

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
November 12, 2021

Upcoming Events – Dr. Kenneth C. Hurst

November 15: Citizens Bond Oversight Committee, 6:00 PM
November 17: Board of Education Meeting, 6:30 PM, DeJean Middle School
November 23: Independent Redistricting Commission Meeting, 6:30 PM
November 22-26:(No school)
November 25-26: Thanksgiving Holiday

Next Board of Education Meeting November 17– Dr. Kenneth C. Hurst, Sr.
Closed session will begin at 4:30 PM.

Communications Update – Ryan Phillips
WCCUSD News of the Week: November 8-12

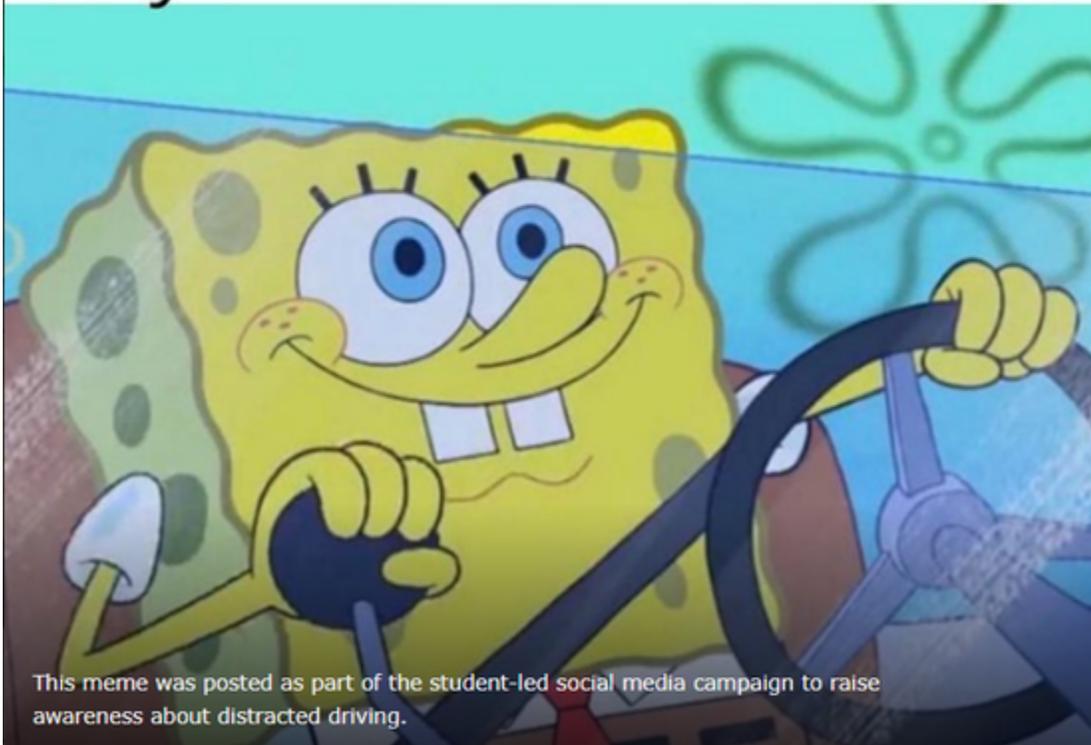
November 8, 2021

Los Angeles Times - [Faced with soaring Ds and Fs, schools are ditching the old way of grading](#) - Paloma Esquivel

A few years ago, high school teacher Joshua Moreno got fed up with his grading system, which had become a points game. “It was literally inequitable,” he said. “As a teacher you get frustrated because what you signed up for was for students to learn. And it just ended up being a conversation about points all the time.” Traditional grading has often been used to “justify and to provide unequal educational opportunities based on a student’s race or class,” said Yoshimoto-Towery and Pedro A. Garcia, senior executive director of the division of instruction. The urgent need for change became painfully apparent during pandemic-forced school closures as educators grappled with how to fairly grade students living through an unprecedented disruption to their education. Last year, West Contra Costa Unified, which is majority Latino, issued a memo encouraging secondary teachers to give students a five-day grace period to turn in work and eliminate zeroes in grade books.

The Richmond Standard - [Local students launch distracted driver social media campaign](#) - Mike Aldax
With the majority of fatal teen crashes in the U.S. involving reckless and distracted driving, West Contra Costa Unified School District (WCCUSD) students at Vista K12 Virtual Academy decided to take action to help prevent them by launching a social media campaign ahead of Halloween weekend, a critical time to drive safely. Students created original content campaign and posted it Instagram @TrafficSafety4Teens. The campaign was entered as part of the Create Real Impact Contest, hosted by the national nonprofit Impact Teen Drivers (ITD). Winning campaigns for the contest will be announced the week of Nov. 15, according to WCCUSD.

Remember to wear a seat
belt, they are here to keep
you safe in crashes



November 9, 2021

The Richmond Standard - [GoFundMe launched to support Kennedy High girls soccer team](#) - Mike Aldax

The coach of Kennedy High’s girls soccer team has launched a [GoFundMe fundraiser](#) to purchase equipment for the team. The coach said it’s difficult to coach a team with limited equipment. “We may not be the winning champions of the school or league,” the coach said, “But I can guarantee these girls have a safe space to come and be active. Some of the players show up with no cleats, no socks or shinguards.”

The Richmond Standard - [Contra Costa County kicks off new vaccination effort at schools](#) - Mike Aldax

Now that kids ages 5-11 are eligible for COVID-19 vaccine, Contra Costa Health Services (CCHS) on Tuesday kicked off its latest series of school-based vaccine clinics. Nystrom Elementary and Highland Elementary in Richmond, along with Tara Hills Elementary in San Pablo, are hosting vaccination clinics

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today and tomorrow, according to CCHS's [oft-updated list and schedule of vaccine clinics](#), which includes pop-up clinics. Dover Elementary in San Pablo will host a clinic on Friday and Saturday, while Peres Elementary in Richmond will host one on Saturday, according to the list. The school-site vaccination clinics, which can do up to 150 vaccinations a day, are hosted by CCHS in partnership with John Muir Health, Kaiser Permanente, La Clinica and Lifelong Medical. The clinics are being held at school sites in areas hardest hit by COVID-19, including campuses in West County, Antioch, Brentwood, Knightsen, and Pittsburg.

Special Education Updates- Kristen Hardy

The Individuals with Disabilities Education Act (IDEA 2004) requires states and local education agencies (LEAs) to take steps to address disproportionate representation of students in Special Education.

Disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in one of four areas:

1. special education in general
2. special education within a specific disability category
3. disciplinary action
4. more restrictive environments

Each year, the California Department of Education provides every district in the state information derived from a complex statistical analysis approved by the federal Department of Education regarding the disproportionate representation/overrepresentation of students overall for special education and for particular racial or ethnic groups within specific disability categories.

The racial groups monitored are:

- Native American
- Asian
- African American
- Hispanic
- Multiple Ethnicities
- Pacific Islanders
- White

The disability categories monitored are:

- Autism
- Emotional Disturbance
- Intellectual Disability
- Other Health Impairment
- Speech and Language Impaired
- Specific Learning Disability

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Over the past three years, WCCUSD has been identified as over-identifying students in the following racial/ethnic groups and disability categories:

- 2018-19 - African American students for Emotional Disturbance
- 2019-20 - African American students for Emotional Disturbance and Other Health Impairment; Native American students for Autism and Speech Language Impaired
- 2020-21 - African American students for Emotional Disturbance

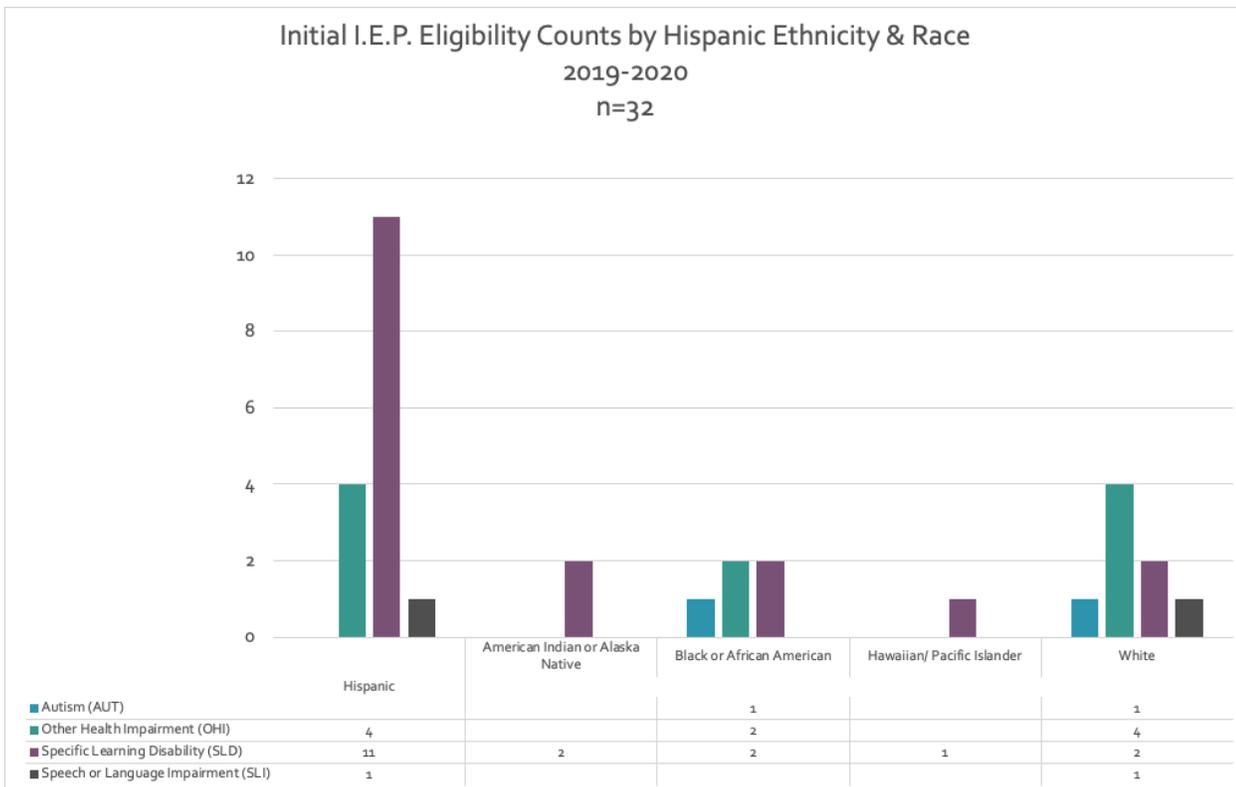
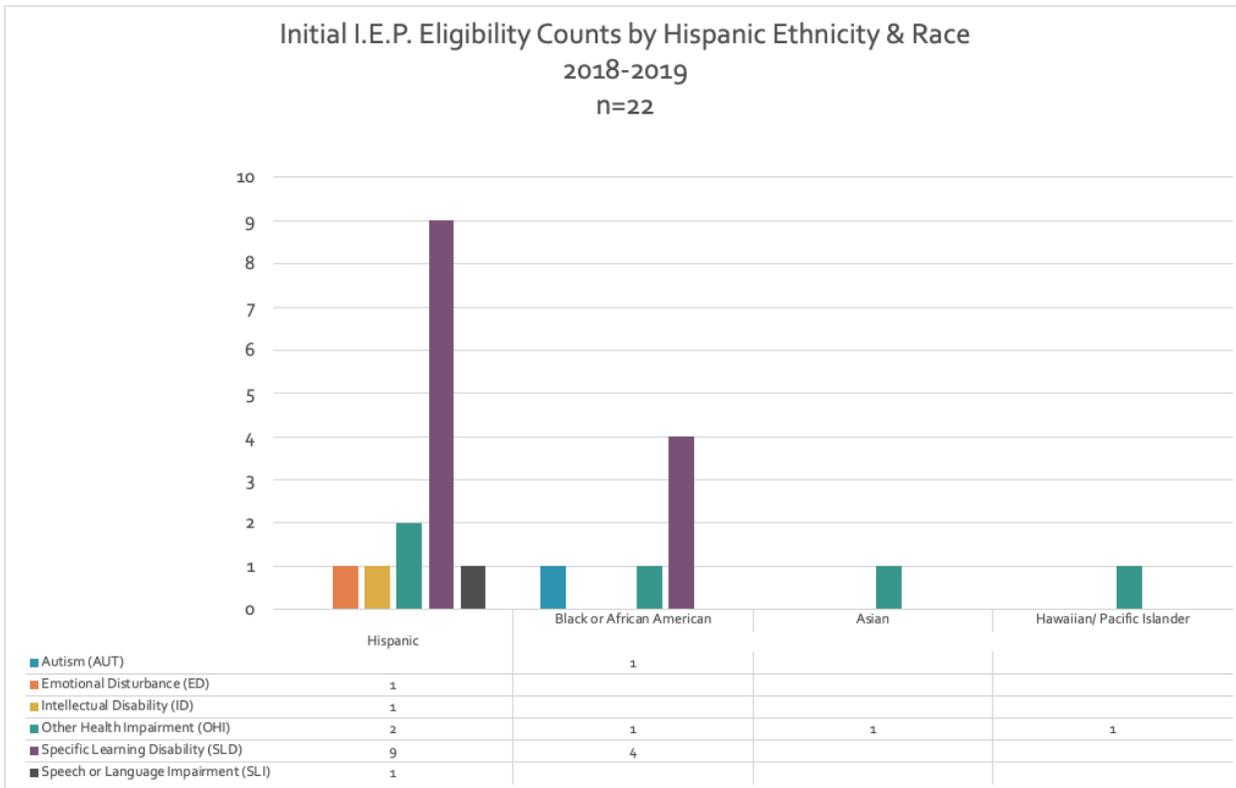
The overrepresentation of African American students as Emotionally Disturbed for three consecutive years has led to the district's identification as Significantly Disproportionate in 2019. The state requires districts identified as Significantly Disproportionate to undergo a process of analyzing both qualitative and quantitative data by a diverse stakeholder group to identify the Root Causes of this over-representation, and then to develop and execute a state-approved plan to correct this disproportionality. The WCCUSD Stakeholder group identified the following 5 Root Cause areas:

- Implicit Bias & Lack of Cultural Awareness
- Lack of Authentic Parent and Community Engagement for African American and Underserved Families
- Lack of Consistent Implementation of Multi-Tiered System of Supports, particularly in the area of literacy
- Lack of Consistent Implementation of Discipline Procedures and Practices
- Turn over in certificated staffing and the limited targeted recruitment of AA staff

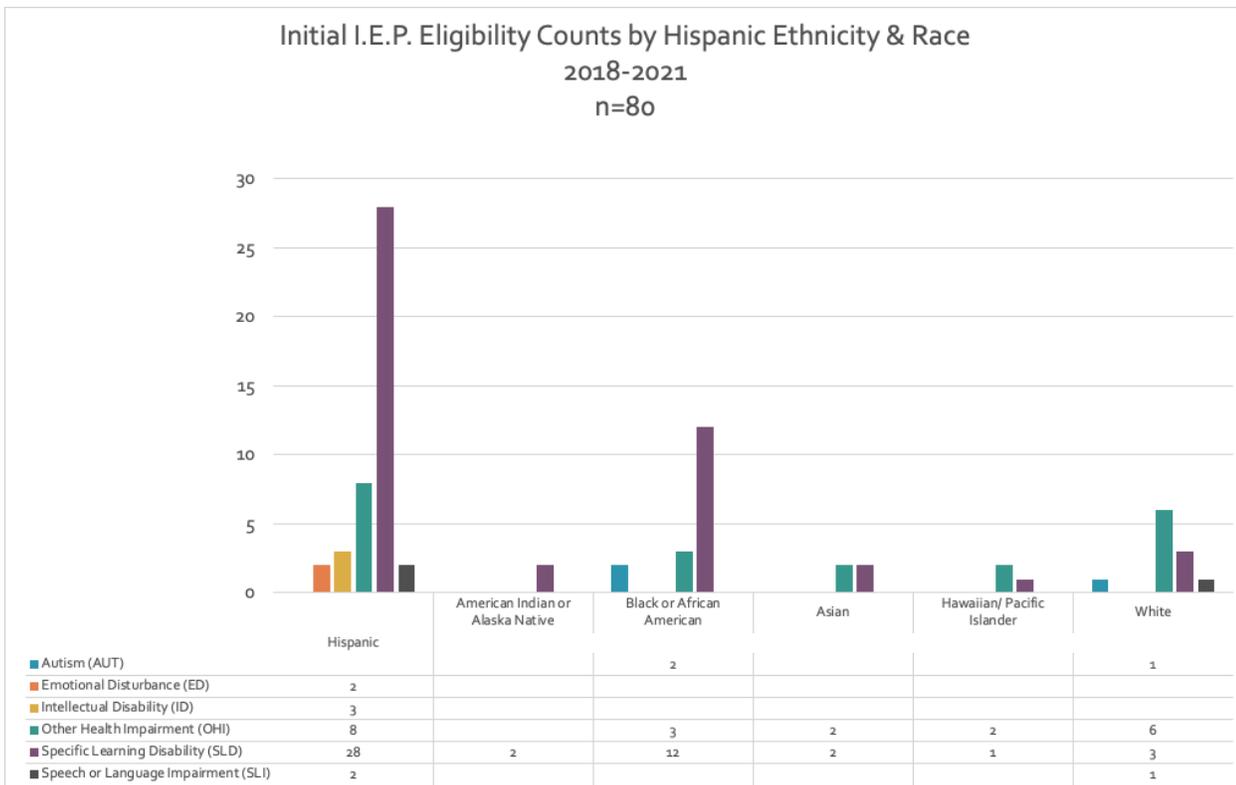
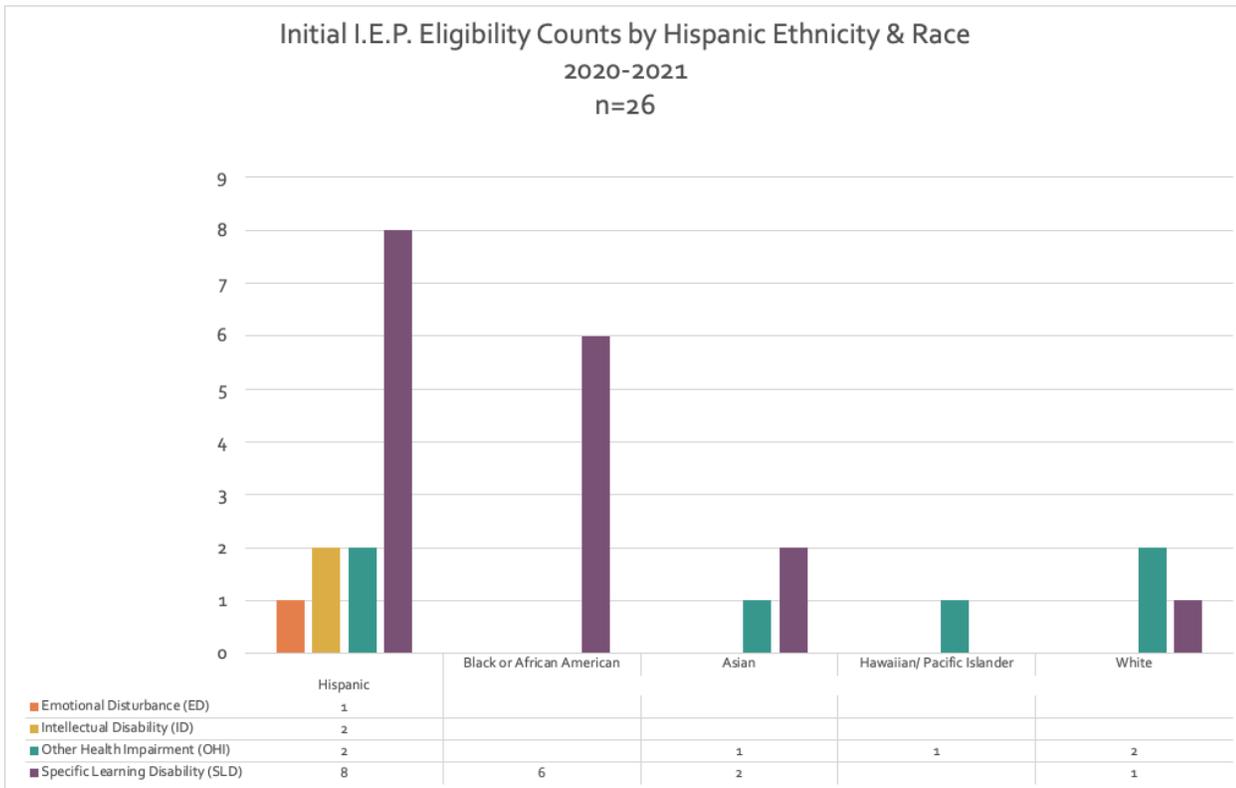
Across the approximately 4000 students with IEPs in the district from birth to age 22, the graphs below reflect the total number of students by racial/ethnic group by disability category who were initially identified as having a disability in middle or high school over the past three years.

Initial Eligibility counts by year and Race/Ethnicity

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As would be anticipated, initial identification for special education at the secondary level is relatively rare. The district's Child Find activities result in the majority of students being identified at the preschool and elementary level. The district continues to have robust mechanisms for Child Find at the secondary level, which includes Student Study Team.

The Special Education Department actively monitors eligibility and outcome of students with disabilities,, in collaboration with General Education, to address all areas of Disproportionality.