

Friday Memo
October 27, 2017

Upcoming Events – Matthew Duffy

October 31: Minimum Day, K-8 Schools
November 1-8: Parent Teacher Conference Days, Elementary Schools
November 1: Board of Education Meeting, DeJean, 6:30 PM
November 2: Governance Subcommittee, Alvarado, 6:30 PM
November 6: Agenda Setting, Superintendent's Office, 4:00 PM
November 6: Special Education CAC, Cameron School, 7:00 PM
November 8: DLCAP Meeting, Kennedy Library, 6:30 PM
November 10: Veterans' Day Holiday, Schools and Offices Closed
November 15: Board of Education Meeting, DeJean, 6:30 PM
November 22: Minimum Day, All Schools
November 23-24: Thanksgiving Holidays

Next Week's Board Meeting – Matthew Duffy

Closed Session for the November 1st meeting will begin at 5:30 PM.

Nystrom Elementary School placed in the National Register of Historic Places – Lisa LeBlanc

On October 13, 2017, we received the attached letter from the Office of Historic Preservations stating that on October 2, 2017 Nystrom Elementary School was placed in the National Register of Historic Places and as a result has been listed in the California Register of Historical Resources. Placement on the National Register provides a property certain honors and protection from adverse effects from federally funded or licensed projects. It also provides a number of incentives for preservation of historic properties and certain tax advantages.

Community Advisory Committee (CAC) Nomination Forms – Steve Collins

The Community Advisory Committee for Special Education is requesting nominations for the annual "You Make a Difference" awards. 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. (See the attached Nomination form).

The "Brian Rutford Memorial Service Award" has been created in memory of Brian Rutford, former manager of First Student. The CAC will present this award to a First Student bus driver who has demonstrated excellence in service by performing their transportation duties with professionalism and compassion, by going above and beyond their duties, and by setting an example for others. (See the attached Nomination form).

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. The CAC would like to present 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. (See the attached Nomination form).

West Contra Costa Unified School District
Office of the Superintendent

The Community Advisory Committee – You Make a Difference (YMAD) Awards Ceremony and Reception will be held:

Date: Thursday, March 15, 2018

Time: 7:00 p.m. to 9:00 p.m.

Where: DeJean Middle School, 3400 Macdonald Avenue, Richmond

Special Education Newsletter – Steve Collins

Please see the attached Special Education Newsletter that will be coming out on a regular basis.

Top Three Frequently Asked Questions Regarding Dual Language Immersion (DLI) - Nia Rashidchi

At the October 4 Board meeting, there were several important questions asked about Dual Language Immersion. Also, during the November 1 Board meeting, we will be presenting on expanding DLI/Spanish to [one school](#) in the 2018-19 school year. This Friday Memo is an effort to offer information about the three most frequently asked questions and current research and resources relevant to the DLI field.

Nystrom Elementary receives a sneak peek at Google’s augmented reality - Marcus Walton

Nystrom Elementary School took place in Google Expedition’s AR Pioneer Program (<https://edu.google.com/expeditions/ar>) on Thursday, October 26. First through sixth grade classes at Nystrom Elementary School each received the opportunity to experience a lesson plan using Google’s Expedition App and its yet-to-be released Augmented Reality feature. Students had the chance to learn about the solar system, the ocean floor, geography, and more using cell phones and selfie sticks that allowed students to experience 3D images of asteroid fields, volcanoes, and sea creatures in the library. Phong Taran, a Google Expedition Associate, said that the difference between virtual reality and augmented reality is that instead of having students sit in the Coliseum in Rome with virtual reality, augmented reality allows teachers to grab the Coliseum and put it in the middle of the classroom.

Nystrom’s Chris Zepeda, a third grade teacher in his fourth year at the school, applied last spring to participate in the program. Zepeda worked with Nystrom Principal James Allardice to schedule and set up the library for the school’s first through sixth grade, who participated in the 30-minute lessons.

State Legislation Update – Marcus Walton

School Services of California, Inc. issued its final Top Legislative Issues report of the year, highlighting education-related bills signed and vetoed by Gov. Jerry Brown. Highlights include AB 699—Educational Equity: Immigration and Citizenship Status, SB 751—School Finance: School Districts: Annual Budgets: Reserve Balance (also known as the Reserve Cap Bill), and AB 1157—School Property: School District Advisory Committees: Teacher and School District Employee Housing: Property Tax Exemption.

A full copy of the report is included.

Fall 17-18 Reading/ Literacy Assessments – Nia Rashidchi

We administer several reading and literacy benchmarks, at different grade levels, throughout the year. While we will be presenting our STAR Early Literacy and STAR Reading data formally to the Board of Education at the November 1, 2017 meeting, we wanted to make sure that Board members have some knowledge of the other Reading and Literacy assessments that we carry out with our students.

The following is our list of district Reading/Literacy assessments that are in use for the 17-18 school year.

Grades	Assessment Name	Frequency of Assessment
Pre K/ TK	Desired Results Developmental Profile (DRDP)	2 times a year (Fall, Spring)
Kindergarten	Kindergarten Foundational Skills Assessment	3 times a year (Fall, Winter, Spring)
First Grade	Star Early Literacy	3 times a year (Fall, Winter, Spring)
Grades 2-8	STAR Reading	3 times a year (Fall, Winter, Spring)

The following is a summary of each assessment:

**Desired Results Developmental Profile (DRDP)
Preschool/ TK**

What is the DRDP?

The Desired Results System has been established by the California Department of Education (CDE), Child Development Division (CDD) to improve program quality in early care and education programs across the state. The Desired Results System consists of the 6 Desired Results:

1. Children are personally and socially competent
2. Children are Effective Learners
3. Children show physical and motor confidence
4. Children are safe and healthy
5. Families support their child’s learning and development
6. Families achieve their goals.

The DRDP is a child observation tool aligned with the preschool foundations. It provides educators with a means to assess children’s learning along a continuum of four different developmental levels. There are different forms of the Assessment for Preschool and TK.

Who takes this assessment?

The DRDP is required for Preschool and TK students by the CDE. The first assessment instruments must be completed within 60 calendar days of each child's first day of enrollment in the program and every six months thereafter. They must be assessed twice in a school year.

The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children’s work. The DRDP is designed for use with all children

from early infancy up to kindergarten entry, including children with Individualized Education Programs (IEPs). The DRDP-K is designed for teachers to use to reflect on the learning, development, and progress of all children during the transitional kindergarten/ kindergarten year. It may not be used with preschool children.

What is the purpose of this assessment?

The language and literacy domain assesses the progress of all children in developing foundational language and literacy skills. The assessment both informs us of how our students progress throughout the year and provide information on program effectiveness. The foundations and the DRDP (2015) are to be used together to plan the environment, play, learning activities and instruction to meet the needs of the children and provide a high-quality preschool experience.

How do we use the data from The DRDP?

We use the DRDP to determine the degree to which our students are prepared for the next grade level. Our goal for, Pre K students, is for them to be fully prepared for kindergarten, which is the Building Developmental Level. Our goal for TK students is for them to be prepared for early first grade, which is the integrating level.

A student at the Building Level has knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. They use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

A student at the Integrating level has the knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. They also begin to engage in mutually supportive relationships and interactions.

**Kindergarten Foundational Skills
Grade K**

What is the Kindergarten Foundational Skills Assessment?

The Kindergarten Foundational Skills Assessment is a district created Standards Based assessment that addresses the following State standards:

Reading Foundational Skills.K.1d Recognize and name all upper and lowercase letters of the alphabet.

Reading Foundational Skills.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

Reading Foundational Skills.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Reading Foundational Skills.K.1a Follow words from left to right, top to bottom, and page by page.

Reading Foundational Skills.K.1c Understand that words are separated by spaces in print.

Reading Foundational Skills.K.2a Recognize and produce rhyming words that words are separated by spaces in print.

What is the purpose of this assessment?

At the beginning of each school year, we use the Kindergarten Foundational Skills assessment, to monitor student mastery of the foundational standards, to identify students who need additional help and to plan instruction.

We also use it as a benchmark assessment to check student learning progress towards mastery throughout the year.

Who takes this assessment?

All kindergarten students are given this assessment at the beginning, middle, and end of the school year. The assessment is administered to each student individually by their teacher, and then scores are reported in the illuminate data system

How do we use the data from the Kindergarten Foundational Skills Assessment?

The Kindergarten Foundational Skills Assessment is diagnostic in nature, so teachers can use the data to make instructional decisions for how to provide more effective instruction for each students? We can also use it to see how our Kindergarten students are progressing at the school and district level.

**STAR Early Literacy Assessment
Grade 1**

What Is The STAR Early Literacy Assessment?

Star Early Literacy is an assessment that measures the early literacy skills that every child needs to learn to become a reader, including letter names and sounds, vocabulary and word reading, reading sentences and reading paragraphs.

What is the purpose of this assessment ?

At the beginning of each school year we use the STAR Early Literacy Assessment as a screening tool, to monitor student reading levels across the district, to identify students who need additional help and to plan instruction.

We also use it as a benchmark assessment to check student learning progress throughout the year.

Who takes this assessment?

All first grade students are given this assessment at the beginning, middle and end of the school year. The assessment is administered using a computer and it takes about 20 minutes to complete.

Students who are receiving additional support may take the assessment additional times, so that we can be sure that the support they are being given is helping them to make the progress they need.

How do we use the data from the Star Reading Assessment?

We use STAR data to look at not only how students are performing, but to also look at our teaching. We look for patterns in the data that show if we are meeting the needs of all student groups.

We can use this information to make instructional decisions. How can we provide more effective instruction for all students? What changes can we make now to accelerate growth throughout the rest of the school year? What goals can we set for improvement?

Star Reading Assessment Grades 2-8

What Is The STAR Reading Assessment?

STAR Reading is an assessment that measures reading comprehension and skills for independent reading including word knowledge, understanding what was read, and analyzing text.

What is the purpose of this assessment ?

At the beginning of each school year we use the STAR Reading Assessment as a screening tool, to monitor student reading levels across the district, to identify students who need additional help and to plan instruction.

We also use it as a benchmark assessment to check student learning progress throughout the year.

Who takes this assessment?

All students in grades 2-8 are given this assessment at the beginning, middle, and end of the school year. The assessment is administered using a computer and it takes about 20 minutes to complete.

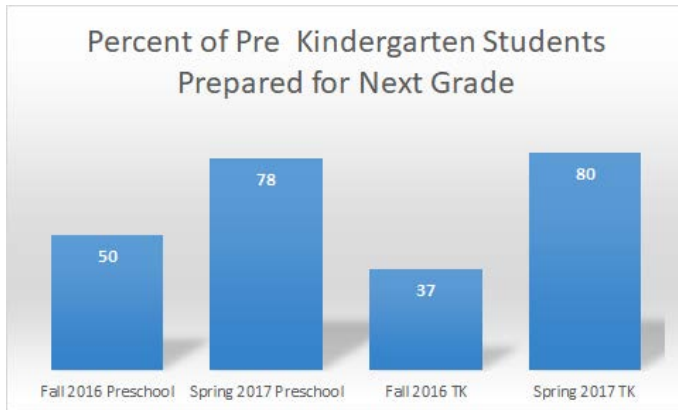
Students who are receiving additional support may take the assessment additional times, so that we can be sure that the support they are being given is helping them to make the progress they need.

How do we use the data from the Star Reading Assessment?

We are able to look at a variety of data from this assessment. We use it to identify instructional levels, intervention needs, and where students need to be more challenged.

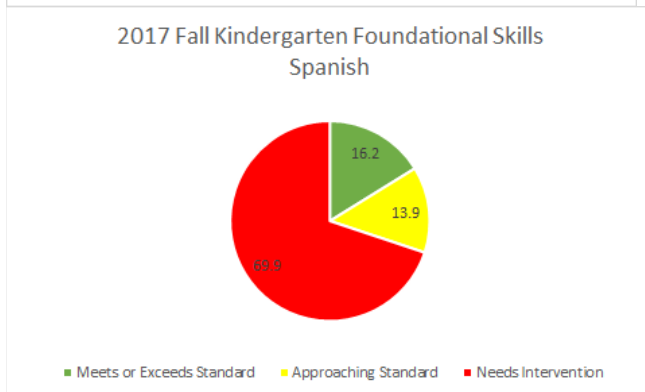
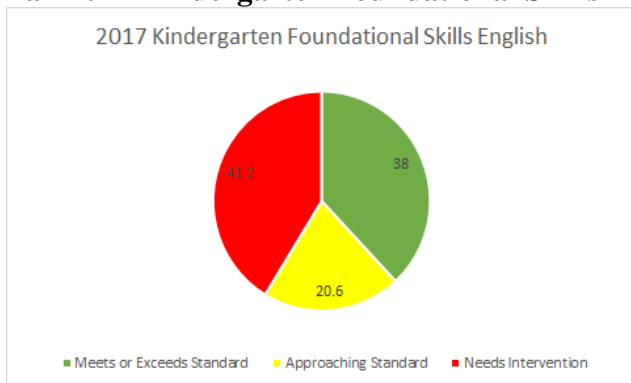
The Star data is also used to help determine if students who are learning English are ready for reclassification as fluent in English.

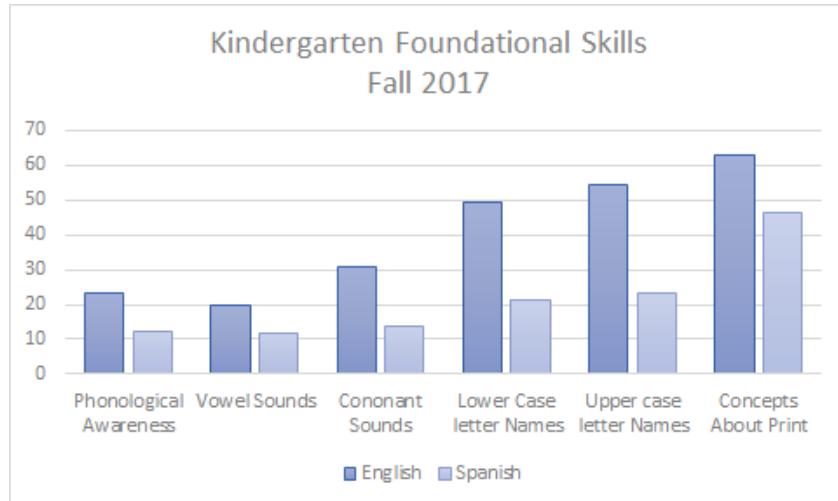
16-17 DRDP Data



28% more preschool students were prepared for kindergarten than at the beginning of the year.
43% more of our TK students were reading at early first grade level by the end of the year.

Fall 2017 Kindergarten Foundational Skills Data





Overall and skill level performance is significantly lower for our Spanish speaking students.

Selected Foundational Skills Definitions:

Phonological Awareness: Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and the beginning and ending sounds of words. It includes both listening and speaking.

Vowel Sounds: A speech sound that is made when your mouth is open, often represented by A,E, I, O and U

Consonant Sounds: A speech sound that is not a vowel, often referred to as the sounds made when pronouncing consonant letters and clusters. Some consonant letters make more than one sound.

Concepts About Print: Being able to recognize individual words on a page, directionality for reading and other basic pre reading skills.

Native News Online Article – Marcus Walton

Attached is this week’s edition of Native News Online with an article regarding the District’s Indigenous Peoples’ Day Resolution.

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.

**OFFICE OF HISTORIC PRESERVATION
DEPARTMENT OF PARKS AND RECREATION**

P.O. BOX 942896
SACRAMENTO, CA 94296-0001
(916) 445-7000 Fax: (916) 445-7053
calshpo@parks.ca.gov



October 13, 2017

Kimberly Butt, AIA, MS
Interactive Resources, Inc.
117 Park Place
Richmond, California 94801

RE: Nystrom Elementary School Listing in the
National Register of Historic Places

Dear Ms. Butt:

I am pleased to notify you that on October 2, 2017, the above-named property was placed in the National Register of Historic Places (National Register). As a result of being placed in the National Register, this property has also been listed in the California Register of Historical Resources, pursuant to Section 4851(a)(2) of the Public Resources Code.

Placement on the National Register affords a property the honor of inclusion in the nation's official list of cultural resources worthy of preservation and provides a degree of protection from adverse effects resulting from federally funded or licensed projects. Registration provides a number of incentives for preservation of historic properties, including special building codes to facilitate the restoration of historic structures, and certain tax advantages.

There are no restrictions placed upon a private property owner with regard to normal use, maintenance, or sale of a property listed in the National Register. However, a project that may cause substantial adverse changes in the significance of a registered property may require compliance with local ordinances or the California Environmental Quality Act. In addition, registered properties damaged due to a natural disaster may be subject to the provisions of Section 5028 of the Public Resources Code regarding demolition or significant alterations, if imminent threat to life safety does not exist.

If you have any questions or require further information, please contact the Registration Unit at (916) 445-7008.

Sincerely,

A handwritten signature in black ink, appearing to read "Julianne Polanco".

Julianne Polanco
State Historic Preservation Officer

Enclosure: National Register Notification of Listing

October 13, 2017

The Director of the National Park Service is pleased to send you the following announcements and actions on properties for the National Register of Historic Places. For further information contact Edson Beall via voice (202) 354-2255, or E-mail: <Edson_Beall@nps.gov>

Please Note New Address (as of 4/10/2017):

National Register of Historic Places
Mail Stop 7228
1849 C St, NW
Washington, D.C. 20240

Please continue to use alternative carriers as all USPS mail to our location is irradiated

Previous Weekly Lists are available here: <http://www.nps.gov/history/nr/nrlist.htm>

Please visit our homepage: <http://www.nps.gov/nr/>

Check out what's Pending: <https://www.nps.gov/nr/pending/pending.htm>

WEEKLY LIST OF ACTIONS TAKEN ON PROPERTIES: 10/6/2017 THROUGH
10/12/2017

KEY: State, County, Property Name, Address/Boundary, City, Vicinity, Reference
Number, NHL, Action, Date, Multiple Name

CALIFORNIA, CONTRA COSTA COUNTY,
Nystrom Elementary School--The Maritime Building,
230 Harbor Way S.,
Richmond, SG100001662,
LISTED, 10/2/2017

CALIFORNIA, SANTA CRUZ COUNTY,
Wee Kirk,
9500 Central Ave.,
Ben Lomond, SG100001730,
LISTED, 10/12/2017



The Community Advisory Committee for Special Education
West Contra Costa Unified School District

**YOU MAKE A DIFFERENCE AWARD
NOMINATION FORM**

The Community Advisory Committee for Special Education is requesting nominations for the annual "You Make a Difference" awards. 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.

Please use the following guidelines for your nominee:

1. Nominees must demonstrate outstanding contributions above and beyond:
 - a. The role of a parent
 - b. A job description
 - c. General expectations

2. High priority consideration will be given but not limited to activities in the following areas:
 - a. Mainstreaming and integration
 - b. Career development
 - c. Fostering parental involvement
 - d. Curriculum enhancement
 - e. Job placement

Please complete the attached form. Include specific examples of those activities you feel best illustrate your nominee's outstanding contributions to the lives of special education students. If you need assistance with the form please call Jeanine Bishop, Parent Liaison at 510.307.4669.

Due: Friday November 17, 2017

Return To: Steve Collins, SELPA Director
Pupil Services Center
2465 Dolan Way
San Pablo, CA 94806
(VIA US Postal Service or school mail)

Notification: You will be notified of the decision of the "You Make a Difference" Award Committee; and if your nominee is selected you will be asked to present the award.

Award Ceremony: Ceremony & reception will be held:

Date: Thursday, March 15, 2018
Time: 7:00 p.m. – 9:00 p.m.
Where: DeJean Middle School
3400 MacDonald Ave., Richmond

Approved: 
Steve Collins, SELPA Director

Please see attached for nomination form



COMITÉ CONSEJERO DE LA COMUNIDAD (CAC) PARA EDUCACIÓN ESPECIAL
Distrito Escolar Unificado de West Contra Costa

Formulario de nominación de una persona para los premios
"Tú haces una diferencia" – (YOU MAKE A DIFFERENCE)

El Comité Consejero de la Comunidad (CAC) para educación especial está solicitando nominaciones para los premios anuales "Tú haces una diferencia" – (YOU MAKE A DIFFERENCE). Los padres, alumnos, miembros de la comunidad, educadores, y miembros del personal escolar de educación regular o especial, quienes están involucrados con niños con necesidades especiales, son elegibles para recibir un premio.

Please use the following guidelines for your nominee:

1. Las personas nominadas deben haber demostrado contribuciones sobresalientes por encima y más allá de:
 - a. el papel desempeñado por un padre/madre
 - b. el desempeño de la descripción de su empleo
 - c. las expectativas generales

2. Se debe dar consideración de alta prioridad pero no estará limitada a las actividades en las siguientes áreas:
 - a. ayuda en la incorporación e integración del alumno con el alumnado de educación regular
 - b. desarrollo de carrera vocacional
 - c. fomenta la participación de los padres
 - d. mejora del plan de estudios básicos (currículo)
 - e. ubicación de empleo

Por favor, complete el formulario adjunto. Incluya ejemplos específicos de aquellas actividades que mejor ilustren las contribuciones excepcionales (de la persona nominada por usted) en la vida de los alumnos de educación especial. Si necesita ayuda en llenar este formulario, por favor llame a Jeanine Bishop, coordinadora de padres, al número de teléfono (510) 307-4669.

Vence el: **Viernes, 17 de noviembre de 2017**

Devuélvalo a: Steve Collins, SELPA Director
Pupil Services Center
2465 Dolan Way
San Pablo, CA 94806
(por el correo postal [US Postal Service] o por el correo interno del Distrito)

Notificación: Usted será notificado sobre la decisión del Comité de los premios "YOU MAKE A DIFFERENCE"; y si la persona nominada por usted es seleccionada, se le pedirá que usted le entregue el premio.

Ceremonia de entrega de premios - la ceremonia y la recepción se llevará a cabo:

Fecha: jueves, 15 de marzo de 2018
Hora: 7:00 p.m. – 9:00 p.m.
Lugar: Escuela DeJean Middle
3400 MacDonald Ave., Richmond

Aprobado: 
Steve Collins, Director de SELPA

Por favor, véase el formulario de nominación que va adjunta a esta hoja

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC)
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
YOU MAKE A DIFFERENCE AWARD
NOMINATION FORM

Nominate: _____
Name

Street Address

City, Zip Code

Telephone Number(s)

Position

School Affiliation

School Telephone #

Due: November 17, 2017

Nominators: _____
Name School Affiliation

Title (Parent, Community, School Staff, Student)

Address City Zip code

Telephone #

COMITÉ CONSEJERO DE LA COMUNIDAD (CAC) PARA EDUCACIÓN ESPECIAL
Distrito Escolar Unificado de West Contra Costa
Formulario de nominación de una persona para los premios
“TÚ HACES UNA DIFERENCIA” – (YOU MAKE A DIFFERENCE)

Persona nominada: _____
Nombre

_____ Domicilio: Calle

_____ Ciudad, _____ Código postal

_____ Número de teléfono de la persona nominada

_____ Cargo _____ Escuela donde participa _____ Teléfono de la escuela #

Vence el: 17 de noviembre de 2017

Persona que nomina: _____
Nombre Escuela donde participa

_____ Cargo (Padre/madre, persona de la comunidad, personal escolar, alumno)

_____ Domicilio _____ Ciudad, _____ Código postal

_____ Número de teléfono #



Community Advisory Committee for Special Education
West Contra Costa Unified School District

The Brian Rutford Memorial Service Award
(Premio por servicios en memoria de Brian Rutford)
Por excelencia en el transporte

Thursday, March 15, 2018
DeJean Middle School, 3400 MacDonald Ave, Richmond
7:00 p.m. – 9:00 p.m.

Nominations due Friday, November 17, 2017
El plazo para las nominaciones es el 17 de noviembre de 2017

The Brian Rutford Memorial Service Award has been created in memory of Brian Rutford, former manager of First Student. The CAC will present this award to a First Student bus driver who has demonstrated excellence in service by performing their transportation duties with professionalism and compassion, by going above and beyond their duties, and by setting an example for others.

Please submit nomination to: Steve Collins, SELPA Director
Special Education Department
2465 Dolan Way, San Pablo 94806
Fax Number – (510) 724-8829

If you need more information contact Jeanine Bishop, Parent Liaison @ (510) 307-4669 or Steve Collins, SELPA Director @ (510) 307-4630.

Please see reverse side to complete nomination.

Approved by: _____


Steve Collins, SELPA Director



Comité Consejero de la Comunidad para Educación Especial
Distrito Escolar Unificado de West Contra Costa

**The Brian Rutford Memorial Service Award
(Premio por Servicios en Memoria de Brian Rutford)
Por Excelencia en el Transporte**

Jueves, 15 de marzo de 2018

DeJean Middle School, 3400 MacDonald Ave, Richmond
7:00 p.m. – 9:00 p.m.

El plazo para las nominaciones vence el día 17 de noviembre de 2017

El Premio por Servicios en Memoria de Brian Rutford fue establecido para honrar la memoria de Brian Rutford, ex gerente de First Student. El Comité Consejero de la Comunidad para Educación Especial presentará este premio al conductor de autobús que haya demostrado excelencia en el servicio al desempeñar sus obligaciones de transporte con profesionalismo y compasión, yendo más allá del cumplimiento de sus deberes y sirviendo de ejemplo para los otros.

Por favor presente la nominación a: Steve Collins, Director de SELPA
Departamento de Educación Especial
2465 Dolan Way, San Pablo CA 94806
Número de Fax – (510) 724-8829

Si usted necesita más información, por favor contáctese con Jeanine Bishop, coordinadora de padres, llamando al teléfono (510) 307-4669 o con Steve Collins, Director de SELPA llamando al teléfono (510) 307-4669

Por favor, véase la nominación completa al dorso de esta página

Aprobado por:


Steve Collins, Director de SELPA

Community Advisory Committee for Special Education
West Contra Costa Unified School District

Due: Friday, November 17, 2017

Bus Driver's Name: _____

Address: _____

Phone Number: (where driver can be reached): _____

Nominator: _____

Address: _____

Phone # (where you can be reached): _____

Giving specific examples, please describe ways in which the driver has demonstrated excellence in service. – use additional page if necessary):

**Comité Consejero de la Comunidad para Educación Especial
Distrito Escolar Unificado de West Contra Costa**

El plazo para las nominaciones vence el día viernes, 17 de noviembre de 2017

Nombre del conductor/a de autobús: _____

Dirección: _____

Número de teléfono: (donde podamos contactar al conductor): _____

Nominador/a: _____

Dirección: _____

Número de teléfono: _____
(donde podamos contactarlo/a)

Dando ejemplos específicos, por favor describa de que manera el conductor ha demostrado excelencia en el servicio – use páginas adicionales si fuese necesario)



Community Advisory Committee (CAC) for Special Education
West Contra Costa Unified School District

"Jake Rockeman Award"

Will be presented at the "You Make a Difference" Awards Ceremony

Thursday, March 15, 2018
DeJean Middle School
3400 MacDonald Ave, Richmond

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.

The CAC would like to present 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

Please submit the names of any student deserving of the award and give a description of their contribution to:

Steve Collins, SELPA Director
Special Education Department
2465 Dolan Way, San Pablo, CA 94806

Fax Number – (510) 724-8829

Nominations due, Friday, November 17, 2017

School Administrators: Please distribute (ASAP) to all teachers or programs that have students that work together with special education students. If you need more information contact Jeanine Bishop, Parent Resource Liaison @ (510) 307-4669 or Steve Collins, @ (510) 307-4630.

Please see the reverse side for the application.

Approved by:


Steve Collins, SELPA Director

**Community Advisory Committee (CAC for Special Education)
West Contra Costa Unified School District**

Due: Friday, November 17, 2017

Student's Name: _____ Grade: _____

School: _____ Classroom Affiliation: _____

Student's Address: _____

Phone Number: (where student can be reached): _____

Description of contribution to special education student (also include name of special education student(s), teacher and classroom phone number – use additional page if necessary):

Nominator: _____ Title: _____

School: _____ Classroom Affiliation: _____

Address (school or other): _____

Phone Number (where you can be easily reached): _____

Special Edition

A Publication of the Special Education Department of the West Contra Costa Unified School District

October 2017

California Dyslexia Guidelines

Excerpted from the California Department of Education 2017

The ability to read is a fundamental skill in modern society. It is the foundation on which we can build lifelong learning. When we learn to read, we are liberated: the entirety of the world's knowledge is available to us, and we are empowered to take control of our own education. Yet for people with dyslexia, this ability can be frustratingly out of reach. They struggle to master the code that translates groups of letters into meaningful words, sentences, passages, and books.

Dyslexia is defined as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and /or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom

instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

California's dyslexia guidelines attempt to provide up-to-date information for parents and educators while building on hard-won knowledge over decades of research. Although the information in the guidelines is not legally binding on LEAs, the goal in publishing California's dyslexia guidelines is to create a document that provides practical resources for identifying and educating students who are struggling academically because they cannot read.



New Faces of Cameron

Susan Moehlenbrock

Sue Moehlenbrock is from Seattle, but has lived in California for 30 years. She graduated from Central Washington University in Ellensburg, with a degree in bilingual education. She started her special education career in 2006. Currently, she is the Coordinator at Cameron School for the Early Intervention Program. She loves the commitment and enthusiasm of the Cameron and special education preschool staff.

Shirley Priestley

Shirley Priestley has lived in the Bay Area for the past 30 years. Her most recent assignment was in Oakland Unified as a Program Specialist. Shirley is excited about her move to West Contra Costa and her present assignment as a Program Specialist at Cameron School.

Kate Fahrner

Kate Fahrner hails from the East Bay. She graduated from the University of San Francisco with her Masters in Education and has been working as a special education teacher since 2010. Currently, she is a Program Specialist at Cameron School and she loves working in Early Intervention.

The Community Advisory Committee (CAC) for Special Education meets at Cameron School (except 3/15) on the following dates: All meetings begin at 7 p.m. Childcare is provided. (9/11, 10/02), 11/6, 12/4, 01/08, 02/05, 03/15 (You Make a Difference Awards at DeJean Middle School), 04/09, and 05/07.

Comprehensive Review

Kevin Nazario

The Special Education Department went through the Comprehensive Review process through the California Department of Education (CDE) in March 2017. The purpose of this review was to look at district policies and procedures as well as a review of programs at the site and student level.

Representatives from CDE worked collaboratively with our staff to do a student level file review of IEPs, review of district-wide policies and procedures, and site level visits where service logs were reviewed.

Additionally, the CDE conducted interviews with special education staff (teachers, service providers...etc) as well as Principals and general education teachers. The review team was in the district for 3 days and reviewed about 75 student files and visited about 12 school sites across the district. Through the review process, CDE utilized a number of rubrics and standards that our IEPs and programs were measured against. Based on this review, it was acknowledged that there are a lot of positive and strong components of our IEPs, programs and services across the district. One of the specific areas of improvement from our last review was our IEPs more clearly outlining accommodations, supplementary aids and services, and supports for personnel on

the IEP. However, there were a number of areas that continued to be noncompliant and new areas that were identified as being noncompliant. Some of these areas included how we document our supports for English Learners, Least Restrictive Environment calculation and Transition Plans for students 16 years and older. Based on the identified areas of noncompliance, our department has been given both student level and district-wide level corrective actions to address the specific issues seen in IEPs that were reviewed, as well as create trainings and professional development to address the more systemic issues. Our trainings have happened throughout the first few months of the school year with special education and general education staff. We have learned a lot from this process. It has been a good opportunity to look more closely at our practices and develop plans for addressing them. Our plan is to continue to review data throughout the year and implement plans and supports to improve our practice. In the long run, this will hopefully not only address compliance issues, but make our programs stronger and help our teachers and providers in meeting the needs of their students.



Save the Date

The 3rd Annual Special Education Conference for Parents and Caregivers of Students with Special Needs will be held Saturday, January 20th, 2018 at Pupil Services, 2465 Dolan Way, San Pablo.

You Make A Difference

Jeanine Bishop

On Thursday, March 15, 2018 the Community Advisory Committee will host its annual "You Make a Difference" Awards ceremony. This ceremony recognizes individuals who have gone above and beyond the call of duty to enhance the lives and educational experiences of our special education students in West Contra Costa County. The ceremony will also recognize students as well as a transportation provider. Nomination forms are being sent to schools for teachers to distribute. They should be sent home with students. Additional copies can be found online on the special education department webpage link to the Community Advisory Committee. Nominations are due back by November 17th. Please consider nominating an exceptional individual for this award.

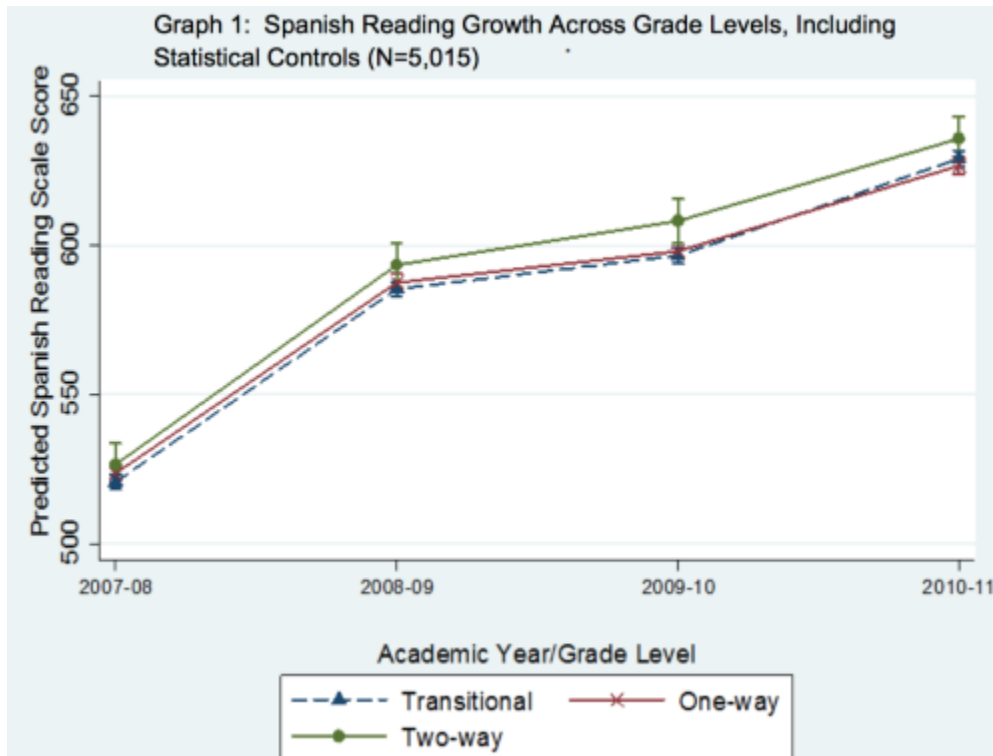
Top Three Frequently Asked Questions Regarding Dual Language Immersion (DLI) - Nia Rashidchi

Sample References and Resources

At the October 4th Board meeting, there were several important questions asked about Dual Language Immersion. Also, during the November 1 board meeting, we will be presenting on expanding DLI/Spanish to [one school](#) in the 2018-19 school year. This Friday Memo is an effort to offer information about the 3 most frequently asked questions and current research and resources relevant to the DLI field.

1. Are Dual Language Immersion (DLI) programs as effective as English only programs?

Research has shown to an overwhelming degree that when implemented effectively, DLI programs show equal if not more student growth than other forms of bilingual programming and English only programs. Research has shown the following:



It is important to take any local data in context of effective program implementation. If a program has not been implemented fully, this will be reflected in the program data. Other Bay Area immersion programs implemented with fidelity report significant growth in student achievement for all students.

2. What are the program differences of Dual Immersion as compared to other bilingual programs?

Program Access

DLI programs offer more access to ALL students:

- DLI welcomes students from all language backgrounds.
- DLI currently serves grades K-6 and will grow to serve prek-12.

Non-Dual Immersion programs offer decreased access to fewer students:

- Transitional Bilingual Education (TBE) programs only accept students with a Spanish language background
- TBE serves students only in K-3

Program Goals

DLI programming has three program goals:

- Bilingualism and Biliteracy: Students can read, write, and speak fluently in more than one language.
- High Academic Achievement: Students achieve at or above grade level equal to English only programs.
- Global Competency: Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time.

Other programs focus on transition from native language to English. Their goal is to use a student’s first language to build English proficiency, not bilingualism or biliteracy. Many non-immersion programs produce some level of bilingualism, but it is not guaranteed or an explicit program goal.

Dual Immersion programming differs in language allocations and progressions.

DLI Program Model 90-10			Transitional Bilingual Education (TBE) Program Model		
Grade	L1	L2	Grade	L1	L2
K	90% Spanish	10% English	K	80% Spanish	20% English
1	80% Spanish	20% English	1	70% Spanish	30% English
2	70% Spanish	30% English	2	60% Spanish	40% English
3	60% Spanish	40% English	3	40% Spanish	60% English
4	50% Spanish	50% English	4		
5	50% Spanish	50% English	5		
6	50% Spanish	50% English	6		

3. What are the benefits of Immersion programming as compared to other bilingual programming?

Dual Immersion offers more access to bilingual education and the cognitive, academic, and career benefits that come with being bilingual, biliterate, and globally competent. Other bilingual programs do not offer the comprehensive set of overall growth aligned to college and career expectations. Some of these specific areas include:

References and Research

Dual Immersion Background Information

[Guiding Principles for Dual Immersion](#)

Recent Research and District Examples

[Astounding Effectiveness: The North Carolina Story](#)

[Dual Language Can Close the Achievement Gap](#)

[Dual Language Education Programs: Current State Policies and Practices](#)

[Dual Language Programs Benefit Disadvantaged Black Kids, Too, Experts Say](#)

[The Promise of Bilingual and Dual Immersion Education](#)

[Reading Achievement Among English Language Learners: Evidence of Two-Way Bilingual Immersion Advantages](#)

[Spanish-English High School Proves Learning Two Languages Can Boost Graduation Rates](#)

[Study of Dual Language Immersion in Portland Public Schools](#)

The FISCAL REPORT an informational update

Copyright © 2017 School Services of California, Inc.

Volume 37

For Publication Date: October 20, 2017

No. 21

Top Legislative Issues for 2017—Final Actions

Meeting his October 15, 2017, deadline, Governor Jerry Brown completed action on nearly 1,000 bills for the 2017 legislative year, signing 859 and vetoing 118, or nearly 12% of those that made it to his desk.

We have sorted the bills we have been following this year into those that were signed by Governor Brown and those that were vetoed. All bills vetoed by Governor Brown include a veto message, providing his rationale behind returning the bill to the Legislature without his signature. They are often an interesting read—and provide direction on how a bill can be more successful in a future legislative attempt.

Subsequent articles will be posted that delve into implementing some of these important bills. This installment of Top Legislative Issues will be the last for the year and will return to production in January 2018.

To jump to certain sections, click on any of the appropriate links below:

- [Bills Signed by the Governor](#)
- [Bills Vetoed by the Governor](#)

Signed by the Governor

Assembly Bill (AB) 10 (Chapter 687/2017)—Feminine Hygiene Products: Public School Restrooms. This bill requires public schools maintaining grades 6 through 12, inclusive, that meet the 40% poverty threshold to operate a federal Title I schoolwide program to stock at least 50% of their restrooms with feminine hygiene products at all times and at no charge to students. Citing such products as necessary for the health and well-being of students, the bill's proponents argue that such products are medical necessities.

AB 23 (Chapter 654/2017)—Educational Programs: Single Gender Schools and Classes. This bill authorizes (1) a school district with an average daily attendance (ADA) of at least 400,000 to establish single gender schools, and (2) a charter school authorized by a school district with an ADA of at least 400,000 to be established as a single gender school. The measure also requires a school district that establishes a single gender school and a charter school established as a single gender school to conduct evaluations once every two years and to report the findings to the Senate Committee on Education and the Assembly Committee on Education.

AB 168 (Chapter 688/2017)—Employers: Salary Information. This bill prohibits an employer from relying on the salary history information of an applicant for employment as a factor in determining whether to offer an applicant employment or what salary to offer an applicant. The bill also prohibits an employer from seeking salary history information about an applicant for employment and would require an employer, upon reasonable request, to provide the pay scale for a position to an applicant for employment.

The bill does not prohibit an applicant from voluntarily, and without prompting, disclosing salary history information and does not prohibit an employer from considering or relying on that voluntarily disclosed salary history information in determining salary. The bill applies to all employers and does not apply to salary history information disclosable to the public pursuant to federal or state law.

AB 203 (Chapter 837/2017)—School Facilities: Design and Construction: Report: Regulations. This bill requires the California Department of Education (CDE) and the Office of Public School Construction (OPSC) to

each adopt regulations allowing for the funding of flexible instructional facilities for consideration by the State Board of Education and the State Allocation Board. The bill also requires the CDE to develop strategies to provide technical assistance support to small school districts in accessing state funds. Finally, the bill requires OPSC and the Division of the State Architect (DSA) to submit a report to the Senate and Assembly Education and Appropriations Committees that includes the feasibility of using a single application for state school facility approval with the CDE, OPSC, and DSA, or if the report determines that a single application is not feasible, include recommendations to reduce duplicative information. The report is due to the Legislature no later than July 1, 2018.

AB 699 (Chapter 493/2017)—Educational Equity: Immigration and Citizenship Status. This bill requires the Attorney General (AG) to publish model policies limiting assistance with immigration enforcement at public schools, requires local educational agencies (LEAs) to adopt the model policies or equivalent policies, and provides education and support to immigrant students and their families. The bill also prohibits school officials and employees of an LEA, except as required from state or federal law, or as required to administer a state or federally supported educational program, from collecting information or documents regarding citizenship or immigration status of pupils or their family members. The bill also provides that if an employee of a school is aware that a pupil's parent or guardian is not available to care for the pupil, the school shall first exhaust any parental instruction relating to the pupil's care in the emergency contact information it has for the pupil to arrange for the pupil's care.

AB 746 (Chapter 746/2017)—Public Health: Potable Water Systems: Lead Testing: School Sites. This bill requires community water systems serving a school site to test for the presence of lead in the school site's potable water system, defined as drinking fountains or faucets used for drinking water or preparing food, no later than July 1, 2019, if the site includes a building constructed before January 1, 2010. The community water system is required to report its findings to the school site within 10 business days of receiving test results or within 2 business days if the tests reveal lead levels in excess of 15 parts per billion.

If a school site contains lead levels in excess of 15 parts per billion, AB 746 requires the LEA to:

- Notify parents and guardians with children attending school or preschool at the site
- Take immediate steps to make contaminated fountains and faucets inoperable
- Provide potable drinking water to students

School sites constructed or modernized after January 1, 2010, are exempt from the requirements of AB 746, along with LEAs that are permitted as a public water system and are currently required to undergo lead testing in the potable water system and LEAs that tested for lead in their potable water systems after January 1, 2009, and post specified information on their websites.

AB 830 (Chapter 641/2017)—High School Exit Examination: Repeal. This bill repeals the requirement that the state develop and administer a California High School Exit Examination (CAHSEE) and the requirement that pupils pass the CAHSEE as a condition of receiving a high school diploma, and repeals references to the CAHSEE in the Education Code.

AB 1157 (Chapter 717/2017)—School Property: School District Advisory Committees: Teacher and School District Employee Housing: Property Tax Exemption. This bill exempts a school district from convening a specified advisory committee related to surplus property and would exempt specified requirements relating to the sale or lease of real property if the purpose of the sale or lease of property is for the construction, reconstruction, or renovation of rental housing facilities for school district employees, and would clarify a taxation exemption for property used to house employees of school and community college districts.

AB 1360 (Chapter 760/2017)—Charter Schools: Pupil Admissions, Suspensions, and Expulsions. This bill expands the procedures that must be included in a charter school petition related to involuntary expulsion from the charter school. The measure also provides for additional admission preferences as well as requires charter schools to notify parents that parental involvement is not a requirement for admission or continued enrollment at the charter school.

Senate Bill (SB) 54 (Chapter 495/2017)—Law Enforcement: Sharing Data. The bill requires the AG, by October 1, 2018, in consultation with stakeholders, to publish model policies limiting assistance with immigration enforcement to the fullest extent possible. Public entities, including public schools, have to implement that policy or an equivalent policy. The bill also prohibits, with certain exceptions, state and local law enforcement agencies, including school police and security departments, from using resources, money, or personnel to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes.

SB 138 (Chapter 724/2017)—School Meal Programs: Free and Reduced-Price Meals: Universal Meal Service. Using Medi-Cal participation data shared by the California Department of Health Care Services, the bill requires LEAs to directly certify eligible pupils for free and reduced-price meals to the extent allowable under federal law. This measure also requires that a high poverty school, as defined, provide breakfast and lunch to all enrolled pupils and would allow an LEA to opt out of this requirement due to fiscal hardship.

SB 250 (Chapter 726/2017)—Pupil Meals: Child Hunger Prevention and Fair Treatment Act of 2017. This bill requires an LEA to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under the LEA's policy; requires an LEA to attempt to directly certify a family for the free and reduced lunch program when a student has unpaid school meal fees and before the LEA notifies the parent or guardian within ten days of reaching a negative balance; and, prohibits school personnel from allowing any disciplinary action that is taken against the student to result in the denial or delay of a nutritionally adequate meal to that pupil.

SB 257 (Chapter 498/2017)—School Admissions: Pupil Residency: Pupils of Departed Parents: Residents of Adjoining State or Foreign Country: School District Reimbursement. This bill deems that a student meets residency requirements for school attendance in a school district if he or she is a student whose parent(s) were residents of California and have departed California against their will and if the student seeks admission to a class or school of a school district to be admitted by the school district regardless of his or her current residency provided that the student meets the following requirements:

- Has a parent or guardian who departed California against his or her will
- Provides official documentation evidencing the departure of his or her parent or guardian
- Moved outside of California as a result of his or her parent or guardian departing California against his or her will, as defined, and the student lived in California immediately before moving outside of California
- Provides information and evidence demonstrating that the student was enrolled in a public school in California immediately before moving outside of California

SB 379 (Chapter 772/2017)—Pupil Health: Oral Health Assessment. This bill requires the CDE to consult with the state dental director in developing and posting online the standardized notification form and requires the CDE, in consultation with those entities, to revise the standardized form as necessary. The bill also requires the standardized form to include specified information on parental rights relating to school site oral health assessments.

SB 544 (Chapter 395/2017)—School Districts: Contracting: Purchases for Child Nutrition Programs. This bill requires procurement bid solicitations and awards made by a school district for purchases in support of federal nonprofit child nutrition programs to be consistent with certain federal procurement standards. The bill requires awards to be let to the most responsive and responsible party, and would require price to be the primary consideration but not the only determining factor.

SB 550 (Chapter 812/2017)—Public School Employment: Meeting and Negotiating: Legal Actions: Settlement Offer: Attorney's Fees. This bill requires an employer who rejects an employee organization's settlement offer to pay the employee organization's reasonable attorney's fees and expenses if the employer fails to obtain a judgment or award more favorable than that provided in the settlement offer. The fee shifting procedure does not apply to unfair practice or arbitration proceedings.

SB 557 (Chapter 285/2017)—Food Donations and Pupil Meals: Schools. This bill authorizes an LEA to minimize food waste and reduce food insecurity by providing sharing tables where specified foods that are not consumed during school meal times can be placed to provide additional helpings to students, and also authorizes the LEA to donate such items to a food bank or other nonprofit charitable organization provided that the preparation, safety, and donation of food is consistent with Health and Safety Code guidelines.

Food placed on the sharing table may include prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41°F or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment.

SB 751 (Chapter 674/2017)—School Finance: School Districts: Annual Budgets: Reserve Balance. This bill makes changes to the existing school district reserve cap law in the following ways:

- Modifies the conditions under which the reserve cap is imposed to the year following the year in which funds in the Public School System Stabilization Account *equal or exceed* 3% of the Proposition 98 funding for school districts for that fiscal year
 - Requires the State Superintendent of Public Instruction to notify districts and county offices when these conditions are met and when they are no longer met
- Modifies the reserve cap from a combined assigned and unassigned ending fund balance based on the size of the district to a combined assigned or unassigned ending balance, in the General Fund (01) and the Special Reserve Fund for Other Than Capital Outlay (17), of 10% of those funds for all districts
 - Exempts basic aid school districts and districts with fewer than 2,501 ADA from the reserve cap requirement

In his signing message, the Governor notes a technical amendment will be needed in legislation next year regarding the application of the 10% cap so that the bill is implemented as intended. SB 751 takes effect on January 1, 2018.

Vetoed by the Governor

AB 45 (Thurmond, D-Richmond)—California School Employee Housing Assistance Grant Program. This bill would have required the Department of Housing and Community Development (HCD) to administer the California School Employee Housing Assistance Program, a predevelopment grant and loan program, to fund the creation of affordable housing for school district employees and teachers. The bill would have also required a qualified school district and a qualified developer to apply for this financing assistance and would have required the CDE and HCD to certify that a school district seeking a grant meets the definition of a qualified school district.

The Governor's veto message states in part:

“I recently signed Senate Bill 2 into law which provides an ongoing funding source for housing. In the first year, SB 2 directs fifty percent of the funding to be made available to local governments for planning purposes. In subsequent years, seventy percent of the funding is directly allocated to local governments so they can address their own unique housing needs and fifteen percent of the funding will be targeted towards workforce housing through the California Housing Financing Authority. Rather than creating a new program at this time, I encourage the author to work with the local governments in his district and collaborate with the California Housing Financing Authority to maximize the funding in SB 2.”

AB 233 (Gloria, D-San Diego)—Pupils: Right To Wear Religious, Ceremonial, or Cultural Adornments at School Graduation Ceremonies. This bill would have specified that a pupil has the right to wear religious, ceremonial, or cultural adornments at school graduation ceremonies. The bill would have also declared that nothing in its provisions shall be construed to limit an LEA's authority to prohibit an item that is likely to cause

a substantial disruption of, or interference with, the ceremony or to expand or diminish any pupil rights established under specified provisions related to school dress codes and pupil freedom of speech.

The Governor's veto message states in part:

“Students in California have a well-established right to express their views through symbolic acts under the state Education Code and the Free Speech Clause of the First Amendment. See Tinker v. Des Moines Independent Community School Dist. (1969) 393 U.S. 503, 506. Under these precedents, student expression is clearly protected. To the extent that there is a dispute about what a student can wear at school graduation ceremonies, I believe those closest to the problem -- principals and democratically elected school boards -- are in the best position to make wise judgments.”

AB 568 (Gonzalez Fletcher, D-San Diego)—School and Community College Employees: Paid Maternity Leave. This bill would have required the governing board of a school district, the governing body of a charter school, and the governing board of a community college district to provide at least six weeks of a leave of absence with full pay for a certificated, academic, or classified employee who is required to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery therefrom. The bill would have authorized the paid leave to begin before and continue after childbirth, provided that the employee is actually disabled by pregnancy, childbirth, or a related condition.

The Governor's veto message states in part:

“I have signed two previous bills, AB 2393 of 2016 and AB 375 of 2015, that allow these employees to receive differential pay for maternity and paternity leave. I believe further decisions regarding leave policies for school employees are best resolved through the collective bargaining process at the local level. I would also encourage districts to consider participating in the State Disability Insurance program that would allow these employees to receive pay in addition to what is already being provided.”

AB 621 (Bocanegra, D-San Fernando)—Classified Employees: Classified School Employees Summer Furlough Fund. This bill would have authorized classified employees of school districts that do not pay the annual or monthly salaries in 12 equal monthly payments to participate in the Classified School Employees Summer Furlough Fund and would have required the district employer to deposit amounts withheld from the employee paychecks in accordance with that employee's choices in an account within its General Fund, to be known as the Classified School Employees Summer Furlough Fund. The bill would have further required the CDE to apportion monies to each school district with a classified employee who had opted to participate in the fund in the amount of \$2 for each \$1, up to the equivalent of 80 hours of employment, or 10 days of employment, whichever is greater.

The Governor's veto message states in part:

“Employee compensation is a matter subject to local collective bargaining. This bill reduces the flexibility of local educational agencies and bargaining units to agree on employee compensation in a manner that reflects local needs, resources and priorities. For these reasons, I cannot sign this bill.”

AB 952 (Reyes, D-San Bernardino)—Teachers: Bilingual Teacher Professional Development Program: Bilingual Teacher Shortage Pathways. This bill would have required the Commission on Teacher Credentialing, in consultation with the Committee on Accreditation, to develop a process of identifying additional short-term, high-quality pathways for the preparation of bilingual education teachers.

The Governor's veto message states in part:

“California recently provided funds to support teachers and paraprofessionals interested in becoming bilingual teachers. This past spring the Commission awarded one-time grants to higher education institutions that sought to create or improve four-year integrated teacher education programs, including for bilingual teachers. Before making additional investments on this matter I believe it's wise to first assess the success of our current programs.”

—The SSC Governmental Relations Team

posted 10/18/2017



NATIVE NEWS ONLINE.NET

... Celebrating Native Voices



Please Help Support The Native News Online

Enter amount (USD)

Thursday, October 26, 2017

- HOME
- ADVERTISE
- CURRENTS
- EDUCATION
- ENTERTAINMENT
- HEALTH
- OPINION
- TRAVEL
- CLASSIFIED ADS-JOBS

[Home](#) / [Currents](#) / One of California's Largest School Districts Says Goodbye to Columbus Day in Favor of Indigenous Peoples' Day

ONE OF CALIFORNIA'S LARGEST SCHOOL DISTRICTS SAYS GOODBYE TO COLUMBUS DAY IN FAVOR OF INDIGENOUS PEOPLES' DAY

BY [NATIVE NEWS ONLINE STAFF](#) / [CURRENTS](#) / 20 OCT 2017

[Tweet](#)

RELATED POSTS



Cherokee Nation Foundation Partnership Secures More Than \$2.3 Million for Cherokee Students

BY [NATIVE NEWS ONLINE STAFF](#)

Help support Native News Online by clicking on our sponsors' advertisements.





Published October 20, 2017

RICHMOND, CALIFORNIA – One of California’s largest school districts, the West Contra Costa Unified School District, has replaced Columbus Day with Indigenous Peoples’ Day.

The



Doug Sibley, California-Nevada Native American Ministries, UNC

school district’s board of education voted unanimously to to make each second Tuesday of October officially Indigenous Peoples’ Day.

The Inter-Tribal Council of California, the United Urban Warrior Society- California Chapter the Richmond Pow-



#NATIVEVOTE1 – It’s Back to the Polls in Six States

BY **MARK TRAHANT**



Health, Education, and Human Services Committee Successfully Concludes the 2017 Navajo Language and Culture Revitalization Summit

BY **NATIVE NEWS ONLINE STAFF**



Dakota Community Assists to Create New Era for Historic Fort Snelling

BY **LEVI RICKERT**

Wow Committee, California-Nevada Committee on Native American Ministries, UNC and other allies from the community had worked with the WCCUSD Board of Education to help support and give input on making it officially Indigenous Peoples' Day.

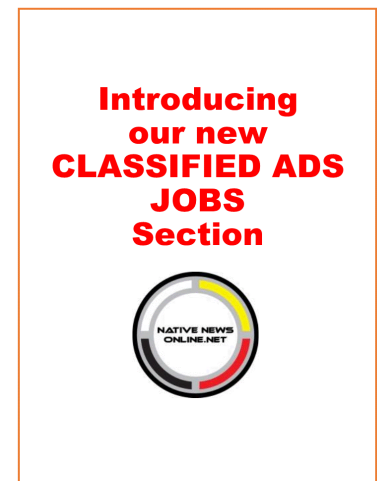


The West Contra Costa Unified School District has over 35,000 students.

Below is the entire resolution of Indigenous Peoples' Day passed by the board of education:



Courtney Cummings, Richmond Powwow Committee



**West Contra Costa Unified School District
Resolution No. 43-1718**

In Recognition of Indigenous Peoples' Day



WHEREAS, the idea of Indigenous People’s Day was first proposed in 1977 by a delegation of Native nations to the United Nations-sponsored International Conference on Discrimination Against Indigenous Populations in the Americas; and

WHEREAS, in an effort to reveal a more accurate historical record of the “discovery” of the United States of America, representatives from 120 Indigenous nations at the First Continental Conference on 500 years of Indian Resistance, unanimously passed a resolution to transform Columbus Day into an occasion to recognize the contributions of Indigenous people despite enormous efforts against native nations; and
 WHEREAS, West Contra Costa Unified School District (WCCUSD) recognizes Indigenous People and their accomplishments and contributions past and present; and

WHEREAS, WCCUSD recognizes West Contra Costa County is built upon the homelands and villages of Indigenous People, such as the Ohlone, Miwok, and Yokuts; and

WHEREAS, WCCUSD recognizes Indigenous People continue their contribution to our modern society, with the largest population of Native Americans residing in California; and

WHEREAS, honoring Christopher Columbus, who did not contribute to science but inflicted lasting historical trauma to Indigenous People, sends the wrong message to our children; and

WHEREAS, there are countless movements around the

world and in the United States at the present time by Indigenous People to protect land, fight against climate destroying projects, and build viable cultural systems; and

WHEREAS, the European settlers were aided in their survival by the teachings of this country's first inhabitants and the contributions of the Native Americans to this nation's government, history, and culture are as numerous and varied as the tribes themselves; and

WHEREAS, California Education Code section 5124.5 specifically calls for instruction in the social sciences to include the study of the role and contributions of Native Americans to the economic, political, and social development of California and the nation, with particular emphasis on portraying the role of Native Americans in contemporary society; and

WHEREAS, the History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve states that the history curriculum of community, state, region, nation, and world must reflect the experiences of men and women of different racial, religious, and ethnic groups and must be integrated at every level.

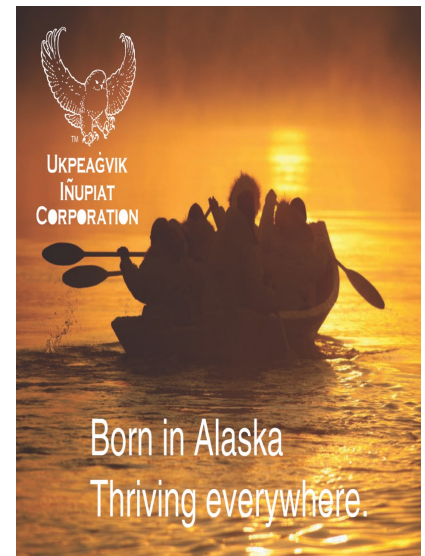
NOW THEREFORE BE IT RESOLVED that the Board of Education of the West Contra Costa Unified School District proclaims the Second Monday in October as Indigenous Peoples' Day; and

BE IT FURTHER RESOLVED that resources and training will be made available to teachers on appropriate ways to teach about the history, struggles, and accomplishments of Indigenous Peoples.

PASSED AND ADOPTED by the Board of Education of the West Contra Costa Unified School District on this eighteenth day of October 2017, by the following vote:

AYE's ____ NO's ____ ABSENT ____ ABSTAIN ____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, Contra Costa County, at a



Archives

Archives

Select Month ▼

Subscribe to Native News Online

Enter your email address to subscribe to this blog and receive notifications of new posts by email.

Join 712,290 other subscribers

Email Address

Subscribe

meeting of said Board on October 18, 2017.

**Find us on
Facebook**

President of the Board of Education of the Clerk of the
Board Education of the
West Contra Costa Unified School District West Contra
Costa Unified School District

SHARE THIS:

Share 24

Tweet

Share

G+

Save

submit

Public Records Request Log 2017 - 2018
Week Ending October 26, 2017

	Date of Receipt	Requestor	Requested Records/Information	Current Status
3	7/18/17	Kyra Kocis Transparent California	WCCUSD 2016 Employee Compensation Report	Reviewing Data for Report
8	8/17/17	Kyra Worthy For Richmond	Electronic Communications / Various – Beginning January 1, 2015 – November 1, 2017	10/18/17 BATCH#1 10/26/17 BATCH#2 Ready to be Picked Up Reviewing Additional Documents
17	9/19/17	Jeanette Jackson Total Package Professional Serv.	WCCUSD Solar Project Construction Projects at Crespi, Stewart, Hanna Ranch and Montalvin	10/11/17 Email sent / Documents to ITEMS#1, #2 and #3 emailed ITEM#4 – Waiting for Documents
23	10/16/17	Jeanette Jackson Total Package Professional Serv.	WCCUSD Solar Project Construction Projects at Ellerhorst, Kensington, Lincoln, Murphy, Peres, Pinole Middle and Tara Hills	Gathering Records
24	10/23/17	Giorgio Cosentino	Hercules Schools / Executive Director's Job Description	10/26/17 Documents sent via email COMPLETED
25	10/23/17	Giorgio Cosentino	WCCUSD Child Abuse Identification Training Materials	10/26/17 Documents sent via email COMPLETED
26	10/23/17	Sarah Valdez / Legal Assistant Law Offices of Young, Minney Corr LLP	WCCUSD Elementary School, Middle School and High Schools' Records/Documents/Data	10/25/17 Acknowledgement email sent
Public Records Request Log / Ongoing 2016 - 2017				
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	12/2/16 Documents sent via email 3/31/17 Documents sent via email 5/5/17 Documents sent via email 7/13/17 Documents sent via email 9/22/17 Documents sent via email Gathering/Reviewing additional Docs 10/27/17 Additional Docs Available