

West Contra Costa Unified School District
Office of the Superintendent

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West Contra Costa Unified School District
Office of the Superintendent

- o Katharyn Linneman, Fairmount Elementary
- o Mirl Rivera, Assistant Principal, Hercules Middle
- o Nichole Shelly, Instructional Coach, Stege Elementary
- o Kira Walsh, Vice Principal
- o Jessie Welcomer, Assistant Principal, Montalvin Elementary
- o *Other roles*
- o Allyson Bogie, Librarian
- o Ariel Kirshenbaum, Director & Creator: Career Training Fellowship
- o Kathleen Gliksman, Program Assistant-Central Literacy Coach

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- o 2020: Jesus Galindo, 2013 TFA alum, 3rd grade teacher at Lincoln Elementary
- o 2018: Jessie Welcomer, 2015 TFA alum, 5th grade teacher at Montalvin Manor
- o 2017: Sarah La Due, 2014 TFA alum, 7th grade teacher at Fred T Korematsu Middle School
- o 2016: Taylor Rainier, 2012 TFA alum, Special Educator at DeJean Middle School
- o 2016: Marissa Glidden, 2013 TFA alum, 6th grade teacher at Dover Elementary
- o 2015: Brent Knapp, 2006 TFA alum, Special Educator at Lupine Hills Elementary
- o 2015: Maribel Lopez, 2011 TFA alum, 2nd grade bilingual teacher at Dover Elementary

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The path to medical school is long and arduous, and it's often difficult to explain that to our high school students. It's especially important to emphasize with students that there is no "one right way" to go to medical school (or to pursue any career for that matter.)

For this reason, we encourage current college students to speak with current high school seniors about what lies ahead, and to explore "pre-med" in college & beyond.



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or more days of suspension. In addition, our Risk Ratio (the degree to which African American students are statistically more likely to be identified as Emotionally Disturbed than their peers) has consistently trended down over the past three years.

Moving Forward: The district still has a distance to go to ensure equity for all students, and particularly our African American students in special education. Our status as Significantly Disproportionate will require us again to engage in a four step process over a 27 month period, similar to the process that we engaged in through summer and fall 2020. District leaders of this work will participate with districts around the state in a series of professional development opportunities in key elements of program design and implementation. We will reserve 15% of our federal special education grant funds (IDEA) or approximately \$900,000 to be spent on a state approved corrective action plan (CCEIS). The special education department, in collaboration with general education, parents, students, and key community partners, will engage in a series of Stakeholder meetings through the spring and summer of 2021 to conduct a Root Cause Analysis to understand the structures and systems leading to the over-identification. These meetings will lead to the creation and implementation of the CCIES Corrective Action Plan targeted at interrupting the root causes leading to the identification of African American students as Emotionally Disturbed. The plan will be submitted to the CDE in September 2021 and after approval, will be implemented through September 2023. This second cycle will occur concurrently with implementing the current CCEIS Plan, once approved by the California Department of Education.

I am including two references for your consideration.

California State Website on [State Performance Plan Technical Assistance Project - Significant Disproportionality](#)

Article: Distinguishing Difference from Disability: [The Common Causes of Racial/Ethnic Disproportionality in Special Education](#) by Edward Fergus