



# African-American Site Advisory Team- **AASAT Meeting** **January 21, 2025**

West Contra Costa Unified School District

# LAND ACKNOWLEDGEMENT

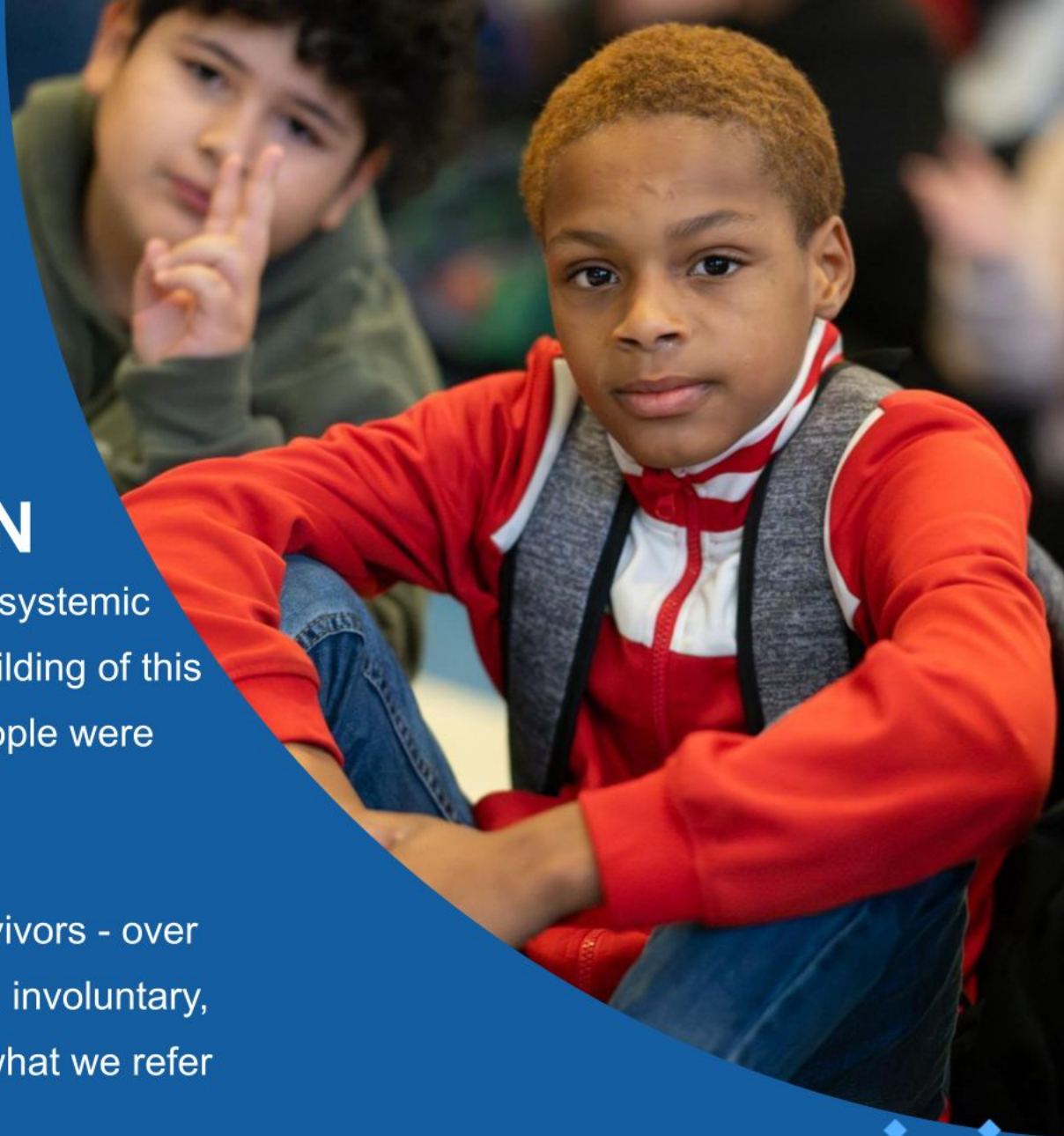
We recognize that we are presently on the lands of the Chochenyo, Muwekma, Karkin, Ohlone peoples and acknowledge them as the first inhabitants of the land we currently occupy.

# LABOR AND BODY RECOGNITION

I acknowledge that the burden of environmental exploitation and systemic injustice falls upon the labor of Black and Brown bodies in the building of this country and its institutions. I remember that Black and Brown people were born and died working this land against their will for generations.

I also acknowledge the continued contribution of the labor of survivors - over the centuries to today - of all immigrant labor, including voluntary, involuntary, trafficked, forced, and undocumented peoples in the building of what we refer to as the “United” States.

Author: Dr. Rachelle Rogers-Ard





# Welcome and Norming

- I will **stay engaged** in the dialogue and work
- I will understand that I may **experience discomfort**
- I will **speak my truth** for the good of the group
- I will **listen** without judgment
- I will **assume positive intentions** on my behalf of my colleagues
- I will support the **balanced contribution** of all participants
- I may not accept closure today, but I'll **continue to look for the answers tomorrow.**
- I will maintain **confidentiality**



## AASAT Purpose & Priorities

1. Support the development of robust AAPACs and school community staff that can support black parent engagement
2. Increase the capacity of Guardians to support students
3. Work with the community to promote policies that support Black student achievement
4. Help build a positive, safe, and healthy community for Black families to flourish



# Positive School Climate. LaShante Smith, Director

- Our mission is to dismantle systemic inequities and create supportive, affirming school environments where Black students thrive.
- Our focus has been on **leadership development, data-driven decisions, and wrap-around supports** to address disparities in discipline, and attendance, as well as access to mental/behavioral health supports.

# Our Work

## **Specific Targeted Strategies:**

*Principal Professional Learning Community*

### **Key Topics:**

- Reducing discipline disproportionality.
- Understanding Early Warning Indicators (EWI).
- Implementing culturally responsive practices, in response to systems and individual student intervention.



# Our Work

## **Specific Targeted Strategies:**

### *Positive Behavior Interventions and Supports (PBIS)*

Establish **Tier 1 systems** across all sites to promote consistency and equity in decision making.

## **Data Highlights:**

- Walk-throughs conducted at all school sites
- Focus on Tier 1 systems put in place for all students
  - Intentional focus on issues impacting African American students
    - Team Initiated Problem Solving (TIPS) framework to address areas of concern

# Our Work

## **Specific Targeted Strategies:**

Mental/Behavioral Health Support for Black Students

## **Licensed Support Professionals:**

- Individual and group counseling targeting Black students with high needs.
- Provide **trauma-informed care** specific to community needs
- Provide crisis intervention services

## **Key Supports:**

- Wellness Circles.
- Social-emotional wellness groups for Black students.
- Culturally Affirming small groups
- 70% of our District mental health staff (social workers, therapists) identify as Black/African American



# Progress and Impact

- **Increased Access to Services:** Expanded mental health supports for Black students
- **Data:** Conducted analysis of discipline and attendance data to identify schools needing additional support and provided ongoing assistance to schools.
- **Reduction in Suspensions:** Successfully decreased disproportionality
  - January 1, 2024: The Disproportionality Index for African American students was 2.7, indicating that this group was 2.7 times more likely to be suspended compared to their peers.
  - January 1, 2025: The index decreased to 2.3, reflecting progress in reducing the overrepresentation of African American
- **Reduction in Chronic Absenteeism:** Decreased African American Chronic Absenteeism rate (December 2024: 20.66%)



# Questions?

## **WCCUSD Strategic Plan**

### **GOAL 1: AUTHENTIC ENGAGEMENT**

Continuously and systematically surface brave conversations that illuminate the lived experience of our students, staff, and families, in order to create unprecedented student outcomes that dismantle inequities and foster just learning communities.

# Root Cause Analysis

## Tier III

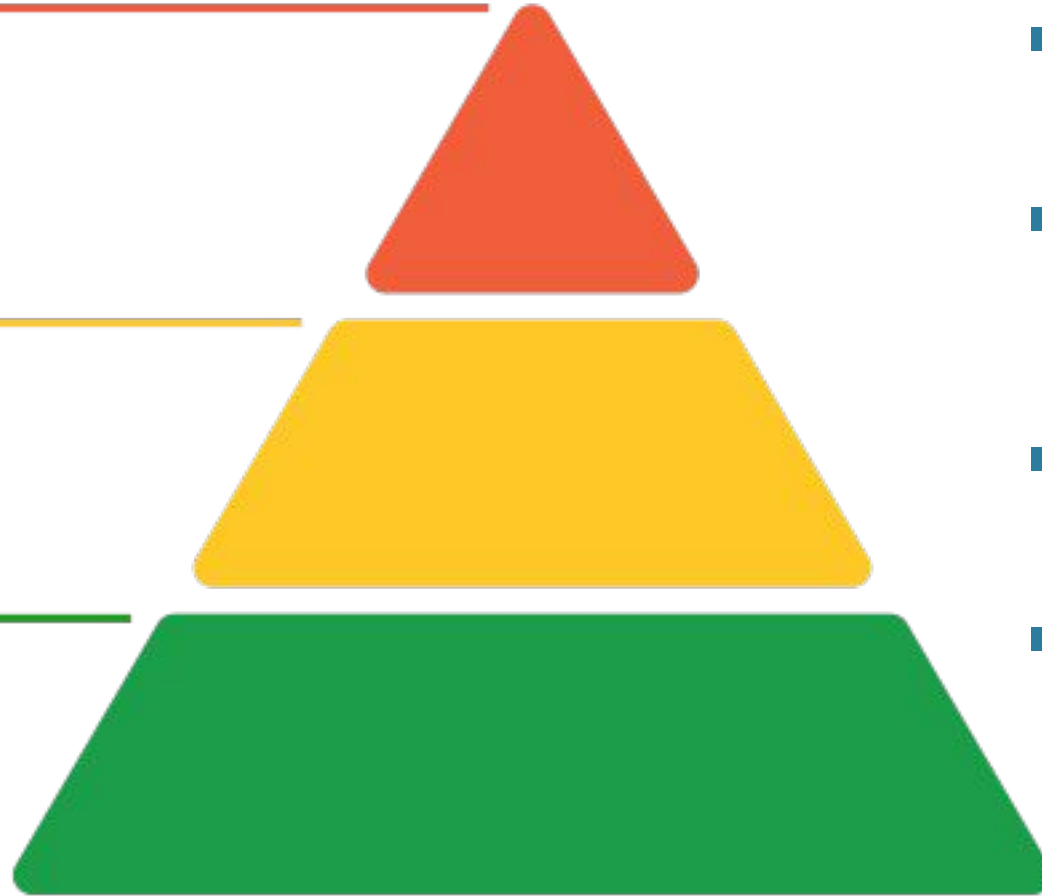
Individualized intensive interventions

## Tier II

Targeted small group interventions for at-risk students

## Tier I

Whole class research-based core instruction



- CAASPP data indicates that most of our students, including African American students, are not mastering grade level standards.
- Concentrated vacancies in schools serving high percentage of African American students.
- Central staff observations show a lack of a common approach district wide in curriculum and instruction.
- Classroom Observations using the IPG indicated that instruction was not meeting the rigor of the CCSS.
- Disproportionate suspensions of African American Students and high chronic absenteeism among African American students impacts achievement.

# Theory of Action

**If we**

build the capacity of our instructional leaders to be data driven and use a common tool for classroom observations to ensure rigor of tier I instruction



**then we**

will be able to provide teachers with timely instructional feedback and information to differentiate instruction



**so that**

we can build teacher capacity and maximize student learning.



# Curriculum Instruction & Assessment TK-12 STEM.

Dr. Gabriel Chilcott,  
Director



## Vision

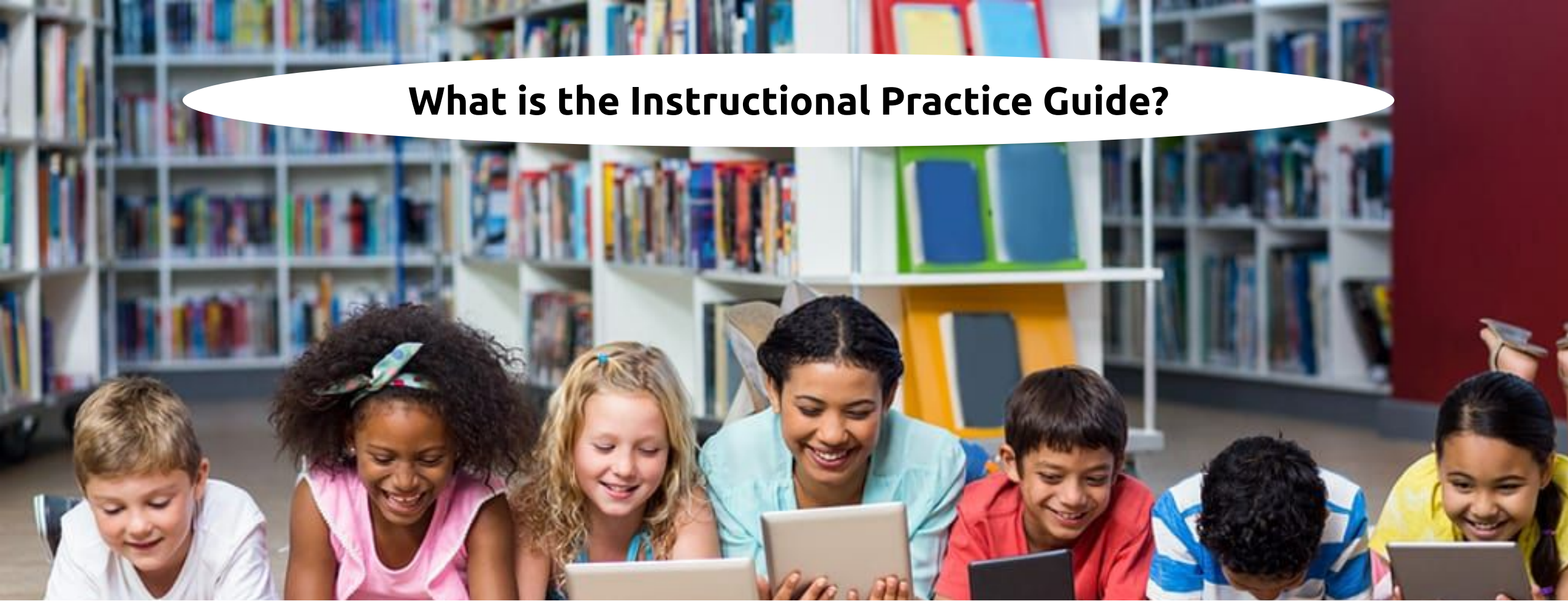
All learners know, use, and enjoy mathematics.

## Mission

All learners will be provided instruction that is grade-level, mathematically rigorous, student-centered, language-rich, growth-mindset-focused, and data-driven.

# Tier 1 Strategies

# What is the Instructional Practice Guide?



- Developed by Student Achievement Partners
- Describes specific, observable actions that illustrate the vision for excellent instruction.
- Intended to help teachers and those who support teachers, make shifts in instructional practices to deliver more effective, equitable, standards-aligned instruction.
- Designed as tools for teachers and leaders to gauge whether students are engaging with content in ways that address the expectations of college- and career-ready standards.



# IPG Headlines

## Core Action 1:

Focuses on teaching to the rigor of the CCSS



## Core Action 2:

Focuses on the questions and tasks students are given.



## Core Action 3:

Focuses on who students engage with and the questions and tasks they are given.



ELA Classroom Observation Rubric (Based on Instructional Practice Guide)

Standard Alignment: Does the lesson reflect the demand of the standards?	
Instruction meets the demand of the standard or pairing of standard(s).	The instruction meets the demand of the standard or pairing of standard(s). 4 – Fully meets 3 – Mostly meets 2 – Partially meets 1 – Does not meet
Core Action 1: Are the materials (text, questions, tasks) culturally and instructionally rich, centering diverse perspectives, providing grade-level complexity, and examining diverse ideologies and perspectives?	
A. Text is culturally and instructionally rich and at or above the quantitative and/or qualitative complexity level expected for the grade.	4 – The text is appropriately complex for the grade level and is culturally and instructionally rich. 3 – The text is appropriately complex for the grade level and is instructionally rich. 2 – The text is not appropriately complex for the grade level. 1 – There is no text in the lesson.
B. A majority of the lesson is spent reading, writing, and/or speaking about text.	4 – Most of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students reentering the text. 3 – Some of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students reentering the text. 2 – Students briefly spend time reading, writing, and/or speaking about the text as evidenced by students reentering the text. 1 – Students are speaking or writing about the text but do not have the actual text in front of them. 0 – There is no text in the lesson.
C. The text builds knowledge of history, civics, geography, sciences, art, math, human nature, etc. and centers diverse perspectives of authors and characters.	4 – The text(s) are connected to a larger, cohesive unit of study that builds knowledge of history, civics, geography, sciences, art, math, human nature, etc. and centers diverse perspectives. 3 – The text(s) are connected to a larger, cohesive unit of study that builds knowledge of history, civics, geography, sciences, art, math, human nature, etc. and centers diverse perspectives. 2 – The text(s) are not connected to a larger, cohesive unit of study and do not provide the opportunity to build knowledge. 1 – The text(s) do not provide the opportunity to build knowledge.
D. The text(s) offer a strong foundation for questions and tasks to invite multiple, divergent, even contradicting interpretations of texts. They guide students to examine ideologies and perspectives represented in the text.	4 – Most questions and tasks invite multiple, divergent, even contradicting interpretations of texts. They guide students to examine ideologies and perspectives represented in the text. 3 – Some questions and tasks invite multiple, divergent, even contradicting interpretations of texts. They guide students to examine ideologies and perspectives represented in the text. 2 – Few questions and tasks invite multiple, divergent, even contradicting interpretations of texts. They guide students to examine ideologies and perspectives represented in the text. 1 – No questions or tasks invite multiple, divergent, even contradicting interpretations of texts. They guide students to examine ideologies and perspectives represented in the text.
Core Action 2: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text?	
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.	Questions and tasks attend to the qualitative features of the text that matter most and how they are used in the text to build understanding. 4 – Most questions 3 – Many questions 2 – Few questions 1 – No questions
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.	Questions and tasks require students to cite evidence from the text. 4 – Most questions 3 – Many questions 2 – Few questions 1 – No questions
D. Intentionally sequenced questions build knowledge and arrive at grade-level analysis to enable all students to make meaning of, and think deeply about, the text's complexities.	Text dependent questions and tasks are intentionally sequenced to build knowledge and arrive at grade-level analysis. 4 – Most questions and tasks 3 – Many questions and tasks 2 – Few questions and tasks 1 – No questions or tasks
E. The teacher deliberately checks for understanding throughout the lesson to provide feedback to students. When appropriate, students refine written and/or oral responses.	4 – The teacher checks for understanding among most students. Feedback is used to incorporate feedback into their work. 3 – The teacher checks for understanding among most students and feedback is used to incorporate feedback into their work. 2 – The teacher checks for understanding among most students and feedback is used to incorporate feedback into their work. 1 – The teacher checks for understanding among most students and feedback is used to incorporate feedback into their work.

Rigorous Content

Effective Teaching

Student Engagement



# Another Focus on Student Experience

[Link to Math IPG](#)

<b>2E.</b> Students from historically marginalized communities consistently receive supportive teacher <i>feedback</i> that <i>affirms their abilities and potential as mathematicians</i> .	The teacher <u>does not provide feedback</u> that affirms the abilities and potential of individual students beyond stating answers are right or wrong.	The teacher <u>provides feedback</u> that affirms the abilities and potential of a limited set of individual students and extends beyond simply stating answers are right or wrong.	The teacher <u>consistently provides feedback</u> that affirms the abilities and potential of a variety of individual students and extends beyond stating answers are right or wrong.	The teacher <u>consistently provides feedback</u> that affirms the abilities and potential of a variety of individual students and <u>includes precision and nuance unique to the student's work</u> .
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# WCC Math Core Actions

Desmos: High quality curriculum that focuses on:

- Asset-based instruction where students communicate their ideas to each other and to the class and where their thinking is valued.
- Creating a high-expectation environment where everyone is expected to contribute.
- Asking open-ended questions that probe student understanding.
- Using high-impact instructional and math language routines.

**Aligned directly with all of the WCCMath practices, which can be found on the**

**[WCC Math Website](#)**

# Promoting Equity through Math Language Routines (MLRs)

## **"Critique and refine":**

Students can analyze and improve upon each other's graphs or solutions on Desmos, promoting deeper understanding and critical thinking.

## **"Compare and connect":**

By comparing different approaches to solving a problem on Desmos, students can identify similarities and differences in strategies, enhancing their conceptual understanding.

## **"Explain your reasoning":**

Desmos' interactive features allow students to visually demonstrate their reasoning behind their answers, making it easier for them to articulate their thought process.

# Desmos Research Findings:

## **Improved student engagement:**

Studies have shown that using Desmos can increase student engagement and motivation in mathematics, particularly for students who may have previously struggled.

## **Deeper conceptual understanding:**

Research indicates that Desmos can help students develop a deeper conceptual understanding of mathematical concepts by allowing them to manipulate variables and visualize relationships.

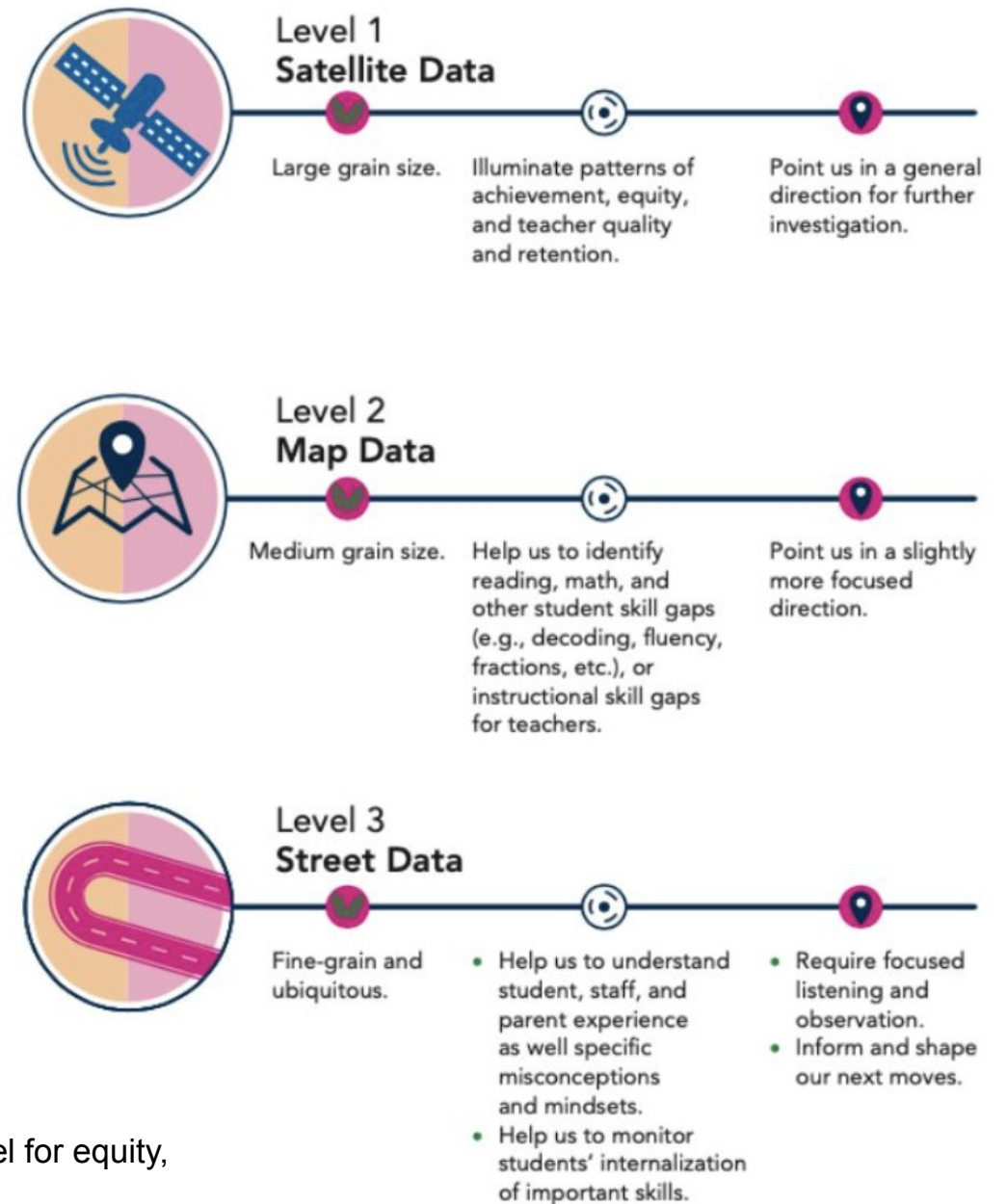
## **Positive impact on diverse learners:**

When used strategically, Desmos can be particularly beneficial for students with learning differences or language barriers, as it provides multiple ways to represent mathematical ideas.

Satellite Data: Our SBAC and districtwide Organizational Goal data are satellite data. They show us large trends and disparities that need attention.

Map Data: iReady helps us track skill growth and progression toward increased achievement and reduced disparities

Street Data: IPG & Student Experience data tell us what is happening in our classrooms on a daily basis. What strategies are we trying, and what do we notice?

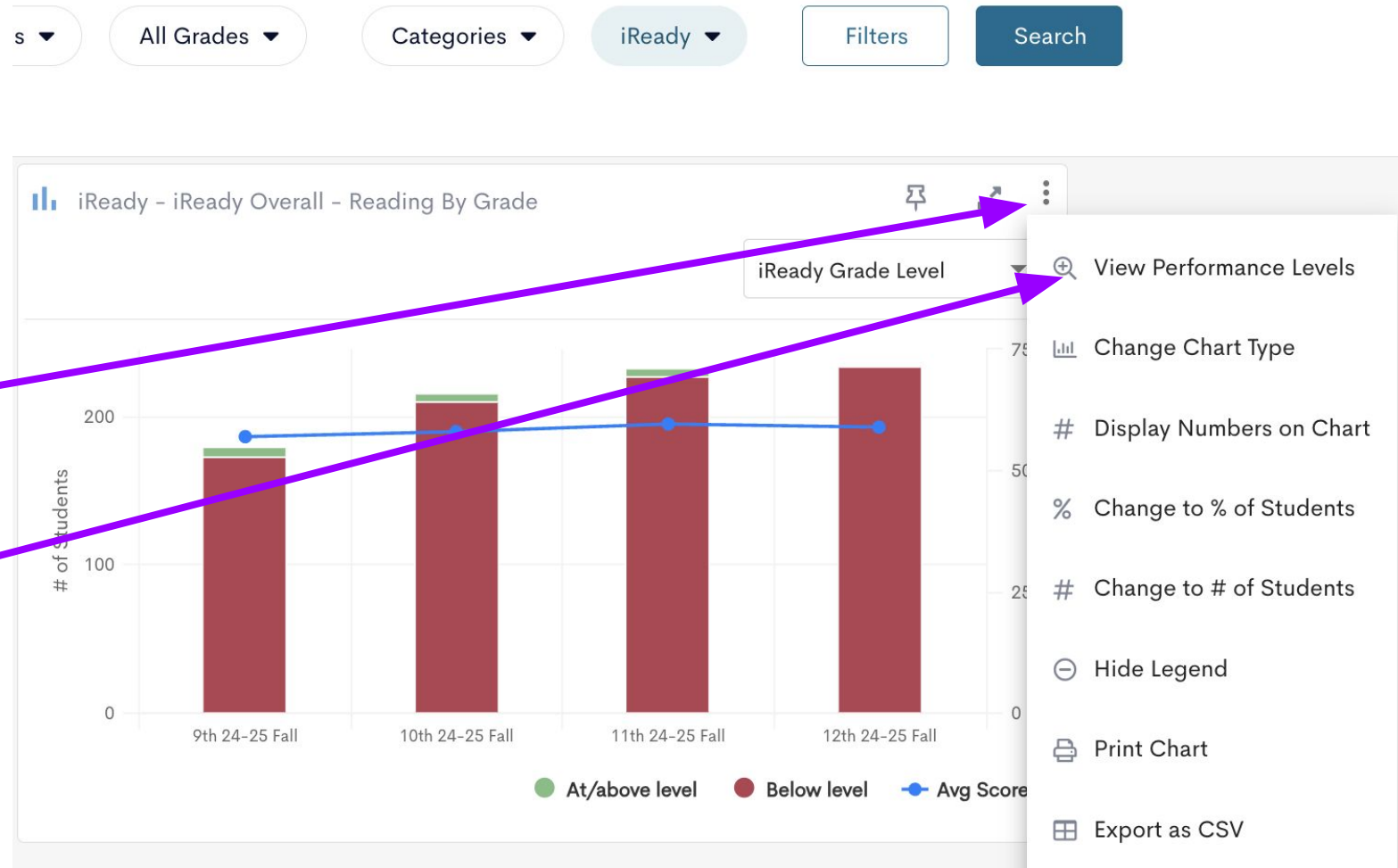


Graphic Source: Safir, Shane, and Jamila Dugan. Street data: A next-generation model for equity, pedagogy, and school transformation. Corwin, 2021.



# Important, but not very useful

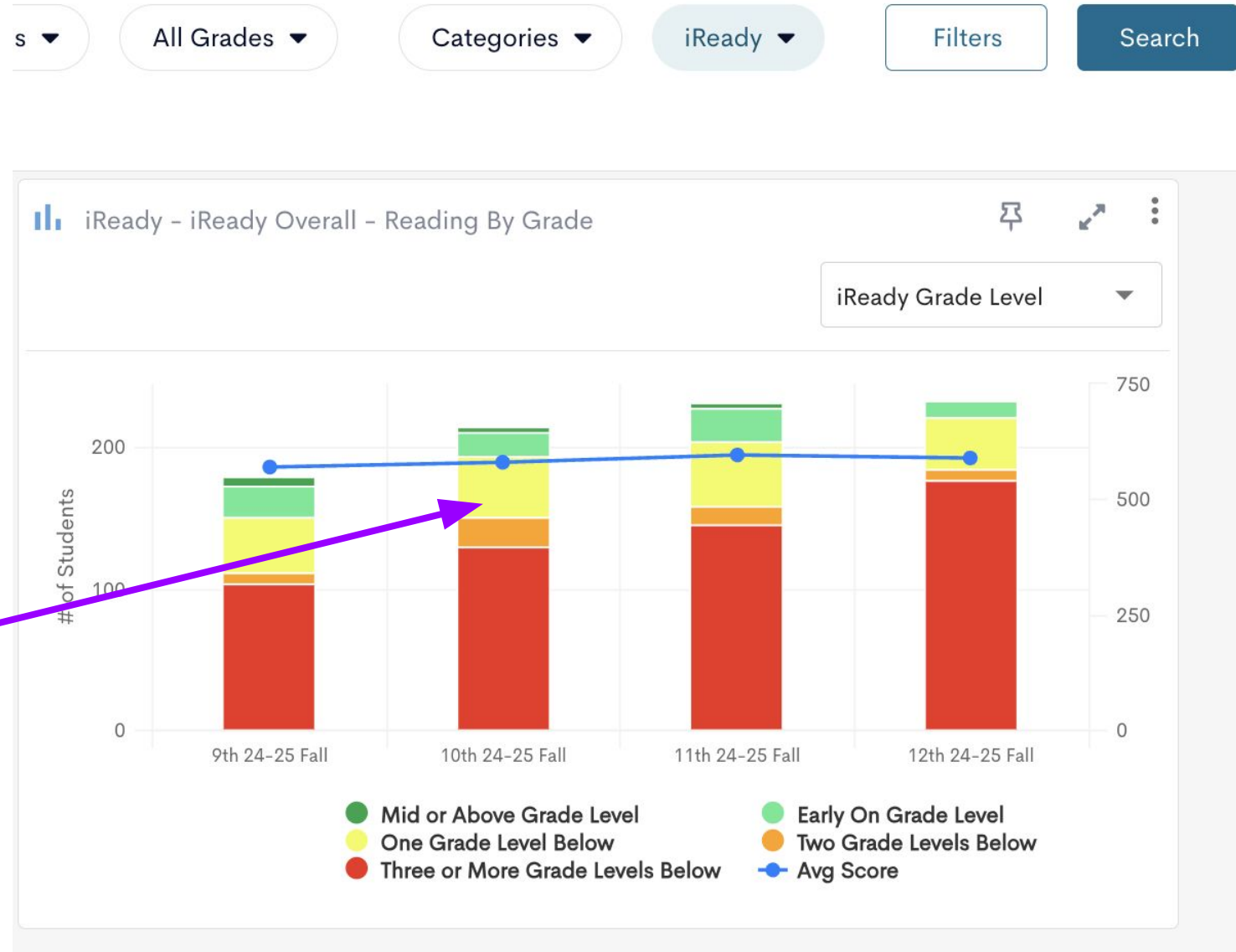
- click on the 3 dots
- select View Performance Levels





# Drilling down to more useful data

- click on the yellow performance band for one grade level below



# Drilling Down

9th 24-25 Fall

10th 24-25 Fall

11th 24-25 Fall

12th 24-25 Fall

Students

Subskills

Effectiveness

Longitudinal

Score Details

Students

One Grade Level Below

<input type="checkbox"/>	Student	Score
	Students (9)	Avg: 635.6
<input type="checkbox"/>	ione	628.000
<input type="checkbox"/>	iyari	630.000
<input type="checkbox"/>	naya	630.000
<input type="checkbox"/>	n, Omar	630.000
<input type="checkbox"/>	lyn	637.000
<input type="checkbox"/>	1a	638.000
<input type="checkbox"/>	Ana	639.000
<input type="checkbox"/>	sius	640.000
<input type="checkbox"/>	lan	648.000

- The default is ordered by low score to high

- These three students barely missed the proficiency cutoff

A student assessing in September is likely to score 1 grade below

# Homework

- Visit the ELA & Math class of your focal student
- Use the Math and ELA IPG in a 15-20m observation of each class.
- Be ready for a debrief during the next PPLC
  - What indicators stood out for you from your observations?
  - What was your focal students' overall experience?
  - Were they getting what they need to excel in school and life?



**Curriculum Instruction &  
Assessment TK-12 Early  
Literacy/Literacy, PK & TK,  
Humanities & OAASA.  
Sonja Bell, Director**



We are committed to supporting the “educational facilitators” who guide the work in building intellectual curiosity in our students along with a deep passion for reading, writing and critical thinking.

# Tier 2 Strategies

# ENGLISH LANGUAGE ARTS in WCCUSD

## Foundational Model: Scarborough's Reading Rope

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly  
Strategic

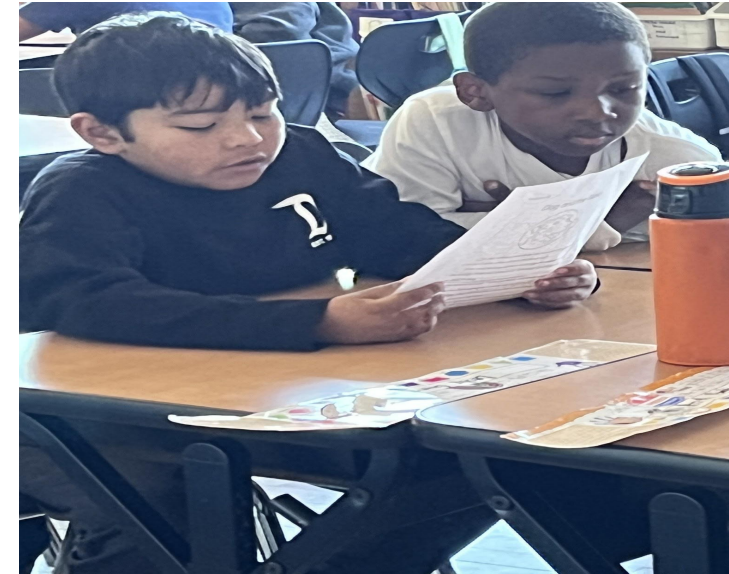
### Skilled Reading

Fluent execution and  
coordination of word  
recognition and text  
comprehension.

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly  
Automatic



# HOW WE SUPPORT THE WORK

## CURRICULUM-AGNOSTIC STRATEGIES



TOPICS FOR TEACHERS:

**MAKING SENSE OF COMPLEX TEXT**  
**BUILDING KNOWLEDGE AND VOCABULARY THROUGH TEXT**  
**EVIDENCE-BASED DISCUSSION AND WRITING**  
**GOAL-SETTING AND ACTION PLANNING**

CURRICULUM INSTRUCTION & ASSESSMENT  
ENGLISH LANGUAGE ARTS





# OUR Tier 2 INTERVENTION PROGRAMS

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[SIPPS PD for Elementary Teachers](#)

[SIPPS PD for Elementary](#)

[Administrators](#)



CURRICULUM INSTRUCTION & ASSESSMENT  
ENGLISH LANGUAGE ARTS



# Targeted Interventions

## **School Based In-Class Small Group Intervention based on assessments**

Teachers use small group instruction to provide in class intervention during their workshop or WIN time to support corrective instruction based on exit tickets and in-class assessments in elementary. Secondaries often times use prep periods, tutorial, and advisory periods to provide teacher based interventions

## **School Based Learning Center Intervention through education Specialist**

Schools use their CARE/COST process to analyze i Ready assessments and provide intervention to students in need through the school's learning center using a pull-out model in elementary schools

## **Additional High Dosage Small Group Instruction for African American Students in Mission Critical Schools**

Students receive focused academic support provided by Academic Support Providers. These providers are extensively trained in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to strengthen foundational reading skills, as well as in Good Reader Strategies, which equip students with tools to enhance comprehension and critical thinking.

## **Innovative Literacy Support with Amira Learning for African American Students**

Amira Learning, an advanced AI-powered platform, plays a pivotal role in developing literacy skills. By utilizing speech recognition technology, Amira listens to students as they read aloud, providing real-time feedback to correct errors, improve fluency, and build confidence. This interactive and adaptive approach personalizes the learning experience, ensuring that students progress at their own pace while addressing specific gaps.

# Targeted Interventions Cont'd

**Individualized Tutoring:** Students receive personalized, after-school academic support through secondary Black Student Unions (BSUs). This targeted tutoring program is designed to enhance academic performance, build confidence, and strengthen core skills. By addressing individual learning needs in a supportive and culturally responsive environment, the initiative ensures that students are equipped to excel academically while fostering a sense of belonging and empowerment.

**SPSA Support and Monitoring for Site Leaders focused on African American Student Achievement** OAASA support for SPSA (School Plan for Student Achievement) focuses on addressing the academic needs and overall success of Black, African-American students. The SPSA outlines targeted interventions, resources, and strategies aimed at improving student performance, particularly in areas like English Language Arts, Math, and social-emotional development.

**Mafanikio Afterschool Program** The Mafanikio Afterschool Program is a comprehensive, culturally responsive initiative designed to support academic success and personal development for students. "Mafanikio," meaning "success" in Swahili, embodies the program's mission to empower students through targeted enrichment opportunities and tailored interventions.

**College Visits for African American Students** Exposure to California universities and HBCUs to inspire ambition and cultural pride. Students are provided with opportunities to visit a diverse range of higher education institutions, including prominent California universities and a Historically Black Colleges and Universities tour (HBCUs). These visits inspire ambition and broaden students' perspectives, highlighting attainable pathways to academic and career success. The experiences also promote cultural pride, exposing students to environments that celebrate their heritage while emphasizing the value of higher education as a means to achieve their goals.

# Targeted Interventions Cont'd

## **Academic Enrichment**

Black History BH365 Our Ancestors curriculum

Black Math Genius and Calculus Roundtable

STEM (Science Technology Engineering Mathematics)

East Bay Center for Performing Arts: West African Dance, Afro-Peruvian Dance, Hip Hop Dance

Rich City Kids Creative and Performing Arts

**Summer Program Strengthening Writing Skills:** Students engage in targeted activities and workshops designed to enhance their writing abilities. Emphasis is placed on critical thinking, organization, and effective communication, equipping students with the tools needed to excel in high school and beyond.



# Questions?

## **WCCUSD Strategic Plan**

### **GOAL 3: Relentless Attention to Achievement**

**Empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world.**



## College and Career. Jessica Petrilli, Director

1. Counselor Data Dive
2. Utilization of SchoolLinks: 4 year plan tool, college application manager, Supplemental Survey
3. Partnership with Contra Costa College
4. College Access Programs

# Highlights

- California Dashboard: College & Career Readiness Indicator: African American Students measuring as College & Career Prepared improved by 4.6% , now 22.7% in 23-24.
- The percentage of all African American students meeting A-G eligibility improved by 4%, now 30% in 23-24.



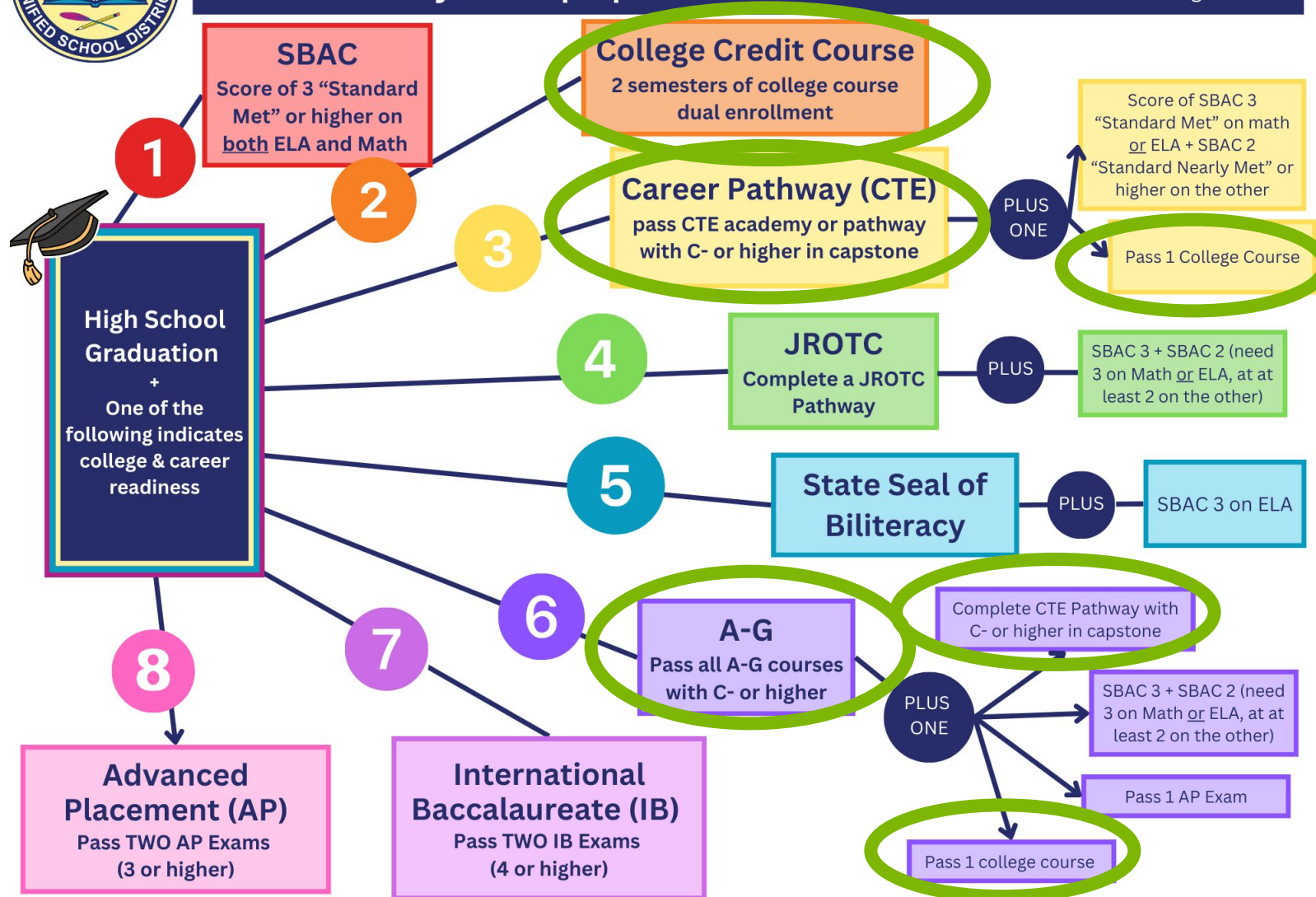


# College & Career Indicator (CCI)

8 different ways to be prepared



source: [www.cde.ca.gov](http://www.cde.ca.gov) (2024)



# 1. Counselor Data Dive

1. Counselors analyzed data from Transcript Evaluation Service, letting us know what students are on track to meeting A-G, almost meeting, and not meeting.
2. Counselors made a commitment to meet with their African American and EL students

2	Current 11th	Close to Meeting CSU	Meeting CSU	Not Meeting CSU	African American Close to Meeting	Meeting CSU	Not Meeting CSU	Latino Close to Meeting	Meeting CSU	Not Meeting CSU
3	ALL	237 students (12%)	766 (40%)	909 (48%)	31 (10%)	87 (28%)	192 (62%)	143 (14%)	328(31%)	582 (55%)
4	DAHS	38 (13 %)	107 ( 36%)	152 (51%)	7 (11%)	20 (32 %)	36 (57 %)	18 (11 %)	51 ( 31 %)	94 ( 58 %)
5	ECHS	48 students (12%)	198 students (51%)	139 students (36%)	10 (13%)	18 (23 %)	51 (65 %)	22 (18 %)	43 ( 36%)	54 ( 45 %)
6	HHS	22 students (11%)	119 students (62%)	51 students (27%)	4 (10%)	20 (48 %)	18 (43 %)	2( 4 %)	23 ( 51%)	20 ( 44 %)
7	JFKHS	24 students (12%)	46 (24%)	124 (64%)	1 (2%)	8 ( 20%)	32 (78 %)	22 (16 %)	34 (24%)	84 ( 60 %)
8	PVHS	34 (10 %)	129 (36 %)	192 (54 %)	4 (7%)	11 ( 20%)	41 ( 73 %)	21 ( 11 %)	60 ( 32 %)	104 (56 %)
9	RHS	60 (15%)	91 (23%)	240 (61%)	4( 19 %)	4 ( 19 %)	13 ( 62 %)	51( 15 %)	81 ( 23 %)	217 ( 62 %)
10	Vista	6 (26 %)	11 ( 48 %)	6 ( 26 %)	1 ( 50 %)	1 ( 50 %)	0 ( 0 %)	2 (20%)	3 ( 30 %)	5 ( 50 %)
11	MCHS	5 ( 7 %)	65 ( 89 %)	3( 4 %)		0 5( 83 %)	1 ( 17 %)	5( 13 %)	33 (83 %)	2 (5 %)
12	TES report: School Course & GPA Benchmarks: Find percent meeting ELA or Math									
13	Current 11th	ELA Meeting	Math Meeting							
14	ALL	1014 (53%)	986 (52%)							
15	DAHS	136 (46%)	148 (50%)							
16	ECHS	256 (66%)	236 (61%)							
17	HHS	140 (73%)	138 (72%)							
18	JFKHS	74 (38 %)	76 ( 39 %)							
19	PVHS	182 (51%)	174 (49 %)							
20	RHS	143 (37%)	130 ( 33 %)							
21	Vista	14 (61 %)	14 ( 61 %)							
22	MCHS	69 ( 95 %)	69 ( 95 %)							
23										

\*Example above of data counselors learned to pull using the Transcript Evaluation Service

## 2. Utilization of SchoolLinks: 4 year plan

- Students can select classes
- Automatically checks if plan meets graduation and A-G requirements
- Students and families can make changes to their course plan at any time.

[app.schoollinks.com/login/member](https://app.schoollinks.com/login/member)

- Counselors can use tracking tool to ensure that all students complete a 4 year plan

The screenshot displays the 'DISTRICT Course Planner' interface for a student named Elizabeth Manis. The interface includes a sidebar with navigation icons for STUDENTS, ANALYTICS, DISTRICT, COLLEGES, CAREERS, FINANCES, INDUSTRY PARTNERS, ALUMNI, and ADMIN TOOLS. The main content area shows the student's profile, current school (SchoolLinks High School), class of (2024), current grade (8th), and student number (4742). It also displays the planned school, graduation plan (Foundation with Endorsement), and pathways (0 Selected). The course plan is organized by grade (9th, 10th, 11th, 12th) and subject (English, Mathematics, Social Studies, Science, Languages other than English, Physical Education). The plan shows the number of credits planned, met, and selected for each subject. A bottom summary bar indicates the total required credits (16 / 30 Planned), requirements met (2 / 8 Met), alternative courses selected (0 / 3 Selected), and the student submission deadline (Due By 08/31/21). A 'Submit For Student' button is visible in the bottom right corner.

Subject	9th Grade	10th Grade	11th Grade	12th Grade
English	102H ENGLISH II (Pre AP) 1/1	103 English III 1/1	1030-4 ENGLISH III DUAL CREDIT 0/2	1040-4 ENGLISH IV DUAL CREDIT 2/2
Mathematics	301H ALGEBRA I (Pre AP) 1/1	303H Algebra II (Pre AP) 1/1	348A-2 AP Computer Science A 1/1	349A-2 AP Computer Science Principles 1/1
Social Studies	Requirement Not Met			
Science	Requirement Not Met			
Languages other than English	Requirement Not Met			
Physical Education				

## 2. Utilization of SchoolLinks: Organize College Application Documents

The screenshot shows the SchoolLinks College Applications interface. At the top, there's an orange header with the SchoolLinks logo, 'COLLEGES College Applications', a 'SELECTED MODE Middle & High School' dropdown, and a 'Demo as student' button. A left sidebar contains icons for STUDENTS, CHECK-INS, ANALYTICS, DISTRICT, COLLEGES, CAREERS, FINANCES, ALUMNI, PROGRAMS, and ADMIN TOOLS. The main content area is for 'Clemson University' with tabs for Admissions, Application Info, and Financial Aid. The user 'Nicholas Hill' is logged in. The 'Application status' is 'In Progress'. Below this is a table with columns: Method (School-Specific Online Application), Type (Regular Decision), Deadline (May 20), and Destination (In Network). The bottom section is divided into three panels: 'STUDENT CHECKLIST' with a 'Submit Application' button and a 'New Student Requirement' link; 'TEACHER RECOMMENDATIONS' with a reminder to update the profile and a list of two optional recommendations (Douglas Day and Sean Howell, both requested on 03/21/2023 by Nicholas Hill); and 'COUNSELOR DOCUMENTS' with a note about researched requirements and a link to 'Fulfill in Document Manager', plus a 'Request Counselor Document' button. A 'Request Teacher Recommendation' button is at the bottom.

- Save everyone time by streamlining college related workflows
- Stop searching around for transcript requests, recommendation letter status, etc.
- Increase transparency and visibility by offering real-time outcome tracking
- Increase the amount of college applications by reducing the complexity of the process



## 2. Utilization of SchoolLinks: College Application Tracker

COLLEGES College Applications

Document Manager Track Submission **Track Results** Acceptance Verification

View by student View by college

127 Awaiting results 1 Deferred 0 Denied 0 Waitlisted 17 Accepted

Class of ... AA 73

Search by college name

<input type="checkbox"/>	College Name	Admit rate	Awaiting	Deferred	Denied	Waitlisted	Accepted	Enrolling	
<input type="checkbox"/>	Contra Costa College	100%	—	—	—	—	3	3	Edit
<input type="checkbox"/>	Columbus State Community College	100%	—	—	—	—	1	1	Edit
<input type="checkbox"/>	Portland State University	50%	1	—	—	—	1	1	Edit
<input type="checkbox"/>	San Jose State University	50%	1	—	—	—	1	1	Edit
<input type="checkbox"/>	California State University-East Bay	100%	—	—	—	—	1	1	Edit
<input type="checkbox"/>	Norfolk State University	0%	2	—	—	—	—	0	Edit
<input type="checkbox"/>	Spelman College	0%	4	1	—	—	—	0	Edit
<input type="checkbox"/>	The University of Tennessee Southern	0%	1	—	—	—	—	0	Edit

Out of 251 African American seniors: 73 schools were applied to; 17 Students have been accepted so far; 127 awaiting admission results

# HBCUs (107); 13 applied to by 15 students

**Alabama:** Tuskegee University 2

**Florida:** Florida Agricultural and Mechanical University 1

**Georgia:** Clark Atlanta University 3; Spelman College 5

**Louisiana:** Xavier University 8; Dillard University 2

**Maryland:** Morgan State University 5

**Mississippi:** Jackson State 1

**North Carolina:** North Carolina A&T State University 7;

North Carolina Central University 3

**Virginia:** Hampton University 6; Norfolk State University 2

**Washington DC:** Howard University 5

# California Colleges & Universities

	A	B	C	D	E	F
1	name	city	state_name	submitted_a	accepted_ap	enr
2	University of the Pacific	Stockton	California	1	1	
3	University of California-Santa Cruz	Santa Cruz	California	1	0	
6	University of California-Irvine	Irvine	California	1	0	
11	University of San Francisco	San Francisco	California	2	0	
15	Santa Clara University	Santa Clara	California	1	0	
16	University of California-Berkeley	Berkeley	California	2	0	
18	San Jose State University	San Jose	California	2	1	
21	University of Southern California	Los Angeles	California	5	0	
23	Stanford University	Stanford	California	2	0	
24	University of California-Santa Barbara	Santa Barbara	California	1	0	
27	San Diego State University	San Diego	California	1	0	
30	Pepperdine University	Malibu	California	1	0	
36	California State University-Long Beach	Long Beach	California	2	0	
37	San Francisco State University	San Francisco	California	2	1	
38	University of California-Davis	Davis	California	1	0	
39	University of California-San Diego	La Jolla	California	2	0	
42	University of San Diego	San Diego	California	1	0	
43	California State University-Sacramento	Sacramento	California	2	1	
45	California State University-Fullerton	Fullerton	California	1	1	
49	California State University-Northridge	Northridge	California	1	1	
50	California State University-East Bay	Hayward	California	1	1	
53	University of California-Los Angeles	Los Angeles	California	1	0	
55	California Lutheran University	Thousand Oaks	California	1	0	
56	Saint Mary's College of California	Moraga	California	3	0	
74	Golden Gate College	San Francisco	California	1	1	



# 3. Partnership with Contra Costa College



## 22<sup>nd</sup> NOU FRI AFRICAN AMERICAN SYMPOSIUM

Contra Costa College | GE 225 | 10:00 AM – 2:00 PM

### Symposium Workshops

#### Financial Literacy

Educate, empower and advance the knowledge of people of African descent on money matters. Including, yet not limited to Saving, Banking, Stocks, Bonds, investments, Credit, Real Estate and all financial transactions. Learn the ability to understand how money works and manage ones financial affairs.

#### How to Start a Business

Teaching students the core steps to starting a business and going over the documents needed.

#### A College Going Mindset

The foundation of a strong college going culture begins with the identity or mindset of the student. For many African American young men, the values of education are not always intrinsic and must be developed. This workshop helps young men explore their place in higher education and begin the work of cultivating the mindset of a college student. (George Mills)

The keynote address was delivered by Danny Williams, President of 100 Black Men, whose powerful words motivated and uplifted our students.

The trade and career panel, where professionals from diverse industries shared their journeys and insights.

### 3. Partnership with Contra Costa College

45% of WCCUSD students are in a CTE Pathway  
12% of CTE pathway students are African  
American, 13% of students in grades 10-12 are  
African American

**WCCUSD Media & IT Day at Contra Costa College (CCC) on Friday, February 7th.**

DA, ECHS, HHS, KHS, RHS

**Health Day at Contra Costa College (CCC) on Friday, March 14th**




DA, HHS, KHS, RHS, SGA, PVHS

# 4. College Access Programs


**10,000 Degrees:** 3 students at Kennedy and 17 at Sylvester Greenwood; taking students to the Oakland Black College Expo


**DCAC EAOP:** next slide

**College is Real, Upward Bound UC Berkeley and Mills, Trio, Pact**

7:56   LTE 




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 dahscounselors  
🎵 thuy · i got it

 **ATTENTION JUNIORS, SENIORS & CC STUDENTS!**  
**OAKLAND BLACK COLLEGE EXPO FIELD TRIP**  
**SATURDAY, FEBRUARY 8, 2025**  
Join 10,000 Degrees at this College Expo to:

- Meet with 100+ Colleges and Universities
- Get accepted to college on the spot
- Receive Scholarships on the spot
- Get your application fees waived
- and much more!

📍 7

 7   

dahscounselors  **ATTENTION Juniors and Seniors**

Don't miss out on the Oakland Black College Expo field trip with 10,000 Degrees happening on Saturday, February 8, 2025! 🌟

What's in it for YOU?

- 🎓 Meet with 100+ colleges and universities
- 🌟 Get accepted to college ON THE SPOT
- 💰 Receive scholarships ON THE SPOT

# 4. College Access Programs



Site	# of African American Students on site	Total served	% African-Am. students served	# served in a 1-on-1 setting	% served in a 1-on-1 setting	# served in a group setting	% served in a group setting
De Anza HS	207	45	21.74%	26	12.56%	42	20.29%
El Cerrito HS	246	97	39.43%	21	8.54%	91	36.99%
Hercules HS	142	60	42.25%	33	23.24%	59	41.55%
Kennedy HS	121	62	51.24%	12	9.92%	62	51.24%
Pinole Valley HS	217	46	21.20%	10	4.61%	41	18.89%
Richmond HS	65	28	43.08%	4	6.15%	27	41.54%
	<b>Total</b>	<b>338</b>					

	De Anza HS	El Cerrito HS	Hercules HS	Kennedy HS	Pinole Valley HS	Richmond HS
<b>Total AA Population on site</b>	19.66%	16.79%	18.35%	16.09%	17.44%	4.94%
<b>AA Served/Total Served</b>	18.83%	22.20%	17.44%	16.02%	15.92%	3.38%
<b>1-on-1 AA Served over Total Served</b>	22.61%	17.95%	23.74%	16.67%	8.85%	5.26%
<b>Group AA Served over Total Served</b>	18.92%	22.36%	18.04%	16.15%	15.02%	3.27%



# Questions?

## **WCCUSD Strategic Plan**

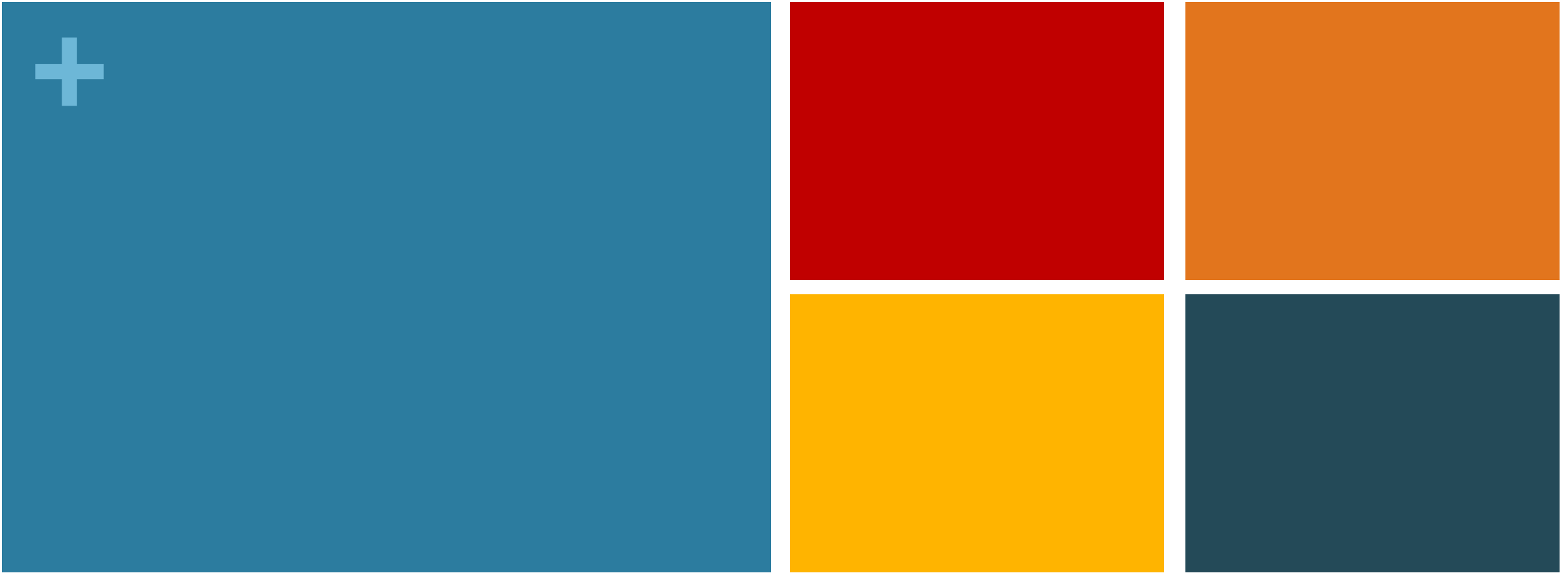
### **GOAL 3: Relentless Attention to Achievement**

**Empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world.**



# Public Comment & Quick Announcements





Closing ([Feedback Form](#))



- October 15, 2024
- January 21, 2024
- February 11, 2025
- March 18, 2025
- April 22, 2025



+ **AASAT 24-25 Meeting Schedule**