

**West Contra Costa Unified School District  
Resolution 46-1920**

**In Support of the Achievement and Success of African American / Black Students In The  
West Contra Costa Unified School District**

**Submitted by the African American Site Advisory Team (AASAT)**

**WHEREAS:** The West Contra Costa Unified School District’s 2022 Roadmap articulates the District’s goal to ensure that all students develop strong academic knowledge and skills, as well as a range of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years; and

**WHEREAS:** Roadmap 2022 emphasizes African American students as one of WCCUSD’s “targeted student groups,” calling for engaging experiences to nurture student identities, research-based options and supports to achieve success, culturally relevant pedagogy, and strong support networks and family partnerships; and

**WHEREAS:** As reflected nationally, African American/Black students in WCCUSD have historically faced structural barriers to their academic opportunity and success, including institutional racism and systemic bias; as well as high rates of poverty, housing instability and displacement leading to high rates of disproportionate discipline, low expectations of students’ intellectual and academic ability, under-resourced schools and supports, underserved schools, and a lack of respect, trust and collaboration between the District and African American parents and community; and

**WHEREAS:** The West Contra Costa Unified School District and African American Site Advisory Team (AASAT) members reviewed data on equity in WCCUSD - that found African American parents reported few examples of African American history in the curriculum, limited representation of African Americans in school-site staff, differential and negative treatment of their children compared to other students, and a bias towards African American students being removed from class; and

**WHEREAS:** Because of these systemic barriers and challenges, African American/Black students in West Contra Costa Unified School District routinely experience more negative outcomes than any subgroup of students on many key academic and behavioral performance measures; and

**WHEREAS:** The West Contra Costa Unified School District has a responsibility to ensure that all African American/Black students are able to attain their fullest potential as learners and to succeed academically and socio-emotionally, and all African American children and families are entitled to be treated with respect and dignity; and

**WHEREAS:** The West Contra Costa Unified School District lack explicit structures to embrace speakers of African American/Black English, or acknowledgment that it is like all other linguistic systems that are governed by rules that have evolved in particular ways based on historical and cultural factors rather than ungrammatical or improper English; or the explicit message that nonstandard varieties of English that African American/Black students may speak or hear in their home communities are legitimate and equally as valid as standard English; and

**WHEREAS:** The California Common Core State Standards emphasize complex text and academic language as essential to educational success in all content areas; the teaching of explicit strategies (i.e., code-switching, etc.) is imperative to the success of African American students; and

**WHEREAS:** The Board of Education, and the West Contra Costa Unified School District, building on lessons learned from past and current district initiatives (e.g., Title I Parent Conferences, District Advisory Committee, Standard English Program, etc.) to interrupt and eliminate the long term pattern of inequitable outcomes for African American/Black students in WCCUSD and identified by the following trends evidencing the need for targeted focus on our African American and Black students;

- ELA Performance Level – Not Met for Two or More Years
- Math Performance Level - Not Met for Two or More Years Source: CDE Data Dashboard  
10% African American Students Proficient in Math Source: Roadmap 2022

**WHEREAS:** The Board of Education and WCCUSD strongly believe the previously stated gaps do not reflect the true capacity and potential of African American/Black students and recognize there are many high performing African American/Black students in the school district—as evidenced by the WCCUSD Annual African American Students of Honor Ceremony—and the need to deliberate about setting the conditions to allow more African American students to thrive; and

**WHEREAS:** The WCCUSD established a partnership with like minded parents tasked with improving achievement and learning conditions for African American/Black students, formulated the American Parent Advisory Council (AAPAC) /African American Site Advisory Team (AASAT) to promote the advancement of African American/Black students, parent, and educator outcomes in collaboration with WCCUSD departments, school site leadership, teachers, community based organizations such as the NAACP, Black Fraternities and Sororities, the business community and black and other minority-owned businesses, and stakeholders in order to institutionalize an approach to support African American/Black students that will outlast changes in leadership and reorient the priorities and systems utilized by the aforementioned parties; and

**WHEREAS:** The success of our African American/Black students districtwide requires the prioritization and advocacy of a broad coalition of the school district and city leadership; including the Board of Education, the Superintendent and WCCUSD leadership, educators,

district employees, community based organizations, faith-based institutions, higher education, the business community and black and minority-owned businesses, and parent and student groups, because we value African American/Black children and families in our schools and we recognize our collective failure to adequately serve those children and families; and

**WHEREAS:** The AASAT believes that enhanced public and internal district accountability and transparency will foster commitment and sustained support for African American/Black students, parents, and educators as with past WCCUSD initiatives, and that in order to improve the outcomes of African American/Black students the district must engage the participation and partnership of the African American/Black and broader community in order to develop and strengthen relationships to serve African American/Black students; and

**WHEREAS:** The AASAT emphasized the need for a new policy from the Board of Education on African American/Black student achievement, that will create improved and more effective structures of public accountability, transparency of data, and renew and deepen the district's intentionality and commitment to better serve students, families, and educators through enhanced resources, coordination, and collaboration; and

**A) THEREFORE BE IT RESOLVED:** That the West Contra Costa USD Board of Education prioritizes African American/Black student achievement and opportunity as a core commitment of the West Contra Costa Unified School District; and African American/Black student achievement and African American/Black student access to high quality academic opportunities will serve as key guiding criteria in all decisions the Board of Education makes. District staff shall develop and implement a process to partner with the AASAT Executive Committee in making all decisions impacting AA/Black Students consistent with this commitment.

**(B) FURTHER BE IT RESOLVED:** The West Contra Costa USD Board of Education will charge the West Contra Costa Unified School District with the establishment of an Office of African American Student Achievement. Positions in this office shall include, at a minimum, one cabinet level leader, one staff member dedicated to student achievement, one staff member dedicated to parent engagement, one staff member dedicated to attendance, one dedicated to special education, one researcher and one support staff member. This office shall be designed in partnership and under the guidance of the AASAT Executive Committee.

This office will serve to compile and analyze African American/Black student performance data; advocate for, and monitor the impact of, dedicated interventions to support African American/Black student achievement across district departments; and reduce chronic absenteeism among African American/Black students by at least 5% annually. It will also serve as a resource to inform students and their families how to navigate individual- and system-level challenges.

This office, in partnership and shared ownership with the AASAT Executive Committee, will manage and hold accountability and oversight of programs, as well as establish policies and

services directed toward improving African American/Black students outcomes [Anticipated cost \$1,000,000]; and

**C) BE IT FURTHER RESOLVED:** African American/Black TK-12 students who are below level will be offered weekly, targeted intervention with a specialist during the school day, aligned to student need, as determined and monitored by regular assessment by the Office of AASA. For the initial roll-out, intervention will begin fall 2020 at the 15 schools that have the highest African American/Black student population. Fall 2021 the remaining schools with African American/Black students below level will launch these services.

Each intervention specialist will be solely dedicated to African American/Black students and will conduct individual and small group (not to exceed three students) pull-out support focused on targeted needs (academic, attendance or behavioral). Students not showing significant academic growth after a year of intervention will be prioritized for assessment and service. If appropriate, and in consultation with the student's family, a referral for special education assessment will be made.

OAASA Intervention staff will utilize district-provided high quality, culturally relevant materials that have been proven to meet WCCUSD African American/Black student needs. Final materials will be selected through consultation with the AASAT Executive Committee. [Anticipated initial cost \$3,000,000- \$4,500,000]; and

**(D) FURTHER BE IT RESOLVED:** The District OAASA will provide African American/Black students with mentorship opportunities through partnerships, community service providers, volunteers, and enrichment programming to establish a comprehensive model of poly-mentoring that meets academic, life skill, and parent support needs. All programs targeted to serve African American/Black students will be monitored for improved attendance, behavior and academic outcomes, aligned to the district's strategic plan, by the District Office of African American/Black Student Achievement [Anticipated cost \$600,000-800,000]; and

**(E) BE IT FURTHER RESOLVED:** The district OAASA in partnership with the AASAT Executive Committee, will provide one mental health clinician, per school family, to support the mental health of African American/Black students, who are trained and skilled in early childhood trauma/ACE's particularly as it relates to African American/Black Children [Anticipated cost \$600,000-800,000]; and

**(F) FURTHER BE IT RESOLVED:** To reduce bias against African American/Black families in WCCUSD, educators and support staff who interact with WCCUSD students will receive anti-bias and diversity, equity, and inclusion training as part of their mandatory onboarding training provided by the district OAASA, with service providers selected in partnership with the ASSAT Executive Committee. This training will also be provided to existing faculty and staff as identified. [No additional cost]; and

**(G) BE IT FURTHER RESOLVED:** Existing school and classroom library funding will be used to ensure that there is a range of books (print, audio, and electronic) that reflect African American/Black history and culture across all grade levels in a percentage greater than or equal to that of the current student body. The District OAASA, in partnership with the AASAT Executive Committee will be consulted on the adoption of new materials. Currently funded school-wide assemblies and field trips will similarly include diverse learning experiences inclusive of African American/Black culture and history [Anticipated cost \$50,000-100,000]; and

**(H) FURTHER BE IT RESOLVED:** The district OAASA will have on staff an HR staff member who will be responsible for planning and implementing a strategy to actively recruit and retain African American/Black educators to increase the percentage of African American/Black teachers to be proportionate with the African American/Black student population. Recruitment efforts should prioritize growing the community's local pipeline of teachers as these individuals have a higher rate of retention. There should also be specific attention paid to new retention strategies, in consultation with current staff, as WCCUSD outpaces neighboring districts in recruitment but falls behind other districts in retention. Additionally, this individual will analyze the potential disproportionate negative impact to African American/Black students of HR vacancies, teacher experience level, and educator absenteeism with lack of adequate subbing [No additional cost]; and

**(I) BE IT FURTHER RESOLVED:** Summer school K-8 programming will prioritize getting students on/above their current grade level in both math and ELA, through intensive boot camps that utilize student data to determine discrete academic needs, and rapid targeted intervention that will work to close the academic gap. Summer school programming will make use of the same effective interventions and high quality materials utilized during the regular school year (see resolution item A). Secondary summer school programming will prioritize African American/Black student credit recovery and establishing A-G eligibility [No additional cost]; and

**(J) FURTHER BE IT RESOLVED:** The District OAASA shall institute a regular schedule of twice-annual K-6 African American/Black parent/teacher conferences to goal-set and progress monitor African American/Black student achievement throughout the year. Using an Individual Plan of Study tool adapted from an existing template, conferences shall be designed to allow teachers to understand students' interest and plan for student success. Families and teachers will partner to match school offerings to desired student outcomes [No additional cost]; and

**(K) BE IT FURTHER RESOLVED:** The District OAASA in partnership with the ASSAT Executive Committee will hire six secondary academic counselors who will each support a middle/high school pair (e.g, Helms and Richmond) offering course counseling, mentorship, academic progress checks, college admissions and scholarship support and site level student advocacy for all African American/Black students on campus. Through regular group and individual check-ins (no less than quarterly), students will have a dedicated on-campus college readiness support system [Anticipated cost \$600,000-800,000]; and

**(L) FURTHER BE IT RESOLVED:** The district OAASA will enhance accountability and transparency of services being delivered to all African American/Black students through regularly providing data on each of the aforementioned items in the form of a data dashboard on the district website that is publicly accessible and up-to-date. Data on measures of success for each indicator will be updated whenever new data is available (e.g. monthly attendance, suspension, and expulsion data; academic progress data updated each trimester; and A-G progress each semester). District OAASA will also provide the AASAT with a standing, in-person “African American Student Achievement Status Report” on a quarterly basis at a regularly scheduled AASAT meeting coinciding with associated dashboard data updates enabling the AASAT to monitor the aforementioned systems and strategies being put in place [Anticipated cost \$25,000]

**PASSED AND ADOPTED** by the Board of Education of the West Contra Costa Unified School District on the 15th day of January 2020, by the following vote:

AYE's \_\_\_\_\_ NO's \_\_\_\_\_ ABSENT \_\_\_\_\_ ABSTAIN \_\_\_\_\_

**I HEREBY CERTIFY** that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, Contra Costa County, at a meeting of said Board on January 15, 2020.

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President of the Board of Education

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Clerk of the Board of Education