

West Contra Costa Unified School District  
*Office of the Superintendent*

**Friday Memo**  
**September 17, 2021**

**Upcoming Events – Dr. Kenneth C. Hurst**

September 22: Betty Reid Soskin Middle School Ribbon Cutting Celebration, 9:30 AM, Facebook Live

September 22: Board of Education, 6:30 PM, DeJean Middle School

September 23: Board of Education Retreat, 8:00 AM, TBD

September 29: Board of Education Study Session, 4:00 PM DeJean Middle School

**Next Board Meeting September 22 – Dr. Kenneth C. Hurst, Sr.**

Closed session will begin at 5:00 PM.

**Educational Services - LaResha Martin (Stephanie Hearne & team)**

Attached you will find the 2021 September/October [Assessment Brief](#). This is the first of five Briefs that are sent throughout the school year. The purpose of the brief is to keep staff informed of upcoming key assessment dates and to highlight important announcements. The Brief is also posted in the Principal Bulletin and is located on the district website under Assessment Updates & Briefs.

**CTE TEACH Grant - LaResha Martin (Allison Huie & team)**

The West Contra Costa Unified School District has qualified as a finalist for the [2021-2022 CTE TEACH Program](#) in Northern CA. Since 2009, Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP), in partnership with the California Department of Education (CDE), has offered, CTE TEACH, a mentor support and professional development program for Career Technical Education (CTE) mentors and new CTE teachers.

Based on our application, the West Contra Unified School District qualifies for at least two mentors who will each have up to 150 hours available over the course of the academic year; to be used in direct connection with the mentoring they will conduct with new CTE teachers. This is the first time that West Contra Costa Unified School District has been awarded this grant.

**African American Student Achievement - LaResha Martin (William McGee & team)**

The OAASA in coordination with the special education department will host a parent/guardian engagement workshop on Tuesday, September 21, 2021 at 6:00 pm via zoom.

**Session #1:**

**Every Shut Eye Ain't Sleep: Becoming An Effective Advocate for Your Child  
Families as Equal Status Partners in the Educational Process**

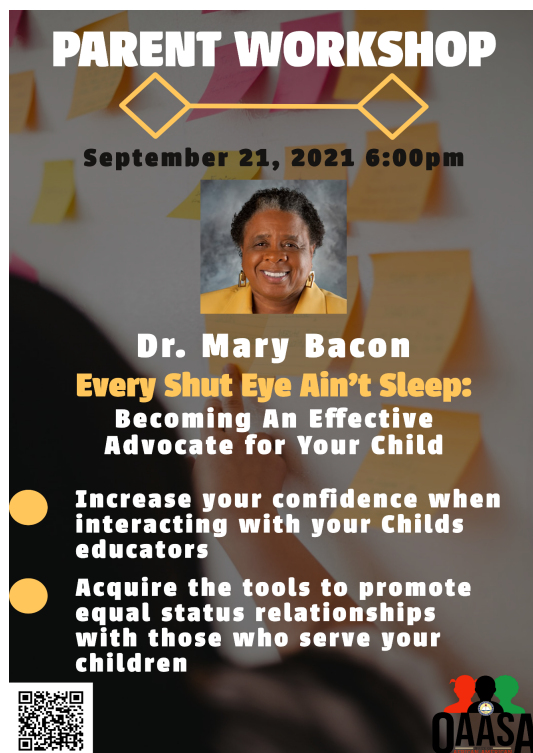
**September 21, 2021. 6:00PM-7:30PM**

**Session Description**

This interactive, down-to-earth and inspiring presentation will engage participants in a journey of self-exploration and introspection that prepares families to assume more effective partnership roles with

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educators. Participants will have greater confidence in their interactions with educators and acquire the tools to promote equal status relationships with those who serve their children, With a particular emphasis on families who have not traditionally been involved actively with educators, the presentation will help families to become advocates for their children in an educational system that may not always give them messages about their strengths and their ability to conquer any obstacles that they may face.



The OAASA will be visiting the high schools in conjunction with Contra Costa College College. The OAASA will also host two workshops via zoom on Sep 28, College Application and HBCU information, and Sep 30 "Financial Aid for College" Informational Workshop.

The Mafanikio Academic Coaching Program is beginning at several sites. Site leaders and site coordinators have been meeting to plan the program at their site for their Black/African American students.

**Program Goal:**

The *Mafanikio Academic Coaching Program* (Mafanikio means *achievement* in Swahili) immerses students in a culture of high academic and behavioral expectations while developing a growth mindset conducive to learning and overcoming challenges. It aims to accelerate academic success by providing support in English Language Arts and Math while providing opportunities for students to participate in the study of African American culture, literature, history, through study trips and other enrichment activities which develop cultural awareness, college and career readiness skills.

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**Program Details:**

A Mafanikio pilot program was initiated at ten schools in the fall of 2016: King, Lincoln, Mira Vista, Nystrom, Sheldon, Stege, Stewart, DeJean Middle, Hercules Middle, Kennedy and El Cerrito High School. Students enrolled in 12 week sessions which consisted of 6 hours per week of extended learning.

**Program Components:**

**Academic:** The Academic component for elementary and middle school students is provided by online learning platforms that pre-assess and then generate individualized learning paths. Bi-monthly monitoring and post-assessments are used to monitor students' progress and success. Students are assisted and supported during their online learning time by instructional coaches in small group settings.

**Growth Mindset:** For students in grades 1-3, *Growing Early Mindsets* (GEM) integrates growth mindset and social/emotional learning principles and practices. Students in upper elementary and secondary grades will be immersed in a blended learning curriculum called *Brainology*, which is designed to teach students the understanding that their intelligence and abilities are not fixed and can be developed through effort (*Efficacy Model*). They learn that their brains-like their muscles-become stronger with effort and practice.

**African American Culture:** All Mafanikio Students will be exposed to Afrocentric literature, history, and African American culture. Students will:

1. Explore the seven principles of Kwanzaa and participate in site level Kwanzaa celebration and district level celebration.
2. Create Black History Month presentations to share with their school community and the school district community.
3. Explore the Black National Anthem.
4. Explore literature, materials and activities that relate specifically to the African American experience.

**Enrichment:** Enrichment activities vary by site. Sites should support their own enrichment activities. Centralized support from the OAASA may be limited and may have constraints. Enrichment partners are: East Bay Center for Performing Arts, Rich City Kids, Calculus Round Table.

Mafanikio students may also participate in field trips (two per session) to local Bay Area museums such as MOAD, Oakland Museum, Egyptian Museum, Tech Museum, Planetarium, Exploratorium, Lawrence Hall of Science, Chabot Space & Science Center, colleges and university campus visits, and local company visits such as Facebook, google, Twitter, Wells Fargo. The overall Mafanikio program is coordinated by the Director and Coordinators of the Office of African American Student Achievement.

**Positive School Climate - LaResha Martin (LaShante Smith)**

As part of our restorative restart and commitment to ensuring that students' social/emotional needs are met, the Board is asked to vote to approve a social emotional wellness screener contract with Illuminate Education at the September 22nd Board meeting. Once approved, the District will administer the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), a school-wide social, academic, and

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emotional behavior risk screener. The SAEBRS is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to align with a dual-factor model of student social-emotional functioning, which asserts that mental health should be defined by both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills). Students from grades 2-12 will self-assess their social, academic, and emotional behavior. For a more complete picture, teachers are able to rate students to gain a better idea of a students social-emotional functioning and wellbeing. Based on information from the SAEBRS, school sites can use the data to determine each student's level of need and to design and implement appropriate interventions targeted to specific student needs. The SAEBRS can be administered up to 5x per year to allow for progress monitoring of student interventions. The SAEBRS is aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework and the district-adopted social emotional wellness framework, which emphasizes the social/emotional competencies of: self-management, self-awareness, social awareness, relationship skills, and responsible decision making (all within the context of educational equity).

**Updates from Operations - Luis Freese**

Operations would like to provide an update on items from the recent Board meeting. Currently, staff is working with suppliers to explore additional disposable face masks with higher filtration for kids. As part of our investigation of materials, we want to make sure any personal protective equipment (PPE) that we purchase is in alignment with the guidelines from the CDC.

Staff has ordered stickers that will be placed on the exterior of in-wall or in cabinet HVAC units the next time the MERV 13 filter is replaced. This exterior signage will indicate when the filter is replaced, the technician, and the next replacement date.

Staff can order PPE through a warehouse requisition. For more information about how to place an order, please refer to the District's purchasing website <https://www.wccusd.net/Page/309>.

Staff has contracted for the upgrade to the speaker configuration to better distribute audio to the audience and stage area.

**Attendance & Enrollment by school and grade September 2020-21 vs 2021-22 Tracey Logan**

The below tables show the Enrollment and Attendance rates by school based on a date in time - September 14/15 of 2020 and 2021. For detailed information on the attendance and enrollment numbers by school and grade, please [review this spreadsheet with relevant tabs](#).

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**ENROLLMENT BY SCHOOL**

School	9/15/20	9/14/21	Change
Bayview Elementary	438	372	-66
Betty Reid Soskin Middle School	391	453	62
Chavez Elementary	453	430	-23
Collins Elementary	332	341	9
Coronado Elementary	360	358	-2
De Anza High School	1379	1316	-63
Dover Elementary	586	531	-55
Downer Elementary School	514	494	-20
El Cerrito High School	1599	1570	-29
Ellerhorst Elementary	374	336	-38
Fairmont Elementary	536	502	-34
Ford Elementary	422	417	-5
Fred T Korematsu Middle School	731	690	-41
Gateway to College	105	95	-10
Grant Elementary	544	546	2
Hanna Ranch Elementary	396	387	-9
Harding Elementary	456	459	3
Helms Middle School	768	650	-118
Hercules High School	794	763	-31
Hercules Middle School	624	619	-5
Highland Elementary	444	403	-41
John F. Kennedy High School	836	832	-4
Kensington Elementary	465	432	-33
King Elementary	452	408	-44
Lake Elementary	388	380	-8
Lincoln Elementary	353	331	-22
LoVonya DeJean Middle School	416	414	-2
Lupine Hills Elementary	422	375	-47
Madera Elementary	469	442	-27
Michelle Obama Elementary	373	409	36
Middle College High School	297	295	-2
Mira Vista School	601	572	-29
Montalvin School	532	501	-31
Murphy Elementary	428	389	-39
Nystrom Elementary	492	443	-49
Ohlone Elementary	485	472	-13
Olinda Elementary	362	336	-26
Peres School	583	580	-3
Pinole Middle School	444	407	-37
Pinole Valley High School	1311	1333	22
Richmond High School	1517	1517	0
Riverside Elementary	364	333	-31
Shannon Elementary	350	347	-3
Sheldon Elementary	306	296	-10
Stege Elementary	233	215	-18
Stewart School	405	358	-47
Tara Hills Elementary	422	372	-50
Valley View Elementary	337	264	-73
Verde School	351	341	-10
Vista High (Alternative) School	110	117	7
Washington Elementary	431	369	-62
West County Mandarin Elementary	300	348	48
<b>Total</b>	<b>27081</b>	<b>25960</b>	<b>-1121</b>

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**ATTENDANCE RATE BY SCHOOL**

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