

**Friday Memo**  
**March 31, 2017**

**Upcoming Events – Matthew Duffy**

April 3: District Holiday  
April 3 – 7: Spring Recess  
April 10: Technology Subcommittee, IT Center, 4:00 PM  
April 10: Special Education CAC, Cameron, 7:00 PM  
April 12: Board of Education Meeting, DeJean, 6:30 PM  
April 13: Student Art Show Reception, Richmond Art Center, 5:00 PM  
April 17: Youth Commission, Helms, 6:30 PM  
April 18: Facilities Subcommittee, FOC, 4:00 PM  
April 18: Governance Subcommittee, Alvarado, 6:30 PM  
April 19: CBOC, FOC, 6:00 PM  
April 20: Nutrition Festival, Mira Vista Elementary, 8:30 – 1:30  
April 20: Elementary Open House, times vary by site  
April 20: PAL Scholarship Awards Program, DeJean, 6:00 PM  
April 20: WCCUSD Jazz Festival, ECHS Theater, 7:00 PM

**County Office of Education First Interim Approval – Sheri Gamba**

The Contra Costa County Office of Education has reviewed and approved the District's First Interim Financial Report. The Contra Costa County Superintendent of Schools, Deputy Superintendent, letter is enclosed for your review.

**Project READ Exemplar Site Awards – Nia Rashidchi**

Congratulations to Helms and Korematsu Middle Schools! Both sites participated in the Project READ Exemplar Site competition and are being recognized for their exemplar status. Only 12 schools receive this status so we are proud of their accomplishment.

Project READ is a California Department of Education, Special Education Division project funded through a federally competitively awarded State Grant. The goal of the Exemplar Site Awards is to identify and recognize public school and districts sites that demonstrate improvement in working with middle school students to increase the reading and English Language Arts proficiency and outcomes of all students- including students with disabilities, English learners, and socioeconomically disadvantaged students.

The focus is on evidence-based practices for teaching reading in the content areas; monitoring student reading progress; enhancing assessment, instruction, and intervention; establishing a collaborative data culture; and involving family members to improve their student's reading. Project READ's selection committee reviewed applications using a three-step review process comprised of an individual review, a panel review, and a post-panel review. They will reference Smarter Balance Assessments and School Accountability Report Cards as part of the review process.

Helms's recognition is specifically for Family Involvement in Improving Student Reading. Their dedication to fostering academic excellence for all students and their innovative approach for improved family engagement is outstanding.

Korematsu's award is specifically for Using Strategies for Teaching Reading in the Content Areas. Their focused effort on implementing key literacy strategies across the curriculum is a model for success.

With the award comes leadership deliverables. Representative team members from each site will create and facilitate a Webinar panel for invited middle schools across the state, present at the Project READ State Institute, and host three site visits in the 2017-2018 school year.

In addition, each site receives a \$3,000.00 cash award to present on the Webinar panel and present at one of the Regional Institutes and an additional \$4,500.00 for carrying out other deliverables and to use to support their continued efforts to improve student literacy at their sites.

We are proud of Korematsu and Helms for their hard work and commitment in supporting their students to be college and career ready upon graduation from the West Contra Costa Unified School District.

**Practices for African American Student, Support and Success (PAASSS) Draft Brochure – Nia Rashidchi**

We continue to think of ways to share the work that is happening in WCCUSD with our stakeholders. At the March 29 board meeting, we gave board members and stakeholders copies of the draft PAASSS brochure dashboard that is focused on Practices for African American Student Support and Success (PAASSS). While we did not have an opportunity to talk with the board about the content of the dashboard on March 29, we do think it is important for you to know what it contains. The brochure contains the major supplemental actions and strategies that we are carrying out in support of improving academic outcomes for our African American students. There are program descriptions, number of students and schools served, and costs. After June 2017, we will also add end-of-year results. We hope this brochure will be a helpful document for board members and other stakeholders to understand some of the critical work happening in our district for our most underserved population of students. We are on a mission to change the current trajectory!

**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.



# Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388  
Karen Sakata, Superintendent of Schools

March 7, 2017

Elizabeth Block, Board President  
West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, CA 94801

RE: 2016-17 First Interim Report

Dear Ms. Block:

The District submitted its 2016-17 First Interim Report with a positive certification. This certification states that the District will meet its financial obligations for the current and subsequent two fiscal years. Our office has completed its review of your First Interim Report in compliance with the provisions of state law. Based on the information available at the time of our review, we agree with the District's First Interim certification for the period ended October 31, 2016.

During our review, we noted the following items:

## **State Budget Update**

Governor Brown included the following information in his letter of introduction to the 2017-18 state budget:

*"This year's budget will be the most difficult that we have faced since 2012. The surging tide of revenue increases that we enjoyed the past few years appears to have turned. Instead, we now face a budget deficit of \$2 billion. While this amount pales in comparison to the \$27 billion deficit we faced in 2011, it demands our attention. Small deficits can quickly mushroom into large ones if not promptly eliminated."*

*"In all likelihood, the coming years will bring even worse financial news—either from the start of the next inevitable recession or from changes at the federal level. This uncertainty about the future makes acting responsibly now even more important."*

In Contra Costa County, we have seen a dramatic increase in the number of districts with qualified interim report certifications. Now is the time to plan for reduced state and federal revenues. Use caution when committing to future obligations especially ongoing expenditures.

Elizabeth Block, Board President  
West Contra Costa Unified School District  
March 7, 2017  
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### **Financial Advisor/Analyst**

The County Office is ready to assist districts with their efforts to effectively manage their fiscal operations. We may, in consultation with the district, seek to assign a financial advisor or fiscal analyst to help with the identification and implementation of budget strategies designed to keep the district fiscally solvent. Please feel free to contact our office at any time you feel these services may be of value to you.

### **Collective Bargaining and Other Disclosure Requirements**

Our office requests that all districts submit a collective bargaining disclosure form to our office ten working days prior to board action on a proposed settlement. To be in compliance with AB 2756 (Daucher), both the Superintendent and Chief Business Officer must sign the collective bargaining disclosure form. Districts must make any budget revisions within 45 days of approval of a collective bargaining agreement.

Districts are also required to disclose non-voter approved debt and self-insured workers' compensation claims.

We wish to express our appreciation to the District staff for their cooperation during the review of the 2016-17 First Interim Report. If our office can be of further assistance, please call me at 925-942-3418.

Sincerely,



Bill Clark  
Associate Superintendent  
Business Services

BC:bf

cc: Matthew Duffy, Superintendent, WCCUSD  
Sheri Gamba, Associate Superintendent, Business Services

043 16/17



**DRAFT**

# PRACTICES FOR AFRICAN AMERICAN STUDENT SUPPORT AND SUCCESS (PAASSS)

## OVERVIEW

Practices for African American Student Support & Success (PAASSS) is providing services and support to improve learning and teaching for our African American students, who are underserved.

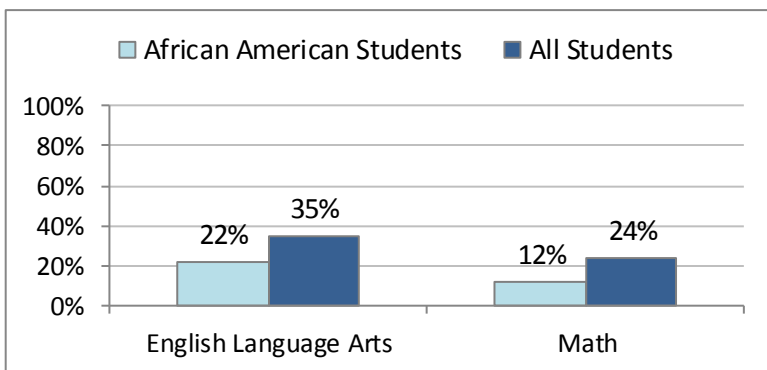
It is a moral, social, and economic imperative to ensure that future generations of students are prepared to succeed in college, career, and life.

## WHY IS THIS IMPORTANT?

We have a special lens on our African American students because:

- There continues to be racial **disproportionality** in school discipline. Only 18% of WCCUSD students are African American, yet 46% of all students who are suspended are African American.
- There continues to be an **achievement gap** between African American students and their peers. As shown in the chart below, 22% of African American students met or exceeded standards in English Language Arts for the 2015-16 SBAC, compared 35% of the general student population. Only 12% of African American students met or exceeded the math standards, compared to 24% of all students.

**2015-16 SBAC % Met or Exceeded Standard**



## DEMOGRAPHICS

 **5,386 or 18%**  
African American Students Enrolled

### Student Subgroup Percentages

English Learners	1%
Gifted & Talented Education	5%
Socio-Economically Disadvantaged	74%
Special Education	18%



### Top 10 Schools for African American Enrollment

Stege	56%
Greenwood Academy	33%
King	32%
El Cerrito High	28%
Sheldon	27%
Coronado	27%
Hercules High	27%
Lincoln	27%
Vista	26%
Hercules Middle	26%



# ▶ AFRICAN AMERICAN STUDENT PROGRAMS

## African American Academic Coaching (Mafinikio)



Visit [www.wccusd.net/africanamerican](http://www.wccusd.net/africanamerican) for more detailed program information.

Schools	# Students	Cost	More Info	End of Year Results
Various*	524	\$204,000	<a href="http://bit.ly/mafinikio">http://bit.ly/mafinikio</a>	

Mafinikio is an academic, enrichment, and mentoring program for African American students. It builds skills in English Language Arts (ELA) and Math using a “blended learning” program (Edmentum), which combines online digital media with traditional classroom methods. Mafinikio also instills a growth mindset through direct instruction using Mindset Works curriculum. Growth mindset helps adults and students understand the power of effective effort (hard work), provides strategies to accurately respond to difficulty and failure, and enhances academic supports for students, specifically African American students and English Learners. Mafinikio includes enrichment in Visual & Performing Arts, spoken word, robotics, forensics, and sports. Students will also go on study trips that are culturally relevant and college and career oriented. Students in the Mafinikio program are coached, motivated and supported by caring adults.

\***Pilot Cohort 1** - High Schools: El Cerrito, Kennedy . Middle Schools: De Jean, Hercules. Elementary schools: King, Lincoln, Mira Vista, Nystrom, Sheldon, Stege. **Pilot Cohort 2** - De Anza High, Coronado Elementary, Stewart K-8.

## African American Parent Advisory Council (AAPAC)

Schools	# Students	Cost	More Info	End of Year Results
All Schools by June 2018	5,386	TBD		

The WCCUSD African American Parent Advisory Council is a school level group that brings together parents of African American students and school staff to ensure the success of their children, and ultimately all African American students at the school. Through monthly meetings and ongoing support, Council members receive information, tools, and networking opportunities to help parents and staff ensure the academic success of African American students. AAPAC is responsible for advising the Principal and staff on programs and services to increase academic outcomes for African American students at the school. There are a few schools in WCCUSD that currently have an AAPAC at their site. By the end of June 2018, all WCCUSD schools will have an AAPAC.

## African American Site Advisory Team (AASAT)

Schools	# Students	Cost	More Info	End of Year Results
All Schools	5,386	\$152,000		

The WCCUSD African American Site Advisory Team (AASAT) is an advisory group made up of Parent and District Leaders dedicated to promoting quality education for African American students. The purpose of AASAT is to advise school and District staff on strategies that will improve academic outcomes for African American students and increase the engagement of African American families. AASAT Leaders are parents/guardians of African American students attending a public school in WCCUSD. There is one AASAT Leader representing each of the 52 schools. Leaders participate in one monthly districtwide meeting and at least one meeting with their school principal. AASAT Leaders work with their schools to carry out monthly actions. They will help to create an African American Parent Advisory Council at each school by June 2018.

## African American Student Achievement Action Frame in the Single Plan for Student Achievement

Schools	# Students	Cost	More Info	End of Year Results
All Schools	5,386	Determined by Schools	View your school's SPSA at <a href="http://bit.ly/spsas">bit.ly/spsas</a>	

Each school in WCCUSD has created an action plan in their Single Plan for Student Achievement (SPSA) to strategically work on the academic achievement of African American students at each school.



# ▶ AFRICAN AMERICAN STUDENT PROGRAMS

## African American Support Collaborative

Schools	# Students	Cost	More Info	End of Year Results
Kennedy & Richmond High Schools	150	\$162,000		

A partnership between WCCUSD, For Richmond, UMOJA, Richmond Police Activity League, Omega Boys Club, and Youth Service Bureau to engage African American parents in the educational process and ensure that students are successful, served, supported, valued, and educated. Parents will be informed and involved in the decision-making processes that lead to improving the quality of education for African American students. This partnership will help raise the level of awareness in our community about cultural learning differences and promote an understanding among parents, educators, and others about culturally sensitive issues in the education of African American students.

## For Richmond: Historically Black Colleges/Universities Summer Program

Schools	# Students	Cost	More Info	End of Year Results
Kennedy & Richmond High Schools	20	\$112,000		

This summer program introduces our African American students to educational opportunities in Science, Technology, Engineering and Math (STEM) by providing visits to premiere historically Black Colleges and Universities. Students attend STEM-focused classes in an immersive, residential college environment. They also learn about careers in the sciences, and are provided relevant training so that they can become STEM leaders in their schools and communities.

## Rising Scholars

Schools	# Students	Cost	More Info	End of Year Results
Various*	205*	\$130,000		

Rising Scholars is an intervention program focused on increasing the number of Young Men of Color who are truly prepared to go to college. This in-school pull out program is led by UC Berkeley Fellow Advisors and designated WCCUSD site counselors. Students learn to utilize effective strategies to persevere through challenges that have historically impeded opportunities for college admission and degree attainment. Rising Scholars provides social emotional supports that must be in place along with academics for optimum academic growth and achievement.

\*DeAnza, El Cerrito, Hercules, and Pinole Valley High Schools (Kennedy and Richmond in Spring 2017). Students served number includes estimates of 30 - 60 additional students from Kennedy and Richmond High.

## UC Berkeley Pre-College Trio Program (African American Male Pipeline Project and the Women in STEM Education) Partnership

Schools	# Students	Cost	More Info	End of Year Results
DeJean Middle School, Kennedy, Pinole Valley & De Anza High Schools	45	\$183,101		

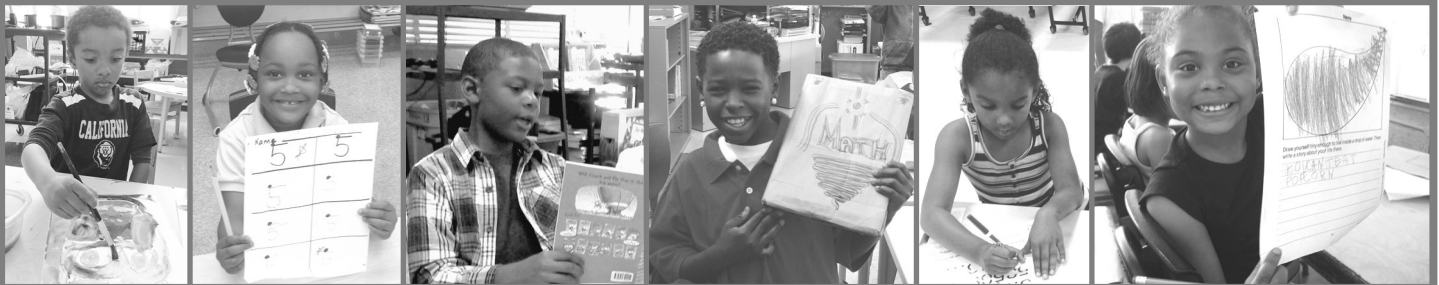
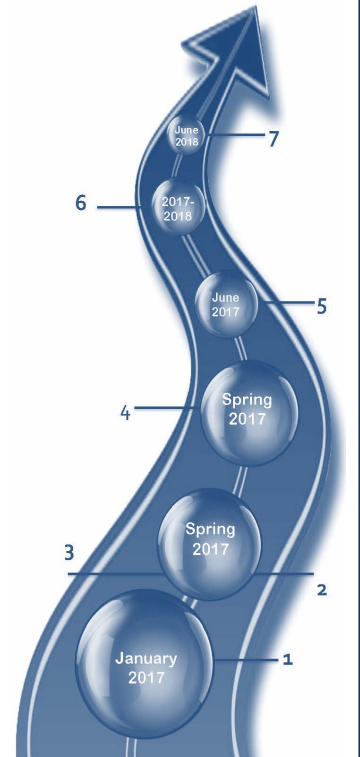
This partnership with UC Berkeley increases the college-going rate of women of color and African American male students in Science, Technology, Engineering and Math (STEM) by providing comprehensive college awareness, mentorship, mental and emotional empowerment, academic preparation, and advising. This program serves students during the regular school year and summer who have traditionally lacked essential support to reach academic potential. Students receive services to develop academically, socially, physically, and emotionally. Strategies are carried out one-to-one, small group, classroom, and whole school efforts.



# ROADMAP FOR ENGAGING AFRICAN AMERICAN FAMILIES

- 1) **January 2017: Develop African American Site Advisory Team (AASAT) Leaders at Each School** - to advise WCCUSD school and district staff on strategies to improve academic outcomes for African American students and increase family engagement.
- 2) **Spring 2017: Family-Friendly School Walk Through**- a tool to assess how others feel on campus and see a school based on: 1) personal interactions 2) the physical environment 3) school-wide practices / policies 4) communications between school and home.
- 3) **Spring 2017: School and District Capacity Building**- professional development will be provided to staff to ensure strategies to increase African American family engagement are systematic and sustainable.
- 4) **Spring 2017: African American Parent**

- 5) **June 2017: African American Family Engagement Summer Learning Institute**- 2-day training for school teams (administrator, teachers, parents)
- 6) **2017-2018: Implementation of the Action Plan and Ongoing Support to Schools**— follow-up to African American Family Summer Learning Institute to ensure teams have support to implement their action plans.
- 7) **June 2018: Establishment of African American Parent Advisory Council (AAPAC)**—By June 2018, a parent team will be established at each school to promote quality education for African American students.



## MORE PARENT OPPORTUNITIES



All parents and guardians can take advantage of the following parent involvement opportunities:

**Parent University**—Parent University is a seven-session, two hour per week course designed to foster parent engagement and create active parent leaders.

**School Site Councils (SSC)**—Each school has a SSC composed equally of school staff and parents. The SSC develops and monitors the Single Plan for Student Achievement (SPSA).

**Parent Teacher Association (PTA) and Parent Coffee Clubs**— organizations composed of parents, teachers, and staff to facilitate family involvement and engagement.

For more information about these parent opportunities, please contact the **Community Engagement Department** at (510) 307-4526.

## ADDITIONAL INFORMATION

Learn about other student opportunities at [bit.ly/student-programs](http://bit.ly/student-programs)

Stay up to date on programs for African American students at [wccusd.net/africanamerican](http://wccusd.net/africanamerican)

View information to prepare for College & Career at WCCUSD: [bit.ly/waytocollege](http://bit.ly/waytocollege)



**For more information about the PAASSS Program, please contact:**

Nia Rashidchi or Rosa Cornejo  
510-231-1160 or [rcornejo@wccusd.net](mailto:rcornejo@wccusd.net)



**Public Records Request Log 2016 - 2017**  
**Week Ending March 30, 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
50	12/14/16	Mary Selva Richmond Annex Neighborhood	Number of Students attending Public Schools in Richmond Annex	1/19/17 Email Sent Data received / Working on report
60	1/30/17	Anton Jungherr	Long-Range Facilities Master Plan / Implementation Plan / Determination on Estimated Available Funds	3/22/17 Email Sent Response Due on 4/7/2017 Gathering Documents
61	2/1/17	Anton Jungherr	General Obligation Bonds / Annual Certification Form for 2014, 2015 and 2016	3/28/17 Documents sent via email <b>COMPLETED</b>
65	2/7/17	Casey Hazelhofer Law Offices of Young, Minney & Corr. LLP	All WCCUSD Elementary & Middle Schools Student Data, Enrollment, School Site Data	3/3/17 Email sent Response due on 3/31/2017 Gathering / Reviewing Documents
71	3/9/17	Aaron Rabinowitz Baker & Hostetler LLP	Helms Middle School Restrooms / All Fire Report Records January 1, 2007 – Present	3/21/17 Email Sent Response Due on 3/31/2017 Reviewing Documents
72	3/13/17	Andrew Baker Beeson, Tayer & Bodine	WCCUSD & Public Employees Local 1 MOUs July 1, 1985 – June 30, 2008	3/22/17 Email Sent Response Due on 4/7/2017
73	3/17/17	Denise Morgan Calif. Charter Schools Assoc.	Charter Schools PROP 39 Facilities Use submitted to WCCUSD for 2016-2017 and 2017-2018 School Years	Gathering Documents
74	3/29/17	Max Cherney The Jewish News/Northern CA	Records related to incidents within WCCUSD pertaining to racial or ethnic slurs about Jewish people and/or Jewish Community for 2016 and 2017	3/30/17 Acknowledgement email sent