



**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**  
**Academic Committee**  
Zoom Video Conference

**February 8, 2021**  
**Minutes**

**I. Opening Procedures**

**A. Roll Call and Introductions**

Chairperson Jamela Smith-Folds called the meeting to order at 4:02 PM. Demetrio Gonzalez-Hoy read the land acknowledgment: "We recognize that we are presently on the lands of the Chochenyo, Muwekma, Karkin, Ohlone peoples and acknowledge them as the first inhabitants of the land we currently occupy". Ms. Smith-Folds offered a welcome and provided instructions to the public regarding the video conference meeting.

**Committee Trustee Members Present:** Jamela Smith-Folds; Demetrio Gonzalez-Hoy

**Staff Present:** Rubén Aurelio, Associate Superintendent/Chief Academic Officer of Educational Services; Sherri Rivenbark, Administrative Assistant; Christi Roscigno, Director of EL/Literacy; Edith Jordan-McCormick, Principal of Vista; Lyn Potter, Director of State & Federal; Kristen Hardy, Director of SELPA; Robert Jordan, Director of Communications; Tony Wold, Associate Superintendent of Business Services; Otilia Espinoza, Interpreter

**B. Approval of Agenda**

Mr. Gonzalez-Hoy moved approval of the agenda and Ms. Smith-Folds seconded. Motion carried.

**C. Public Comment (for items not on the agenda)**

Mariella Cuellar; Sarah Creeley; Tenay Woodard-Hernandez

Ms. Smith-Folds asked Mr. Aurelio to share his screen and walk the public through how to locate the Academic Committee agenda on the district's webpage. He went to [www.wccusd.net](http://www.wccusd.net), About Us at the top of the page and clicked on Committees which showed all the committees that the district currently has. He clicked on the Academic Committee and showed where the agenda is posted on that page.

He also mentioned that all presentations will be translated into Spanish and posted on the agenda and that the Virtual School Update presentation will be posted to the agenda after the meeting.

Ms. Smith-Folds asked Mr. Aurelio to make sure that the public comment questions around the virtual school update are addressed in the presentation later.

**II. Discussion Items**

**A. Vision, Mission, and Goal**

Ms. Smith-Folds provided an overview of the Academic Committee's Equity statement, Mission statement, Academic Beliefs, and Goals. The Academic Committee understands that it is imperative to have the experts in the room when discussing, planning, and working on all things academic. They also believe in order to provide a strong education to all students it requires the collective work of many stakeholders. The Academic Committee is committed to offering spaces for the following: students, counselors (elementary and secondary,

administrators, Black Educator Network (BEN), SPED teachers, ELL teachers, pre-elementary, elementary, middle, and high school teachers, post-high school professors, parents, DLI teachers, school psychologists, paraprofessionals, PBIS/Restorative Justice leads, unions, and classified workers.

**Public Comment:**

Mariella Cuellar

**Discussion:**

Ms. Smith-Folds requested that Mr. Aurelio has the district calendar updated with the links to the agenda for the public to easily access the agenda items. Ms. Smith-Folds wants to make sure that she has Ms. Cuellar's contact information to be included in the future parent panel.

Mr. Gonzalez-Hoy thanked Ms. Smith-Folds for putting equity in the middle of all of our discussions and appreciates collaborating with her on this piece and striving to always put equity and inclusion at the forefront. This is a short presentation and this is not all-encompassing of everything we do in our schools. He acknowledged that we are a lot more and this is just the beginning of where we hope to be with our goals and our mission. He knows that we do so much work with arts, CTE, ethnic studies that we have to continue to improve and work on so that if people don't see it on the list that doesn't mean that we don't care about those things. We do and will continue to do so and if people have feedback for us on the goals and our mission, vision that he hopes that they will send it to them so that changes can be made as we go.

Ms. Smith-Folds agreed with Mr. Gonzalez-Hoy that we are constantly adding as this is a living document and that they are going to make sure that we are inclusive and one way to make sure is for the public to hold them accountable. If something is left out to please contact her, Mr. Gonzalez-Hoy, and/or Mr. Aurelio by email. She did some research on what the Academic Committee used to look like in the past. She is waiting on Mr. Duffy to provide her with more information but she did find out some information by reaching out to a former teacher and former board member who were on the committee and that we are right on point and having everybody at the table is great. They had a Best Practice and an academic conference that used to be held at Nystrom. She will pass that information on to Mr. Gonzalez-Hoy. She reminded the public to hold them accountable to strive and reach these goals.

**B. Single Plan for Student Achievement (SPSA)**

Lyn Potter, Director of State and Federal Programs presented an overview of the SPSA. One of the roles of her department is to support schools in developing their plans, allocating their funds to support those plans, providing support and the best use of those funds in terms of compliance as well as meeting student needs.

The presentation was divided into two sections: Getting Ready to Create a School Plan: Why and How; and Overview/Walkthrough of SPSA Template. The SPSA is the school's vision for how they're going to combine/use their resources to meet the needs of their students. It is a blueprint that they develop with their school community, teachers, and parents for the upcoming school year. All WCCUSD schools must complete an SPSA each year. The SPSAs align with the district's goals in Roadmap 2.0 and the LCAP. Best Practices are to review data to determine what worked well for students and what didn't work from the past year; identify needs for the upcoming year; identify metrics to measure success; develop goals to address needs; design action steps to meet goals during the upcoming year, and fund the actions and

services to meet goals. Ms. Potter provided the link to the SPSAs on the slidedeck to the district website. All SPSAs, 2019-2020 allocations, and 2020-2021 allocations are located there.

Ms. Smith-Folds asked Mr. Aurelio to make sure the SPSA on the district website is linked to the Academic Committee webpage.

Mr. Gonzalez-Hoy asked Ms. Potter, how do sites revisit throughout the SPSA throughout the year? Ms. Potter said it varies from community to community but there is a formalized check-in point in the Winter around the time of the Winter assessment period and another one in the Spring when they are doing their revision but it is important that schools do check-in points throughout the year to see if they are doing the things that they need to do, check-in points around data they are collecting, are they making progress towards those AMOs. Schools work with their SSCs and ILTs to do those check-in points at critical points, whether it's budget time, realizing actions aren't being implemented, or around gathering of data. Mr. Aurelio added that in a typical year where there is a California dashboard that's updated it is released in December, so that is another point of time where ILTs and SSCs would review the new dashboard release but due to the pandemic that dashboard was put off this year without testing data.

Mr. Gonzalez-Hoy stated during your presentation you showed the piece about inequities that sites can show when it comes to their funding, etc. Can you talk about how do we as a district, like a district staff and even the board, react to that? Do we revisit those and then do we change our LCAP for the following year or how do we continue to support sites specifically when they point out something that's important that might lead to academic changes at their site? Ms. Potter said there's one thing about writing the plan and having it sit on the shelf and there's another thing about writing the plan and actually using it to guide our work. Historically, we used to pull out all those resource inequities by school and then have a list so we could actually review them and address them. It is one thing to read them independently but to see the whole list is really quite telling. Perhaps that is something we can pull out with support from other folks that informs our work to see what schools are saying collectively.

Mr. Gonzalez-Hoy are the SSC involved mostly in the Spring when developing the plan for the next or are they involved in the whole process during the December check-in, or the Winter check-in and throughout the year, or just during the Spring? Ms. Potter stated that this is Marin Trujillo's wheelhouse. She believes that schools have monthly or semi-monthly meetings that focus on the implementation of the plan, the budget changes, budget modifications. So she said yes this is an ongoing piece of work throughout the year. Mr. Aurelio said that he believes from the community engagement office that not only do they provide training to the SSCs but they provide a scope and sequence for the year on certain elements that they want to cover, targets throughout the year that they should be discussing or points they should be working on.

Mr. Gonzalez-Hoy asked, how do we support the development of SPSA if a site has a new leader or a lot of staff turnover. Do we train them? Ms. Potter responded that training is provided every year from the State & Federal department along with small group support and one on one support for all administrators. They also provide support with any budget modifications, plan modifications that need to be addressed, support with data analysis, setting goals, and supporting outcomes that sites are looking for. Curriculum and Instruction and Community Engagement provide support as well. Mr. Aurelio responded that Mr. Trujillo told him that new SSC member training is coming up in March. We also did new principal or new administrator onboarding this year around both SSCs and ELACs.

Ms. Smith-Folds asked Ms. Potter, what is the timeline for the 2020-2021 plan and for the

2021/2022 plan? Ms. Potter responded that the data review and development of plans began last Spring for 20/21 but because of lack of data and the need to focus on kids in class and teachers doing distance learning, there were delays in the Fall to get the SPSAs approved by the board. This is coming late to the board for approval for 20/21 SPSA. The same plan would be in place for next year's SPSAs. Start with annual review in Spring, have the plans done before they leave for summer break. Then in the Summer they will look at plans and provide feedback to the sites. In the Fall of 2021, hopefully, we will have SBAC feedback to look at the test scores that come in the Fall and then the plans will come to the board in the Fall of 2021 for approval.

Ms. Smith-Folds asked, when are we sending this out to site administrators? Are there going to be any changes to the document because of COVID? Adding any sections, what is your COVID protocol? Etc? Ms. Potter responded that the template is from the CDC and has not heard of any changes coming from the CDC. What the schools do to fill in the content would be something that we would discuss with other departments to provide during training to include COVID information into the plan. We should be looking at this in the next month or so. Ms. Potter asked for clarification on the first question and Ms. Smith-Folds stated since we are already a little wonky this year and we're working towards trying to get back on track next year, we are going to have some changes because data's not going to exist and part of the SPSA has a big data part of it. There's going to be changes to what the document looks like, have we talked through and gotten those changes out to principals so they can start gathering data. I don't want to hit SSCs and principals with two week left and now they have to get something together and it is not fruitful. Ms. Potter agreed and stated that the more planning and lead time that they have to really think through these issues and the data the better the plan. Sites will have a variety of local assessments to use to measure the success of this year. Mr. Aurelio added that the summative data from the state is technically still in play for this year but has heard that a waiver may be coming.

**Public Comment:**

Mariella Cuellar; Tenay Woodard-Hernandez; Gilberto Cooper; Sarah Creeley; Kim Dauer-Sargentini

**Discussion:**

One public comment asked if the AAPACs can receive training on the process for the SPSAs. Mr. Aurelio said yes this can be set up. Ms. Smith-Folds asked Mr. Aurelio to talk about OAASA and SPSAs. The draft plans are reviewed by various departments in the district office including OAASA. We have frames, for example, for African-American students or English Learners, and those offices that support those students do the review of those items so they do get vetted by those departments. In regards to the level of detail say for professional development, it can come across as vague but that is sometimes purposeful because they might want a category of things or haven't fully selected a provider or wiggle room for sites to do some selection.

Mr. Gonzalez-Hoy appreciated the public comment. He stated it was interesting to see the piece about the inequities and would like to look at that more. Have staff look at trends that potentially could lead to changes in our general LCAP and the way we fund schools. It could also benefit us to send them to funders in our community and abroad that are looking to fund things or help schools so they know what sites need in order to move to the next level. He would love to see a list instead of going through each one of the SPSAs for future discussions. He is interested in a summary sheet for the SPSAs that highlights the action items and goals. Mr. Aurelio mentioned that other districts have done infographics so that may be something to consider. Mr. Gonzalez-Hoy requested that the SSC be agendaized to a future meeting?

Ms. Smith-Folds agrees with a summary page for each school. She stated that they need to

review it and bring it back to the board for them to review it. She also cautioned that everyone watch our acronyms to make sure everyone watching knows what they mean, for example SSC stands for School Site Council. A few things she has heard that we need to increase parent confidence when it comes to the school site plans, being on boards like school site councils. The more training we push out the better, the more understanding of what they are the better. They can be overwhelming. The SSC meetings are open public meetings. She wants to hone in on quality control. If we are not getting an accurate representation of the data then we are not getting a plan that's usable. Also, make sure that we are looking at the equity lens as those tests are not a representation of all of our students. We know there's implicit biases written into those tests so we want to make sure that we look at a holistic view of the data of all of our kids.

Mr. Gonzalez-Hoy asked if Mr. Aurelio needs any direction when it comes to the SPSAs. Mr. Aurelio responded that they wanted to bring them to the board for possible approval and wanted to come through the Academic Committee so the board is aware as they are approved as one item at a board meeting. Ms. Smith-Folds asked for the summary pages to look at as soon as possible.

**Motion:** Mr. Gonzalez-Hoy motioned to take a brief recess. Seconded by Ms. Smith-Folds Board Recess for 5 minutes

**C. Bilingual Education Update and Next Steps (DLI and Developmental Bilingual)**

Christi Roscigno, Director of English Learner Student Achievement, presented an update of bilingual education and next steps. She provided an overview of Why Multilingual Education-Dual Language Immersion (DLI)? Where we are now in WCCUSD, Short Term and Long Term goals. Multilingualism is an asset, there are economic, cognitive, social, educational and equity/access benefits to being multilingual. Effective program characteristics are asset-oriented, value building, engaging, affirming, integrative, high quality, and scaffolded. Ms. Roscigno provided some examples of different multilingual programs in our district. For example, programs open to all students not specifically designed for English Learners would be our Mandarin program and also a student in secondary who takes French. Another type of program is the developmental bilingual program which is open to all students and designed/offered specifically for English Learners like DLI at sites like Dover and Coronado and another example designed specifically for English language learners is the Internationals programs at Helms and Richmond High. The district has engaged with our DLI Advisory committee which includes Ms. Roscigno, other central office leaders, site administrators, teachers, and parents to improve the way the programs are functioning, done a self-assessment, and some goals setting. She provided information on developmental Dual Language Immersion (DLI) and DLI/Two Way Immersion. Mr. Aurelio shared the short-term goals for DLI in WCCUSD which included programming at Korematsu, broadened DLI offerings at Stewart, increased access to all DLI programs, and increased access for all learners at DLI schools through Multilingual Special Education Teachers and support staff. Ms. Roscigno shared the long-term goals for DLI in WCCUSD which included increase program efficacy across all programs, increase measure of programs with longitudinal data, and continue to broaden Secondary Multilingual offerings.

Mr. Gonzalez-Hoy asked, where does the Grant program fit into these models? Ms. Roscigno answered that Grant is part of the developmental bilingual program.

Mr. Gonzalez-Hoy asked, how do we allow transfers within the year to a developmental bilingual program? Mr. Aurelio responded that we can approach that a number of different ways as we shore up the programming that we offer we make it clear to our office staff that these are options that all families have as they enroll. Also in our enrollment process as we move to a fully online enrollment process one of the steps might be to include that when a

new family enrolls so that they are aware of the different options available and that they don't just have to go to their neighboring school when you enroll and promote that. Enrollment and transfers happen throughout the year not just during the transfer window.

Mr. Gonzalez-Hoy asked, how are we dealing with the pipeline for secondary? What is the vision after that? How about El Cerrito? How are we going to grow that pipeline for dual immersion? Mr. Aurelio responded that El Cerrito is a DLI program in name only and not a real program the way it was intended to be. We need to start over from scratch for bilingual programming in high school. We have an opportunity to think through what that looks like.

Mr. Gonzalez-Hoy asked, how are we increasing our communication to African-American families and other ethnicities so that they can also benefit from the DLI program? Ms. Roscigno responded that she is working with Mr. McGee in the Office of African-American Student Achievement to help with this situation. There is a start of a communication line going out. It will take time and continued dedication of all of us working together to ensure that all families have the benefit of being biliterate. Tonight is also an opportunity to learn about multilingual education in WCCUSD.

Ms. Smith-Folds asked, when do you get a seal of biliteracy? Ms. Roscigno responded that it is at the completion of high school. There are multiple pathways to get a seal of biliteracy. Make sure that is known to parents so they can tell their children.

**Motion:** Mr. Gonzalez-Hoy made a motion to extend the meeting to 6:30 p.m. and Ms. Smith-Folds seconded. Motion approved.

**Public Comment:**

Mariella Cuellar; Miesha Harris-Gash; TJ Warfield; Tenay Woodard-Hernandez; Justin Trujillo

**Discussion:**

Mr. Gonzalez-Hoy has come with concerns about the wall-to-wall change for Stewart. Would this close some bilingual programs at other schools? Some will not have transportation to Stewart. He wants to hear more about the impacts to other sites and would like to see more data and evidence that will help the school and the program grow and not take opportunities away from our flatland schools. He would like to have a larger conversation about the enrollment piece and transfers as he doesn't believe this is known by the staff. He would also like to have a discussion about the vision long-term as its own item. We need to talk about finding teachers of color to come and teach Spanish especially our African-American teacher to teach Spanish which is rare. Unfortunately, the newly created stipend for bilingual credentials was cut due to budget cuts. He would like to discuss or forward to the budget committee as we need to figure out ways to find bilingual teachers. Mr. Aurelio spoke about the challenge on hiring and on stipends. Dr. Wold and him sit in negotiations and that is something that will be discussed around stipends for specific types of positions and that we are working on trying to build our own residency program to try to get staff bilingual credentials. Mr. Gonzalez-Hoy agrees with Chair Smith-Folds about word of mouth to recruit families. We need to talk with our AA leaders who are within the program on how to continue to expand to all families.

Ms. Smith Folds reiterated our academic belief that all kids can learn. We are always working towards this and that this is a program for all students and their parents. We need to make sure we are building up that parent confidence that they are confident if they haven't learned a second language it doesn't mean that they are not able and that they can't help their child learn a second language. She wants to make sure that we have black and other students in these programs and support their parents and them in the program. and make sure that school sites understand that.

Ms. Smith-Folds stated that we need to focus on the black exodus from Washington Elementary. We don't want to replicate that and need to solve that issue. We need to make sure that all parents understand what the program is, what it looks like, and how they will be supported. We need to have a rigorous program for students who are taking these foreign languages in high school. She would like to have a teacher representative from our high schools come and tell us what they need to make sure that we're getting a rigorous curriculum out to our students. Also, these languages should be at the elementary and middle schools. Every child should have access to art, foreign language, and some music. This should not be something that you get from a specialized program. Every child should be able to have conversational Spanish, French, Mandarin, Japanese in our elementary and middle schools to expose all children to these languages.

Ms. Roscigno shared that in our dual language programs like Washington, the content allocations start with 90 % in Spanish and 10% in English, and by 4th grade and up it is 50/50 and that the expectations are that teachers are teaching reading, writing, and speaking in relation to literacy by that grade level.

Mr. Aurelio we need a marketing budget in general to increase recruitment for all of our schools but especially for our DLI programming

#### **D. Virtual School Update**

Edith Jordan-McCormick, Principal of Vista, presented an update on the new K-12 virtual academy school that is opening in 2021-2022. There is also an informational meeting in February. Ms. Jordan-McCormick has been named as the new principal of the school. The job posting for the Office Manager has been posted. This is choice schooling and not opening in reaction to distance learning. Distance learning is different from virtual schooling. Mr. Aurelio discussed the difference between distance learning and the virtual academy. Ms. Jordan-McCormick said we don't know how many students will be allowed into this alternative type of learning setting at this time.

Mr. Gonzalez-Hoy asked, how are we communicating with families that are starting to sign up? Ms. Jordan-McCormick said there is a parent informational meeting that is scheduled for the end of the month and we will be able to give people a little more information. There are also families in this district right now that know exactly what this virtual academy is and feel comfortable signing out of their home school into this one.

Mr. Gonzalez-Hoy asked if we have picked a location for the school? Mr. Aurelio responded that one of the locations considered is the Serra campus where West County Mandarin is currently located as they will be vacating that campus. It will not be co-located with Vista. We are also in the process of applying for its own CDS code.

Ms. Smith-Folds asked if this is an accredited school. Ms. Jordan-McCormick replied that we will work on WASC accreditation and they will be UC A-G school for high school. It is the same thing as regular school, just an alternative. They will also have access to access to extracurriculars at different high schools, for example, sports.

Ms. Smith-Folds asked Mr. Aurelio to bring Ms. Jordan-McCormick back to present on this virtual school and invite other people to give information on the hybrid option. So if parents are not comfortable with in-person school yet and want them to stay at their home school.

#### **Public Comment:**

Mariella Cuellar; Sarah Creeley; Andrea Garcia Perez; TJ Warfield

#### **Discussion:**

Ms. Jordan-McCormick thanked the callers for sharing. She understands this walk in faith that you are going to do. She has been an administrator PreK to alternative ed now and celebrating learning differences with families is her biggest joy. She knows that trust is an issue, but we have the talent, desire, and skillset to lead.

Mr. Gonzalez-Hoy really appreciates Ms. Warfield's vulnerability when she called. He has known Ms. Jordan-McCormick for a few years and it's rare to find someone who is so student-centered. There is no one better than her in leading this. He would like to hear more about curriculum, professional development, the vision for the school, and how negotiations are doing with our bargaining units when Ms. Jordan-McCormick returns at a later date.

Mr. Aurelio shared that they are looking at adding an AP to support both Vista and the virtual academy as Ms. Jordan-McCormick is the principal of both. Also, the class size ratio that we have in all of our schools would be used unless we bargain something separate for this school. Ms. Smith-Folds confirmed that this school will be accepting SPED students. Dr. Wold shared that we have some one-time funding that allows flexibility for this year and that we're going to build upon it as we get more students.

**Motion:** Mr. Gonzalez-Hoy made a motion to extend the meeting by 5 minutes. Seconded by Ms. Smith-Folds.

Ms. Smith-Folds shared that we have to stop failing the students and parents. This is a place to start the healing and it's going to come from trust. We have to be transparent as glass so we can start rebuilding that trust in this committee. We discussed that we make sure everybody's voices are heard. We will bring Ms. Jordan-McCormick back.

### **III. Action**

#### **A. Adopt Calendar of Committee Meeting Dates for 2021**

Ms. Smith-Folds shared the draft calendar of Academic Committee meeting dates.

**Public Comment:**

Mariella Cuellar; Tenay Woodard-Hernandez

**Discussion:**

A special meeting may be added as we have a lot of information to cover, like our virtual school, hybrid, reopening, curriculum and teaching.

**Motion: if any**

Motion to adopt the Academic Committee calendar by Mr. Gonzalez-Hoy and seconded by Ms. Smith-Folds. Adoption of calendar is approved.

### **IV. Academic Committee Next Meeting**

The next meeting date was set for Monday, March 22, 2021. Special meeting may be added in between this meeting and March 22, 2021.

### **V. Future Agenda Items**

Virtual Academy-Special AC meeting; Distance Learning; SPSA Summary pages; SSC

### **VI. Adjournment**

Chairperson Smith-Folds adjourned the meeting at 6:38 PM.