</b>
60	12/8/15	Steve Chamberlin	Design Capacity in Number of Students – Various School sites	<b>Gathering Documents</b>
61	12/9/15	Blayne Goodman Work Preservation Fund	El Cerrito High School Stadium Project- Payroll Records from FieldTurf USA	<b>Reviewing Documents</b>
63	12/14/15	Betsy Brazy Law Office of Betsy J. Brazy	Fagen, Friedman Fulfroost Attorneys / Invoices, payments, and costs for services rendered in <i>WCCUSD v. Natalia Quintero</i> – Beginning October 1, 2015 – Present	<b>Acknowledgement letter sent</b>
64	12/15/15	Steve Michelson	Kleinfelder's Proposal for Environmental Services at Pinole Valley High School / New Campus	12/17/15 Information sent via email <b>COMPLETED</b>