

**Friday Memo**  
**March 3, 2017**

**Upcoming Events – Matthew Duffy**

March 9: Community Coffee, King Elementary, 9:00 AM  
March 9: You Make A Difference Awards, DeJean, 7:00 PM  
March 9: District Music Festival, Richmond Convention Center, 7:00 PM  
March 10: Community Coffee, Collins Elementary, 9:00 AM  
March 13: Meeting Cancelled, Technology Subcommittee  
March 13: Community Coffee, DeJean, 5:30 PM  
March 15: Solutions Team, UTR Office, 1:00 PM  
March 15: Joint Board of Education / CBOC Meeting, FOC, 6:00 PM  
March 16: MDAC, Helms MS, 6:30 PM  
March 17: MDAC, Kennedy, 9:00 AM  
March 20: Youth Commission, Helms, 6:30 PM  
March 21: DLCAP Meeting, Kennedy, 6:30 PM  
March 22: Board Study Session, DeJean, 6:00 PM  
March 23: Middle School Open House, times vary by site

**Citizen Transparency Tool Launch – Sheri Gamba**

Great news! The District has now placed the Citizen Transparency Tool link on the District website. The Citizen Transparency Tool is a link to financial information on the District presented by way of a clickable site allowing interested parties access to the district's budget information. The information is accessible in high level graphical interface and can be sourced and drilled down to a great level of detail. The Citizen Transparency Tool includes the entire General Fund which includes all State, Local and Federal funding, both restricted and unrestricted funds. It is the goal of the Business Services Division to add funds to the tool during the 2017-18 school year and beyond until all the funds are available on line. Data is displayed corresponding to the District's Local Control Accountability Plan (LCAP). There is also a comparison component where prior year actual information can be compared to current year budget and expenses to date. The tool can easily be accessed from the district's website at [www.wccusd.net](http://www.wccusd.net) and follow the "Quick Link" to the site. Transparency Tool information will be updated mid-month each month. I am very proud of the hard work that our staff has poured into this tool. I also congratulate the Board on supporting and encouraging our work to increase transparency in our district.

**Special Education Comprehensive Review – Steve Collins**

The Special Education Department will be going through a Comprehensive Review by the California Department of Education (CDE) Focus Monitoring and Technical Assistance (FMTA) Unit during the week of March 20<sup>th</sup> through March 24<sup>th</sup>. The CDE team is made up of five to six consultants who will review Special Education files (approximately 70 files) in areas we have shown needed growth. These areas include: Graduation Rate, Drop Out Rate, Least Restrictive Environment (LRE), Transition Plans and Eligibility Evaluations within 60 days of request for an assessment. After the review of the files, the team will visit several school sites to ensure Individualized Education Plans (IEPs) are implemented as stated in the IEP documents.

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CDE will send the district a list of 140 students prior to the review. CDE will select 70 of these files for review. Once the week-long review is complete, CDE will send a written report of Compliance/Non-Compliance approximately 12 weeks after the review. The district will have one year to clear all non-compliant issues.

Below is the tentative schedule:

3/20/17

- Introductions (Pupil Services Center)
- File Review (Pupil Services Center)

3/21/17

- File Review (Pupil Services Center)

3/22/17

- File Review Educational Benefit (Pupil Services Center)
- Site Visits (TBA)

3/23/17

- Site Visits (TBA)

3/24/17

- Exit Meeting (Pupil Services Center)

**Special Education Extended School Year (ESY) Program 2017 – Steve Collins**

The Special Education Extended Year Program (ESY) provides services to students with disabilities ages 0-22. Below is a summary of our Preschool (Ages 0-5), Elementary, Secondary and Transition (Ages 18-22) ESY programs.

**Preschool (Ages 0-5)**

Cameron Early Intervention Program targets its Extended School Year (ESY) program for students who need the extended year to work on their IEP goals in pre-vocational areas. Teachers use the following curriculum for the students during this program: STAR, Basics 3, and the Preschool Foundations curriculum. This year we will have two school readiness programs (one at each school site) targeted for students who will be entering the General Education or Full Inclusion program.

**Elementary**

The 2017 Special Education Extended School Year Program for Elementary school students will be held from June 19<sup>th</sup> to July 21<sup>st</sup>. The student hours for the elementary school program will be from 8:30 am to 2:00 pm.

Collins and Harding Elementary schools will host programs for students with moderate to severe disabilities who are in Severely Handicapped (SH) Special Day Classes (SDCs). Collins and Harding will also house the Special Day Classes for students served in the Transitional Education Program (TEP) Counseling Enriched. Students with mild to moderate disabilities will attend Non Severely Handicapped (NSH) Special Day Classes at the Dover, Nystrom, and

3/3/17

Montalvin General Education Extended Learning sites so that they can have opportunities for mainstreaming into general education classrooms.

Students in NSH Special Day Classes and in the Transitional Education Program will use Voyager intervention curriculum for both Math and English Language Arts instruction. Students in the SH Special Day Class programs will use functional skills curriculum materials based on the Basics 3 framework. Students in both SH and NSH Special Day Class programs will use the Full Options Science Systems (FOSS) curriculum materials for science instruction. Students with Autism in SH Special Day Class programs will also have access to Autism-specific instructional materials, such as visual supports and Applied Behavioral Analysis (ABA).

### **Secondary**

The 2017 Special Education Extended School Year Program for the middle school and high school programs will also be held from June 19<sup>th</sup> to July 21<sup>st</sup>. The program hours will mirror the general education program and provide a full day program. The program for our Non-Severely Handicapped (NSH) programs, Transitional Education Program (TEP) and Severely Handicapped (SH) programs, will be available at the sites being used for the regular education program. This includes De Jean Middle School, Pinole Middle School and Richmond High School for the middle school students and Kennedy High School, Pinole Middle School and Richmond High school for our high school students. The NSH and TEP program will support our mild to moderate students, providing specially-developed curriculum to support basic academic skill development and work towards students' IEP goals. The students will utilize computer based-instruction through Edmentum to supplement the content curriculum. Students will be mainstreamed into general education classrooms as appropriate to meet their academic needs. Finally, students in high school will also be able to access credit recovery.

The SH program will support our moderate to severe population, providing a functional skills curriculum based on the Basics 3 framework. Students will have access to hands-on activities to increase their functional skills, life skills and academic skills, as well as work on their individualized IEP goals.

### **Transition**

Transition Program ESY 2017 serves adult students ages 18-22, who receive Special Education services. Transition program ESY begins on June 19 and ends July 21. The instructional day is from 8:00 a.m. – 2:15 p.m. Students receive a functional life skills curriculum within a community based instruction service model using the Basics 3 curriculum framework. Our aim is to prepare students to be as independent as possible in preparation for their life after leaving the program. As in the regular school year, teachers individualize student lesson plans that align meaningful activities with Basics 3 domain goals and objectives and student Individualized Education Plans (IEP) goals and objectives. Paid work experience is provided to those students with the interest and ability. We plan to provide ten to fifteen community work sites at various business and agencies located throughout district boundaries and students receive travel training using public transportation as needed.

### **Road to the Future: Foster Care Youth Conference – Nia Rashidchi**

*The Road to the Future: Foster Care Youth Conference* is Saturday March 11<sup>th</sup> at DeJean Middle School from 8:30am-2:30pm. The annual conference, co-sponsored by the District and nine other

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local agencies, aims to reach foster youth ages 14-24 in Contra Costa, Alameda, and Solano counties. The event will feature youth keynote speakers, a policy makers panel, and workshops for both youth and adults. Board members interested in attending can register online at <https://www.regonline.com/fostercareyouthconference2017> or by contacting Elizabeth Carmody [elizabeth.carmody@wccusd.net](mailto:elizabeth.carmody@wccusd.net) or 510-231-1194.

**Food Services Provides De Jean Students a Special Lunch in Celebration of Black History Month on Friday, February 17, 2017 - Lisa LeBlanc**

Food Services appreciated the request from Mr. McGee, Principal at DeJean Middle School, to offer a special lunch in recognition of Black History month for his students. Food Services worked with DeJean site staff and Leadership volunteer students to serve over 400 students BBQ chicken, freshly cooked mustard and collard greens, homemade corn muffins, mac & cheese, mixed green salad and fresh cut seasonal fruit. The event was a success for all involved. Special thanks to the DeJean Middle school cafeteria staff and Food Services central kitchen for supporting this special event.



**West Contra Costa Teacher Induction Program (TIP) – Nia Rashidchi**

TIP participants design a year-long inquiry which focuses on specific aspects of their teaching practice. Through this inquiry, participants utilize the California Standards for the Teaching Profession (CSTPs) to set goals, collect evidence, and assess their teaching practice as they work to reach their goals. Participants work with a support provider who guides them through the inquiry process. This inquiry is conducted via a case study of two students.

Year 1 TIP Participants focus on their pedagogical practice. Their case study students are a general education student whose learning needs are representative of their class as a whole, and a Special Populations student who requires differentiated instruction.

Year 2 TIP Participants focus on differentiation for EL learners and culturally responsive pedagogy. Their case study students are a general education student whose learning needs are representative of their class as a whole, and an English Learner student who requires differentiated instruction.

**TIP supports Preliminary Credentialed teachers in fulfilling the requirements to receive their California Clear Multiple Subject, Single Subject, and Education Specialist Credentials**

- 2016-2017: 144 Participating Teachers (81 - Year 1, 53 - Year 2, 10 - Year 2 Transfers; 116 – General Ed., 28 – SPED)
- Supports International Visiting Teachers with credential requirements

**TIP supports a community of support providers (mentors)**

- 2016-2017: 99 Support Providers (30 - New, 18 - Year 2, 51 - Experienced)
- Builds mentors' capacity as teacher leaders through professional development
- Assists in maintaining relationships between support providers and participating teachers

**Tip develops teachers' professional growth to guide their journey toward becoming a highly skilled educator**

- Matches participating teachers with a mentor/support provider
- Facilitates professional developments to assist teacher-chosen year-long inquiries about their teaching practice
- Provides feedback to teachers based on inquiry evidence
- Provides ongoing support, advisement, and site visitations
- Coordinates professional developments with out-of-district providers

**Updates**

January - February 2017: Reviewed inquiry evidence from 141/144 Participating Teachers and provided feedback to teachers around their inquiry and professional growth

February – March 2017: Attended cluster meeting with CA teacher induction programs and received technical assistance around new program standards from CTC

March 9, 2017: Coordinating Anti-Bias professional development (provided by ADL) for new teachers

March 24, 2017: Planning and coordinating the Spring New Teacher Gathering with the New Teacher Support Collaborative

For more information, visit [www.wccusd.net/tip](http://www.wccusd.net/tip)

**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.



# FOSTER CARE **YOUTH** CONFERENCE

**Eligible** Participants will receive a **STIPEND** for attendance, but registration **MUST** be completed online, or via this form.

Online registration also available at:

<https://www.regonline.com/fostercareyouthconference2017>



First Name		Last Name	
Mark One	<input type="checkbox"/> Youth Participant 14-24	<input type="checkbox"/> Provider/Parent	
Address:		High School ONLY-- Graduation Year	
Phone	Cell/Text	E-mail	
COUNTY WHERE YOU LIVE		ALAMEDA <input type="checkbox"/>	CONTRA COSTA <input type="checkbox"/>
		SOLANO <input type="checkbox"/>	
CARE PROVIDER/PARENT			

**PLEASE FILL OUT THIS FORM, AND COMPLETE TWO WORKSHOPS, ONE ELECTIVE.**

Youth/ Young Adult Workshops	Descriptions
How to Get the Hook Up- Life skills/ Life Mapping <input type="checkbox"/>	Who doesn't need a hook up? Get the 411 on resources, tips on managing the drama of life, dealing with social media, and creating a plan for yourself.
Higher Learning <input type="checkbox"/>	Need to know how to pass that exam? Plan for college? Maybe enter a trade like construction or cosmetology? This is for you!
My Bae -- Dating/Relationships <input type="checkbox"/>	Does your relationship have you stressed? Need some help figuring things out and how to communicate better? Got friends in that life? Hurting in your relationship? Maybe you can't find a bae. (No shame in that!) Try this workshop.
Make it Rain- Money Management/ Entrepreneurial <input type="checkbox"/>	Mo' Money, Mo' Problems—But no money brings problems, too. Not to fear. You can learn how to get your a budget game on, and help your money work for you. We will also have a segment about being your own boss.
Need a Job- Employment Skills <input type="checkbox"/>	In keeping with the theme of having more green, check out this workshop on how to make yourself more employable, and find a way to land that job you've been looking for.
Social Justice <input type="checkbox"/>	Wouldn't it be easy if we all had superpowers and could rid the world of problems quicker than X-Men? There are many challenges, inequities, and issues confronting young people right now. Learn about how you can be part of the solution to change





the world. Topic: Know Your Rights – You and the Police

Youth/ Young Adult Electives		Description
<b>Music-Beat making</b> <input type="checkbox"/>	Beats by Dre?!?!? No! Beats by <b>YOU!</b> For all the future deejay's, producers, and music lovers – learn how to make beats and keep your copyrights!	
<b>Personal Care</b> <input type="checkbox"/>	You asked for it, and it is back. On Fleek. Guys and girls – Haircuts and hair styles provided by up and coming stylists. Light make up available, too.	

Adult Provider/ Parent Workshop	Topics	Description
<b>Various Topics (Please note some topics may change)</b>  <b>ADULTS may only select one course.</b>  <input type="checkbox"/>	Various topics  Human trafficking education, dating and relationships piece to help guide youth	Resources available for you as parents and care providers. Credit courses offered as available.  Helping kids stay out of the life and avoid being exploited.

**Public Records Request Log 2016 - 2017**  
**Week Ending March 2, 2017**

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	Gathering/Reviewing additional Docs
47	12/20/16	Chansell Evans-Green	2015-2016 WCCUSD Student Data on Student Attendance / Absences for Grades K-12	Requestor No Longer Interested <b>CLOSED</b>
50	*12/14/16	Mary Selva Richmond Annex Neighborhood	Number of Students attending Public Schools in Richmond Annex	12/22/16 Acknowledgement email sent 1/19/17 Email Sent Response due on 2/17/2017
57	1/24/17	Rachael Tillman Law Offices of Young, Minney & Corr. LLP	All High Schools' Football Season Schedules and/or Calendars / July 1, 2015 – June 30, 2016	Reviewing / Gathering Documents
59	1/30/17	Anton Jungherr	Approval of Bond Program Site Budget Authorization	2/15/17 Email sent to extend date Response due on 3/10/2017 Gathering Documents
60	1/30/17	Anton Jungherr	Long-Range Facilities Master Plan / Implementation Plan / Determination on Estimated Available Funds	2/15/17 Email sent to extend date Response due on 3/3/2017 Gathering Documents
61	2/1/17	Anton Jungherr	General Obligation Bonds / Annual Certification Form for 2014, 2015 and 2016	2/15/17 Email sent to extend date Response due on 3/10/2017 Gathering Documents
65	2/7/17	Casey Hazelhofer Law Offices of Young, Minney & Corr. LLP	All WCCUSD Elementary & Middle Schools Student Data, Enrollment, School Site Data	2/17/17 Email sent Response due on 3/3/2017
68	2/15/17	Amalia Cunningham	Lease and/or Use Agreements for District owned property on Stockton Ave., El Cerrito, CA	3/2/17 Documents sent via email <b>COMPLETED</b>
69	3/1/17	Giorgio Cosentino	Review of Services for Hercules Struggling Students	3/1/17 Acknowledgement email sent
70	3/1/17	Denise Morgan Calif. Charter Schools Assoc.	Charter Schools PROP 39 Facilities Requests to WCCUSD for 2017-2018 School Year	3/2/17 Acknowledgement email sent