

**Friday Memo**  
**August 14, 2015**

**Upcoming Events – Bruce Harter**

August 17: First Day of School, DeAnza High School  
August 17: Instructional Leadership Team – Secondary, Hs Lordships, 9:00 AM  
August 18: Instructional Leadership Team – Elementary, Hs Lordships, 9:00 AM  
August 18: Bond Disclosure Training for Board Members, FOC, 2:30 PM  
August 18: Facilities Subcommittee, FOC, 4:00 PM  
August 19: New Teacher Orientation, Pinole Middle, 8:15 AM  
August 20: Solutions Team, UTR, 1:00 PM  
August 21: Food Services Kick Off, Richmond High Theater, 9:00 AM  
August 21: Teacher Work Day  
August 23: Terence Martin Day (Memorial Day)  
August 24: First Day of School

**Secondary Student Orientation/Registration Dates – Bruce Harter**

August 18: Hercules High 9<sup>th</sup> Grade Orientation, 9:00 AM  
August 19: Crespi Middle, 9:00 – 3:15  
August 21: Mira Vista Middle, 1:00 PM

**Bond Disclosure Policy & Procedures Training August 18<sup>th</sup> – Sheri Gamba**

Following review of Administrative Regulation (AR) 7214.1 at the August 12, 2015 Board meeting, Nixon Peabody, the district's Bond Disclosure Council, will present a training session for Board members and all attendees of the Facilities Subcommittee meeting on August 18, 2015 on the importance of disclosure and compliance procedures to ensure the District's Disclosure Documents comply with all applicable federal securities laws and promote best practices regarding the preparation and review of these documents. The meeting will be held at the Facilities and Operations Center, 1400 Marina Way South, Richmond from 2:30 – 3:30 PM.

**Special Workshop Meeting on the Governance Handbook – Bruce Harter**

The Governance Subcommittee has been working with consultant Barbara Young in following up on the Board's workshop meeting in early July on developing a Governance Handbook for the Board. The plan is to have a draft to you and posted publicly on August 17. The Board, as a whole, will review the draft handbook at a special workshop meeting on August 24 at 6:30 PM in R00m 1 at the Alvarado Adult School campus. That date was established at the July 8, 2015 workshop meeting.

**Torlakson to Speak at Fab Lab Grand Opening – Bruce Harter**

We received confirmation this week that State Superintendent Tom Torlakson will be speaking at the Fab Lab grand opening on September 29 at 10:00 AM.

**Teacher Shortages 2015-16 School Year - Ken Whitemore**

In light of recent TV stories and the New York Times article (attached) outlining the teacher shortage in California, I felt it important to update our progress towards filling our positions for the first day of school.

West Contra Costa Unified School District  
*Office of the Superintendent*

As of August 12, we have filled 213 openings. The Human Resources Department recruited at over 20 job fairs (both in state and out of state), recruited from postings on EdJoin, and recruited teachers who will join us from Spain, Mexico, and the Philippines.

We currently have 8 openings in elementary and approximately 10 openings at secondary.

We are currently not releasing certificated teachers who request to resign after July 1, 2015 until we have found a suitable replacement. We currently have 18 requests for people to leave their contracts.

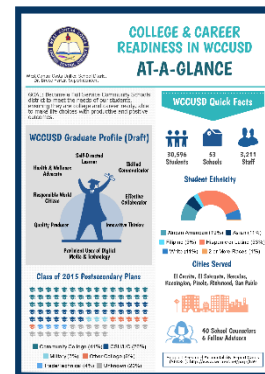
If positions are not filled, they will be filled with our highest quality substitute teachers beginning with the first day. You will see upcoming on your board agenda, all of our requests to approve Provisional Intern Permits (PIP's) and waivers for teachers who have not passed the CBEST or CSET at this time (the example of our CBEST would be our teachers recruited from foreign countries that are scheduled to take them). These are important as we move ahead to properly clear all of our teachers.

We will continue to work at filling every opening. If you have any questions, please contact me.

**New Infographic Offers Quick Access to WCCUSD College & Career Readiness - Nicole Joyner**

The Accountability and Assessment Department published *College & Career Readiness in WCCUSD At-a-Glance* to give students and parents a quick guide to preparing for college and career. The brochure outlines the path students take to graduate and shares the programs available for students to maximize their WCCUSD educational experience.

Highlights include the definition of A-G requirements, and information on high school pathways. Dual enrollment and AP courses and exams are featured to introduce students to the available options for earning college credit while attending high school.



The wide range of support programs are also detailed in the infographic so that students are aware of all of the options available to prepare them for college and career. Highlighted programs include the UC Berkeley Trio Programs, the Mathematics, Engineering, Science Achievement (MESA) partnership with Cal State East Bay, and the Summer Pre-College Art Experience with Academy of Art University. Other focal points include College & Career Day, the SAT Suite of Assessments, WCCUSD's SAT School Day, and Financial Aid for college.

The infographic is available for download as a pdf file:

English version: <http://bit.ly/wccusd-college-ready>

Spanish version: <http://bit.ly/wccusd-prep-universitaria>

**The New York Times** <http://nyti.ms/1WaaV7a>

U.S.

# Teacher Shortages Spur a Nationwide Hiring Scramble (Credentials Optional)

By MOTOKO RICH AUG. 9, 2015

ROHNERT PARK, Calif. — In a stark about-face from just a few years ago, school districts have gone from handing out pink slips to scrambling to hire teachers.

Across the country, districts are struggling with shortages of teachers, particularly in math, science and special education — a result of the layoffs of the recession years combined with an improving economy in which fewer people are training to be teachers.

At the same time, a growing number of English-language learners are entering public schools, yet it is increasingly difficult to find bilingual teachers. So schools are looking for applicants everywhere they can — whether out of state or out of country — and wooing candidates earlier and quicker.

Some are even asking prospective teachers to train on the job, hiring novices still studying for their teaching credentials, with little, if any, classroom experience.

Louisville, Ky.; Nashville; Oklahoma City; and Providence, R.I., are among the large urban school districts having trouble finding teachers, according to the Council of the Great City Schools, which represents large urban districts. Just one month before the opening of classes, Charlotte, N.C., was desperately trying to fill 200 vacancies.

Nationwide, many teachers were laid off during the recession, but the situation was particularly acute in California, which lost 82,000 jobs in schools from 2008 to

2012, according to Labor Department figures. This academic year, districts have to fill 21,500 slots, according to estimates from the California Department of Education, while the state is issuing fewer than 15,000 new teaching credentials a year.

“We are no longer in a layoff situation,” said Monica Vasquez, chief human resources officer for the San Francisco Unified School District, which offered early contracts to 140 teachers last spring in a bid to secure candidates before other districts snapped them up. “But there is an impending teacher shortage,” Ms. Vasquez added, before correcting herself: “It’s not impending. It’s here.”

With state budgets rallying after the recession, spending on public schools is slowly recovering, helping to fuel some of the hiring. In California, Gov. Jerry Brown persuaded voters in 2012 to pass a sales and income tax measure that raised funding for public schools.

But educators say that during the recession and its aftermath prospective teachers became wary of accumulating debt or training for jobs that might not exist. As the economy has recovered, college graduates have more employment options with better pay and a more glamorous image, like in a rebounding technology sector.

In California, the number of people entering teacher preparation programs dropped by more than 55 percent from 2008 to 2012, according to the California Commission on Teacher Credentialing. Nationally, the drop was 30 percent from 2010 to 2014, according to federal data. Alternative programs like Teach for America, which will place about 4,000 teachers in schools across the country this fall, have also experienced recruitment problems.

And that has led districts here — and elsewhere — to people like Jenny Cavins.

Ms. Cavins, 31, who once worked as a paralegal and a nanny, began a credentialing program at Sonoma State University here in Rohnert Park less than a year ago. She still has a semester to finish before she graduates. But later this month she will begin teaching third grade — in both English and Spanish — at Flowery Elementary School in Sonoma. Ms. Cavins said she would lean on mentors at her new school as well as her professors. “You are not on that island all alone,” she said.

Esmeralda Sanchez Moseley, the principal at Flowery, said she could not find a fully credentialed — let alone experienced — teacher to fill the opening. “The applicant pool was next to nothing,” she said. “It’s crazy. Six years ago, this would not have happened, but now that is the landscape we are in.”

Before taking over a classroom solo in California, a candidate typically must complete a post-baccalaureate credentialing program, including stints as a supervised student teacher. But in 2013-14, the last year for which figures are available, nearly a quarter of all new teaching credentials issued in California were for internships that allowed candidates to work full time as teachers while simultaneously enrolling in training courses at night or on weekends.

In addition, the number of emergency temporary permits issued to allow noncredentialed staff members to fill teaching posts jumped by more than 36 percent from 2012 to 2013.

At California State University, Fresno, 100 of the 700 candidates enrolled in the teacher credentialing program this year will teach full time while completing their degree.

“We don’t like it,” said Paul Beare, dean of the university’s school of education. “But we do it.”

Some educators worry that as school districts scramble to fill empty slots, the quality of the teaching force could weaken.

“There are not enough people who will look at teacher education or being a teacher as a job that they want to pursue,” said Carlos Ayala, dean of the school of education at Sonoma State University.

Ashlee Pepin, 31, turned down several opportunities to work as a teaching intern while still earning education credentials at Sonoma State because, she said, she had seen the difference “between a teacher who is passionate and has a lot of skill, and a teacher who is just there.”

Ms. Pepin, who graduated in June, will begin teaching special education next week at an elementary school in Petaluma, north of San Francisco. “I wanted to make

sure I was prepared," Ms. Pepin said on a recent morning as she sorted through old textbooks in her new classroom.

Recruiters from Oklahoma City have traveled to Puerto Rico and Spain on the hunt for teachers, while in Charlotte-Mecklenburg school district in North Carolina, the superintendent, Ann Blakeney Clark, tells audiences at every community meeting she attends that the schools are desperate to hire. "I've gone on to say 'Everyone in this room knows someone who was a teacher, who is a teacher,'" Ms. Clark said. "And I am asking you to email, text or call them and invite them to teach in Charlotte."

Last spring here in Rohnert Park, about 50 miles north of San Francisco, the superintendent, Robert A. Haley, found a creative way to fill a vacancy for an elementary school physical education teacher: He had his daughter's high school cross-country coach fill in temporarily.

The coach, David Kimari, 26, who has worked as a home health aide and is studying kinesiology, will continue to teach P.E. this school year at two elementary schools in the district. He will begin taking teacher credential courses next January.

When Mr. Kimari started teaching, administrators gave him binders full of lesson plans left by his predecessors, and he asked a teaching friend in Oakland for advice. "I went into it like 'Oh, man, I don't know what I am getting myself into,'" said Mr. Kimari, sporting a tie-dyed bandanna and socks on a recent, scorching afternoon when he had assembled girls from the cross-country team for a summer conditioning session in a state park.

But he said that he realized that, "as long as you are passionate and as long as you can communicate with other people and you don't give off hostile vibes, you can pick it up along the way."

Linda Darling-Hammond, professor emeritus of education at Stanford University and head of the California Commission on Teacher Credentialing, said the United States should plan more for teacher shortages. "Other nations create incentives and supports in order to be able to fill the needs in a much more deliberate and conscious way," she said.

In the near term, teachers may not yet be heralded with the fever pitch of first-round sports draft picks, but qualified candidates are in high demand. Earlier this spring, Ana Margarita Sanchez, a master's degree student in the education school at Stanford University, chatted briefly with a recruiter from the San Francisco schools at a reception on campus. Two weeks later, the recruiter followed up with a 45-minute telephone interview, offering her a job on the spot.

"I was definitely taken aback by the intensity," said Ms. Sanchez, 25, who will be teaching fourth grade at a bilingual elementary school later this month.

"The ball wasn't really in their court," she added. "It was in mine."

A version of this article appears in print on August 10, 2015, on page A1 of the New York edition with the headline: Across Country, a Scramble Is On to Find Teachers.



# COLLEGE & CAREER READINESS IN WCCUSD AT-A-GLANCE

West Contra Costa Unified School District  
Dr. Bruce Harter, Superintendent

GOAL: Become a Full Service Community Schools district to meet the needs of our students, ensuring they are college and career ready, able to make life choices with productive and positive outcomes.

## WCCUSD Quick Facts



30,596  
Students



53  
Schools



3,211  
Staff

## WCCUSD Graduate Profile (Draft)



## Student Ethnicity



- African American (19%)
- Asian (11%)
- Filipino (5%)
- Hispanic or Latino (53%)
- White (11%)
- 2 or More Races (1%)

## Cities Served

El Cerrito, El Sobrante, Hercules,  
Kensington, Pinole, Richmond, San Pablo



40 School Counselors  
6 Fellow Advisors

## Class of 2015 Postsecondary Plans



- Community College (41%)
- CSU/UC (26%)
- Military (3%)
- Other College (6%)
- Trade/Technical (4%)
- Unknown (20%)







Support Personnel Accountability Report Cards  
(SPARC): <http://www.wccusd.net/page/669>



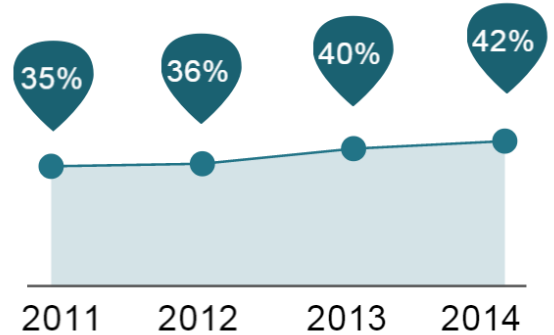
# A-G Requirements

High School A-G Course Lists:  
<https://hs-articulation.ucop.edu/agcourselist>

The UC/CSU Required Courses or "A-G" Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU).

 <b>US History &amp; Social Science</b> 2 Years	 <b>English</b> 4 Years	 <b>Mathematics</b> 3 Years	 <b>Lab Science</b> 2 Years
 <b>Foreign Language</b> 2 Years	 <b>Visual/Performing Arts</b> 1 Year	 <b>Electives</b> 1 Year	

## A-G Completion Rates



A-G Completion Rates = Percentage of WCCUSD Graduates who completed A-G Requirements

## WCCUSD Pathways



Linked Learning is a 2 to 4-year high school program of study that integrates strong academics, demanding career and technical education, and real-world experience to help students gain an advantage in high school, postsecondary education, and careers. Students follow industry-themed pathways, choosing among fields such as engineering, arts and media, or biomedicine and health.



**3,424 Pathway Students**



**99 Pathway Teachers**



### Dual Enrollment

Dual enrollment offers high school students the opportunity to complete a college course and receive both high school and college credit.

Courses are offered onsite at the high school. Students complete college level assignments and receive their final grade on an official college transcript.

WCCUSD's Law Academy is piloting the dual enrollment program in partnership with Contra Costa College.

## High School Pathways

- Environmental Studies (Pinole Valley HS)
- Engineering (Pinole Valley HS, Richmond HS)
- Health (Pinole Valley HS, Richmond HS)
- Health Sports Medicine (De Anza HS)
- Hospitality & International Tourism (Hercules HS)
- Information Technology (De Anza HS, El Cerrito HS, Kennedy HS)
- Jr ROTC - Air Force (De Anza HS)
- Law (De Anza HS, Pinole Valley HS, Richmond HS)
- Multimedia (El Cerrito HS, Richmond HS)
- Visual & Performing Arts (Pinole Valley HS, Richmond HS)

# WCCUSD College Preparatory Support Programs

## List of College & Career Readiness Support Programs

Academy of Art Pre-College Art Experience  
 African American Male Pipeline  
 College Access Initiative  
 College and Career Centers  
 College is Real, Inc  
 Fab Lab  
 FASFA Campaign  
 Gooden College Connection  
 Holy Names Early Admit Program  
 Ivy League Connection  
 MESA  
 PACT, Inc  
 Rising Scholars  
 The RYSE Center  
 Service Learning and Senior Projects  
 UC Berkeley Trio Programs  
 UC Berkeley EAOP/ DCAC Fellowship Advisors  
 Upward Bound - Mills  
 Writers Coach Connection  
 Young Scholars Program  
 4 Richmond



## Mathematics, Engineering, Science Achievement (MESA)

(a partnership with Cal State East Bay)

Mathematics, Engineering, Science Achievement (MESA) provides students with the skills and resources to be successful in school and career in science, technology, engineering and math (STEM) disciplines.



12 Middle & High Schools Served



681 Students Served



26 Teachers Trained



## Summer Pre-College Art Experience

(a partnership with Academy of Art University, San Francisco)

Each year, 30 WCCUSD students attend the six-week Academy of Art Summer Program. Students can take up to 4 classes in 2D and 3D art, web design, and fashion design and showcase their work at culminating event at the end of the summer.

MESA: <http://www20.csueastbay.edu/csci/departments/mesa/>  
 Academy of Art University: <http://www.academyart.edu>  
 UC Berkeley TRIO Programs: <http://pctrio.berkeley.edu/>



## TRIO Programs

(a partnership with UC Berkeley)

## Upward Bound | Upward Bound Math/Science

Upward Bound offers high school students the opportunity to study at UC Berkeley with on-campus housing in dormitories and 6 weeks of summer classes. Participants also attend college prep courses three Saturdays per month during the school year.

## African American Male Pipeline Project (AAMPP)

AAMPP is a pipeline beginning in 8th grade that offers under-supported students essential services including mentoring, counseling, internships, field trips, leadership opportunities, family engagement activities, and academic support and enrichment.

## Talent Search / Summer Bears

Talent Search is a six-week summer program that exposes 8th grade students to the UC Berkeley campus, assisting them with academic planning, writing, study skills, and life skills.

281

= number of 8th – 11th grade students that WCCUSD sent to 6-week UC Berkeley summer programs in 2015



## Applying for College Financial Aid

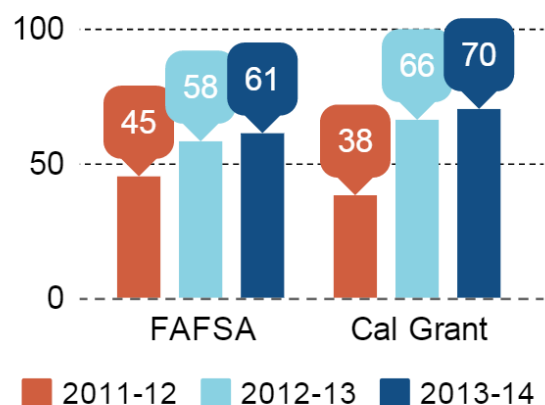
61%

2013-14 FAFSA Completion Rate

Cal Grant Application Completion Rates have increased by 84% since 2011-12

FAFSA: <https://fafsa.ed.gov/>  
 Cal Grant: <http://www.csac.ca.gov/>

## % of Seniors Completing Financial Aid Applications





# College & Career Day

WCCUSD College & Career Day is a one-day event held each October to promote a college-going culture.

Each ELEMENTARY School takes its own approach to promoting the college going culture. Some hold special assemblies, others have College T-Shirt Day or college visits.

In MIDDLE School, 6th and 7th graders participate in a variety of college and career activities such as guest speakers, games, and more. 8th graders take PSAT 8/9 assessment.

In HIGH School, all students take the SAT Suite of Assessment tests: 9th graders take the PSAT 8/9, 10th and 11th graders take the PSAT/NMSQT, and 12th graders take the SAT.

**The PSAT and SAT tests given to students on College Day are FREE of charge for all WCCUSD Students!**

WCCUSD was the 1st school district in California to implement College Board's SAT Suite of Assessments district-wide.

## SAT Suite of Assessments

The SAT Suite of Assessments is a series of tests for 8th through 12th graders. As students advance from grade to grade, the tests keep pace, matching the scope and difficulty of work found in the classroom.

The PSAT 8/9 (formerly called ReadStep) is a test for 8th and 9th graders which establishes a baseline for college and career readiness. PSAT/NMSQT is a standardized test tightly aligned with the SAT for 10th and 11th graders. The SAT tests the subject matter learned by students in high school and fulfills the college entrance exam requirement.

Through the district's partnership with College Board, all students have access to online test preparation courses, individualized study plans, career inventories, and college searches.



College Board's website for students:  
<https://student.collegeboard.org/>

## Advanced Placement (AP)

AP courses are rigorous, college-level courses that students can take in high school. AP courses are open to all students willing to commit to the study time required. AP courses challenge students and allow them to build critical thinking skills while working on their ability to collaborate in groups.

Students can earn college credit, placement, or both if they earn qualifying scores on AP exams given in May.



Seven core AP courses are offered at every comprehensive high school, in addition to site-specific AP courses offered at various high schools.

### CORE AP Courses

- Calculus AB
- Chemistry
- English Language
- English Literature
- Spanish Language
- US Government
- US History

### SITE-SPECIFIC AP Courses

- Biology
- Calculus BC
- Environmental Science
- French Language
- Human Geography
- Japanese Language
- Macroeconomics
- Microeconomics
- Statistics
- Studio Art
- World History



19 College Board Approved Courses

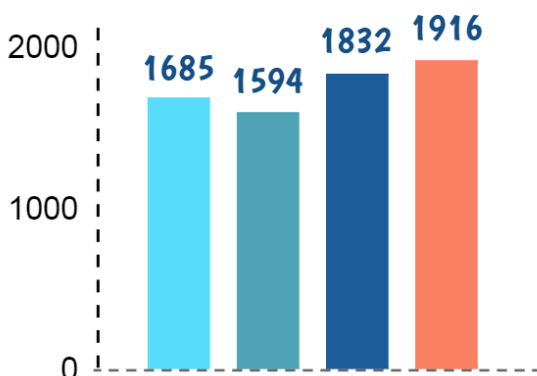


2,899 AP Enrollment



67 AP Teachers

## Total Number of AP Exams



2011 2012 2013 2014



## WCCUSD Links

West Contra Costa Unified School District  
<http://www.wccusd.net>

WCCUSD Assessment  
<http://www.wccusd.net/testing>

WCCUSD Data Dashboards  
<http://www.wccusd.net/dashboard>

School Accountability Report Cards (SARC)  
<http://www.wccusd.net/page/663>

Department of Accountability & Assessment  
1108 Bissell Ave, Richmond, CA 94801  
[accountability@wccusd.net](mailto:accountability@wccusd.net)



# PREPARACIÓN UNIVERSITARIA Y PROFESIONAL EN WCCUSD

## DE-UN-VISTAZO

Distrito Escolar Unificado de West Contra Costa  
Dr. Bruce Harter, Superintendente

**META:** Ser un distrito comunitario de servicio total para cumplir las necesidades de nuestros alumnos asegurando que estén listos para la universidad y una profesión, capaces de tomar decisiones importantes en la vida con resultados productivos y positivos.

### Perfil de Graduado WCCUSD (Proyecto)



### Planes para Educación Superior de los Graduados del 2015

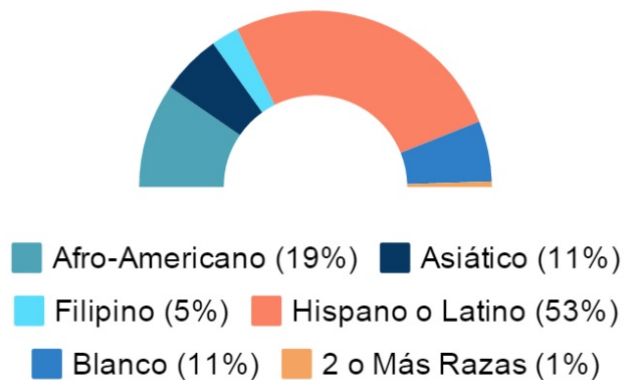


- Colegio Comunitario (41%)
- CSU/UC (26%)
- Militar (3%)
- Otro Colegio (6%)
- Instituto/Escuela Técnica (4%)
- Desconocido (20%)

### Informes Breves de WCCUSD



### Etnicidad de Estudiantes



### Ciudades Servidas

El Cerrito, El Sobrante, Hercules, Kensington, Pinole, Richmond, San Pablo



**40 Consejeros Escolares**  
**6 Asesores**

Reportes de Calificación del Apoyo al Personal de Responsabilidad (SPARC):  
<http://www.wccusd.net/page/669>

# Requisitos A-G

Lista de Cursos Preparatorios A-G:  
<https://hs-articulation.ucop.edu/agcourselist>

Las materias requeridas para UC/CSU o "Requisitos A-G" son una secuencia de cursos preparatorios cuales los estudiantes deben completar (con una calificación de C o mejor) como mínimo para ser elegibles para la admisión a una Universidad de California (UC) y Universidad Estatal de California (CSU).



**Historia de EEUU & Ciencias Sociales**  
2 Años



**Inglés**  
4 Años



**Matemáticas**  
3 Años



**Ciencias de Laboratorio**  
2 Años



**Lenguaje Extranjero**  
2 Años



**Artes Escénicas/Visuales**  
1 Año



**Clase Opcional**  
1 Año

## Índice de Cumplimiento de materias A-G



Índice de Cumplimiento de materias A-G =  
 Numero de Graduados quienes completaron  
 Requisitos A-G dividido por el Numero de  
 Graduados

# Pathways (Caminos) de WCCUSD



Linked Learning es un programa de estudio preparatorio de 2-4 años que integra contenido sólido académico con habilidades técnicas modernas dentro de un tema de profesión. Estudiantes se gradúan de la preparatoria y resultan exitosos en una variedad de oportunidades de educación superior, en las cuales siguen caminos de temas industriales, escogiendo entre campos de profesión como ingeniería, artes y medios de comunicación, biomedicina y salud.



**3,424 Estudiantes de Pathways**



**99 Maestros de Pathways**



## Doble Inscripción

La Doble Inscripción ofrece a estudiantes de preparatoria la oportunidad de completar un curso de colegio y recibir créditos para ambos la preparatoria y la universidad.

Los cursos son ofrecidos en las escuelas preparatorias. Los estudiantes completan tareas de nivel colegial y reciben su calificación final en un certificado de estudios oficial.

La Academia de Ley de WCCUSD esta empezando el programa de Doble Inscripción en asociación con Contra Costa College.

## Pathways de Preparatoria

**Estudios Ambientales (Pinole Valley HS)**

**Ingeniería (Pinole Valley HS, Richmond HS)**

**Salud (Pinole Valley HS, Richmond HS)**

**Medicina para Salud Deportiva (De Anza HS)**

**Hospitalidad & Turismo Internacional (Hercules HS)**

**Información Tecnológica (De Anza HS, El Cerrito HS, Kennedy HS)**

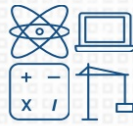
**ROTC Juvenil –Fuerzas Aéreas (De Anza HS)**

**Ley (De Anza HS, Pinole Valley HS, Richmond HS)**

**Medios de Comunicación (El Cerrito HS, Richmond HS)**

**Artes Escénicas/Visuales (Pinole Valley HS, Richmond HS)**

## Programas de Asistencia para Preparación Universitaria en WCCUSD



### Aptitud en Matemáticas, Ingeniería, Ciencia (MESA)

(una colaboración con Cal State East Bay)

Aptitud en Matemáticas, Ingeniería, Ciencia (MESA) provee a estudiantes habilidades y recursos para que sean exitosos en la escuela y profesión en disciplinas de ciencia, tecnología, ingeniería, y matemáticas (STEM).



12 escuelas secundarias y preparatorias servidas



681 Estudiantes Servidos



26 Maestros Preparados

### Programas de Apoyo para Preparación Universitaria y Profesional

Academy of Art Pre-College Art Experience  
 African American Male Pipeline  
 College Access Initiative  
 College and Career Centers  
 College is Real, Inc  
 Fab Lab  
 FASFA Campaign  
 Gooden College Connection  
 Holy Names Early Admit Program  
 Ivy League Connection  
 MESA  
 PACT, Inc  
 Rising Scholars  
 The RYSE Center  
 Service Learning and Senior Projects  
 UC Berkeley Trio Programs  
 UC Berkeley EAOP/ DCAC Fellowship Advisors  
 Upward Bound - Mills  
 Writers Coach Connection  
 Young Scholars Program  
 4 Richmond



### Experiencia Artística Pre-Universitaria de Verano

(una colaboración con Academy of Art University, San Francisco)

Cada año, 30 estudiantes de WCCUSD asisten 6 semanas al Programa de Verano de la Academia de Artes. Estudiantes pueden tomar hasta 4 clases en materias de artes 2D y 3D, diseño de web, diseño de moda, y exhibir su trabajo en eventos culminantes al fin del verano.

MESA:

<http://www20.csueastbay.edu/csci/departments/mesa/>

Academy of Art University: <http://www.academyart.edu>

Programas TRIO de UC Berkeley:

<http://pctrio.berkeley.edu/>



### Programas TRIO

(una colaboración con UC Berkeley)

### Upward Bound | Upward Bound Matemáticas/Ciencia

Upward Bound ofrece a estudiantes la oportunidad de estudiar en UC Berkeley mientras viven en los dormitorios del colegio y tomarán 6 semanas de cursos de verano. Los participantes también asistirán a cursos de preparación universitaria tres sábados por mes durante el año escolar.

### Proyecto de Fuente para Varones Afro-Americanos (AAMPP)

AAMPP es una fuente empezando en el 8º grado que ofrece a los estudiantes que carecen de apoyo, los servicios esenciales como mentores, consejería, internados, viajes de estudio, oportunidades de liderazgo, actividades de participación familiar, y apoyo de enriquecimiento académico.

### Búsqueda de Talento / Summer Bears

Búsqueda de Talentos es un programa de verano de seis semanas que expone a los estudiantes de 8º grado en el plantel escolar de UC Berkeley, y les ayuda con la planificación académica, escritura, aptitudes de estudio y habilidades para la vida.

**281**  
 = número de estudiantes en grados 8-11 cuales WCCUSD envió por 6 semanas a programas de verano de UC Berkeley



### Ayudar Financiera Universitaria

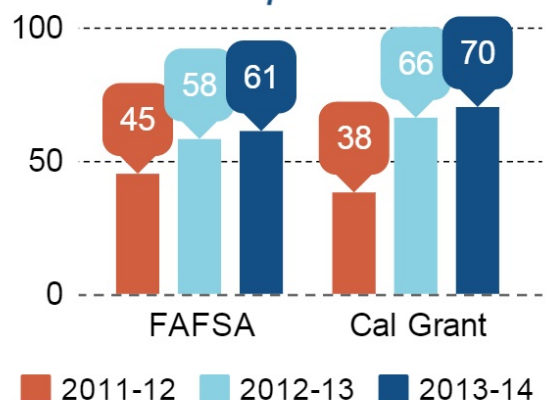
**61%**

2013-14 Índice de Solicitudes de FAFSA Completadas

El Índice de Solicitudes para Cal Grant ha aumentado hasta un 84% desde 2011-12

FAFSA: <https://fafsa.ed.gov/>  
 Cal Grant: <http://www.csac.ca.gov/>

### % de estudiantes de último año que completaron solicitudes de ayuda financiera





# Día Universitario y Profesional

Día Universitario y Profesional en WCCUSD es un día celebrado cada octubre para promover una cultura para ir a la universidad.

Cada escuela primaria tiene su propio enfoque a la promoción de la cultura rumbo a la Universidad. Algunos tienen asambleas especiales, otros tienen día de camiseta universitaria o visitas a colegios.

En las secundarias, de 6º y 7º grado, estudiantes participan en varias actividades de universidad y profesiones tal como invitados ponentes, juegos y mucho más. Estudiantes de 8º grado toman el examen PSAT 8/9.

En las preparatorias, todos los estudiantes toman las pruebas del SAT: grado 9 toma el PSAT 8/9, 10º y 11º grado toman el PSAT/NMSQT y 12º grado toma el SAT.

**Los exámenes PSAT y SAT otorgados a los estudiantes en el Día de la Universidad son GRATUITOS para todos los estudiantes de WCCUSD!**

WCCUSD fue el primer distrito escolar en California de implementar a nivel distrital los exámenes SAT del College Board

## Exámenes de College Board

Los Exámenes SAT forman una serie de exámenes para grados 8 a 12. Mientras estudiantes avanzan de grado a grado, los exámenes mantienen paso en conjunto con el ámbito y la dificultad de trabajo en las clases.

El PSAT 8/9 (anteriormente ReadStep) es un examen para grados 8 y 9 cual establece la línea de base para la preparación universitaria y profesional. PSAT/NMSQT es un examen estandarizado firmemente alineado con el SAT para grados 10 y 11. El SAT prueba materia de estudio instruido por estudiantes de preparatoria y cumple con el requisito de examen de entrada universitaria.

Por medio de colaboración distrital con el College Board, todos los estudiantes tienen acceso a cursos de preparación de exámenes, planes de estudios individualizados, inventarios de carrera, y búsquedas de universidades.



\*SAT School Day = todos los estudiantes de grado 12 toma el SAT gratuito a su escuela

Página Web del College Board para Estudiantes: <https://student.collegeboard.org/>

## Colocación Avanzada (AP)

Cursos AP son cursos rigurosos de nivel universitario cuales estudiantes pueden tomar en la preparatoria. Cursos AP son ofrecidos a todos estudiantes dispuestos a dedicar el tiempo requerido para estudiar. Cursos AP retan a estudiantes y les permite construir habilidades de razonamiento analítico mientras trabajan en sus habilidades de colaborar en grupos.

Estudiantes pueden recibir crédito universitario, colocación, o ambos si logran obtener puntos calificativos en el examen AP que se toma en Mayo.



19 Cursos Aprobados por el College Board

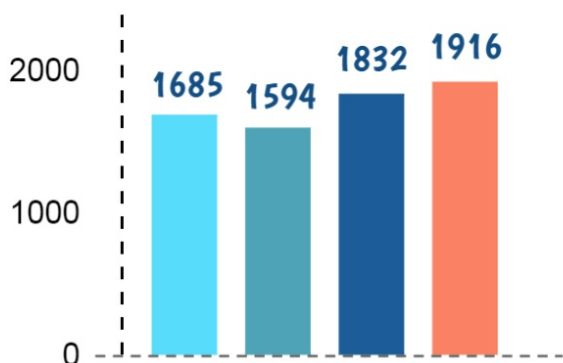


2,899 Matriculados en AP



67 Maestros de AP

## Número Total De Exámenes AP



2011 2012 2013 2014



Siete cursos AP son ofrecidos en cada preparatoria comprensiva, incluso cursos AP específicos en varias preparatorias.

### Materias de AP Centrales

Cálculo AB  
Química  
Inglés  
Literatura inglesa  
Español  
Gobierno U.S.  
Historia U.S.

### Materias de AP Específicos

Biología  
Cálculo BC  
Ciencias ambientales  
Francés  
Geografía humana  
Japonés  
Macroeconomía  
Microeconomía  
Estadísticas  
Artes de estudio  
Historia del mundo



## Enlaces WCCUSD

Distrito Escolar Unificado de West Contra Costa  
<http://www.wccusd.net>

WCCUSD Evaluaciones  
<http://www.wccusd.net/testing>

WCCUSD Tableros de Datos  
<http://www.wccusd.net/dashboard>

Tarjetas de informe de rendición de cuentas escolares (SARC)  
<http://www.wccusd.net/page/663>

Departamento de Responsabilidad y Evaluación  
1108 Bissell Ave, Richmond, CA 94801  
[accountability@wccusd.net](mailto:accountability@wccusd.net)