

Friday Memo
March 11, 2016

Upcoming Events – Bruce Harter

- March 12: Foster Care Youth Conference, DeJean, 9:30 AM
- March 12: LCAP Townhall, Coronado, 9:30 AM
- March 14: Superintendent Search Community Engagement, Alvarado, All Day
- March 14: Technology Subcommittee, IT Center, 4:00 PM
- March 14: Superintendent Search Community Forum, Pinole Middle School, 6:30 PM
- March 14: Youth Commission / Superintendent Search Forum, Helms, 6:30 PM
- March 14: Board Retreat - Postponed / To Be Rescheduled
- March 15: Superintendent Search Community Engagement, Alvarado, All Day
- March 15: LCAP Townhall, Kennedy Library, 3:00 PM
- March 15: Facilities Subcommittee, FOC, 4:00 PM
- March 15: Master Plan Community Meeting, Kennedy High, 6:30 PM
- March 15: Superintendent Search Community Forum, DeJean Middle, 6:30 PM
- March 15: Superintendent Search Community Forum – In Spanish, Ford Elementary, 6:30 PM
- March 16: Board of Education Meeting, DeJean, 6:30 PM
- March 17: Safety and School Climate Committee, Greenwood Academy, 9:00 AM
- March 17: Solutions Team, UTR Office, 1:00 PM
- March 17: Facilities Prioritization Committee, FOC, 6:30 PM
- March 19: First Annual District Spelling Bee, Verde Elementary, 10:00 AM

Next Week’s Board Meeting – Bruce Harter

Closed Session for Wednesday’s March 16 meeting begins at 5:30 PM.

WCCUSD Students Highlighted on White House National Week of Making Website! – Nia Rashidchi

WCCUSD fourth grade students from Coronado Elementary School who have been working in the Fab Lab this school year on projects using the laser cutter have been highlighted in one of only six photos in the opening photo rotation on the website announcing the White House’s third annual National Week of Making. At last year’s Week of Making events, Philip Gonsalves, Senior Director of STEM Education, served on a White House panel, where he provided our WCCUSD perspective that we need to “move beyond making” and insure that Fab Lab activities are integrated into our academic and standards-based mathematics and science curriculum. Philip has spoken at national events for the White House and our district, and has been asked to be involved in this year’s National Week of Making. The fourth grade Coronado students, led by their teacher April Scott, conducted a science experiment focused on what materials are best for growing plants, and utilized the Fab Lab to learn about and use the laser cutter to prototype and modify specially designed planter boxes for the experiment.

The White House Week of Making website is located at: <http://weekofmaking.org>

The WCCUSD Fab Lab website is located at: <http://www.wccusd.net/fablab>

The WCCUSD Fab Lab Twitter account is located at: <http://twitter.com/FabLabRichmond>



Every Kid In A Park Partnership & Launch - Wendell Greer

West Contra Costa Unified School District has partnered with UC Berkeley's California Outdoor Engagement Coalition, the National Park Service, Rosie the Riveter Trust, and Groundwork Richmond in the "Every Kid in a Park- Richmond" initiative this Spring. This innovative collaboration, in celebration of the National Park Service Centennial, will bring over 1,200 WCCUSD 4th Graders to Rosie the Riveter/WW II Home Front National Historic Park. The partnership and program is being launched as part of President Obama's Every Kid in a Park initiative, in which all 4th graders and their families receive free access to federal lands and waters for a year. All WCCUSD 4th Graders who participate will receive their Every Kid In A Park family pass during their visit to Rosie the Riveter/WW II Home Front National Historic Park. Please see the attached schedule for WCCUSD field trip dates.

To help celebrate this new partnership, the Board of Education is invited to attend the launch event Wednesday, March 23rd from 9:30-10am at the Craneway Pavilion, 1414 Harbour Way South, Richmond, CA. Please see the attached invitation and RSVP to Elizabeth Carmody (510)231-1194 or elizabeth.carmody@wccusd.net if you would like to attend.

First Student Busing - Steve Collins

Since the beginning of the school year, there has been a severe shortage of bus drivers. First Student lost a number of drivers to Google and AC transit which offer full time employment. First Student has reached out to the community and has offered incentives to retain bus drivers and bonuses to attract new drivers. Despite this, there continues to be a severe shortage. Routes have had to be doubled up and students are arriving between 30 to 60 minutes late. In the past week 13 routes were not covered due to absences and resignations. I have had three conference calls with First Student’s upper management to try to come up with a solution. To resolve the current situation, First Student has sub-contracted with American Logistics Company to take over a minimum of six routes. The sub-contractor will start transporting students no later than March 21st. First Student will continue to sub-contract until they hire enough bus drivers to cover all our routes plus have substitutes when drivers call in ill. I am now having weekly conference calls with upper management and daily contact with the Management staff at the Richmond Bus location.

Chabot Field Trips – Nia Rashidchi

STEM and Chabot—WCCUSD’s STEM Center is providing yet another wonderful opportunity for our district’s students. The STEM Center negotiated with Chabot Space and Science Center to help support our district’s STEM initiative. As a result of this negotiation, four schools—Chavez, Coronado, King, and Nystrom—will be taking 1st, 2nd and 3rd grade classrooms to Chabot free of charge. On four separate days, Chabot will provide busing for each school to send every 1st, 2nd, and 3rd grade students to Chabot. These field trips will take place between March 28th and March 31st.

Once at Chabot, students will be scheduled for a workshop experience and a planetarium show. They will also have a chance to explore Chabot’s exhibits. Teachers were able to select from the following workshops:

<u>Workshop:</u>	<u>Suitable for grades:</u>
Wacky Weather	1 st /2 nd
Garden Plan-it	1 st -3 rd
Micronauts	1 st -3 rd
Moonstruck	3 rd
Shooting Stars and Space Rocks	3 rd
Redwood Ecosystem Hike	3 rd

Effective Reading Interventions – Steve Collins

The Special Education Department has provided training and materials with LCAP funds in Effective Reading Intervention to both general and special education teachers in grades k-12 in four research-supported supplemental reading intervention programs. One set of programs, Read Naturally and The Six-Minute Solution, provide reading intervention targeting building student reading fluency skills. The second set of programs, REWARDS and Phonics for Reading, target building student reading decoding skills. Focusing on increasing student reading skills in decoding and fluency are key strategies that aid students in building their general reading literacy.

Read Naturally

The *Read Naturally* program is a supplemental reading program that is being used to target reading fluency and accuracy of students in elementary, middle, or high school or adults using a combination of texts, audio CDs, and computer software. The *Read Naturally* strategy includes: modeling of story reading, repeated reading of text for developing oral reading fluency, and systematic monitoring of student progress by teachers and the students themselves. Students work at their reading level, progress through the program at their own rate, and work (for the most part) on an independent basis. The program can be delivered in three ways: (1) students use audio CDs with hard-copy reading materials, (2) students use the computer-based version, or (3) students use the web-based version. *Read Naturally has been found effective by the What Works Clearinghouse in increasing student reading fluency and general literacy achievement.*

The Six Minute Solution

The Six-Minute Solution is a program that builds students' reading fluency in a six minute daily lesson. With this program, teachers in any subject area first assess students' current instructional reading levels and then place them in fluency pairs. In these pairs, one student reads the passage or fluency-building sheet to his or her partner for one minute, while the partner tracks the words read correctly or incorrectly. The partners then switch roles. Students chart their own progress, which increases motivation.

There is a well-documented correlation between reading fluency and reading comprehension. The National Reading Panel found that repeated reading strategies, such as that used by Six-Minute Solution are an effective way to build reading fluency. Students who read fluently read more independently and are better able to complete assignments—across all content areas.

REWARDS

REWARDS for intermediate and secondary students is an explicitly taught, research-validated reading intervention program. It incorporates a highly generalizable strategy for decoding multisyllabic words frequently found in content-area texts. Daily 50- or 60-minute lessons increase oral and silent reading rates (fluency), expand students' knowledge of general academic and domain-specific vocabulary, and build students' confidence in their reading ability. *REWARDS* was evaluated and determined effective in an independent program review by the Florida Center for Reading Research. The *REWARDS* strategies are also recommended by the National Reading Panel Report and Reading Next.

Phonics for Reading

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. The program was originally conceived for students in grades 3-6 but may also be used for students in grades 1 and 2, for lower performing students in upper grades, and for adults learning to read English. Phonics for Reading may be taught in small groups or one-on-one by a classroom teacher; or following training, by an aide, tutor, or volunteer. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. The program is appropriate for flexible use in general and special education classrooms, for tutoring, and for summer school sessions.

West Contra Costa Unified School District
Office of the Superintendent

Phonics for Reading addresses phonics, one of the important components of reading instruction cited by the Report of the National Reading Panel (2000). The program's systematic and explicit focus on phonics attempts to help students master the print-to-speech mapping system of our alphabetic language by developing automaticity with letter-sound correspondences and with word reading. Consistent teaching routines featured throughout the program may be beneficial from two standpoints: students are able to focus uniquely on the lesson's content and the teacher has more freedom to concentrate on student responses.

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.



Photo courtesy of Department of Interior

You're Invited to the launch of

Every Kid in a Park - Richmond
Wednesday, March 23, 2016
9:30 - 10:00 am - Program
10:00 am - 4th grade field trip begins

Craneway Pavillion
1414 Harbour Way South
Richmond, CA

Join National Park Service Deputy Director Denise Ryan in providing 4th graders from Richmond's Peres Elementary School with **Every Kid in a Park** passes from President Barack Obama! These passes will enable the 4th graders and their families to visit all federally owned lands and waters for free for one year.

In celebration of the [National Park Service Centennial](#), more than 1,200 4th graders are coming to visit [Rosie the Riveter/WW II Home Front National Historical Park](#) this spring! UC Berkeley student interns are assisting National Park Service rangers with the visits, which include a one-mile walk along the beautiful [San Francisco Bay Trail](#).

This program is the launch of a new partnership between the [National Park Service](#), [Rosie the Riveter Trust](#), [West Contra Costa Unified School District](#), [UC Berkeley's College of Natural Resources](#) and [Groundwork Richmond](#).

Please RSVP to Elizabeth Carmody (510) 231-1194 or elizabeth.carmody@wccusd.net



Public Records Request Log 2015-2016
Week Ending March 10, 2016

	Date of Receipt	Requestor	Requested Records/Information	Current Status
32	10/12/15	Fatima Alleyne	Lozano Smith Attorneys / All Invoices, Contracts and Expenses paid beginning January 1, 2014 – December 31, 2014	Available documents ready for review
38	10/16/15	Fatima Alleyne	Parcel Tax Measure D for 2012-2013 School Year / All financial and bank statements, invoices, receipts and salaries	Available documents ready for review
40	10/23/15	Fatima Alleyne	Parcel Tax Measure D for 2009-2010 School Year / All financial and bank statements, invoices, receipts and salaries	Available documents ready for review
41	10/26/15	Fatima Alleyne	Parcel Tax Measure D for 2008-2009 School Year / All financial and bank statements, invoices, receipts and salaries	Available documents ready for review
43	11/1/15	Fatima Alleyne	All Contracts, Invoices and Expenditures for Legal services paid by the District for the 2013-14 School Year	Available documents ready for review
48	11/10/15	Fatima Alleyne	Job Descriptions for all Superintendents' positions	Available documents ready for review
56	11/30/15	Fatima Alleyne	2015-16 Legal Services Contracts / Lozano Smith Attorneys- Ramsey & Ehrlich- Bragg Coffin Lewis & Trapp- and Swanson & McNamara	Available documents ready for review
57	11/30/15	Fatima Alleyne	Superintendent's Contract and 2014-15 and 2015-16 Goals	Available documents ready for review
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	2/11/16 Information sent via email 3/4/16 Remaining information sent via email COMPLETED
72	1/15/16	Ivette Ricco CBOC Chairperson	Clay Investigation Subcommittee / Audio Recording of 1/11/2016 Meeting	Acknowledgement email sent Requestor informed that recording may not be available until Meeting Minutes are approved at next schedule meeting
75	1/26/16	Dan Borenstein Bay Area News Group	Bond Measure (Possible) for Parcel Tax Extension or Increase in 2016 Ballot	Available documents ready for review
83	2/23/16	Elliot Haspel Education Matters	Richmond and Kennedy High Schools / Class Size Enrollment – Students per Teacher/Class	Gathering records
84	2/26/16	Niki York Northern CA Fire Protection	Fire Sprinkler Contractor Contract / Title 19 Documents-Past 5 years	Gathering records
85	2/27/16	Mister Phillips Law Office of Mister Phillips	Denial of WCCUSD Student transfers due to lack of space at schools that are not in Program Improvement since 2009-2010	3/10/16 Information sent via email COMPLETED
86	3/4/16	Thomas Peele Bay Area News Group	WCCUSD Peace Officers	Acknowledgement email sent
87	3/8/16	Maryll Kersting Allied Barton Security	WCCUSD Security Guard Contract	Acknowledgement letter sent
88	3/10/16	Glenn Snyder Sheet Metal Workers Union	Portola Middle School/Korematsu – Kitchen Equipment Installation Project	Acknowledgement letter sent