

Friday Memo
October 13, 2017

Upcoming Events – Matthew Duffy

October 14: Volunteer Fingerprinting for Parents, Helms, 9:00 – 12:00
October 17: Facilities Subcommittee, FOC, 4:00 PM
October 18: Board of Education Meeting, DeJean, 6:30 PM
October 21: 12th Annual Parents as Partners Conference, DeJean, 9:00 – 3:00
October 23: Agenda Setting, Superintendent’s Office, 4:00 PM
October 23: Youth Commission, Helms, 6:30 PM
October 25: College Day
October 25: CBOC, FOC, 6:00 PM
November 1: Board of Education Meeting, DeJean, 6:30 PM

Next Week’s Board Meeting – Matthew Duffy

Closed Session for the October 18 meeting will begin at 6:00 PM.

Bright Futures Contract on October 18 Board Agenda - Nia Rashidchi

The 2017-18 Bright Futures contract is on the Board agenda for October 18. Please see the student outcomes for the 2016-17 Bright Futures contract in a chart contained in this Friday memo. The 2016-17 data displays progress in the following categories: ***Belonging and Community, Goal-Setting & Progress, Growth Mindset, Hope, Relevance, Self-Advocacy, Self-Efficacy, Study Skills, and Time Management.***

The 2017-18 outcomes are listed in the contract on the board agenda. We look forward to continuing to work with Bright Futures in serving our students during the 2017-18 school year.

High Expectations Contract on October 18 Board Agenda – Nia Rashidchi

The 2017-18 High Expectations contract is on the board agenda for October 18. Please see the **2016-17** outcomes from last year’s High Expectations work below.

The **2017-18** outcomes are listed in the contract on the board agenda. We look forward to continuing our partnership with High Expectations in growing our capacity to serve our most underserved students and community. We are aiming to have enhanced participation of our African American families and increased academic outcomes for our African American students.

Kurieo Media – Matthew Duffy

At the coming Board meeting, there will be a contract for Kurieo media. This organization will be working with us to create a new branding and marketing campaign for teaching in our district. Kurieo is a local company with the core of their team including their founder hailing from our schools. We believe Kurieo has the tools and experience to help spread the wider message about the beauty and attractiveness of our schools and community as a place to teach. You can check them out at www.kurieo.com. The work will include filming, video shorts, messaging, branding, web presence, social media presence and targeted outreach to particular communities where we want to recruit.

This work is aimed at helping us achieve our goals in the Roadmap around retention.

2016-2017 Accomplishments

OUR GOALS	WHAT WE ACCOMPLISHED
To have one African American Site Advisory Team (AASAT) member assigned at each of the 52 WCCUSD schools	<ul style="list-style-type: none"> At the end of 2016-2017 42 schools had 1 or more AASAT leaders
To ensure that AASAT members have the tools, resources and skills needed to support the assessment of their school's climate and culture and current family engagement practices	<ul style="list-style-type: none"> AASAT members were trained over two 2-hour sessions to identify and train African-American parents at their school site to complete the walk-through and coordinate the process with their Principal.
To conduct a District-wide Climate and Culture Assessment and provide recommendations for improved climate and culture	<ul style="list-style-type: none"> 37 schools completed the Family-Friendly School Walk-Through
To ensure that 6 AASAT members (at early adopter sites) have the capacity to establish an AAPAC at their school site	<ul style="list-style-type: none"> 6 school sites implemented a series of 6 workshops designed to train a cohort of African-American parent leaders who, upon graduation, would form a school AAPAC
To establish African-American Parent Advisory Councils at 6 early-adopter school sites	<ul style="list-style-type: none"> 41 parent graduates at 6 sites
To document the AASAT program in preparation for the development of a WCCUSD AAPAC Toolkit that includes the tools and resources needed to establish and facilitate school-site AAPACs	<ul style="list-style-type: none"> We have documentation of meeting outlines, handouts, PPTs and participation feedback for all AASAT meetings. AASAT meeting outlines and handouts include processes and procedures for replicating the strategies.
To build the capacity of WCCUSD SCOWs to support AASAT Leader at school site to support the Climate and Culture Walk-Through and establishment of a school family engagement team	<ul style="list-style-type: none"> We conducted two trainings with WCCUSD SCOWs to prepare them to support the Climate and Culture Walk-Through
Provide participants with the tools and strategies needed to support sustainable family engagement practices at the district and school-site level	<ul style="list-style-type: none"> High Expectations provided one 2-hour professional development training to all principals and one 2-hour professional development training to all District Leadership Staff.
To build the capacity of 30 school teams to develop family engagement action plans for building strong home-school partnerships with African-American families that lead to improved academic outcomes	<ul style="list-style-type: none"> 32 school teams attended.

BRIGHT FUTURES OWNERSHIP OF LEARNING STUDENT SURVEY SPRING & SUMMER 2017

n=44		APRIL 2017			AUGUST 2017			Change in Favorable April-Aug	
Item #	Category	ITEM	% Favorable	% Sort of / Not Sure	% Unfavorable	% Favorable	% Sort of / Not Sure		% Unfavorable
1	Growth Mindset	I know that through my effort I can grow my own intelligence.	95.24%	4.76%	0.00%	91.30%	8.70%	0.00%	-3.93%
3	Growth Mindset	When I make a mistake I use it as a learning opportunity.	57.14%	23.81%	19.05%	82.61%	17.39%	0.00%	25.47%
4	Growth Mindset	I know that making mistakes is a necessary part of learning and not something to feel bad about.	95.24%	4.76%	0.00%	100.00%	0.00%	0.00%	4.76%
5	Self-Advocacy	When I am confused in class, I seek out help from a peer.	71.43%	0.00%	28.57%	91.30%	8.70%	0.00%	19.88%
6	Self-Advocacy	When I am confused in class, I seek out help from a teacher.	85.71%	4.76%	9.52%	73.91%	26.09%	0.00%	-11.80%
7	Self-Advocacy	I feel confident asking a teacher for an extension when I need more time to do my best work.	76.19%	23.81%	0.00%	81.82%	18.18%	0.00%	5.63%
8	Self-Advocacy	I believe communicating with my teachers is important for my success.	85.71%	9.52%	4.76%	86.96%	13.04%	0.00%	1.24%
9	Self-Advocacy	I stand up for myself in an appropriate way when I feel I'm being treated unfairly.	52.38%	33.33%	14.29%	77.27%	22.73%	0.00%	24.89%
10	Belonging & Community	I feel like I belong at school.	85.71%	4.76%	9.52%	82.61%	13.04%	4.35%	-3.11%
11	Belonging & Community	I feel respected at school.	57.14%	33.33%	9.52%	95.65%	4.35%	0.00%	38.51%
12	Belonging & Community	I feel comfortable at school.	47.62%	33.33%	19.05%	100.00%	0.00%	0.00%	52.38%
13	Belonging & Community	I have fun at school.	66.67%	28.57%	4.76%	95.65%	4.35%	0.00%	28.99%
14	Belonging & Community	I feel like I can be myself at school.	66.67%	23.81%	9.52%	100.00%	0.00%	0.00%	33.33%
15	Belonging & Community	I have supportive friends at school.	80.95%	19.05%	0.00%	100.00%	0.00%	0.00%	19.05%
16	Belonging & Community	There is at least one adult at school I trust and can talk with in a real	76.19%	9.52%	14.29%	100.00%	0.00%	0.00%	23.81%
17	Belonging & Community	I feel like I belong at Bright Futures.	95.24%	4.76%	0.00%	100.00%	0.00%	0.00%	4.76%
18	Belonging & Community	I feel respected at Bright Futures.	90.48%	9.52%	0.00%	100.00%	0.00%	0.00%	9.52%
19	Belonging & Community	I feel comfortable at Bright Futures.	95.24%	4.76%	0.00%	95.65%	4.35%	0.00%	0.41%
20	Belonging & Community	I have fun at Bright Futures.	100.00%	0.00%	0.00%	86.96%	13.04%	0.00%	-13.04%
21	Belonging & Community	I feel like I can be myself at Bright Futures.	85.71%	14.29%	0.00%	100.00%	0.00%	0.00%	14.29%
22	Belonging & Community	I have supportive friends at Bright Futures.	90.48%	9.52%	0.00%	95.65%	4.35%	0.00%	5.18%
23	Belonging & Community	There is at least one adult at Bright Futures I trust and can talk with in a real way.	100.00%	0.00%	0.00%	91.30%	8.70%	0.00%	-8.70%
24	Relevance	School gives me useful preparation for what I plan to do in life.	66.67%	33.33%	0.00%	69.57%	21.74%	8.70%	2.90%
25	Relevance	I learn valuable skills at school.	95.24%	4.76%	0.00%	30.43%	56.52%	13.04%	-64.80%
26	Relevance	Working hard in school is important for my future.	95.24%	4.76%	0.00%	17.39%	43.48%	39.13%	-77.85%

n=44			APRIL 2017			AUGUST 2017			
Item #	Category	ITEM	% Favorable	% Sort of / Not Sure	% Unfavorable	% Favorable	% Sort of / Not Sure	% Unfavorable	Change in Favorable April-Aug
27	Relevance	Bright Futures gives me useful preparation for what I plan to do in life.	90.48%	9.52%	0.00%	73.91%	26.09%	0.00%	-16.56%
28	Relevance	I learn valuable skills at Bright Futures.	80.95%	19.05%	0.00%	82.61%	17.39%	0.00%	1.66%
29	Goal-Setting & Progress-Monitoring	I set goals for myself.	66.67%	19.05%	14.29%	95.65%	4.35%	0.00%	28.99%
30	Goal-Setting & Progress-Monitoring	I keep track of my progress toward my goals.	52.38%	38.10%	9.52%	0.00%	0.00%	100.00%	-52.38%
31	Goal-Setting & Progress-Monitoring	I think about my goals and reflect on my progress at least once per week.	38.10%	28.57%	33.33%	91.30%	8.70%	0.00%	53.21%
32	Goal-Setting & Progress-Monitoring	I learn and practice goal-setting in school.	47.62%	23.81%	28.57%	95.65%	4.35%	0.00%	48.03%
33	Goal-Setting & Progress-Monitoring	I learn and practice goal-setting at Bright Futures.	61.90%	33.33%	4.76%	86.96%	13.04%	0.00%	25.05%
34	Hope	I feel hopeful about my future.	85.71%	14.29%	0.00%	34.78%	34.78%	30.43%	-50.93%
35	Hope	I try not to think about the future because I don't feel very hopeful.*	66.67%	23.81%	9.52%	60.87%	9.09%	27.27%	-5.80%
36	Hope	My teachers know and care about my future hopes and dreams.	66.67%	23.81%	9.52%	69.57%	30.43%	0.00%	2.90%
37	Hope	Staff at Bright Futures knows and cares about my future hopes and dreams.	85.71%	14.29%	0.00%	60.87%	39.13%	0.00%	-24.84%
38	Study Skills	I feel confident that I know how to study for my classes.	66.67%	23.81%	9.52%	56.52%	43.48%	0.00%	-10.14%
39	Study Skills	When I have a major test or assignment, I make a plan and begin studying at least three days in advance.	57.14%	28.57%	14.29%	77.27%	13.64%	9.09%	20.13%
40	Study Skills	When I have a major test or assignment, I get together with my friends or classmates to study.	23.81%	23.81%	52.38%	73.91%	26.09%	0.00%	50.10%
41	Time Management	I complete and turn in my school assignments on time.	61.90%	23.81%	14.29%	78.26%	21.74%	0.00%	16.36%
42	Time Management	When I get an assignment, I break it down into small tasks that I then complete one by one.	47.62%	23.81%	28.57%	69.57%	21.74%	8.70%	21.95%
43	Self-Efficacy	I usually get the grade on assignments that I think I deserve.	61.90%	28.57%	9.52%	82.61%	17.39%	0.00%	20.70%
44	Self-Efficacy	When I get a grade for my work, I use it as an opportunity to identify my strengths and weaknesses.	66.67%	19.05%	14.29%	52.17%	30.43%	17.39%	-14.49%
45	Self-Efficacy	When I get a low grade, I think of next steps for how I can improve.	80.95%	14.29%	4.76%	73.91%	17.39%	8.70%	-7.04%
46	Self-Efficacy	I am comfortable raising my hand and speaking during class.	66.67%	19.05%	14.29%	78.26%	17.39%	4.35%	11.59%
47	Self-Efficacy	I am comfortable speaking in front of my class (for example, giving a presentation or performance).	57.14%	23.81%	19.05%	95.65%	4.35%	0.00%	38.51%
48	Self-Efficacy	I can do well in school.	76.19%	14.29%	9.52%	82.61%	17.39%	0.00%	6.42%

Item #2 was excluded due to widespread confusion among responders

**marks reverse-coded item*

BRIGHT FUTURES OWNERSHIP OF LEARNING STUDENT SURVEY SPRING & SUMMER 2017

RESULTS BY CATEGORY

APRIL 2017

AUGUST 2017

CATEGORY	APRIL 2017				AUGUST 2017									
	% Favorable	% Sort of / Not Sure	% Unfavorable	# Yes	# Sort of / Not Sure	# No	Total	% Favorable	% Sort of / Not Sure	% Unfavorable	# Yes	# Sort of / Not Sure	# No	Total
Belonging & Community	81.29%	13.95%	4.76%	239	41	14	294	95.96%	3.73%	0.31%	309	12	1	322
Goal-Setting & Progress-Monitoring	53.33%	28.57%	18.10%	56	30	19	105	73.91%	6.09%	20.00%	85	7	23	115
Growth Mindset	82.54%	11.11%	6.35%	52	7	4	63	91.30%	8.70%	0.00%	63	6		69
Hope	76.19%	19.05%	4.76%	64	16	4	84	57.14%	28.57%	14.29%	52	26	13	91
Relevance	85.71%	14.29%	0.00%	90	15	0	105	54.78%	33.04%	12.17%	63	38	14	115
Self-Advocacy	74.29%	14.29%	11.43%	78	15	12	105	82.30%	17.70%	0.00%	93	20		113
Self-Efficacy	68.25%	19.84%	11.90%	86	25	15	126	77.54%	17.39%	5.07%	107	24	7	138
Study Skills	49.21%	25.40%	25.40%	31	16	16	63	69.12%	27.94%	2.94%	47	19	2	68
Time Management	54.76%	23.81%	21.43%	23	10	9	42	73.91%	21.74%	4.35%	34	10	2	46