

Friday Memo
January 8, 2016

Upcoming Events – Bruce Harter

January 9: Special Meeting Closed Session, Music Room G112, DeJean, 10:00 – 12:00
January 11: Kindergarten Registration begins
January 11: Technology Subcommittee, IT Center, 4:00 PM
January 11: Agenda Setting, Superintendent's Office, 4:30 PM
January 11: Youth Commission, Helms, 6:30 PM
January 11: Subcommittee on Clay Investigation, Alvarado, 7:00 PM
January 12: Berkeley Global Campus Community Working Group Education Subcommittee, Richmond Field Station – Dickinson Room, 4:00 p.m.
January 12: Facilities Subcommittee, FOC, 4:00 PM
January 12: Academic Subcommittee, DeAnza, 5:30 PM
January 14: Donor-a-Thon, Ed Fund Office, 7:00 PM
January 14: Phil Daro Presentation, Kensington, 7:00 PM
January 15: End of Semester
January 18: ML King Holiday – Schools and Offices Closed

January / February Assessment Brief – Bruce Harter

Attached you will find the 2016 January/February Assessment Brief. This is the third of five briefs sent throughout the school year. The purpose of the brief is to keep staff informed of upcoming key assessment dates and to highlight important announcements. The brief will also be posted to the Assessment Website under Assessment Updates.

Public Records Log – Marcus Walton

Included in this week's memo is the log of public records requests received by the District. If you have any questions, please contact me.

**WCCUSD's Practices for African American Student Support & Success (PAASSS):
Working on Eliminating the Academic Achievement, Opportunity, and Access Gap – Nia Rashidchi**

WCCUSD is providing programs, services, and support beyond typical actions to improve learning and teaching for our traditionally underserved students, especially African American students.

We think it is important for board members and other stakeholders to know the varied programs and services that we have put in place to improve outcomes for underserved students.

This Friday memo includes an 8-page attachment that details specific and targeted work in support of African American students. We are also working on turning this document into a shorter trifold brochure that board members and other stakeholders can have as a communication tool. We will share this brochure with board members as soon as it is complete.

Special Education Conference for Parents and Caregivers of Students with Special Needs – Steve Collins

On Saturday, February 6, 2016, the Special Education department, in collaboration with the Community Advisory Committee for Special Education, will hold the “Special Education Conference for Parents and Caregivers of Students with Special Needs.” This conference is open to families throughout the community who seek information on a wide variety of Special Education topics. Workshops will include; Navigating the Special Education Process, Understanding Autism, Learning Disabilities, Sensory Integration, Executive Functioning Strategies, Behavioral Strategies, Enhancing Social Skills, and Transitioning out of the Educational System. Presenters include West Contra Costa Unified School District staff as well as representatives from Care Parent Network and Regional Center of the East Bay. The conference will be held at Pupil Services from 8:30 a.m. to noon. Registration forms are being distributed to schools but may also be found online on the Special Education department webpage. <http://www.wccusd.net/page/476>. Please see the attached flyer.

Community Advisory Committee (CAC) for Special Education Annual “You Make A Difference Awards” – Steve Collins

The Community Advisory Committee for Special Education will be holding their annual “You Make a Difference Awards” Ceremony on Thursday, March 10, 2016 at DeJean Middle School.

There are three different award categories. Listed below is a description of each award category and the 2016 recipient(s).

You Make a Difference Award:

Nominees must demonstrate outstanding contributions above and beyond in the role as a parent, a job description or general expectations. Parents, students, community members, educators and school staff members from regular or special education who are involved with children with special needs are eligible to receive an award.

2016 Recipients:

Matthew Burnham, Principal, Korematsu Middle
Linda Wilkinson, Principal, Tara Hills Elementary
Kathy Roehl, Teacher, Harding Elementary
Mark Harrington, Teacher, Harding Elementary
Anne McCarthy, Teacher, Dover, Elementary
Kelly Rinehart, AAC Specialist, Fairmont Elementary
Kao Saeturn, Instructional Assistant, King Elementary
Ron Driskell, Instructional Assistant, El Cerrito High
Suzette Wagner, Instructional Assistant, Collins Elementary

Jake Rockeman Award:

The “Jake Rockeman Award” was created in honor of a nine year old boy, who passed away October of 2003. Jake was a student in our district, who despite his diverse “disabilities”, touched the lives of many. His parents, Trish and Glen Rockeman, were very involved in his life by volunteering in many capacities in our district as well as activities in the community. Jake is missed by all who knew him.

West Contra Costa Unified School District
Office of the Superintendent

The CAC presents this award to students in our district who have gone out of their way to make the lives of special education students more accepted in our district. To receive this award, students must:

- Have been inspired by a special education student
- Have given support to a special education student
- Have made an outstanding contribution to a special education student
- Have been a positive role model to a special education student
- Have helped promote inclusion with the general education community

2016 Recipients:

James Chapman, Ohlone Elementary

Rudy Cacho, Ohlone Elementary

Michael Robinson, Ohlone Elementary

School Supervisors Association-International Federation of Professional and Technical Engineers Local 21 (SSA-IFPTE Local 21) – New elected officers – Ken Whittemore

During the January 6 Board of Education meeting, SSA-IFPTE Local 21 announced their board members. I wanted to make sure you had the names and roster for reference.

President – Kimberly Chamberlain

Vice President – Jill Aldridge

Secretary – Mary Kitchen

Treasurer – Louie Jackson/Linda Castellan

On the board but not in a specific position:

Cedric Latreille

Marin Trujillo

Rosa Luera Pacheco



ASSESSMENT BRIEF

JANUARY/FEBRUARY 2016

PLEASE POST

KEY DATES

- Jan 13-14 PFT Coordinator Training
- Jan 20-21 PFT Coordinator Training
- Jan 25-29 SBAC Practice Test (Gr 3-8, 11)
- Feb 1-29 California Healthy Kids Survey **CHKS** (Gr. 5, 7, 9-12)
- Feb 6 ACT Administration (at ECHS only)
- Feb 24-25 CAASPP Online Coordinator Training

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


- Jan 8-15 ECHS ELD 4 - Benchmark 3 (9-12)
- Jan 8-22 ECHS Sem 1 Alg I, Geom., Alg II—Benchmark 3 (9-12)
- Jan 8-Feb 5 MS Science and HS Biology Benchmark 1 (7-9)
- Jan 19-Feb 12 STAR Early Literacy (K-1), STAR Reading (2-6)
- Jan 20-Feb 3 SRI Read 180/SPI System 44 (6-12)
- Jan 20-Feb 5 STAR Reading (6-8)
- Feb 8-Mar 4 Math HS Alg I, Geom, Alg.II-Benchmark 2 (9-12, ex. ECHS)
- Feb 8-Mar 4 Math MS grade 6-8, MS Alg I, MS Geom Benchmark 2 (6-8)
- Feb 8-Mar 4 ELA/SLA Benchmark 2 (K-6)
- Feb 8-Mar 4 Writing Benchmark 2 (K-6)
- Feb 8-Mar 4 ELD Benchmark 2 (K-6)
- Feb 8-Mar 4 Math Benchmark 2 (K-6)
- Feb 29-Mar 4 ELD (6-12)
- Feb 29-Mar 4 MDTP Algebra Readiness Grades 6,7 (Non Alg 1)

January 2016

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February 2016

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District-wide Practice Test!

The SBAC practice test for WCCUSD schools will be administered the week of **1/25 - 1/29**.

Our goals for administering the test include: 1) to give staff and students practice with testing interface and technology, 2) to practice scheduling students through labs, and 3) to test our technology.

Students and staff will have a chance to experience the technology components and testing formats. Although the operational assessment system will be computer adaptive, the Practice Tests follow a fixed-form model. Students and teachers will not receive reports or scores from the Practice Tests.

PSAT 8/9, NMSQT Results

Students who took the PSAT on October 14th during College Day will not receive score reports until January 7th as reports from the College Board were delayed. When scores are available, students will be able to access both scores and AP Potential information at studentscores.collegeboard.org.

The College Board will email students an access code to view their personal online score report. Teachers and counselors will have access to scores approximately one day before students, and can give students their access code if the student didn't provide an email address when he or she took the test.

Schools will also hand out paper score reports to students in mid-February. The new delivery schedule will not affect students' eligibility for the National Merit Scholarship Program.

Free Personalized Study Plan

Free Personalized Study Plan

All WCCUSD students who took one of the tests in the SAT Suite of Assessments have access to Khan Academy. Students who received scores for a previous PSAT or SAT can create a free personalized study plan at www.khanacademy.org/sat based on their results.

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

Public Records Request Log 2015-2016
Week Ending January 7, 2016

| | Date of Receipt | Requestor | Requested Records/Information | Current Status |
|----|------------------------|---|---|---|
| 32 | 10/12/15 | Fatima Alleyne | Lozano Smith Attorneys / All Invoices, Contracts and Expenses paid beginning January 1, 2014 – December 31, 2014 | Available documents ready for review |
| 38 | 10/16/15 | Fatima Alleyne | Parcel Tax Measure D for 2012-2013 School Year / All financial and bank statements, invoices, receipts and salaries | Available documents ready for review |
| 40 | 10/23/15 | Fatima Alleyne | Parcel Tax Measure D for 2009-2010 School Year / All financial and bank statements, invoices, receipts and salaries | Available documents ready for review |
| 41 | 10/26/15 | Fatima Alleyne | Parcel Tax Measure D for 2008-2009 School Year / All financial and bank statements, invoices, receipts and salaries | Available documents ready for review |
| 43 | 11/1/15 | Fatima Alleyne | All Contracts, Invoices and Expenditures for Legal services paid by the District for the 2013-14 School Year | Available documents ready for review |
| 48 | 11/10/15 | Fatima Alleyne | Job Descriptions for all Superintendents' positions | Available documents ready for review |
| 52 | 11/19/15 | Anton Jungherr | Education Specifications | 1/7/16 Information mailed COMPLETED |
| 53 | 11/19/15 | Derek Miles Northern CA Fire Group | Battalion One Contractor / Worked performed in WCCUSD | 12/7/15 Letter of Extension sent Gathering / Reviewing Documents |
| 56 | 11/30/15 | Fatima Alleyne | 2015-16 Legal Services Contracts / Lozano Smith Attorneys- Ramsey & Ehrlich- Bragg Coffin Lewis & Trapp-and Swanson & McNamara | Available documents ready for review |
| 57 | 11/30/15 | Fatima Alleyne | Superintendent's Contract and 2014-15 and 2015-16 Goals | Available documents ready for review |
| 59 | 12/7/15 | Sal Mendoza Mendoza Insurance Brokers | RFQ/RFP for Owner Control Insurance Program Brokerage Services for the Pinole Valley High School Construction Program | 1/4/16 Information sent via email COMPLETED |
| 60 | 12/8/15 | Steve Chamberlin | Design Capacity in Number of Students – Various School sites | Gathering Documents |
| 63 | 12/14/15 | Betsy Brazy Law Office of Betsy J. Brazy | Fagen, Friedman Fulfroost Attorneys / Invoices, payments, and costs for services rendered in WCCUSD v. Natalia Quintero – Beginning October 1, 2015 – Present | 1/4/16 Letter/Information mailed COMPLETED |
| 65 | 12/21/15 | Lillian Chen Public Counsel Law Center | Student arrests, Law Enforcement referrals, Suspensions, Expulsions, and School Resource Officers and/or Campus Safety Officers for 2012-13, 2013-14 and 2014-15 School Years | Acknowledgement letter sent with 14-Day Extension |
| 66 | 12/23/15 | Jessica Scott CC Electrical Compliance | Alvarado Adult School Restroom Remodel Project / TPS Electric Certified Payroll Records | Gathering Documents |
| 68 | 1/4/16 | Anton Jungherr | Pinole Valley High School Project / Joint Aquatic Resources Permit Application (JARPA) | Acknowledgement letter sent |
| 69 | 1/4/16 | Bay Area News Group | WCCUSD 2015 Employees' Compensations | Acknowledgement letter sent |
| 70 | 1/4/16 | Alex Stergion Aire Sheet Metal, Inc. | Montalvin Elementary School Project / W.A. Thomas Company, Inc. Performance and Payment Bonds | 1/6/16 Information sent via email COMPLETED |

WCCUSD's Practices for African American Student Support & Success (PAASSS): Working on Eliminating the Academic Achievement, Opportunity, and Access Gap

WHAT? Our goal is to ensure that ALL students are college and career ready able to make life choices with productive and positive outcomes. We have a special lens on our African American students who have been traditionally underserved.

As a district we refuse to accept differential performance and the resulting achievement gap as the way education must be, and commit to our **Equity Eight**:

1. Hiring and retaining personnel who are committed to our goals and providing professional development so that staff can rise above our challenges and meet the needs of all students,
2. Aligning fiscal and human resources, support services, classroom instruction, and adopted curriculum directly with the content standards that are assessed,
3. Ensuring that research-proven, culturally responsive teaching and learning is in place in every classroom and that culturally responsive practices guide the work of all departments,
4. Providing safe, secure, and engaging learning environments that reflect students' culture and community, while utilizing public resources in a responsible manner,
5. Using and monitoring data that is disaggregated by race,
6. Providing direct and appropriate intervention when students fail to learn the first, second, third...time,
7. Embracing parents and the community as partners in education and leveraging their resources in support of culturally responsive schools,
8. Recognizing and acting on four overarching concepts that encompass our work on all of the above:
 - race matters
 - white is a race
 - racism is a system of advantage and privilege based on color
 - racism is institutional

WHY? It is a moral, social, and economic imperative to ensure that future generations of students are prepared for success in college, career, and life.

WHO? All adults who serve our students are part of the solution to ensuring all students are prepared and achieve at high levels. Our students are also part of the solution, ensuring they develop a growth mindset and strive for excellence through effective effort.

HOW? We are implementing some additional programs and processes to impact student and adult learning. We are also continuing to support programs and processes that have a proven record of effectiveness when implemented correctly and sustained for 3+ years.

WHEN? Now

K-12 Academic Programs

The following is a typical list of the actions that we carry out as a district to improve learning and teaching: Provide professional development, provide coaching, develop learning communities, develop adult leadership capacity, conduct needs assessment, set goals, plan, take action, collect & analyze data, align goals, curriculum, instruction, use data to inform instruction, and provide intervention

The narrative that follows is about what we are doing beyond the typical actions to improve learning and teaching for our traditionally underserved students, especially African American students.

1) Growth Mindset/Efficacy for schools is about:

- ✓ Belief-based approaches emphasizing the malleability of intelligence,
- ✓ Helping adults and students understand the power of effective effort (hard work),
- ✓ Providing strategies to accurately respond to difficulty and failure, and
- ✓ Enhancing academic supports for students, specifically African American and English Learners.

Vision:

To implement a student academic support model focused on learner mindsets and self-efficacy as means to promote greater access to the California Standards and ensure all students, especially African American and English Learners, become college and career ready.

Mission:

To contribute to improved student learning outcomes for targeted student groups by:

- ***Providing WCCUSD educators substantial and ready access to current education scholarship, as well as locally-informed approaches on academic mindsets and self-efficacy.***
- ***Examining the local context behind education issues unique to WCCUSD by exploring district data for underserved student groups.***

The supports that will be provided to schools include ongoing professional development, opportunities to build greater district capacity, identifying, enhancing, and sustaining model programs, and using on-line tools to enhance instruction, character, culture, and climate.

Growth Mindset Work

Teachers and principals will use the *Mindset Works* growth mindset tools, materials and PD, and students will use the *Brainology* on-line curriculum to develop and enhance a culture of growth mindset from the classroom to whole school.

Mindset Works EducatorKit for Teachers includes:

- an online professional development course designed to help educators learn about the growth mindset and how to incorporate it into their everyday practice.
- tools for educators to support their own process of adopting and implementing growth mindset practices over time.

Mindset Works StudentKit: Brainology includes:

- an online, interactive program that teaches the scientific basis of a growth mindset. It teaches students:
 - how the brain works and how it grows stronger with active effort.
 - learning strategies to develop their intellectual capabilities, and why those strategies work based on the way the brain learns.
- classroom lessons and activities to reinforce and apply the learning.

Phase I Schools Involved = Bayview, Chavez, Collins, Coronado, Dover, Downer, Grant, Hanna Ranch, Highland, King, Lake, Nystrom, Peres, Shannon, Stege, Tara Hills, Verde, Wilson, DeJean, Mira Vista, and Stewart

Efficacy Work

The Efficacy strategy helps adults improve students' performance by offering a practical, results-oriented approach that focuses on the following three key areas ***Mission, Mindset, and Method:***

Mission: Academic Proficiency & Strong Character for All Students

Young people who achieve academic proficiency and develop strong character are positioned for 21st century success; our **Mission** is to put *all* children in this position. The Efficacy Institute is working with WCCUSD educators to build consensus on the Mission, and align our local proficiency standards with rigorous national ones, such as those associated with the National Assessment of Educational Progress (NAEP). With support, school leaders will determine appropriate, challenging proficiency targets at every grade level, in each subject. Setting these targets puts educators and their students on the same page, so that *together* we are always clear about the goals we are working toward.

Mindset: You Aren't Born Smart; You Get Smart

To reach rigorous standards of proficiency, educators and students need a positive, healthy **Mindset**—one that provides a supportive foundation for the challenging work of teaching and learning. The Efficacy Mindset replaces the notion that "some have it and some don't" with the constructive (and scientifically validated) idea that *effective effort* drives development. In other words: people *get* smart by working hard. This Mindset is an essential element of the Efficacy approach; it builds belief in the capacity of adults and children, and gets people ready to achieve the Mission.

Method: *Effective Use of Data as Feedback to Drive Improvements*

Once people are on board with the Mission, and believe in their capacity to accomplish it, they need a **Method** to help them with their work. Efficacy's data-driven Self-Directed Improvement System (SDIS) is the Method. It allows educators and students to analyze performance data, and make feedback about what they did well, and what they need to work on to improve. This feedback helps build effective strategies for both teaching and learning. The SDIS is a powerful tool - *use data to make feedback and develop a strategy* - in the drive for proficiency. This simple, powerful approach can be easily integrated with existing school data sets.

Phase I Schools Involved: DeJean, Nystrom, Peres, Wilson

2) Rising Scholars is an intervention program focused on increasing the number of Young Men of Color (YMCs) who are truly prepared to go to college. It is an in-school pull out program that is led by UC Berkeley Fellow Advisors and designated WCCUSD site counselors. The Fellow Advisors work with the 9th and 10th grade co-hort once-a-week and the site counselors work with the 11th and 12th grade co-hort once-a-week. WCCUSD partners with the **Young Scholars Program** (YSP) and post-secondary institutions to increase the recruitment, retention, movement toward degree attainment & graduation from college for Young Men of Color (YMCs). Students will learn to utilize effective strategies to persevere through challenges that historically have impeded opportunities for college admission and degree attainment. Strategies range from authentically using the Rising Scholar Curriculum, learning explicitly about A – G requirements and planning a road map for success, and using technology for college and career research to transcript evaluation, planning for successful standardized testing or registering for ACT/SAT, and guiding students through a successful Free Application for Federal Student Aid (FASFA) application process.

The Young Scholars program also includes a Help A Brother Go 2 College Day event where WCCUSD young men connect with college recruiters, hear about support services at various colleges to increase retention and graduation rates, and have the opportunity to apply to colleges, receive on the spot admissions from some colleges, and get a jump start on the college application process. There are also Parental and Counselor Support components of the program.

College Bound Brotherhood - WCCUSD is partnering with 4 other school districts (Antioch, Hayward, Oakland, and San Francisco), 3 Philanthropic Organizations (Kapor Center for Social Impact, College Access Foundation of California, and Marcus Foster Education Fund), and 13 College Access Service Providers in the Brotherhood to ensure that every African American male throughout the San Francisco Bay Area has the opportunity to experience culturally rich and engaging kindergarten to college learning environments where they can reach their full social, academic, and economic potential. The College Bound Brotherhood provides a framework for institutionalizing the partnership between WCCUSD and YSP.

Schools Involved: Grades 9 -12 at Hercules High, El Cerrito High, DeAnza High, Pinole Valley High, and Middle College High

3) African-American Support Collaborative (Partnership between WCCUSD, For Richmond, Alive and Free, and Youth Service Bureau)

This collaborative effort will support WCCUSD in closing the achievement gap by ensuring that parents are participating in their child's school by bridging the relationship between the school district and African-American families, as well as helping parents engage or re-engage in the educational process to ensure students are successful, served, supported, uplifted, valued, and educated.

Student workshops will help students develop verbal, writing, and research skills, and discipline needed to succeed in a college environment.

Math, Literacy, and Life Skills are key components. Students receive academic support, as well as assistance to develop inner strength to resist a path that can lead to academic failure, violence, prison, drug addiction, etc.

Dr. Marshall from Alive and Free will lead the weekly student workshops throughout the 2015-16 school year.

Schools Involved: Kennedy High and Richmond High

4) African American Male Pipeline Project (AAMPP): UC Berkeley Summer Partnership

This program serves 25 WCCUSD students who have traditionally lacked essential support to reach academic potential. Students receive services to develop academically, socially, physically, and emotionally.

AAMPP partners with numerous organizations (i.e. 100 Black Men, Alameda County Health Partnership Pipeline, Greenlining Institute, Cal Nerds, School of Public Health (UCB), Mentoring in Medicine & Science, Highland Hospital, Bay Area at Health Leads) to provide students with the resources necessary to pursue a STEM career. Services include college advising & preparation, career readiness, academic support & enrichment, mentoring and internships, family engagement, field experience, cultural awareness activities, leadership opportunities, and physical and emotional wellness.

Social-Emotional Culture & Climate Work

Along with the Academic supports come the Social Emotional supports that must also be in place to enhance optimum academic growth. The following programs are becoming part of our school and district culture and climate:

1) Restorative Justice:

Restorative Justice (RJ) is a set of principles and practices employed in WCCUSD to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. The RJ program has a three-tiered model of prevention, intervention, and supported reentry in response to conflict/harm. The RJ program also works to lower rates of suspension and expulsion, and foster positive school climate with the goal of eliminating racially disproportionate discipline practices and the resulting push-out of students into the prison pipeline.

Schools Involved: Crespi, DeAnza, DeJean, El Cerrito, Ford, Greenwood, Helms, Hercules High, Hercules Middle, Kennedy, Korematsu, Mira Vista, Pinole Middle, Pinole Valley, Richmond High

2) Mindful Life Project – a research-based and culturally relevant school-based intervention program that guides students to make positive life choices in school and community. The program empowers underserved students through mindfulness and other transformative skills to gain self-awareness, confidence, self-regulation and resilience, leading to lifelong success.

Schools Involved: Chavez, Coronado, DeJean, Ford, Grant, King, Lake, Lincoln, Nystrom, Peres, Stege, Verde, Washington

3) Super Achievement - Provides support on developing emotional competence in adults and students, enhances teacher capacity in classroom management and effective parent and student interactions/communication, and builds administrator capacity to support staff.

Schools Involved: Nystrom, Chavez, Dover, Kennedy, Lincoln, Grant, Lake

4) BEST - Program that trains school teams to develop positive school rules, teach these rules clearly to students, and put reinforcement systems in place to build motivation for positive schoolwide behavior.

Schools Involved: Bayview, Collins, Crespi, Dover, Downer, Ellerhorst, Fairmont, Grant, Hanna Ranch, Harding, Highland, King, Lake, Lupine, Madera, Murphy, Nystrom, Ohlone, Olinda, Peres, Riverside, Shannon, Sheldon, Stewart, Tara Hills, Valley View, Verde, Washington, Wilson

5) Toolbox - Toolbox is a K-6 curriculum that supports children in understanding and managing their own emotional, social and academic success. Children learn 12 simple yet powerful Tools. With practice these tools become valuable personal skills: self-awareness, self-management and relationship skills; these in turn foster responsible decision-making. Because the techniques are simple and the language is shared, children adopt the tools and master them quickly. **Schools Involved: Chavez, Coronado, Grant, Stege, Montalvin, Verde**

6) Transforming School Culture: How to Overcome Staff Division – The goal of this book is to provide a framework for understanding how school/district cultures operate and how leaders can overcome staff division to improve relationships and transform toxic cultures into healthy ones with the ultimate goal of improved learning for all students. The entire WCCUSD Management Team is reading this book together to impact districtwide culture and ultimately improve our educational system and outcomes for students.

Parent Involvement, Voice, Information, and Districtwide Education Programs

Parents are our partners in educating our students. We are purposely and strategically trying to outreach, partner, inform, communicate with, and learn from our African American parents, whose voice has been relatively quiet over the last several years.

1) African American Support Collaborative (AASC) – We are partnering with Alive and Free, For Richmond, and Youth Service Bureau to help WCCUSD African American parents to engage or re-engage in the educational process and to ensure that our students are successful, served, supported, uplifted, valued, and most importantly educated. **The first phase will be focused on Richmond and Kennedy High Schools.**

Vision: To promote the engagement and empowerment of African American parents in the education of their children. The AASC will mobilize parents as positive, productive partners in the educational process.

Goals include:

- Engage, equip, and empower parents to advocate for the academic success of their children
- Expand and improve the educational opportunities for African American students
- Ensure academic success through high expectations, rigorous and challenging curriculum and instruction
- Work to enhance and support the educational, personal, and career goals of every African American student
- Encourage success in the regular school program through a collaborative decision-making process within the district, school level and community

Monthly workshops will focus on the following topics:

- How to advocate for your child
- Parent and student educational rights
- How to navigate through WCCUSD
- How to support your child's education, including the quest for a diploma
- Importance of being involved in school, School Site Council, PTA, volunteering in class/at home
- LCAP 101

2) Parent Efficacy Experience Training – Sets the foundation for dramatic improvement in student outcomes. The training investigates the Psychology of Performance (the study of how and why people learn and grow); an underlying set of personality and character traits that will support growth, and the phenomenon of resistance to change (key to understanding why so many change initiatives fail).

Efficacy Parent Trainer of Trainers Group Vision – Building capacity in African American parents to mobilize available resources to educate and partner with schools to solve problems and promote student development.

Mission = To develop all children by releasing their inherent intellectual capacity and affirming the right to learn.

Efficacy for Parents and Families: Train the Trainer Overview

Purpose: Train parent leaders to deliver Efficacy concepts and tools to parents and families, preparing them to be active partners in their children’s education. These individuals will then be deployed throughout the district and community.

Outcome: Parent leaders confident and skilled in their capacity to deliver *Efficacy for Parents & Families* to fellow parents.

Workshop Modules: Introduction; Proficiency: In Academics & Character; The Two Models of Development; and Lessons & Assignments.

Pre-requisite: At a minimum, each candidate must have participated in the two-day *Efficacy Experience*.

3) African American Parent Group – Dr. Kaye Burnside will work with 30 African American parents from across the district (TK – 12). Dr. Burnside will work with parents to become skilled in discussing concerns with teachers, principals, and Board members. They will understand the importance of being a member of the School Site Council, participating in SSTs, joining the PTA, volunteering, student attendance, supporting teachers, and more. The program will also support parents to relearn the importance of their voices, in unity, to the education of their children. Parents will understand the politics involved in educating their children; they will understand the necessity of study habits, follow through (structures and systems), and education as a value, in action, in their homes. The overall idea is to build a cadre of African American parent leaders. This initial group of well-trained leaders will reach out to other African American parents in our schools in the 2016-17 school year; they will teach what they learned and receive ongoing district support.

4) Expanded Learning Program for Students involved with the Richmond Steelers – WCCUSD will provide afterschool targeted academic skill-building, enrichment activities (VAPA, STEM, and Leadership), and team sports skill-building to the students who are part of the Richmond Steelers.



West Contra Costa Unified School District
 Community Advisory Committee for Special Education
 & Resource Parent Program

Registration:

Name _____

Street Address _____

City _____ Zip _____

Home Phone _____ Cell _____

Email Address _____

Student's School _____

Workshop A - 1st choice _____ 2nd choice _____

Workshop B - 1st choice _____ 2nd choice _____

Childcare Requested? Yes _____ No _____

Student's Name _____ Age _____

Special Care Needs _____

Emergency Contact Number _____

Spanish translation requested ? Yes / No (circle one)

Special Accommodations: Disability-related modifications or accommodations, including auxiliary aids or services, will be provided upon written request. Please include below if needed:

**Special Education Conference for
 Parents and Caregivers of Students
 with Special Needs**

Saturday, February 6, 2016

8:30 a.m. – 12:00 p.m.

Free Workshops - Resources

- Childcare – Door Prizes -

WCCUSD Special Education Department
 Pupil Services Center
 2465 Dolan Way
 San Pablo, CA 94806

To register or for information:
 Call (510) 307-4669
 email: jbishop@wccusd.net
 or fax your registration to (510)724-8829

Registration Deadline: February 4, 2016
Your registration enters you into the drawing for
*****Door Prizes, including a Kid's Galaxy Tablet!*****

Approved: 
 Steve Collins, SELPA Director

Check in 8:30- 9:00
Workshops A 9:00 – 10:15
Break/Resources 10:15 -10:45
Workshops B 10:45 – 12:00

Session A Workshops 9:00 a.m. – 10:15 a.m.

Choose one:

A-1 Navigating the Special Education Process

Understanding special education and your child's Individualized Education Plan. An overview of the steps of special education and implementation of the IEP.

*Louise Schneiders – Family Support Coordinator
CARE Parent Network*

A-2 Sensory Integration in the Child

Strategies and activities that can help support a child's sensory processing development. Three main areas of sensory integration will be reviewed and how these areas can impact a child's participation in daily routines and skill performance at home and school.

Stacey Drew, OTD, OTR/L

A-3 Executive Functioning Strategies for Student Success

Executive functioning is an area that affects many students in special education. Learn how to help students improve skills in organization, time management, initiating, planning and prioritizing.

Sara Lawrence, OTR/L

A-4 Autism Spectrum Disorder – An Overview

This workshop will give an overview of autism spectrum disorder. Evidence-based practices for working with students with autism will be discussed.

Karen Aiken M.S. School Psychologist

Visit the resource table during the break for
information from community agencies
10:15a.m.-10:45a.m.

Session B Workshops 10:45 a.m. – 12:00 p.m.

Choose one:

B -1 Understanding Your Student's Behavior

This workshop will cover basic principles of applied behavior analysis and behavior management techniques. Parents will learn about the ABC's of behavior, the importance of teaching replacement skills, positive reinforcement, escalations cycles, and increasing student compliance.

*Rachel Avanesian, M.S., LEP, BCBA, School Psychologist &
Behaviorist*

B-2 Enhancing Social Skills

This workshop will focus on strategies to enhance social thinking skills for students who struggle to understand social cues or use social skills effectively.

Michele Harrison, Special Education Teacher, WCCUSD

B-3 Understanding Learning Disabilities

This workshop will give an overview of learning disabilities and processing disorders. Strategies for supporting students with learning disabilities will be discussed.

Emily Springhart, M.A. School Psychologist

B-4 Looking Ahead, Transition and Beyond:

This workshop will offer a description of services and opportunities for students after they exit school services, including living options, supported employment, vocational and day programs.

Rebecca Wieringa, MSW Regional Center of the East Bay



Distrito Escolar Unificado de West Contra Costa
 Comité Consejero de la Comunidad (CAC) para Educación
 Especial y Programa de recursos

**Conferencia de Educación Especial para
 los padres y encargados del cuidado de
 alumnos con necesidades especiales**

Sábado, 6 de febrero de 2016

8:30 a.m. – 12:00 p.m.

Talleres gratuitos - Recursos

- Cuidado de niños – Sorteo de premios -

Departamento de Educación Especial de WCCUSD
 Centro de servicios para el alumno
 2465 Dolan Way
 San Pablo, CA 94806

Para inscribirse o para información:

Llame al teléfono (510) 307-4669

email: jbishop@wccusd.net

o mande por fax su inscripción al (510) 724-8829

Fecha límite de inscripción: 4 de febrero de 2016

Su inscripción le incluirá en el sorteo de

***** Premios de entradas, incluyendo un Kid's Galaxy Tablet! *****

Aprobado: 
 Steve Collins, SELPA Director

Inscripción:

Nombre: _____

Domicilio: _____

Ciudad: _____ Código postal: _____

Teléfono (casa): _____ Celular: _____

Correo electrónico: _____

Escuela del alumno: _____

Taller A – 1^{ra} elección _____ 2^{da} elección _____

Taller B – 1^{ra} elección _____ 2^{da} elección _____

¿Pide cuidado de niños? Sí ___ No ___

Nombre del alumno: _____ Edad: _____

Necesidades de cuidados especiales _____

Número de contacto en caso de emergencia: _____

¿Pide traducción en español? Sí / No (marque con un círculo)

Adaptaciones especiales: Si necesita modificaciones o adaptaciones relacionadas con la discapacidad de hijo/a, incluyendo ayudas o servicios auxiliares, pídaalos por escrito aquí abajo:

| | |
|--|-------------------------|
| Inscripción | 8:30 a.m.- 9:00 a.m. |
| Talleres – Sesión A | 9:00 a.m. – 10:15 a.m. |
| Recreo/Visite las mesas de recursos | 10:15 a.m. -10:45 a.m. |
| Talleres – Sesión B | 10:45 a.m. – 12:00 p.m. |

Visite las mesas de recursos para recibir información de las agencias comunitarias
10:15 a.m. - 10:45 a.m.

Talleres - Sesión A 9:00 a.m. – 10:15 a.m.

Elija un taller:

A-1 Aprender el proceso de educación especial

Entender la educación especial y el Plan Individualizado de Educación (IEP) de su hijo. Un vistazo general de los pasos de educación especial y la implementación del IEP.

Louise Schneiders – Coordinadora del apoyo a la familia - CARE Parent Network

A-2 Integración sensorial en el niño

Estrategias y actividades que pueden ayudar en el desarrollo del procesamiento sensorial del niño. Serán revisadas tres áreas principales de la integración sensorial y como estas áreas pueden afectar la participación de un niño en las rutinas diarias y en el desempeño de destrezas tanto en el hogar como en la escuela.

Stacey Drew, terapeuta ocupacional (OTD, OTR/L)

A-3 Estrategias del funcionamiento ejecutivo para el éxito del alumno.

La función ejecutiva es un área que afecta a muchos alumnos de educación especial. Aprenda como ayudar a los alumnos a mejorar las destrezas de organización, manejo del tiempo, iniciación, planificación y priorización.

Sara Lawrence, terapeuta ocupacional registrada/licenciada (OTR/L)

A-4 Trastorno del espectro autista - Un vistazo general

Este taller le dará un vistazo general del *Trastorno del espectro autista*. Se platicará sobre las prácticas basadas en las evidencias para trabajar con alumnos con autismo.

Karen Aiken M.S., psicóloga escolar

Talleres - Sesión B 10:45 a.m. – 12:00 p.m.

Elija un taller:

B-1 Comprender la conducta de su hijo/a

Este taller cubrirá los principios básicos del análisis de la conducta y el manejo de técnicas aplicadas a la conducta. Los padres aprenderán sobre lo básico (ABC) de la conducta, la importancia de la enseñanza de destrezas de reemplazo, los refuerzos positivos, los ciclos de intensificación, y como incrementar el cumplimiento de parte de su hijo/a. *Rachel Avanesian, M.S., LEP, BCBA, psicóloga escolar y de conducta*

B-2 Mejorar las destrezas sociales

Este taller se centrará en las estrategias para mejorar las destrezas de pensamiento social de los alumnos que tienen dificultad para comprender las señales e indicios sociales o para utilizar destrezas sociales con eficacia.

Michele Harrison, maestra de educación especial, WCCUSD

B-3 Comprender las discapacidades de aprendizaje

Este taller dará un vistazo general de las discapacidades (problemas) de aprendizaje y los trastornos de procesamiento. Se platicará sobre las estrategias para apoyar a los alumnos con problemas de aprendizaje. *Emily Springhart, M.A., psicóloga escolar*

B-4 Mirando hacia el futuro, transición y más allá:

Este taller ofrecerá una descripción de los servicios y oportunidades que tienen los alumnos después de que terminan los servicios escolares, incluyendo las opciones de vida, empleo con apoyo, programas de formación vocacional y diurnos.

Rebecca Wieringa, MSW- Centro Regional del Este de la Bahía (RCEB)