

Friday Memo
October 2, 2015

Upcoming Events – Bruce Harter

October 3: Volunteer Fingerprinting for Parents, Lupine Hills, 9:00 AM
October 3: CASHEE Graduation Ceremony, Richmond High, 10:00 AM
October 4: Fall Festival, Valley View Elem, 2:00 PM
October 5: Governance Subcommittee, Alvarado, 12:00 PM
October 5: Facilities Master Plan Community Meeting – Kennedy High 6:30 PM
October 5: CAC, Cameron School, 7:00 PM
October 6: Kaiser Peace Signs Production, Downer Elem, 6:00 PM
October 6: Facilities Master Plan Community Meeting – DeAnza High 6:30 PM
October 7: Board of Education, DeJean, 6:30 PM
October 8: Facilities Master Plan Community Meeting – Pinole Middle 6:30 PM
October 9: State of the Schools Breakfast, DeJean, 7:30 AM
October 12: Employee In-Service Day, No School, Offices Closed
October 12: Agenda Setting, Superintendent’s Office, 4:30 P M

Next Week’s Board Meeting – Bruce Harter

Closed Session for Wednesday’s October 7 meeting begins at 5:30 PM.

WCCUSD Dashboard Highlighted by WestEd – Bruce Harter

Our data dashboard is being recognized by outside groups. Congratulations to Nicole Joyner and her team. See below

Data Use - WCCUSD Data Dashboards

Dashboards are visual displays that organize and present information in a way that is easy to read and interpret. Web-based and interactive, dashboards provide visibility into key measures through simple graphics such as charts and tables. Visit the [West Contra Costa USD Data Dashboard](#) to see how this district has incorporated Cal-SCHLS results for students, staff, and parents.

Bain Lawsuit Dismissed – Bruce Harter

On Monday of this week, a federal judge dismissed a lawsuit that included West Contra Costa Unified. The *Bain* lawsuit was filed by four California educators – one each employed by the West Contra Costa U.S.D. and the Arcadia U.S.D., and two employed by the Los Angeles U.S.D.

The *Bain* plaintiffs sued their local and/or state and national unions – specifically, the United Teachers of Richmond, the United Teachers Los Angeles, CTA, CFT, NEA, and AFT. They have also sued the Superintendents of the West Contra Costa U.S.D., Arcadia U.S.D. and the Los Angeles U.S.D.

The *Bain* plaintiffs sued their unions because they are dissatisfied with the terms of union membership. They contend that they should be permitted to remain full union members, and enjoy all of the rights and privileges that go along with full union membership, while paying less than full dues. Specifically, they believe that they should be able to opt out of paying for the union’s policy work and political expenditures.

In his opinion, Judge Stephen V. Wilson concluded that the plaintiffs had failed to meet the legal standard of showing that “the state and the union are joint actors in an unconstitutional scheme.”

Tony Thurmond Feature in CTA Magazine – Bruce Harter

Attached is a page from this month’s California Teachers Association magazine in which our local state assembly member Tony Thurmond was interviewed.

Pathways leading to career success - Nia Rashidchi

This weekend, one of our 2015 graduates, Joseph Fortuno, a Hercules High School and Academy of Hospitality and International Tourism student, will participate in American Graduate Day 2015. The program will record live from New York on Saturday, October 3rd, locally on the PBS station, KQED from 8:00 to 3:00 PM PST. Joseph will be interviewed on the American Graduate Day broadcast by ABC Nightline anchor and fellow Junior Achievement Alumni, Juju Chang. This is a great example of how our Pathways and work based learning, along with dedicated teachers, and an active advisory board can make a difference in a student’s life. As a student in the Academy of Hospitality and International Tourism, Joseph was given the opportunity to learn hands on from professionals in the industry. As CEO of Herban Movement, a JA Company program, Joseph and his classmates created a cookbook-encyclopedia hybrid with a multipurpose bag. Joseph was also an intern with Beth Javen at the Richmond Convention and Visitor’s Bureau, where he participated in various community events promoting the city of Richmond and creating a hotel brochure. He also catered events throughout the Bay Area where he was mentored by Marsha Tomassi from the Ultimate Inner Cook.

Contra Costa Times recently noted that ‘Pathways’ to career success in school is making a difference to students in the Pinole Valley High School’s Health Academy. Martha Chavez, a seventeen year old senior attends class four nights a week at Contra Costa College, learning to be a certified nursing assistant. She intends to continue her work and become an X-ray technologist, or continue to study towards a nursing degree. The high school Pathways classes are rigorous. They are also part of the larger East Bay Pathways Consortium, one unit of a larger state program to help high school students ramp-up their studies to enter college with added momentum toward careers in fields that pay well and need more well-trained workers. The East Bay programs emphasis is in manufacturing/engineering, health care, informational technology, and public safety/law.

Equally noted and reported on KPIX news on July 22 was the OTI Jr. Academy summer interns presentations run through UCSF medical. The students had to do a presentation and utilize a Bone Fracture Machine and fix the bone using everyday materials. They then had to present their solutions, identify costs of the solution and then present it as a plausible solution to a venture capitalist. Two students, Linda Aguilar and Hanan Dabwan, of Richmond and Pinole High schools offered an outstanding presentation. The second presentation consisted of identifying an ailment through examination and determining a course of action to ‘save’ the patient. Students read about ten journal articles to determine and direct treatment. Students had opportunities to analyze mammograms, read and compare x-rays to compare fractures and normal bone tissue. Both these young ladies are currently enrolled in Contra Costa College’s Certified Nursing Assistant (CAN) course.

Details: Elementary Summer Learning Program 2015 – Nia Rashidchi

As a follow-up to the September 16, 2015 Board of Education meeting, this Friday memo provides a more in-depth review of elementary Summer Learning Program and assessment data. The assessment data will be attached to this Friday memo.

The 2015 elementary Summer Learning Program was a 19-day program which served over 1,580 students at 6 elementary school sites. Students were identified for attendance based on their scores on the Renaissance Learning Reading Assessment and Mathematics Benchmark assessments. English Language Arts (ELA) and/or English Language Development (ELD), Mathematics and Science instruction was in a block schedule arrangement in which each teacher supported only one of the subject areas for all 3 class periods. The ELA and Mathematics programs used the McGraw Hill Triumphs program to teach and reinforce basic skills. Pacing guides which included sequential lessons and content-based activities were developed for both ELA and Mathematics. The focus of both programs was on preparing students to acquire and practice the skills needed to be confident and prepared for instruction in grade level California Standards during the upcoming school year. Technology was integrated in the ELA blocks as a component of the writing program. Students in grades 3- 6 used tablets to research “Tall Tales” as well as practice recognizing and writing exaggerations in preparation for developing their own “Tall Tales.” The Science curriculum used the FOSS programs to provide instruction in Solids and Liquids, Motion and Matter and Energy and Electromagnetism. Similar to ELA and Mathematics, a pacing guide for each FOSS module was created to provide a sequential course of instruction aligned to engaging hand-on activities.

The assessments for all three content areas included a pre-test on the skills outlined in the pacing guide for each grade to determine the student learning level prior to the start of the program. The post-test, which was given at the end of the program, assessed the same skills as the pre-test to determine the degree to which students acquired the identified skills during the program. The assessments for all three subject areas had specific cut scores which denoted “mastery” of the content area.

Overall the 2015 summer program provided our elementary students with the opportunity to learn and practice the essential skills and concepts needed to be successful during the 2015-16 school year. Similar to our secondary Summer Learning program, the data indicates the need for increased differentiation instructional practices with a focus on engagement of students in learning aligned to the California Standards during both the summer and academic year program.

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.



MEET

ASSEMBLY MEMBER

Tony Thurmond

By Len Feldman

East Bay voters in Assembly District 15 elected Tony Thurmond (D-Richmond) in November 2014. He is a graduate and former student body president of Temple University. He earned M.A. degrees in law and social policy at Bryn Mawr College in Pennsylvania. Prior to his election to the Assembly, he led the CEO Youth project, which worked to improve school attendance and reduce dropout rates. In addition to serving as a nonprofit leader, he has been a school board member and city council member.

What did you do before becoming a lawmaker? ➔ For more than 20 years, I ran programs focused on serving foster youth and youth from disadvantaged backgrounds and individuals with developmental disabilities. The programs worked to improve education and economic viability in communities serving low-income people and people of color.

As a council member in Richmond I focused on efforts to reduce community violence, expand job programs for youth and training programs for adults, and promote economic development. As a school board member for the West Contra Costa Unified School District, I launched a districtwide youth commission and led the district's campaign to reduce school suspensions, which resulted in a nearly 30 percent reduction in suspensions.

What led you to run for office? ➔ My social work career helped me see that many of those in our social services systems are often denied a quality education and are largely negatively impacted by poverty, substance issues, violence and disinvestment. I learned early on that one of the best ways to serve people in need is to change the systems that impact those individuals, and thus my desire to serve in elected office arose.

Which teachers had the greatest impact on you? ➔ Thanks to teachers, mentors and family members, I overcame many barriers as a youth — loss of a parent, poverty, etc.

My high school algebra teacher helped me work through my difficulties in learning math. She was patient and never gave up on me. My sixth-grade teacher conducted math and science relays to make learning interesting, and got the entire classroom involved in an activity that is critically important to legislators — public speaking. I would also like to thank my fifth-grade teacher, who every Friday afternoon pushed the desks against the wall and taught a bunch of his students how to dance. He created a fun learning opportunity that helped us explore social development in a safe, structured and supervised environment.

What steps should the Legislature take to help schools succeed? ➔ The Legislature needs first and foremost to provide increased and stable funding sources. Providing the highest-quality education for students should be our top priority, and we should show we value public education by providing more resources for it. We should also improve compensation for those who teach, and we should provide all teachers access to the best professional development and training available.

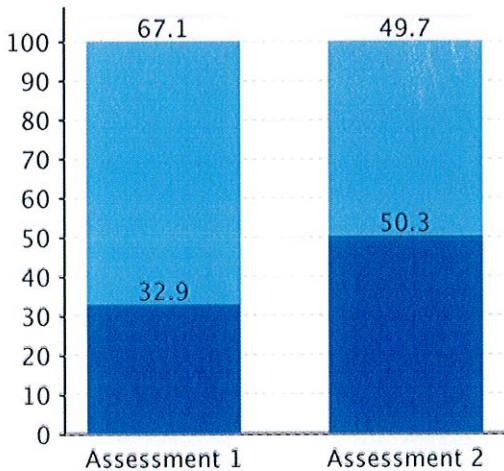
What are your goals for public education? ➔ My goals are to reduce rates of chronic student absenteeism, to close the achievement gap, and to ensure that every student graduates from high school with the skills needed to go on to college or some other form of postsecondary education.

What advice would you give educators about working with the legislators? ➔ Teachers should invite legislators to visit their classrooms to see firsthand the needs of students and teachers. For the last few years I have enjoyed being a volunteer reader at Read Across America Day in the first-grade classroom of Mr. Robert Ellis at Washington Elementary School in Richmond. Building strong, lasting relationships with legislators is extremely important. A healthy relationship with educators will help legislators develop comprehensive and effective legislation.

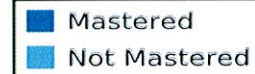
Elementary Summer Learning Data Results

Summer Learning 2015 ELA Data

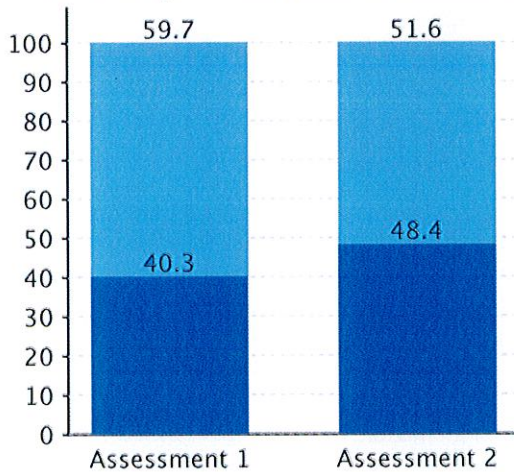
Grade 1 ELA (161 students total assessed on both pre and post-test)



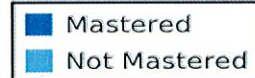
32.9% of students showed mastery on the pre-test (assessment 1) and 50.3% showed mastery on the post-test (assessment 2) – a 17.4% increase.



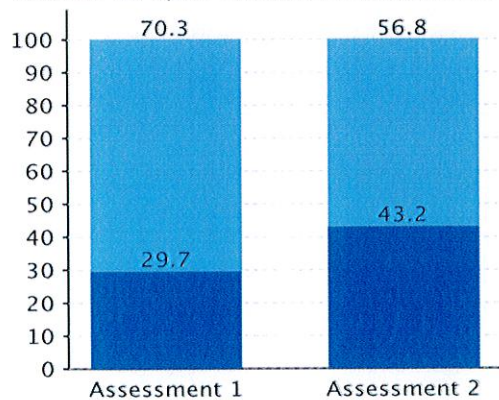
Grade 2 ELA (124 students total assessed on both pre and post-test)



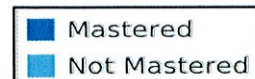
40.3% of students showed mastery on the pre-test (assessment 1) and 48.4% showed mastery on the post-test (assessment 2) – an 8.1% increase



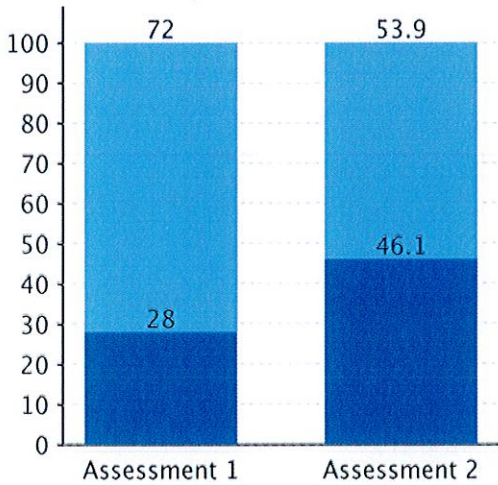
Grade 3 ELA (155 students total assessed on both pre and post-test)



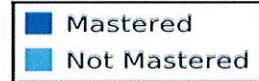
29.7% of students showed mastery on the pre-test (assessment 1) and 43.2% showed mastery on the post-test (assessment 2) – a 13.5% increase



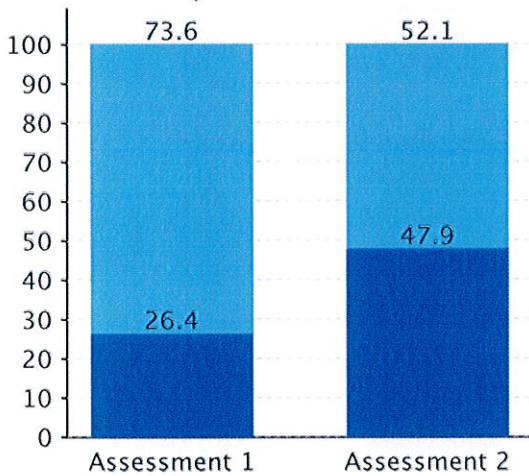
Grade 4 ELA (161 students tested on both pre and post-test)



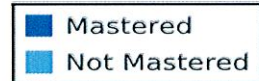
28% of students showed mastery on the pre-test (assessment 1) and 46.1% showed mastery on the post-test (assessment 2) – a 18.1% increase



Grade 5 ELA (144 students tested on both and pre and post-test)

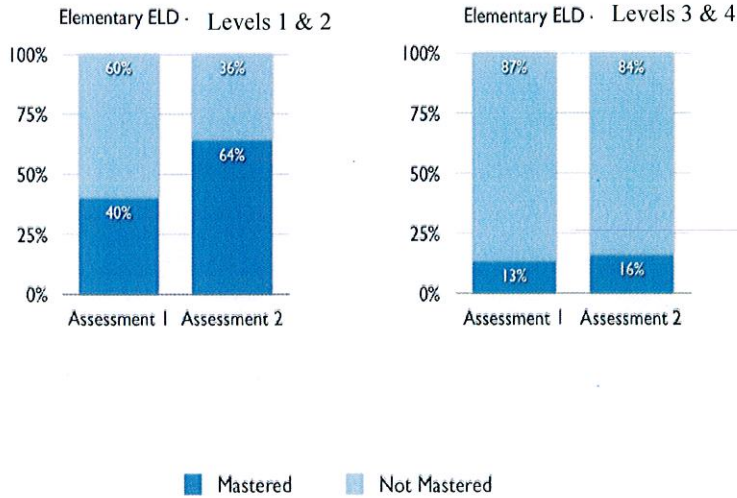


26.4% of students showed mastery on the pre-test (assessment 1) and 47.9% showed mastery on the post-test (assessment 2) – a 21.5% increase



Summer Learning 2015 ELD Data

WCCUSD Summer 2015 Elementary ELD

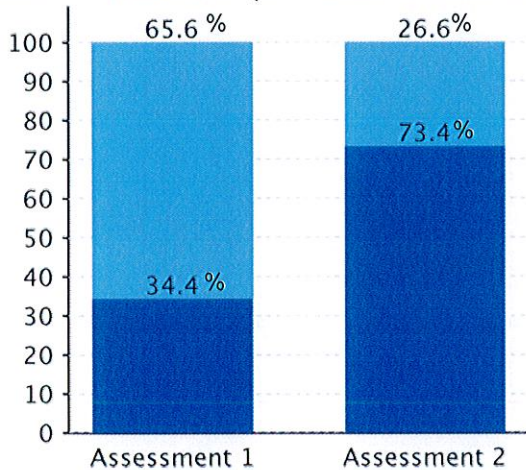


40% of students showed mastery on the Level 1 & 2 pre-test (assessment 1) and 64% showed mastery on the post-test (assessment 2) – a 24% increase

13% of students showed mastery on the Level 3 & 4 pre-test (assessment 1) and 16% showed mastery on the post-test (assessment 2) – a 3% increase

Summer Learning 2015 Mathematics Data

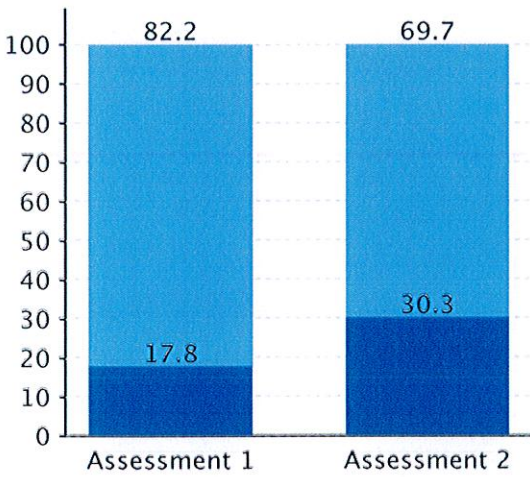
Grade 1 Mathematics (256 students tested on both pre and post-test)



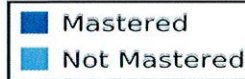
34.4% of students showed mastery on the pre-test (assessment 1) and 73.9% showed mastery on the post-test (assessment 2) – a 39% increase

■ Mastered
■ Not Mastered

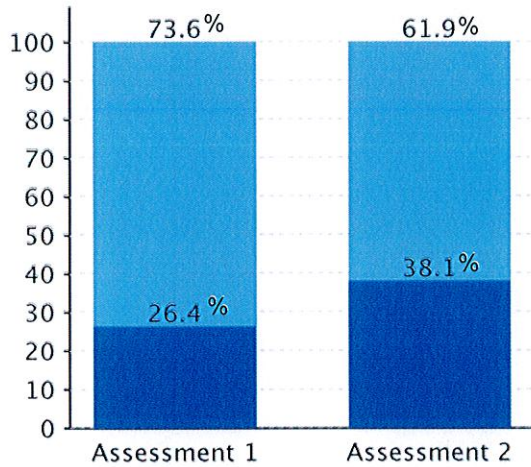
Grade 2 Mathematics (241 students tested on both pre and post-test)



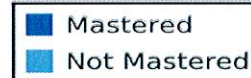
17.8% of students showed mastery on the pre-test (assessment 1) and 30.3% showed mastery on the post-test (assessment 2) – a 12.5 % increase



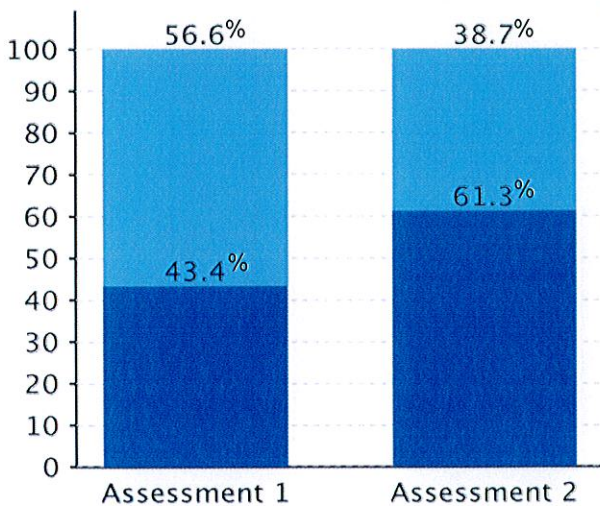
Grade 3 Mathematics (231 students tested on both pre and post-test)



26.4% of students showed mastery on the pre-test (assessment 1) and 38.1% showed mastery on the post-test (assessment 2) – a 11.7 % increase



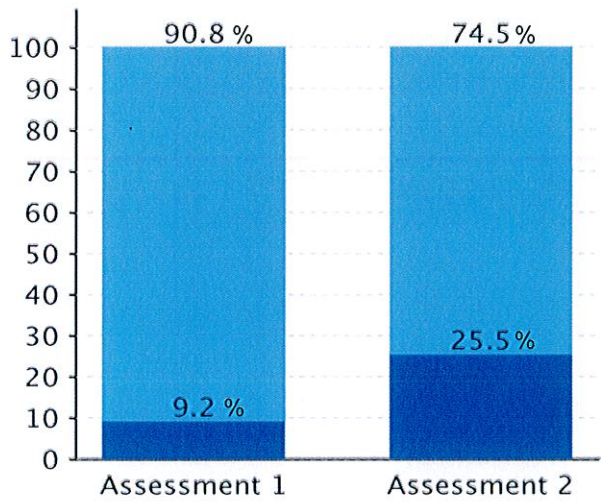
Grade 4 Mathematics (212 students tested on both pre and post-test)



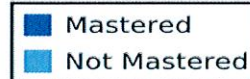
43.4% of students showed mastery on the pre-test (assessment 1) and 61.3% showed mastery on the post-test (assessment 2) – a 17.9 % increase



Grade 5 Mathematics (153 students tested on both pre and post-test)

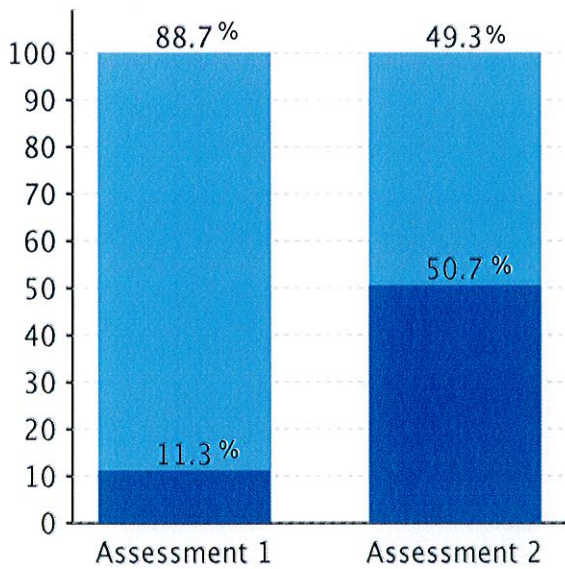


9.2% of students showed mastery on the pre-test (assessment 1) and 25.5% showed mastery on the post-test (assessment 2) – a 16.3 % increase

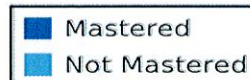


Summer Learning 2015 Science Data

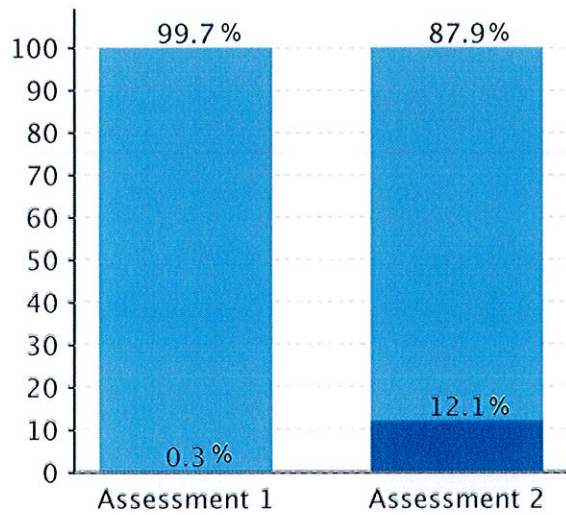
Grades 1 and 2 – Solids and Liquids Module (479 students tested on both pre and post-test)



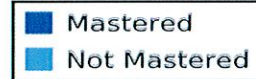
11.3% of students showed mastery on the pre-test (assessment 1) and 50.7% showed mastery on the post-test (assessment 2) – a 39.4% increase



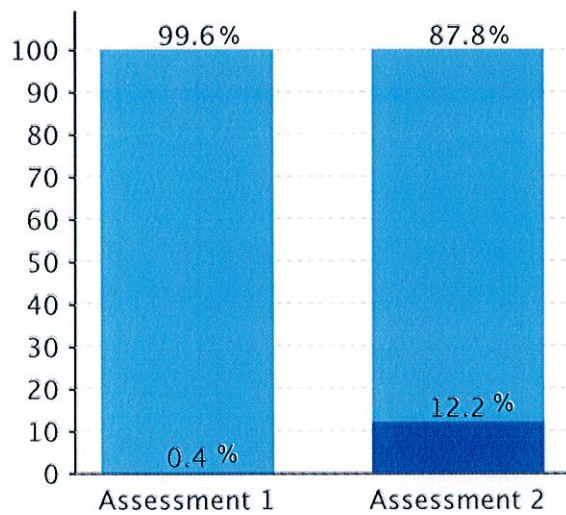
Grades 3 and 4 – Motion and Matter Module (397 students tested on both pre and post test)



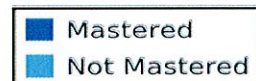
.3% of students showed mastery on the pre-test (assessment 1) and 12.1% showed mastery on the post-test (assessment 2) – an 11.5% increase



Grade 5 – Energy and Electromagnetism (297 students tested on both pre and post test)



.4% of students showed mastery on the pre-test (assessment 1) and 12.2% showed mastery on the post-test (assessment 2) – an 11.8% increase



Public Records Request Log 2015-2016
Week Ending October 1, 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
23	9/4/15	Anton Jungherr	2015-16 Legal Service Contracts for Ramsey & Ehrlich; Brag Coffin Lewis & Trapp; and Swanson & McNamara	Information being reviewed
25	9/18/15	Michael Kessler Kessler International	Board of Education Forensic Accounting Investigation	10/1/15 Documents sent via email COMPLETED
26	9/25/15	Arthur Lopez Work Preservation Fund	Lupine Hills Elementary School – Exterior Paint Project / Payroll Records	10/1/15 Documents mailed 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