

Friday Memo
September 4, 2015

Upcoming Events – Bruce Harter

- September 7: Labor Day – District Holiday, schools and offices closed
September 8: Agenda Setting, Superintendent’s Office, 2:30 PM
September 8: Berkeley Global Campus Education Subcommittee, Richmond Field Station, Dickinson Room, Bldg 478, 4 p.m.
September 8: Facilities Subcommittee at the FOC at 4:00 PM
September 8: Academic Subcommittee at DeAnza at 5:30 PM
September 8: San Pablo City Council, Council Chambers, 6:00 PM
September 9: Bright Futures Parent Meeting, El Sobrante, 6:30 PM
September 10: Richmond Chamber First Responder Luncheon 11 AM to 2:00 PM at the Richmond Recreation Center across Harry Ells Street from DeJean
September 10: Clay Investigation Subcommittee, Room 1, Alvarado, 3:00 PM
September 10: Back-to-School Night at Elementary Schools, start times vary
September 10: CBOC Audit Subcommittee, FOC, 6:00 PM
September 12: Read Aloud Program Celebrates 20 years of service, Downer, 11:00 AM to 3:00 PM
September 19: Coronado Elementary School Grand Opening Celebration, 10 AM
September 20: El Sobrante Stroll, 10:00 AM to 4:00 PM
September 26: Getting Ready for College Conference, Richmond Memorial Convention Center, 9 a.m. – 2 p.m.
September 29: Richmond Fab Lab Grand Opening, Kennedy High School, 10 AM

El Sobrante Stroll - Bruce Harter

The annual El Sobrante Stroll is Sunday, September 20. We’ll have a convertible available for Board members to ride in the parade which begins at 10:00 AM. Please let me know by September 11 if you’d like to participate.

State to Release Test Scores on Wednesday – Marcus Walton

The California Department of Education (CDE) is scheduled to release the California Assessment of Student Performance and Progress (CAASPP) scores in Math and English Language Arts on Wednesday, September 9. Staff will get an early look at the CDE data on Tuesday, September 8. This data and associated news releases are embargoed until September 9.

In preparation for the scores release, staff has prepared a few talking points (see attached document) that can be used to discuss the results with members of the community.

There are three main talking points:

1. These scores are new baseline results
2. The CAASPP scores are just one measure of student progress and achievement
3. We believe the District is on the right path as we move forward into the new standards

I am prepared to speak with the media on behalf of the District. With the new scores, I would expect more media coverage than in previous years. A link to the CDE data will be shared with

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Board members on Wednesday and the District's data dashboard will be updated shortly thereafter. If you have any questions or concerns about the talking points, please contact me.

WCCUSD Wraparound and Counseling Clinic – Steve Collins

We have opened our own counseling clinic this year and will provide site based counseling services at the following four district schools: Highland, Pinole Middle, Sheldon, and Tara Hills. Individual therapy, family therapy, and group counseling will be available for Medi-Cal eligible, general or special education students. In addition, Wraparound services will be available for eligible students in all district schools. Wraparound is a philosophy of care that includes a definable process involving the student and family that results in a unique set of community services and natural supports individualized for that child and family to achieve a positive set of outcomes.

The School Based Counseling Clinic is supported by County Mental Health's Early Periodic Screening Diagnosis and Treatment (EPSDT) funds and will be sustainable through direct Medi-Cal billing. Several collaborating agencies have been operating similar programs in district schools for many years. The collaborating agencies that are currently in schools with EPSTD funding are: Bay Area Community Resources, Community Health for Asian Americans, Y-Team, and Youth Services Bureau. For more information, see attached.

Assessment Brief – Nicole Joyner

Attached is the September / October Assessment Brief which provides the basic information about assessments over these two months. This is the first of five briefs that are sent throughout the school year. The purpose of the brief is to keep staff informed of upcoming key assessment dates and to highlight important announcements. The Brief will also be posted to the Assessment Website under Assessment Updates.

New Teacher Professional Development – Nia Rashidchi

Our *New Teacher Professional Development Series* will begin on September 8, right after the Labor Day holiday. We are very excited about this work! The new PD series was created specifically for our new teachers. Ed Services staff is deepening our partnership with Teach for America staff. We will be co-presenting information ranging from Classroom Management and Authentic Praise to Bell-to-Bell Teaching and Learning and Growth Mindset.

We have included the September 2015 – January 2016 schedule of events in this Friday memo. All trainings will take place at Pupil Services, 2465 Dolan Way in San Pablo from 4:00 – 6:00 p.m.

Pinole Middle School Class Size – Ken Whittemore

Upon the presentation of the Pinole Middle school class sizes we reviewed the numbers and class size. We are in the contractual limits of balancing for each site. I am working with Dr. Greer and Mr. Julio Franco, the Executive Director for Pinole Middle School, and the classes will be balanced prior to September 11. The overlarge English Language Arts classes have already been fixed and the social studies and P.E. classes will conform to district class size limits no later than the end of next week.

Facilities Master Plan – Status on Progress and Upcoming School Site Committee/Council Meetings – Lisa LeBlanc

The Facilities Master Plan is well underway with 11 school condition assessments completed to date. The remaining 10 condition assessments will be completed by September 18th.

Additionally, facilities staff collaborated with the school principals to schedule meetings with the school site committee/councils to begin the outreach and input process. If a school site has already progressed into the development of a design or a master plan, staff/Darden will be meeting with the site committee that was involved in that process, and if not, then will meet with the Site Council. The meetings will introduce the Facilities Master Planning process and will seek input on the current condition and concerns regarding their school facilities. In addition, committees will be asked for suggested criteria that the Prioritization Committee can consider for sequencing future projects. The schedule for these upcoming meetings is set forth below:

	Date	Time	School
1.	9-9-15	1:00	Cameron
2.	9-9-15	4:00	Hercules Middle
3.	9-10-15	3:30	Hercules High
4.	9-14-15	4:30	Olinda
5.	9-15-15	1:00	Kennedy
6.	9-15-15	5:00	Stege
7.	9-16-15	3:00	Grant
8.	9-16-15	5:30	Riverside
9.	9-17-15	1:00	Ohlone
10.	9-17-15	3:00	Fairmont
11.	9-17-15	4:30	Valley View
12.	9-21-15	3:00	Highland
13.	9-21-15	5:00	Shannon
14.	9-22-15	4:30	Richmond High
15.	9-22-15	5:00	Wilson
16.	9-23-15	4:00	Chavez
17.	9-23-15	6:00	Crespi
18.	9-24-15	3:30	Collins
19.	9-24-15	5:00	Lake

Community Turns Out to Support Grambling State Marching Band Practice – Marcus Walton

An estimated 1,500 people showed up to watch the Grambling State University World Famed Tiger Marching Band practice at Kennedy High School on Thursday afternoon as the group prepared for Saturday’s performance at Cal. Grambling’s associate vice president of student affairs, Dr. David Ponton, spoke with several students about their college options and the band director Dr. Larry Pannell encouraged juniors or seniors interested in being a part of the band or attending the school to talk to one of the many faculty and staff members.

Local non-profit 4Richmond helped sponsor the band’s practice. The session received significant media attention with Channels 2 and 7, KGO Radio, the San Francisco Chronicle and the Contra Costa Times all covering the event.

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.

WCCUSD September Professional Development – Nia Rashidchi

West Contra Costa USD provides abundant professional development opportunities for staff. We think it is important for board members to know about the variety of offerings. This Friday memo contains the September Professional Development Calendar.

<p>9/1/2015 3:30 PM - 5:30 PM Keep It Legal IEP Refresher Course - Law Update Location: Pupil Services Center Special Education Teachers</p>
<p>9/1/2015 3:30 PM - 5:00 PM STAR Reading/Early Literacy Basic Training, Grades K-8 Location: Vista Hills Teachers in grades K-8 will be trained on the implementation and program components of Renaissance Learning.</p>
<p>9/3/2015 3:30 PM - 5:30 PM Keep It Legal - IEP Refresher -Law Update Repeat Of 9-1-15 Location: Pupil Services Center If you didn't attend 9-1-15 then all special education teachers may attend this training.</p>
<p>9/4/2015 3:30 PM - 6:00 PM Elementary ELD Train the Trainers Location: Pupil Service Center, Room 2 Advanced strategies for your ELD practice (intended for teachers who attended the ELD monthly meetings in the 2014-2015 school year)</p>
<p>9/8/2015 3:30 PM - 6:00 PM Secondary Pizza and Planning- EdTech Integration Location: Serra Adult School - Multipurpose Room EdTech content and planning support for Grades 7-12 teachers</p> <p>District objective: Participants will learn about and/or review best practices for educational technology integration in the classroom based on CCSS.</p>
<p>9/8/2015 4:00 PM - 6:00 PM Basic Classroom Management Systems for 1st & 2nd Year Teachers Location: Pupil Services Center MPR This session will motivate 1st and 2nd year educators to analyze the current culture, investment, and management systems that they are implementing in their classrooms. Through practice and role-play, educators will leave with stronger teacher moves and feedback on how well their systems are setting them and their students up for 100% engagement and investment 100% of the time. Teachers will also be given Growth Mindset Back-to-School Night tips, information & talking points to share with parents.</p>
<p>9/10/2015 4:00 PM - 6:00 PM Online Opportunities: Digital Differentiation for Secondary Students Location: Vista Hills Education Center, TTL2 SECONDARY English, History/Social Studies, and World Language teachers are invited to join us for an introduction to tools in:</p>

- Pearson SuccessNet and SuccessNet Plus: Prentice Hall English (grades 6-12) and Realidades (all Spanish 1-3)
- EMC's FlipGrid and AVE: French 1-4, Spanish 4
- McGraw-Hill Connect: Psychology
- NBC Learn: English (grades 6-12), History/Social Studies (grades 6-12), Spanish (grades 7-12)

9/10/2015 4:00 PM - 6:00 PM SDAIE Monthly Meeting, Grades 4-12

Location: Kennedy High School, Rooms 401 and 410
Collaboration and strategies to support ELs in the content areas

9/11/2015 8:45 AM - 10:15 AM Grad Tutor Meeting (Group 1)

Location: Pupil Services Center, Room 2
Group 1: Bayview, Chavez, Dover, Downer, Fairmont, Grant, King, Lake, Lincoln, Nystrom, Stege, and Verde

9/12/2015 8:30 AM - 3:00 PM Basics 3 Training

Location: Pupil Services Center
Mandatory Training For All Elementary And Secondary SH Teachers

9/14/2015 8:30 AM - 3:00 PM DBQ Project Training for MS History Teachers

Location: Pupil Services Center

Join us for 2 days of intensive training: DAY 1 of 2

All middle school history teachers will complete training during Fall 2015. Participants will learn the DBQ Project's highly-scaffolded methodology for teaching students to **read and analyze primary source documents and write evidenced-based essays aligned with Common Core**. Teachers in the DBQ Project Pilot reported high student engagement and greater success in writing. You will be ready to implement the strategies in class the next day! A sub will be provided for you.

9/14/2015 3:30 PM - 4:30 PM Full-Day Kindergarten/Upper Grade Prep, Grades 4-6

Location: Vista Hills, Room 106

9/15/2015 8:30 AM - 3:00 PM DBQ Project Training for MS History Teachers

Location: Pupil Services Center

Join us for 2 days of intensive training: DAY 1 of 2

All middle school history teachers will complete training during Fall 2015. Participants will learn the DBQ Project's highly-scaffolded methodology for teaching students to **read and analyze primary source documents and write evidenced-based essays aligned with Common Core**. Teachers in the DBQ Project Pilot reported high student engagement and greater success in writing. You will be ready to implement the strategies in class the next day! A sub will be provided for you.

9/15/2015 8:45 AM - 2:00 PM How To Identify, Create And Implement Effective Individual Behavior Interventions

Location: Pupil Services Center

This Training is for Psychologists, Behavior Specialist and Special Education

9/15/2015 3:30 PM - 6:00 PM Elementary Pizza & Planning - EdTech Integration

Location: Pupil Services Center - Multipurpose Room
EdTech content and planning support for elementary teachers

District objective: Participants will learn about and/or review best practices for educational technology integration in the classroom based on CCSS.

9/15/2015 4:00 PM - 5:30 PM Secondary ELD Writing Rubric Scoring Calibration

Location: Pupil Service Center (PSC) Room 7

<p>9/16/2015 8:15 AM - 3:00 PM Elementary ELD Instructional Routines - Make Up Session Location: Pupil Services Center, Room 2 This training is a make-up session for those who could not make the 8/17 date</p>
<p>9/17/2015 4:00 PM - 6:00 PM Clear Expectations and Follow Through for 1st & 2nd Year Teachers Location: Pupil Services Center-MPR In this session, educators will have the opportunity to write and revise directions and develop stronger language for follow-through (i.e. positive and negative consequences). After engaging in authentic practice and role play, all participants will leave with stronger teacher moves and an expansive set of resources on classroom expectations and positive behavior management systems.</p>
<p>9/18/2015 8:45 AM - 10:15 AM Grad Tutor Meeting (Group 2) Location: Pupil Services Center, Room 2 Group 2: Coronado, Ford, Highland, Lupine Hills, Riverside, Shannon, Sheldon, Tara Hills, Washing, Wilson</p>
<p>9/19/2015 8:30 AM - 11:30 AM Woodcock-Johnson Tests Of Achievement IV Location: Pupil Services Center First Training Special Education Teachers</p>
<p>9/19/2015 12:30 PM - 3:30 PM What Is New In The Woodcock Johnson Tests Of Achievement IV Location: Pupil Services Center 2ND training of the day for all Special Ed teachers</p>
<p>9/21/2015 4:00 PM - 6:00 PM WCCUSD and West County DIGS Location: Washington Elementary School Library Developing Instructional Gardens in Schools - Preparing the Soil This event is open to all WCCUSD teachers and community members. District employees should register online through the District website. If you are not a district employee, please call 510-307-4500 to register by phone.</p>
<p>9/22/2015 3:30 PM - 5:30 PM TBE/DLI Monthly Meeting Location: Pupil Services, Room 7</p>
<p>9/24/2015 4:00 PM - 6:00 PM Sincere, Authentic Praise for 1st & 2nd Year Teachers Location: Pupil Service Center-MPR This session will provide educators with examples of sincere, authentic praise and motivate them to consider how using praise can lead to increased learning and higher achievement. Through intentional scripting and practice, participants will leave this session with resources that could be used the very next day to increase student investment.</p>
<p>9/25/2015 8:30 AM - 10:15 AM ELA Coach Training Location: Vista Hills, Room 118</p>
<p>9/26/2015 8:30 AM - 4:30 PM CPI (Crisis Prevention & Institute Annual Refresher Course) Location: Pupil Services Center CPI refresher course</p>
<p>9/26/2015 9:00 AM - 12:30 PM SEIS TRAINING Part 2 New Teacher Location: Vista Hills Room 112</p>

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All New Special Education Teachers

9/29/2015 8:15 AM - 3:00 PM Secondary ELD Inside/Edge - Make-Up Training

Location: Kennedy High School, Rooms 401 and 406

9/30/2015 8:15 AM - 3:00 PM Elementary Treasures ELD Hybrid

Location: Pupil Services, Room 2

Bond Finance Information - Sheri Gamba

Response to Anton Jungherr's Presentation at the Special Board meeting on August 18, 2015

Introduction

At the August 18, 2015, special public meeting of the District's Board of Education, designed to focus on continuing disclosure matters related to the District's outstanding bond issues (the "Special Meeting on Disclosure"), Mr. Anton Jungherr, an active member of the CBOC, delivered public comments and additionally submitted substantially the same comments in written form, as well (collectively, the "Assertions"). Copies of Mr. Jungherr's Assertions were provided to all attendees at the August 18, 2015 meeting. Mr. Jungherr stated that he was making his public comment as an individual and not as a committee member. Although the written Assertions were entitled "Bond Disclosure Training," they in fact constituted an amalgamation of various criticisms Mr. Jungherr makes regarding the District's Bond Construction Program. District staff believes it is important that the public record be corrected with regard to the Assertions. Accordingly, we have consulted with members of the District's Finance Team, including KNN Public Finance, Financial Advisor to the District ("KNN"), Nixon Peabody LLP, the District's Bond Counsel and Disclosure Counsel ("Nixon"), and Piper Jaffray & Co., the lead underwriter for the District's past bond issues ("Piper"), in order to provide the Board and the public with an accurate timeline and description of events included in the Assertions.

The information provided here focuses on three separate areas, the subject matter of the August 18th Special Meeting on Disclosure, the manner and timing of the District's actions under the MCDC Initiative and the SEC Investigation. The Assertions as they stand mislead and can confuse the public and the Board by presenting unrelated facts as an integrated whole. Unwinding such assertions and providing answers to them takes valuable staff and consulting time. However, it is important to assert the District's positive and pro-active activities related to bond finance.

What follows is our best effort at providing and highlighting the relevant facts and correcting the inaccuracies and misimpressions that are inherent in the Assertions.

Disclosure Training

Over the course of the last few years District staff has been working on improving and defining processes and procedures related to bond issuance. The Administrative Regulation (AR) 7214 presented to School Board is one in a series of AR's designed to document the District's procedures related to such activities. With the SEC's increased emphasis on Municipal Continuing Disclosure, the Bond Finance Team agreed that Disclosure Training for staff and the School Board would be beneficial to the District. AR7214 was presented at the August 12, 2015 board meeting and a special board meeting was held on August 18, 2015 to provide training to the board, staff and members of the public. The training was recorded for future use as a training tool.

Overview of the District's MCDC Process

Pursuant to the Municipalities Continuing Disclosure Cooperation Initiative announced by the Securities and Exchange Commission in March 2014 (the "MCDC Initiative"), both underwriters ("Underwriters") and issuers of municipal securities, including the District, would be afforded a one-time opportunity to report any past possible violations of federal securities laws involving materially inaccurate statements made under an issuer's continuing disclosure obligations ("Continuing Disclosure") in offering documents, typically, the "Official Statements." Obtaining an agreement on the part of issuers to provide Continuing Disclosure has been a requirement imposed on Underwriters by the SEC since 1998 as a condition to underwrite any offering of municipal securities (the SEC cannot directly require public agencies to provide Continuing Disclosure), and is reflected in Rule 15c2-12 (the "Rule"). The Rule prohibits Underwriters from purchasing bonds of an issuer unless that issuer agrees to provide Continuing Disclosure to owners of its bonds regarding its financial condition and operations under the Rule, following the date of delivery of the issuer's bonds. Essentially, the Rule calls for submission of a formal annual financial report (an "Annual Report") and the disclosure of the occurrence of certain material or other listed events ("Listed Events") that might concern owners of the issuer's bonds.

The SEC had learned that there were many issuers that had failed and were failing to comply with their respective Continuing Disclosure obligations, but were nevertheless including representations in their Official Statements that they were in material compliance with those Continuing Disclosure obligations. From the SEC's perspective, the problem was so widespread that it decided to offer market participants the opportunity to self-report any of these violations under terms that were favorable to the market participants. The SEC was quite clear that if market participants did not take advantage of this opportunity to resolve these violations, it would (in the words of one of their attorneys) "bring down the hammer" on violators. They also clarified that in the case of issuers, this would include substantial fines.

Under the MCDC Initiative, Underwriters were given until September 10, 2014, to "self-report" possible violations: If they did self-report, the SEC offered a cap on fines that for major Underwriters was \$500,000. Every major investment banking firm, nationwide, undertook significant detailed analysis of all municipal transactions they had underwritten in the five to ten years prior to the reporting date, to identify shortfalls in disclosure they believed warranted a self-report. As a consequence, all major Underwriters nationwide submitted such self-reports and were charged penalties based on the number of violations they identified to the SEC. Most Underwriters paid the maximum penalty of \$500,000, including Piper and Stifel Nicolaus & Co., two of the District's Underwriters.

Municipal issuers were given a deferment under the MCDC Initiative and did not need to submit their self-reports until December 10, 2014. At present, only anecdotal

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evidence exists as to the exact number of public agencies, nationwide, that submitted a report under the MCDC Initiative by that date; however, based on contacts of KNN, Nixon and Piper within California, dozens, if not hundreds, of public agencies took advantage of the MCDC Initiative.

For Underwriters and public agencies that did not submit a self-report to the SEC under the MCDC Initiative, but that the SEC later determines have violated the Rule in any significant way, the SEC has announced it will undertake a strenuous future enforcement program, with severe penalties that may be assessed against market participants.

Events Respecting the MCDC Initiative Self-Report by District

After the announcement of the MCDC Initiative, the District engaged Nixon and KNN to complete a review of its past Official Statements and related Continuing Disclosure obligations, to determine whether a self-report would be in the best interests of the District. Nixon and KNN identified some misstatements; none of these misstatements were definitively determined to be material under the Rule.

After consultation with Nixon and KNN, the District determined that, even though the misstatements in its past Official Statements may not be deemed material, the most prudent course of action was to submit a self-report under the MCDC Initiative. At the Board's November 12, 2014, public meeting, the Board adopted a resolution approving the filing of the District's self-report under the MCDC Initiative (the "District Report"), which resolution included a posted copy of the draft District Report. Public comment was received on this matter. On November 24, 2014, the District submitted the District Report to the SEC under the MCDC Initiative.

To date, the District has not received a response from the SEC regarding the District's MCDC Report. Therefore, no settlement agreement or any other steps have been reached or taken between the SEC and the District. In particular, it should be noted that although the MCDC Initiative included a set of likely requirements that could be imposed upon issuers for having made material misstatements in their Continuing Disclosure obligations, those requirements do not become effective until and unless a settlement agreement is in fact entered into between an issuer and the SEC. In the absence of such agreement, the District is merely being proactive in its consideration and implementation of AR7214, and its commencement of the Continuing Disclosure training, as provided on August 18th. There is no language in the MCDC Initiative suggesting that establishing formal Continuing Disclosure procedures under an Administrative Regulation, rather than a Board Policy, would be regarded as less conscientious on the part of the District or less valuable to the SEC and bondholders.

To address specific points incorporated within Mr. Jungherr's report regarding Piper Jaffray & Co., please see response below provided by Piper:

"The letter is being written in response to a portion of a letter dated August 18, 2015 prepared by Mr. Anton Jungherr entitled "Bond Disclosure Training." The letter

references Piper Jaffray & Co. and makes certain statements about Piper Jaffray in the section entitled “Piper Jaffray & Co. and SEC.” Due to the nature of our business, Piper Jaffray, along with many other large and small banks and broker-dealers, is involved in a variety of legal proceedings on an ongoing basis. The securities industry is highly regulated, and the regulatory scrutiny applied to securities firms has increased dramatically in recent years, resulting in a higher number of regulatory investigations and enforcement actions and significantly greater uncertainty regarding the likely outcome of these matters. Each of the settlements described in Mr. Jungherr’s letter, with one exception, were industry-wide settlements involving multiple municipal underwriters, broker-dealers, issuers and banks in all financial brackets and were not unique problems experienced by Piper Jaffray alone. For more information regarding litigation and regulatory matters respecting FINRA members, please refer to the Form BD filed with the Financial Industry Regulatory Authority (“FINRA”) on FINRA’s website at <http://www.finra.org/RegulatorySystems/index.html> “

The SEC Investigation

On July 31, 2014, the SEC served a subpoena on the District, requesting that the District produce documents related to the District’s bond program. The SEC served another subpoena on September 3, 2014, seeking additional documents regarding the bond program and conducted a formal interview of one District staff member on October 29, 2014. The District has complied with the subpoenas and has cooperated with the SEC throughout the SEC Investigation. While the District considers the SEC Investigation to be still ongoing, the SEC has not requested any additional documents or information from the District since the fall of 2014.

Misstatements, Overstatements and Incorrect Associations of Fact in the Assertions Respecting the MCDC Initiative

- By presenting the Assertions under a consolidated timeline, Mr. Jungherr attempts to leave the impression that all the events listed on pages 2 and 3 of the Assertions (“Chronology”) are interrelated. There is no evidence to support the notion that the SEC Investigation has as its focus the District’s compliance with the Rule. In fact, the only effect of the SEC subpoena was to increase the level of diligence at the District on the disclosure provided in its Official Statements and its Continuing Disclosure obligations, including disclosing the SEC Subpoena.
- The Assertions list the various Board-authorized payments for legal counsel for various Board members, outside counsel and document production to the SEC in attempt to portray those authorizations as improper or excessive. In fact, the District is obligated to provide counsel to Board members acting within the scope of their duties and was required to have counsel to respond to the SEC and produce the documents listed in the SEC subpoena. Nixon had the available expertise and was retained to assist in this process.

- Though unrelated to the subject matter of the Special Meeting on Disclosure, the Assertions also included a reference to the costs of an audit by the Internal Revenue Service (the “IRS”), that focused singularly on one of the District’s outstanding bond issues. The purpose of this audit was to determine the District’s compliance with the tax law requirements that must be satisfied in order for the interest on the bonds to remain tax-exempt. Based on information from Nixon, the audit was commenced under the IRS’s random audit program and, as noted, was entirely unrelated to the MCDC Initiative and the SEC Investigation, nor does it suggest any wrongdoing on the part of the District, the Board or any staff member. The audit was closed in February 19, 2015 with no findings or failures on the part of the District to comply with the applicable tax law requirements.

The Assertions include a section referred to as “Piper Jaffray & Co. and Campaign Contributions,” which appears to be comprised mostly of excerpts from a 2012 article from the Bond Buyer. Piper Jaffray (Piper) was first selected as underwriter to the District in 2009 by way of a Request for Proposal process. Since then, Piper has been reappointed to serve in the lead underwriter capacity on numerous occasions based on the strength of their performance on the District’s prior bond issues. The District has also used six different co-underwriting firms. For detail regarding election contributions requested and/or received by campaign committees for applicable District bond elections, please visit www.fppc.ca.gov. While a number of these firms have made contributions to District bond elections, election contributions have not influenced the selection or composition of the underwriting teams. Campaign efforts for the District’s bond measures are coordinated by volunteers within the community. At no time is the District directly involved with campaign efforts or raising money to support such campaigns.

- The Assertions include a suggestion that the Board action taken on November 12, 2014, to authorize submission of the District Report took too little time on the agenda and received too few public comments. This matter, as noted above, having been properly noticed and comments being invited, was taken in full compliance with the Brown Act, which contains no minimum periods of time for the discussion of matters under consideration or any minimum number of public comments.
- The Assertions note perceived shortfalls in the content of the earlier version of AR 7214, Post Issuance Compliance Procedure, providing for compliance with the Internal Revenue Code following the sale of each issue of the District’s bonds (“Post-Issuance Compliance Procedures”) and complains that there were no comments by the Board concerning this item. The Post-Issuance Compliance Procedures are intended to be an annual review, with a report to the Board each October. When the document has been created this Fall it will be provided to the Board and updated to reflect outstanding District bond issues in the exhibits thereto and each Fall thereafter. These documents will be available to the public on the District’s website.
- The Assertions note that although the District Report under the MCDC Initiative indicated the Board would adopt a Board Policy regarding the procedures to govern

the District's Continuing Disclosure obligations but that, these procedures are now instead incorporated into AR 7214. It should be noted that the collection of AR 7214 resides with and accompanies BP 7214 on the California School Board Association GAMUT website, available through a link on the District's website. Mr. Jungherr makes a distinction without a difference and Ms. Gamba explained at the August 12, 2015 Board meeting, where AR 7214 was considered, that an Administrative Regulation is the better vehicle to promulgate vital, ongoing procedures among District staff.

- The Assertions accuse Ms. Gamba and Ms. Wells of Nixon, in comments made at the August 12, 2015, meeting of the Board, of misrepresenting to the Board and the public the Continuing Disclosure shortfalls listed in the District Report as a “few technical violations” of the Rule. As noted above, Nixon and KNN both deemed the shortfalls in the District's past Continuing Disclosure filings as likely to be determined non-material. Piper, the District's managing underwriter, had also concluded the shortfalls were non-material, as evidenced by its decision to not initially include the District in its own self-report as an issuer which had not materially complied with the Rule. Piper eventually amended its filing to include the District once being made aware the District would be self-reporting in accordance with the issuer deadline. Mr. Jungherr may have his own view of materiality, but it is not shared by the District's retained professionals, who have extensive experience and years of practice in this area of law and in compliance with SEC regulations.
- The Assertions describe the Continuing Disclosure training provided by Mr. Deaton of Nixon on August 18th as training “for Board of Education.” In fact, at all times during staff discussion and Board discussion of this training, it was intended that District staff, Board members, members of the CBOC and members of the public participate in this important training, ask questions and suggest improvements to the process. Additionally, the training was recorded so that it can be reviewed by any interested party and will be available on the District's website once the videographer provides the recording.
- The Assertions include a series of questions from Mr. Jungherr which are addressed as a matter of this response and by reviewing applicable processes/procedures outlined within Administrative Regulation 7214.1. All Administrative Regulations and Board Policies can be found on the District's website.

- The California Assessment of Student Performance and Progress (CAASPP) scores in Math and English Language Arts are new baseline results from which we will be able to partially measure student progress.
 - It is important to understand that these scores cannot be compared to the California Standards Test (CST) for English Language Arts and Math that has been given in previous years because the standards and the tests that assess student progress have substantially changed.
 - We do anticipate that fewer students will meet standards than did so on the CSTs. This is an expected result because the new standards and assessments, based on the Common Core State Standards, are more rigorous than in previous years.
 - The results mean that the bar has been raised when it comes to defining academic success. However, the results also mean that we still have to make progress to ensure that our students are able to meet the new standards.
- There are several measures of student progress, the CAASPP scores are just one measure of that progress. The scores are used in conjunction with grades, District benchmarks, language acquisition and proficiency test results, and school site formative assessments to monitor progress and overall student achievement.
- We believe the District is on the right path as we move forward into the new standards. Some of the evidence of this progress includes:
 - There has been a steady increase in the number of students who graduate eligible to attend a University of California or California State University – 42% in 2013-14, up from 35% in 2010-11.
 - In 2014-15, District students took 2,109 Advanced Placement exams, up from 1,670 four years ago in 2011.
 - More students than ever were reclassified from English learners to Fluent English proficient in 2013-14 – 1,336 students were reclassified.
 - 82.6% of students in the Class of 2015 planned to attend a two- or four-year college or trade school. This is higher than previous years.
- A few of the initiatives outlined in the Local Control Accountability Plan that are having an impact on student achievement include:
 - Aligning the curriculum to the new California State Content Standards, including significant professional development opportunities for our teachers to become proficient in delivering instruction based on the new standards.

- Instructional Leadership Teams, made up of teachers and administrators at every school, are supporting this critical work by creating SMART goals (based on needs analysis), building and implementing action plans to meet set goals, analyzing data to determine effectiveness and impact on student outcomes, and continuing a cycle of continuous improvement
- Continuing to expand our Full Service Community Schools in order to ensure that students, and their families, have access to the resources they need to be successful.
- Maximizing the number of A – G courses (which meet UC and CSU requirements) offered at all of our high schools. Currently 70% of courses throughout the District meet the A-G requirements.
- Expanding Full Day Kindergarten to 20 schools
- Opening a Fab Lab, Mobile Lab, and Hybrid Fab Lab to ensure our students and staff have access to multiple opportunities for STEM instruction, hands-on learning, and project-based performance tasks, using top-of-the-line equipment (3-D printers, laser cutter, vinyl cutter, Shopbot, etc.)
- Continuing to implement our student one-to-one tablet initiative, ensuring that our students develop their 21st century technological skills.

WCCUSD WRAPAROUND AND COUNSELING CLINIC

Mission: School Based Counseling Clinic is a strengths based approach that nurtures children's resilience while building their social, emotional, and behavioral skills.

COUNSELING

PURPOSE/GOALS OF COUNSELING

- Improve home-school collaboration in addressing mental health symptoms of the student.
- Improve staff members' awareness of emotional challenges experienced by students
- To engage students and families with school so that students may:
 - Improve attendance
 - Improve behavior
 - Improve academic performance

WRAPAROUND

PURPOSE/GOALS OF WRAPAROUND

- To promote resiliency
- To create a team of both formal and informal supports to address the student and family's unique challenges
- To increase awareness and use of community resources for all life domains
- To improve family's ability to handle crises situations
- To coordinate services between agencies to develop a comprehensive and individualized plan to address family's needs
- To identify the unique strengths and develop creative strategies that will support improvement in all areas of the family's and students functioning.

Students Served: Medi-Cal or Medi-Cal eligible General or Special Education students at Tara Hills, Highland, Sheldon, and Pinole Middle School

- Students exhibiting serious behavioral and/or emotional problems

Students Served: Medi-Cal or Medi-Cal eligible, general or Special Education students K-12

- Students exhibiting serious behavioral and/or emotional problems

Referral Process

- Address concerns with the SST or school psychologist
- SST or school psychologist completes WCCUSD Counseling Clinic referral packet and submits to the counseling clinic at the school site.
- Check Medi-Cal eligibility and include copy of eligibility verification print out with referral packet

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Sam Scioscia Samuel.scioscia@wccusd.net
Arthur Harris Arthur.harris@wccusd.net

Referral Process

- Check Full Scope Medi-Cal eligibility and include copy of eligibility verification print out with referral packet
- Discuss with a psychologist to determine if wraparound services through the clinic are the most appropriate intervention for the student
- Referral for wrap is sent to the WRAP team

Marisela Lopez mlopez@wccusd.net
Emily Santiago esantiago@wccusd.net

Program administration: Akilah Shaheed, Admin Clerk (510) 307-4630 ext. 26726
Jodi Couick, School Based Clinic Coordinator (510) 307-4639



Accountability & ASSESSMENT BRIEF

SEPTEMBER/OCTOBER 2015

KEY DATES

- Sept 10-Oct 9 Bright Bytes Survey (6-12)
- Sept 12 **ACT** Administration (at ECHS only)
- Sept 15 Training for **PSAT** Site Coordinators
Training for **SAT School Day** Coordinators
- Sept 25 Deadline for schools to increase **PSAT** orders
- Oct 7 **PSAT** materials delivered to sites
- Oct 14 COLLEGE DAY including:
PSAT Administration (Grades 8-11)
SAT School Day Administration (Grade 12)
- Oct 24 **ACT** Administration (at ECHS only)

Benchmark Dates *(Dates reflect "Beginning Window and enter by")*

- Sept 8-18 **SRI Read 180** (Secondary 6-12)
- Sept 8-25 **STAR Reading** (Gr. 6—8) Middle Schools
- Sept 21-Oct 28 **History/SS** DBQ #1 (6-8)
- Sept 28 - Oct 2 **ECHS ELD 4** Benchmark 1 (9-12)
- Oct 5-30 **ELA/SLA** Benchmark 1 (K-6)
- Oct 5-30 **Writing** Benchmark 1 (K-6)
- Oct 5-30 **ELD** Benchmark 1 (K-6)
- Oct 12-23 **ECHS Sem 1 Alg 1, Geom, Alg 2, BM 1** (9-12)
- Oct 13-Nov 20 **Reading and Writing** Benchmark 1 (6-12)
- Oct 13-30 **History/SS** Historical Assessment of Thinking (9-12)
- Oct 19-Nov 13 **Math** Benchmark 1 (K-6)
- Oct 26-Nov 20 **Math:** Grade 6, 7, 8 MS Alg 1, MS Geo, BM1

Please contact Ed Services for Benchmark Questions 5.10.307.4500

COLLEGE BOARD Trainings

College Board will provide the following trainings for Test Site Coordinators, New Counselors, and College & Career Fellows:

PSAT: Sept 15, 8:30-10:00 Vista Site, TTL 2
SAT: Sept 15, 10:30-12:30 Vista Site, TTL 2
Counselor Info Section: Sept 15 1:00-2:30 Vista Site, TTL 2

District Coordinators: Finy Prak, FPrak@wccusd.net

September 2015

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

COLLEGE DAY

**New Redesigned PSAT Tests!*

This year, College Day is on Wednesday, **October 14th!**

Sites will implement college readiness activities for TK-7th grade students.

All 8-12th grade students will take the following *College & Career Readiness Pathway* assessments. Each assessment systematically and progressively measures the reading, writing and mathematical knowledge and skills that are critical for success in college and careers.

- 8th-9th graders will take **PSAT 8/9***—includes 3 sections (Reading, Writing and Language, and Math) with multiple-choice questions; testing time is 2 hours 25 minutes.
- 10th-11th graders will take the **PSAT/NMSQT***—includes Reading test, Writing and Language test and Math test) with multiple-choice and student-produced or grid-in questions; testing time is 2 hours and 45 minutes.
- 12th graders will take the **SAT School Day**—a college admission test which includes multiple-choice, student-produced or grid-in, and essay questions; testing time is 3 hours and 45 minutes including breaks and answer sheet completion.

For more information on College Board's *SAT Suite of Assessments*, visit <http://pathway.collegeboard.org/>.

Please contact the Assessment Department with any questions at 510.307.4515. Thank you!



**WCCUSD New Teacher PD Support
Series: August 2015 - January 2016**

SKILL BUILDING SERIES #1: HIGH & CLEAR EXPECTATIONS

Session Title	Date, time, and location	Session Description
Basic Classroom Management Systems	Tuesday, September 8, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00-6:00 p.m. (120 mins)</i>	This session will motivate educators to analyze the current culture, investment, and management systems that they are implementing in their classrooms. Through practice and role-play, educators will leave with stronger teacher moves and feedback on how well their systems are setting them and their students up for 100% engagement and investment 100% of the time. Teachers will also be given Growth Mindset Back-to-School Night tips, information & talking points to share with parents.
Clear Expectations and Follow Through	Thursday, September 17, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 mins)</i>	In this session, educators will have the opportunity to write and revise directions and develop stronger language for follow-through (i.e. positive and negative consequences). After engaging in authentic practice and role play, all participants will leave with stronger teacher moves and an expansive set of resources on classroom expectations and positive behavior management systems.
Sincere, Authentic Praise	Thursday, September 24, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 mins)</i>	This session will provide educators with examples of sincere, authentic praise and motivate them to consider how using praise can lead to increased learning and higher achievement. Through intentional scripting and practice, participants will leave this session with resources that could be used the very next day to increase student investment.

SKILL BUILDING SERIES #2: INVESTMENT & ACCOUNTABILITY

Session Title	Date, time, and location	Session Description
Bell to Bell Teaching & Learning	Thursday, October 1, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 mins)</i>	In this session, educators will analyze the learning that is currently taking place during the first and last ten minutes of a lesson and be motivated to enhance or revise their current procedures and systems. Participants will walk away with a toolkit of strategies to improve student investment through a strong start and strong finish to each lesson.
Build Rationale	Thursday, October 8, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 mins)</i>	In this session, educators will identify the positive impact that providing rationale can have on their students' investment and trust in their teacher. Participants will walk away from the session being able to recognize and avoid the common pitfalls that teachers often fall into when explaining the "why" to their students and plan stronger rationale into upcoming lesson plans.

Session Title	Date, time, and location	Session Description
Students On Task, Engaged & Accountable	Thursday, October 15, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 mins)</i>	This session will provide educators with an opportunity to analyze the ways in which their current behavior management systems are motivating their students to engage authentically (beyond all students being on task). Participants will leave this session with multiple strategies to increase student investment in their classroom the next day.

GROWTH MINDSET: AN ONGOING WCCUSD INITIATIVE

Growth Mindset 101: New Teacher Orientation	Thursday, August 19, 2015 <i>Pinole Middle School</i> <i>Time: 10:00 - 11:00 a.m. (60 mins.)</i>	This session introduces educators to the basic concepts of Growth Mindset and Self-Efficacy. Teachers will get to know the basic elements and definitions of this districtwide work, and the research that supports it.
Growth Mindset #2: Going Deeper - Building Our Practice... The GM Teacher	Thursday, October 22, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 min.)</i>	This session will go deeper into Growth Mindset practices. Students who have a growth mindset do better in school. Educators will learn more about the research and <u>powerful practices that can be used in class the next day:</u> Topic 1 - Teach about the growth mindset, download a growth mindset lesson plan & help parents learn what a growth mindset is and why it is important. Topic 2 - Learn how to talk to students about the brain Topic 3 - Learn more about the power of praise; it's about the process not the person & help parents learn to promote a growth mindset at home through the types of praise they give their kids
Growth Mindset #3: Going Deeper - Building Partnerships with Parents	Thursday, November 19, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 min.)</i>	This session will be chock-full of resources designed to help your parents learn what a growth mindset is, why it's important, and best practices to support their children in developing this learning belief. Teachers will have access to the following parent tools: surveys, videos, activities, language, research and reflection activities to help parents teach the GM concepts at home Topic 1: Parents can help to teach students to embrace and celebrate mistakes. Topic 2: Parents can learn how to promote a growth mindset through their responses to mistakes.
Growth Mindset #4: Going Deeper - Application & Making Meaning of the Research	Thursday, December 10, 2015 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 min.)</i>	This session will help teachers learn about the science behind the GM approach. Participants will read the <i>New Science of Wise Psychology</i> and discuss how and why social-psychology interventions work. We will also celebrate our new teachers ½ year mark and provide goodies to take back to the classroom for the second part of the school year.
Growth Mindset #5: Going Deeper - Assessments for a Growth Mindset	Thursday, January 14, 2016 <i>Location: Pupil Services Center MPR</i> <i>Time: 4:00 - 6:00 p.m. (120 min.)</i>	This session will focus on ensuring that the classroom has a growth mindset climate during testing times. When testing culture focuses only on right or wrong answers, it makes students afraid of making mistakes and discourages them from reviewing material more deeply. Topic 1: Timed tasks send a fixed mindset message Topic 2: Open tasks can promote a growth mindset and put the focus on learning Topic 3: Tasks that promote struggle lead to growth Topic 4: Activities for creating challenging tasks

Public Records Request Log 2015-2016
Week Ending September 3, 2015

	Date of Receipt	Requestor	Requested Records/Information	Current Status
6	7/15/15	Fatima Alleyne	#1- District Budget for Administrator Appointments #2- Job Descriptions / Announcements for Teachers and Teacher Aides' appointments posted as Parcel Tax Appointments #3- Health documents for Washington Elementary 5/31 – 6/5/15	Assigned to Attorney
7	7/15/15	Fatima Alleyne	#1- Salaries for Superintendents and Administrators #2- Lozano Smith Attorneys' Invoices 1/2012 – 7/15/15	Assigned to Attorney
16	8/3/15	Lauren Olson	WCCUSD Past Tax Measures / Sample Ballots and Proposed Ordinance Text	Acknowledgement email sent In Progress
18	8/10/15	Sally Kirk	WCCUSD Student Records Policies, Regulations, Guidelines and/or Instructions	In Progress / Gathering Data
19	8/14/15	Ireshah Andre SmartProcure	Electronic records of purchases made by WCCUSD from 5/13/2015 to present	9/3/15 Documents sent via email COMPLETED
22	8/26/15	Gregg Visineau	Korematsu Middle School Project / Final Architects' Drawings and Final/Approved EIR Report	9/3/15 Documents sent via email COMPLETED
Public Records Request Log / Ongoing 2014 - 2015				
87	11/18/14	Fatima Alleyne	Washington School Budget / SSC SY 2009 -to- 2013	4/3 and 5/18/15-Contacted Requestor to review documents Requestor to schedule apt. to review
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	Extension Invoked In Progress / Ongoing Gathering / Reviewing Documents Documents being sent via email after review
197	5/19/15	Timothy Adams Schoolie	WCCUSD Student Information/Records for the past 5 years	Extension Invoked In Progress / Ongoing Gathering / Reviewing Documents Documents being sent via email after review