

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
April 16, 2021

Upcoming Events – Matthew Duffy

- April 16: Budget Committee Meeting, 3:00 PM
- April 19: First Day of Spring Intervention Program
- April 19: Charter Committee Meeting, 4:00 PM
- April 20: Agenda Setting, 4:00 PM
- April 21: Academic Committee Meeting, 4:00 PM
- April 26: Academic Committee Meeting, 4:00 PM
- April 27: DLI Committee Meeting, 4:00 PM
- April 27: DLCAP Meeting, 6:30 PM
- April 28: Board of Education Regular Meeting, 6:30 PM
- April 29: MDAC Meeting, 6:00 PM

African American Student Achievement - Rubén Aurelio (William McGee & team)

1. Please join us for a parent/guardian workshop Saturday, April 17, 2021, at 10:00 am. Ms. Selina Jackson will provide strategies and techniques to families who are at home with their children during distance learning. This is in response to families asking for support and in line with the resolution to support Black/African American students.

SOLUTION WORKSHOP
URGENT HELP FOR RESTLESS AND ANXIOUS STUDENTS AT HOME
APRIL 17, 2021 AT 10 A.M.

DISCOVER PROVEN STRATEGIES TO:

- Mastering Emotions:** Motivate your children easier and more effectively
- Effective Communication:** Discover Learning Styles and practice easier and more effective conflict management skills

AFTER THE PROGRAM, YOU AND YOUR CHILD WILL:

- Feel less anxious and less insecure
- Feel less out of control of the results you want
- Make a significant contribution to the wellbeing of yourself and your children



Selina Jackson
Educator & Counselor

Online interactive classes and live streaming for Black/African American families
Zoom Meeting ID: 975 5333 4474
Passcode: 993370

OAASA
OFFICE OF AFRICAN AMERICAN STUDENT ACHIEVEMENT

WWW.WCCUSD.NET/OAASA

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2. Article by CTA about the Program for Academic Success that OAASA coordinated:

Tutoring: Students Are Seen and Heard

United Teachers of Richmond (UTR) member Terra Doby remembers struggling with reading as a young child and how it affected her. She says the experience informs and empowers her work with students who need reading support and with her kindergartners. She participates in the Program for Academic Success, a West Contra Costa Unified School District tutoring program that supports approximately 60 African American students experiencing difficulty with reading literacy.



Terra Doby

Four days a week, Doby works with five second-grade students for an hour — a setting that affords the kind of engagement they need to best learn.

“I noticed students were longing for interaction. They were feeling unseen,” says Doby. Working in small groups is great because they feel seen and heard.”

A January report by the Learning Policy Institute explores the use of high-quality tutoring as an effective intervention strategy to support students during the pandemic, finding that successful tutoring has four main characteristics:

- It employs credentialed educators.
- It is provided at least three days a week for at least 30 minutes, as part of the regular school day, in groups of five or fewer.
- It invests in staff capacity building.
- It builds relationships between students and teachers.

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“While much of what has been lost during this pandemic cannot be replaced, a well-designed, well-funded tutoring initiative is one way we can increase instructional time for students and provide instructional support for teachers,” the report reads.

“[Intensive tutoring] empowers students. That’s what keeps them coming back every day.”
—*Terra Doby, United Teachers of Richmond*

Since Doby works with a vulnerable population of students, she says it’s unclear whether their needs are caused by the pandemic or if it exposed pre-pandemic learning gaps associated with inequality. Either way, Doby’s attention to their social and emotional needs, daily affirmations to support their confidence and self-esteem, and ongoing skills practice to support their reading are making a difference — and they’re having a lot of fun, too.

“They’re eating it up! I’m seeing lots of growth!” says Doby, who drops off materials at her students’ homes, including valentines for all her kindergartners. “It empowers them, and that’s what keeps them coming back every day. Just because you’re a reluctant or non-fluent reader doesn’t mean you can’t learn and grow.”

Doby is one of 10 UTR educators employed by the district for the targeted program, which pays market-rate wages for experienced teachers — a fact that shows the district is invested in the goal of providing resources to students, Doby says.

“This investment will help students grow and thrive.”