

Friday Memo
October 23, 2015

Upcoming Events – Bruce Harter

October 24: Richmond Swim Center Grand Opening, Kennedy, 5:00 PM
October 28: Minimum Day Middle & High Schools, Report Card Marking
October 28: Citizens' Bond Oversight Committee, FOC, 6:00 PM
October 29: Richmond Chamber Economic Summit, Craneway Pavilion, 8:00 – 1:00 PM
October 29: School Safety and Climate Committee, 9:00 AM, DeAnza
October 29: MDAC, Helms, 6:30 PM
October 30: MDAC, Kennedy, 9:00 AM
October 30: Minimum Day K-8 Schools
October 30: Halloween Parade, El Cerrito Band at selected Elementary Schools, Afternoon
October 31: Sylvester Greenwood Academy Grand Opening, 10:00 AM

Governance Subcommittee – Bruce Harter

Our Governance Subcommittee (Ms. Cuevas and Mr. Groves) met on Monday and finalized a recommendation for the size and composition of the CBOC that will be come before the Board at the November 4 meeting. The CBOC will be discussing the recommendation at this Wednesday's CBOC meeting. The recommendation follows:

The Board and Citizens Bond Oversight Committee have discussed the membership of the CBOC on several occasions over the past three years including at joint meetings on September 30, 2015, June 15, 2015, September 14, 2014, October 16, 2013, and August 15, 2012. The Contra Costa Civil Grand Jury Report 1514 contained findings and recommendations regarding the composition and membership size of the WCCUSD Citizens Bond Oversight Committee.

During the most recent joint meeting, the Board and CBOC members shared their insights and suggestions about the size and composition of the CBOC but did not come to a consensus. The Board's Governance Committee was charged with bringing recommendations to the Board to respond to the Grand Jury Report on the size and composition of the CBOC as well as making a recommendation to the Board. The Governance Subcommittee heard public comment and discussed the issues of the size and composition of the CBOC at meetings on September 14 2015, September 21 2015, October 5, 2015, and October 20, 2015.

At the October 20, 2015 meeting the two subcommittee members, Chair Valerie Cuevas and member Todd Groves agreed that the Citizens Bond Oversight Committee, as a whole should have the opportunity for a final discussion on the matter at its October 28, 2015 meeting. In making the recommendation described below, the Subcommittee's recommendation would affirm the statutorily required positions, eliminate the individual appointments for Board members, modify the way in which Cities and the unincorporated County areas are represented, modify the representation for the WCCUSD employee unions, maintain the Building Trades position and add a position for a student member. By consensus, they also agreed to recommend the size and composition of the CBOC to the full Board:

Affirming the membership of the five statutorily required positions, the business representative, senior citizen, taxpayer representative, a parent of a district student and a parent who is both a parent of the district student and a member of parent-teacher organization;

Providing for three additional designated positions:

- 1. One member to represent the four employee unions, UTR, Public Employees Local 1, SSA and WCCAA. This member may not be a current WCCUSD employee;*
- 2. One member to represent the Contra Costa Building Trades;*

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3. *One member to represent students who is a WCCUSD student.*

Providing for nine at-large positions including three residents of the City of Richmond, one resident each from the Cities of El Cerrito, Hercules, Pinole, and San Pablo, two residents who live in the unincorporated areas of the school district.

The Subcommittee further agreed that the transition from the current composition of the CBOC would take place as the current terms of members expired. This would ensure a gradual change in membership that would be completed in 2017. When positions become available, community members would submit an application to the Facilities Subcommittee of the Board who would review the applications and make recommendations to the Board as a whole.

The chart below includes a table for the current CBOC membership of 19 positions and the proposed membership of 17 positions.

Current Membership
Business Organization *
Senior Citizen Organization *
Taxpayers' Organization *
Parent or Guardian *
Parent/Guardian & PTA*
El Cerrito
Hercules
Pinole
Richmond
San Pablo
Unincorporated Area
Unincorporated Area
Board of Trustees WCCUSD
Board of Trustees WCCUSD
Board of Trustees WCCUSD
Board of Trustees WCCUSD
Board of Trustees WCCUSD
Building Trades
Public Employees Union

Proposed Membership
Business Organization *
Senior Citizen Organization *
Taxpayers' Organization *
Parent or Guardian *
Parent/Guardian & PTA*
At-large Position by El Cerrito Resident
At-large Position by Hercules Resident
At-large Position by Pinole Resident
At-large Position by Richmond Resident
At-large Position by Richmond Resident
At-large Position by Richmond Resident
At-large Position by San Pablo Resident
At-large Position by Unincorporated Area Resident
At-large Position by Unincorporated Area Resident
WCCUSD Student
Representative of WCCUSD employee unions
Building Trades Position

“*” indicates the statutorily required positions

Ed Services Snapshot – Nia Rashidchi

The Ed Services department supports our students, teachers, and administrators in a variety of ways. We think it is important for our board members to know what we are doing and how we are doing it. We created a document called the *Ed Services Snapshot* that describes a great deal of the work that we do to ensure we support our districtwide goal of students becoming college and career ready able to make life choices with productive and positive outcomes. The Snapshot is included in this Friday memo.

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Current Certificated Openings-Ken Whittemore

Please find listed below the latest certificated hiring update. Provided is the school and grade, reason for vacancy, and current status. If you have any questions or comments please feel free to contact me.

School/Grade	Reason for Vacancy	Current Status
Fairmont 5/6 Combo	Recent Resignation	Job offered, fingerprint clearance in progress
Kennedy Counselor	Late September Resignation	Interviews being held
Greenwood Academy Counselor	Late September Resignation	Interviews being held
El Cerrito .80 English	Late Resignation	Job offered, declined by candidate, continued posting
Cameron	Currently not filled	Continued Posting

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.

Ed Services 2015-16: A Snapshot

West Contra Costa USD is implementing the California Standards through a variety of strategies, actions, programs, processes, and procedures. Our ultimate goal is to ensure that our students are College and Career-ready, able to make life choices with productive and positive outcomes.

Please read below to see a snapshot of the hard work being done by teachers, administrators, students, and central office staff.

K-12 Overall Implementation of the California Standards has been happening via:

- ❖ Building teacher capacity in the implementation of the California Standards,
- ❖ Building districtwide Instructional Leadership Team (ILT) capacity to collaborate, assess needs, set goals, create action plans, monitor implementation, analyze data, and work on continuous improvement,
- ❖ Training teachers to be trainers for the new standards,
- ❖ Providing Summer Institutes focused on integrating the standards and technology for rigorous lesson planning and daily practice,
- ❖ Infusing standards information, materials, and strategies into all professional development: Writing, Treasures curriculum, Academic Language sessions, Pizza and Planning sessions,
- ❖ Providing 2015 - 2016 Institute sessions on the new ELD standards,
- ❖ Providing 2015 - 2016 Institute sessions on Literacy across the curriculum,
- ❖ Developing and distributing California Standards support materials: College and Career Posters, Depth of Knowledge (DOK) posters, ELA Anchor Standards poster, close reading support tools, parent info. packets for the standards, etc.,
- ❖ Developing and distributing the *WCCUSD Apple Tree of Life* Infographic to help tie the work together,
- ❖ Providing performance task writing assessments for students in K-12 directly tied to the content standards and the Smarter Balanced Assessment Consortium (SBAC) rubric,
- ❖ Providing professional development sessions for principals on Close Reading, Collaborative Conversations and Formative assessment, and on standards basics and beyond,
- ❖ Providing sessions to parent groups on the California Standards,
- ❖ Providing on-site standards info. training on Basics, as well as specific areas of focus like collaborative conversations, close reading, and information writing,
- ❖ Supporting multiple opportunities for teacher leadership (i.e. Academic Subcommittee teachers, Department Chairs, National Board Certified teachers, Tech teacher leaders, Common Core Working group teachers, Growth Mindset/Efficacy lead teachers, Elementary Report Card Committee, and Linked Learning lead teachers), and
- ❖ Supporting an Academic Subcommittee, led by Board Member Randy Enos and Liz Block, to ensure that key academic issues are discussed by teachers throughout the year and vetted recommendations are presented to the full Board of Education.

- ***Specific Elementary (K-6) English Language Arts (ELA) Focused Work:***
 - Developing Smarter Balanced aligned ELA multiple choice and constructed response assessments,
 - Modeling ELA benchmarks on Smarter Balanced formats,
 - Supporting the use of formative assessments through training and on-site support for use of the Renaissance Learning platform to assess students in order to guide instruction to meet student needs for successful academic performance with the California Standards,
 - Providing Smarter Balanced Assessment-like writing performance tasks for ELA,
 - Providing content coaching support for grades 3 - 6 (predominantly at Focus Schools),
 - Providing pacing guides for grades K - 6,
 - Providing curriculum support for teachers/students during Summer School,
 - Supporting Full-Day Kindergarten teachers in optimal use of instructional minutes,
 - Providing on-going Professional Development for Upper Grade Prep teachers in the areas of keyboarding, digital literacy and social studies,
 - Providing PD in the Areas of Focus, ELA Framework, Renaissance Learning, differentiated learning and Human Growth and Development (grades 5-6),
 - Supporting full implementation of the Multi-Tiered System of Supports (MTSS) designed to provide students with learning environments that address differentiated learning needs in the California Standards, and
 - Training for districtwide elementary teachers to support the use and implementation of the California Standards report card.

- ***Specific Secondary English Language Arts (ELA) and History/Social Studies, Literacy across the content areas, and Visual and Performing Arts (VAPA).***
 - Implementing the use of secondary California Standards aligned ELA instructional modules,
 - Providing World Languages materials with digital resources and online pathways for differentiation,
 - Training and supporting the Implementation by all Middle School History teachers of the Document Based Question (DBQ) curriculum,
 - Creating and providing Smarter Balanced Assessment-like writing performance tasks for English and History/Social Studies teachers (6-12),
 - Providing Smarter Balanced-aligned ELA multiple choice and constructed response assessments,
 - Facilitating computer-based California Standards aligned academic intervention programs at secondary schools,
 - Supporting college and career readiness by standardizing high school master schedules and aligning with UC A-G requirements,
 - Providing professional development to teachers and secondary Instructional Leadership Team site support focused on best practices in literacy across all content areas, and the integration of technology to improve student achievement and student engagement, and
 - Developing a standardized support framework for PreK-12 VAPA teachers and providing professional development around integration of arts education and instruction with the California Standards.

- ***Specific K-12 Mathematics, Science, and Educational Technology Work:***
 - Providing mathematics content coaching support for all grade 6 teachers, and all middle and high school mathematics teachers, through ten full-time coaches,
 - Providing Science content coaching support for all middle school science teachers and high school biology teachers, through three full-time coaches,
 - Providing STEM coaching support for selected grades 3-5 teachers, through two full-time coaches,
 - Providing elementary and secondary technology integration support, through two full-time educational technology coaches,
 - Creating Web resources, including best practice lessons, content presentations, parent guides, SBAC resources, and “how to” videos (maintained on district mathematics, science, and educational technology websites),
 - Revising hyperlinked curriculum guides (linked to the district web resources) for mathematics grades K through Algebra II, and science for grades 7, 8, and high school biology,
 - Building study guides for mathematics grades 3 through Algebra II,
 - Modeling Mathematics benchmark assessments on Smarter Balanced formats,
 - Providing summer and after school support programs for students,
 - Offering annual summer mathematics professional development by grade span (Pre K-2, 3-5, 6-8, 9-12),
 - Offering educational technology summer professional development,
 - Offering after school mathematics, science, and educational technology professional development and teacher collaboration,
 - Organizing a California standards-aligned textbook adoption process for grades K-5,
 - Creating an “easy to use” process for teachers to access Common Sense Media tools to ensure safe, responsible, and respectful digital citizenship, through web resources posted on the district educational technology website,
 - Using BrightBytes to collect data at the beginning and end of the school year, from parents, students, teachers, and administrators regarding the level of WCCUSD technology use and integration at home and in the classroom,
 - Continuing to use a standards-aligned multiple measure placement matrix to create smooth course pathways for students to successfully enter, complete, and advance beyond Algebra I, and
 - Building and implementing a district Fab Lab, Mobile Fab Lab, and Hybrid Fab Lab, using a standards-based curriculum development model starting with content in mathematics, science, and/or engineering, as well as providing hands-on activities in the labs for students.

o **Additional Support for English Learners in WCCUSD**

We have the following three focus areas to support the needs of English Learners:

- To provide daily, rigorous English Language Development instruction,
- To develop and cite daily language objectives that frame opportunities for student discourse (collaborative conversations) and develop academic vocabulary, and
- To frequently use genuine formative assessments to guide instruction.

Our roadmap of services for WCCUSD English Learners is the Master Plan for English Learners (MPEL). The MPEL was revised with input from multiple stakeholders (teachers, administrators, parents, community members, Board members, and other District staff). The new MPEL was approved by the Board of Education on August 13, 2014.

Major work includes:

- Providing PD on the new ELA/ELD Framework for administrators,
- Providing Secondary ELD professional development on the new curriculum materials that are aligned to the new ELD Standards (*Inside* for middle school, and *Edge* for high school),
- Providing professional development opportunities for elementary and secondary teachers in the following areas: English Language Development (ELD), California New ELD Standards, and Newcomer strategies, Transitional Bilingual Education and Dual Language Immersion,
- Providing ELD, SDAIE, and Newcomer PD for elementary and secondary RSP/NSH teachers,
- Working with Lydia Stack, administrators, teachers and District personnel to establish Newcomer Hubs at Richmond HS and Helms MS,
- Providing support for Newcomer students at RHS, JFK, and Helms,
- Providing access to online ELD Benchmarks, and
- Partnering with community partner, Writer Coach Connection, to provide one-on-one coaching support to EL student writers within the ELD classroom.

Additional Support for Early Learning in WCCUSD

We aim to provide a rich and intensive early learning experience in WCCUSD that will result in academic and social emotional growth/strength for all young scholars.

We work on the following 3 goals:

- To build and implement an effective early learning program that will promote academic success for all students,
- To meet children where they are, getting to know them well, and enabling them to reach goals that are challenging, and achievable, and
- To implement parent engagement strategies that support student growth.

Major work includes:

- Implementing 17 Transitional Kindergarten (TK) and 16 Preschool classes located at various WCCUSD school sites,

- Working with TK teachers to modify the TK report card based on the California Standards, Preschool Learning Foundations, and Desired Results materials on Illuminate. (The report card truly supports effective parent conferences and program alignment.),
- Implementing Early Learning best practices with teachers by collaborating in Professional Learning Cohorts (PLC's),
- Supporting teachers to participate in varied, high quality training sessions to support professional growth (e.g. Desired Results Developmental Profile (DRDP), California Preschool Instructional Network (CPIN), National Association for the Education of Young Children (NAEYC), Early Edge, Early Childhood Environmental Rating Scale (ECERS), Quality Rating and Improvement Systems (QRIS), Classroom Assessment Scoring System (CLASS), Contra Costa County Office of Education (CCCOE) TK support meetings, early learning writing strategies/assessments, portfolio development, and data review),
- Enhancing the state and county compliance plan, including Raising A Reader /Tandem Reading Program and Ready 4K Text Messaging Program, and
- Providing parent workshops focused on transitioning to TK or kindergarten.

o **College and Career Readiness Pathways/ROP**

Major work includes:

- Providing training to Pathway teachers based on their needs,
- Providing opportunities for pathway teachers to participate in training and classwork, resulting in national certification for Career and Technical Education (CTE)
- Supporting the Pathway Certification process, through partnership with ConnectEd, WCCUSD teachers, and principals,
- Implementing the actions included in the MOU with Contra Costa College regarding dual enrollment,
- Supporting site staff and students to participate in dual enrollment classes,
- Supporting concurrent enrollment opportunities with Contra Costa College for our students (currently a Certified Nursing Assistant class and an Emergency Medical course; 800 students participate in concurrent enrollment),
- Supporting monthly meetings between Pathways and their college counterparts to better coordinate our joint work. This supports students to enter into Contra Costa College. The LPATs (Local Pathway Action Teams) are grouped by Pathway and have a facilitator to assist in the work,
- Working with individual Pathway Advisory Boards to become regional advisory boards,
- Facilitating Community of Practice (COP) monthly meetings for teachers and principals, and
- Creating and working with the Graduate Profile committee to “build-out” the graduate profile with grade span benchmarks and metrics. (The ultimate outcome will be a living document with PreK-12 targets that act as guideposts for our students and staff to see and strategically work along the pathway to college and career readiness.)

Growth Mindset and Efficacy to Access the California Standards:

We aim to develop and grow the WCCUSD's student academic support model focused on academic mindsets and self-efficacy, promote greater access to the California Standards, and ensure all students become college and career ready by:

- Providing WCCUSD educators substantial and ready access to current, national educational scholarship and research, as well as locally-informed approaches on academic Growth Mindsets and Efficacy, and
- Examining the local context behind educational issues unique to WCCUSD to explore nuances masked by broader district data.

Major work includes:

- Providing ongoing Growth Mindset professional development to administrators, teachers, staff and parents,
- Providing coaching and support to deepen knowledge and implement research based practice at the classroom and school level,
- Creating opportunities to build greater district capacity in the area of academic mindsets and self-efficacy (e.g., administrator/principal leaders, teacher/staff leaders, student leaders, and parent leaders),
- Disseminating ready research on the Growth Mindsets and Efficacy to promote access to the California Standards,
- Collaborating with other organizations to provide PD and ongoing support to administrators, teachers, staff and parents (e.g., Efficacy Institute, Teach For America, etc.), and
- Identifying lead teachers, pilot classrooms, and school wide models in Growth Mindset and Efficacy to serve as exemplars in WCCUSD.

Extended Learning 2015

An exciting Extended Learning Program was delivered during the summer of 2015. Elementary students received daily instruction in ELA/ELD, Math, and Science. The curriculum was hands-on, engaging, and utilized integrated technology. Each expanded learning school had a theme with culminating activities. There was also an additional summer program offered to our elementary students through the Ed. Fund that focused on reading. Middle school students received daily instruction in ELA/ELD, and Science, with an additional online Career Exploration course. High school students were offered curriculum to recover credits that included a blended model of direct teacher instruction, supplemented with an online course in the content areas. Twelve thousand five hundred seventy five credits were recovered during this period and five thousand four hundred sixty five elementary and secondary students participated in the Extended Learning Program.

Adding to the summer intervention and credit recovery programs offered, were a variety of enrichment programs. Academic Talent Development Program (ATDP) from UC Berkeley was provided for both elementary and secondary students. Enrichment programs for secondary students additionally served three hundred and sixty-nine students. These programs and organizations included: Upward Bound, Pandora, Mills and Holy Names College, the Ivy League Colleges under the Ivy League Connection, Saint Mary's, NASA/RYSSE, Center for the Youth Development through Law, the Academy of Arts in San Francisco, and the City of El Cerrito.

Ongoing Technology Integration to Implement the California Standards:

The integration of technology into classroom instruction is a thread woven throughout the California Standards. In order to achieve a highly rigorous level of integration, WCCUSD provides teachers and administrators the tools, training, and support they need, as well as ensuring that we are progressing by monitoring levels of integration.

Tools include:

- Classroom teachers are provided with a laptop computer, a document camera, and a projector,
- In a tiered roll-out program, tablets are provided to students, and
- Illuminate, as the district's student data and assessment tool, allows teachers and administrators to easily access the student assessment and academic data, as well as generate, instantly scan, and grade assessments. (Online assessments are being utilized through Illuminate in 2015-16 to give our students and teachers more opportunities to practice with on-line assessments.)

Public Records Request Log 2015-2016
Week Ending October 22, 2015

	Date of Receipt	Requestor	Requested Records/Information	Current Status
6	7/15/15	Fatima Alleyne	#1- District Budget for Administrator Appointments #2- Job Descriptions / Announcements for Teachers and Teacher Aides' appointments posted as Parcel Tax Appointments #3- Health documents for Washington Elementary 5/31 – 6/5/15	Assigned to Attorney
7	7/15/15	Fatima Alleyne	#1- Salaries for Superintendents and Administrators #2- Lozano Smith Attorneys' Invoices 1/2012 – 7/15/15	Assigned to Attorney
27	10/5/15	Janet Headington	Attorney Fees / Mr. Ngo	10/19/15 Documents mailed COMPLETED
28	10/5/15	Anton Jungherr	Harris Construction Agreement / Board Approval Date	10/19/15 Documents mailed COMPLETED
29	10/5/15	Anton Jungherr	Joint Board of Ed and CBOC Meeting of September 30, 2015 / Voice recording	10/19/15 CD mailed COMPLETED
30	10/9/15	Betsy Brazy Law Office of Betsy J. Brazy	Fagen, Friedman Fulfroost Attorneys / Invoices, payments, costs, Agreements for services rendered in <i>WCCUSD v. Natalia Quintero</i>	Gathering Documents
31	10/12/15	Glenn Snyder Sheet Metal Workers Union	Alvarado Adult School / Restroom Remodel Project	Gathering Documents
32	10/12/15	Fatima Alleyne	Lozano Smith Attorneys / All Invoices, Contracts and Expenses paid beginning January 1, 2014 – December 31, 2014	Assigned to Attorney
33	10/15/15	Jerry McClain Labor Commissioner State of California	New Gompers and LPS Richmond School Projects / McCray Plastering Records	10/22/15 Documents sent via email COMPLETED
34	10/15/15	Jerry McClain Labor Commissioner State of California	El Cerrito High School / Stadium Project – Hauzen Inc. Records	10/22/15 Documents sent via email COMPLETED
35	10/15/15	Giorgio Cosentino	Information on drug related issues and resources pertaining to Hercules High, Hercules Middle and North Campus / To be used during Red Ribbon Week	10/21/15 Documents sent via email COMPLETED
36	10/15	Nicole Williams	Common Core Standards Test Results by race, gender and school site	Acknowledgement letter sent In Progress
37	10/16	Jessica Scott CC Electrical Compliance	Human Resources Department / Improvement Project – Payroll Records	Acknowledgement letter sent In Progress
38	10/16	Fatima Alleyne	Parcel Tax Measure D for 2012 / All financial and bank statements, invoices, receipts and salaries for 2012-13 SY	Assigned to Attorney
39	10/16	Rhem Bell United Teachers of Richmond	Charter School / Teachers' Data	Acknowledgement email sent In Progress
Public Records Request Log / Ongoing 2014 - 2015				
87	11/18/14	Fatima Alleyne	Washington School Budget / SSC SY 2009 -to- 2013	4/3 and 5/18/15-Contacted Requestor to review documents Requestor to schedule apt. to review
176	3/23/15	Michael Strub Jr. Irell & Manella LLP	CA Healthy Kids Survey / CA School Climate Survey / CA Student Survey / LCAP / Student Information / Suspensions / Expulsions / Employment Information	Extension Invoked In Progress / Ongoing Gathering / Reviewing Documents Documents being sent via email after review

	Date of Receipt	Requestor	Requested Records/Information	Current Status
197	5/19/15	Timothy Adams Schoolie	WCCUSD Student Information/Records for the past 5 years	Extension Invoked In Progress / Ongoing Gathering / Reviewing Documents Documents being sent via email after review

Sylvester Greenwood Academy High School

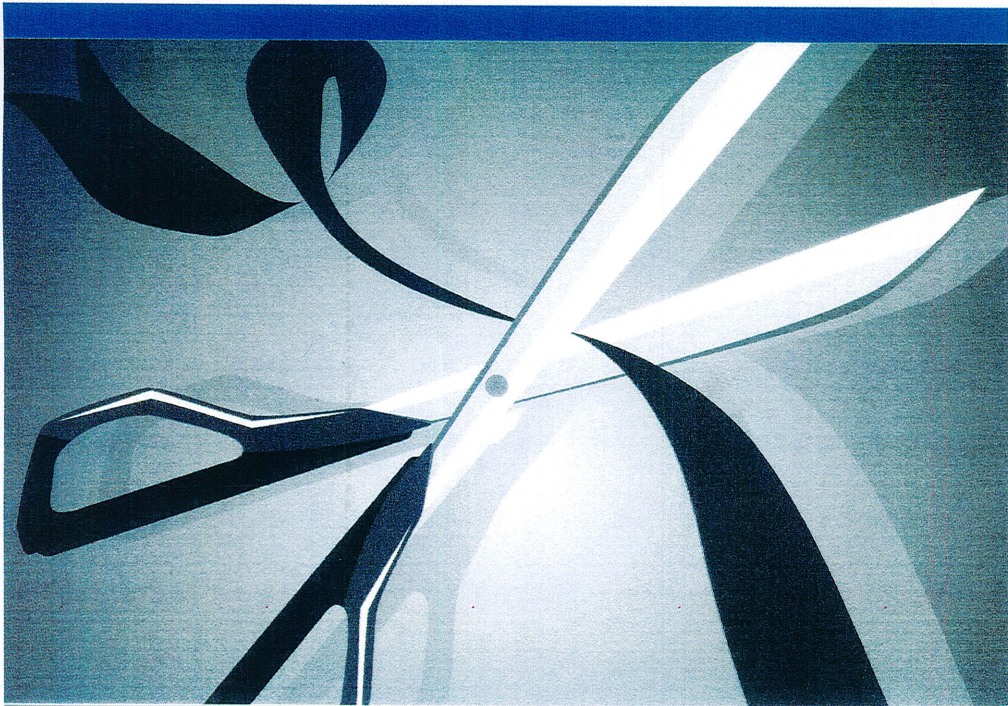
Ribbon Cutting Ceremony

Saturday, October 31st, 2015

10AM

831 Chanslor Ave, Richmond, CA 94801

*"It is easier to build strong children than to repair broken men."
- Frederick Douglass*



Sylvester Greenwood was born February 17, 1945, in Thebes, Arkansas. His family moved to Berkeley, California in 1946 and moved to Richmond in 1953. He loved Richmond so much that he made a conscious decision to work and live in Richmond. He wanted to show young people that education was the key to their future. He had a tremendous impact on the lives of children, youth, and families in West Contra

Costa Community. He was a success story, he was a role model, he was a compassionate teacher and administrator with WCCUSD, he was always willing to support and contribute to worthy causes. Everyone in the community knows "Greenwood." If you ever were with him in the community you would have observed person after person coming up to him and saying "Hey Greenwood...you remember me? I remember the time I came to your office and" This was usually followed by some success story, an update on their life, where they are working now, how their parents are doing, or other updates. Many have gone to see him and have come out as "Greenwood Kids."

