



August 8, 2025 Friday Memo

Upcoming Events – Cheryl Cotton

August 11: CBOC Meeting, 6:15pm. FOC

August 19: First Day of School

August 22: Governance Committee Meeting, 9:00 am.

August 27: WCCUSD Regular Board of Education Meeting, DeJean Middle School, 6:30 pm Public Session

Bond Project Updates -Bond, Facilities, M&O, Melissa Payne

Lake ES Kindergarten Wing is Approved for Occupancy

As the construction of the rebuild project continues at Lake Elementary School, we are excited to open two more buildings before school starts. Buildings E and F are designed for transitional kindergarten and kindergarten. The playground designed for these grades is receiving the finishing touches and will be ready for the first day of school. The cafeteria building, main playground, and staff parking lot will be ready later this fall.



Stege ES Structural Demolition of the Main Building began this week.

Yesterday, the structural demolition of the Cafeteria and Building A began. The full demolition is anticipated to be completed later in September.



Save the Date for the Upcoming Stege ES Campus Rebuild Community Meeting:

We welcome you to join us for a community gathering to learn more about the project.



The poster features a blue header with the Stege Elementary logo on the left, which includes a star and the text 'STEGE ELEMENTARY', 'HOME OF THE STAR', and 'WE ARE RESILIENT AND CAPABLE LEARNERS'. To the right of the logo, the text 'STEGE ELEMENTARY' is in large white letters, and 'CAMPUS REBUILD UPDATE' is below it in smaller white letters. The main body of the poster is white and contains a detailed site map of the school campus. The map shows various buildings and areas: 'Gr 1-6 & Specialty Labs' (blue), 'Kitchen & MPR' (orange), 'Library' (teal), 'Admin' (teal), 'Office Entry' (yellow), 'Student Entry' (yellow), 'Field' (green), and 'Tuesday TK/K Wednesday' (purple). There are also yellow circles with numbers 1a, 1b, 2a, 2b, 3a, 3b, 4a, and 4b. Other labels include 'Staff Parking', 'Existing Oak to Remain', 'On-site Drop-off', and 'Director'. To the left of the map, the text 'Upcoming Meetings' and 'Próximas Reuniones' is in large bold letters, followed by 'Community Meeting' and 'Reunión Comunitaria'. Below this, the date 'September/Septiembre 16, 2025' and time 'at 6:30pm - 7:30pm' are listed. The location 'Booker T Anderson Community Center' and '960 S 47th St., Richmond' are also provided. At the bottom left, there is a cartoon character wearing a yellow hard hat and a blue shirt, holding a sign that says 'WEST COASTRA COSTA RICA UNITED SCHOOL DISTRICT'. To the right of the character is a QR code. Below the QR code, the text 'Want more info on the project?' and '¿Quieres más información sobre el proyecto?' is displayed, followed by the URL 'https://www.wccusd.net/stege-project'.

Upcoming Meetings
Próximas Reuniones

Community Meeting
Reunión Comunitaria

September/Septiembre 16, 2025
at 6:30pm - 7:30pm

Booker T Anderson Community Center
960 S 47th St., Richmond

Gr 1-6 & Specialty Labs

Kitchen & MPR

Library

Admin

Office Entry

Student Entry

Field

Tuesday TK/K Wednesday

Staff Parking

Existing Oak to Remain

On-site Drop-off

Director

1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b

Want more info on the project?
¿Quieres más información sobre el proyecto?

<https://www.wccusd.net/stege-project>

Information Technology Update - Laurie Wong Roberts

CALPADS End of Year 24-25 CERTIFIED!

Our excellent State & Federal Reporting Team (Stephanie, Amanda, and Maria), in collaboration with sites and departments, has once again submitted and certified our CALPADS (California Longitudinal Pupil Achievement Data System) on time! CALPADS data, once certified, is used to calculate funding for various state and federal programs.

Spam or scam?

We have been experiencing an uptick in phishing recently, leaving many wondering if the slightly suspicious email they've received is a dangerous phishing attack or a spam nuisance. **If you are even a little unsure about an email's validity, forward it to unsure@wccusd.net.** Please note that if the forward bounces back, the suspicious email has already been blocked.

Annual Forms Update

We have already had 3,643 families complete this year's Annual Forms!

PowerSchool Parent Portal Usage Summary 2024-25

- **High Engagement:** 3.4M total logins (2.3M parent, 1.1M student) with overall parent usage up 7% from last year
- **Mobile Dominance:** 89% of parent logins via mobile app vs. 11% website
- **Top Performers:** WC Mandarin Elementary (0% no parent accounts), Pinole Valley HS (372K logins - highest district-wide).

Educational Services/Teaching & Learning - Katherine Acosta-Verprauskus

We are sharing the [Homeless Resource Guide](#) for Unhoused Students and Families.

CONFIDENTIAL

“Confidential – The following information is being communicated as confidential, and not to be shared with anyone and not subject to public disclosure.”

Human Resources - Dr. Johnson

[Memorandum Summarizing the District’s April 23, 2025, to May 7, 2025, Preliminary Response to Actual Notice of Discrimination & Filing of UCP Complaint.](#)

Special Education- Guthrie Fleischman

Response to an inquiry received from a Board Member:

I believe the teachers who are reaching out to board members are most likely concerned about students entering TK and Kindergarten out of our Cameron Preschool program. We have, over the last two years, pushed our Cameron teams to offer placements in general education settings (RSP) rather than moving them directly into MMSN self contained classrooms at the outset of their TK-12 journeys. There are several reasons for this change, which I will list below. There are no other significant efforts at other grade levels at this time to "integrate" MMSN students into mainstream classrooms beyond what we have been doing for years with regard to mainstreaming opportunities.

- The CDE issued [this memo](#) regarding rightful presence on 12/4/24 regarding rightful presence, which is a core value of our department. We maintain that students with disabilities are general education students first, and movement toward general education settings is an action toward aligning our actions with our espoused beliefs. This memo primarily refers to preschool programs; however, the foundational principle is applicable to TK, given the age of some of our incoming TK students who will be 3 years old on the first day of school.
- [IDEA Section 1412 \(a\) \(5\)](#) “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”
- “Early Segregation does not merely predict later segregation; it almost ensures it.”
- Dr. Erik Carter, Baylor University. There is decades of evidence within our district and nationwide, that when students are placed in segregated classrooms they usually do not later find themselves transitioned back to the general education setting.
- Our spring 2025 annual determination letter from the CDE which monitors several key data points highlighted two data points (among others) that are directly impacted by the decisions that we make as a district regarding placement of students in self contained classrooms. First, our graduation rate for students with disabilities is RED on the california dashboard. This is directly impacted by the number of students that we have placed in non-diploma track programs including

our self contained MMSN classes. While our Secondary Director, Chavon Pangilinan-Green and her team have worked diligently so that MMSN programs will now be a diploma track, those students will not meet A-G requirements. The second data point is "LRE Regular Class less than 40%" for which the state target is <15% and our current percentage is 24.57% ([see attached](#) row 3 and row 9).

- Overwhelmingly the students in our district who end up in segregated classrooms and in non-diploma track programs are Black, Latino, and low SES. This is a matter of equity in how we are preparing young people with disabilities for postsecondary success.
- In our current structure, the most common experience for students in MMSN is that they receive all or most of their core academic instruction from TK-12 in a self-contained classroom, where curriculum is modified and data shows that most often students fall further from grade level the longer they are in these classes. They don't often remediate and reach grade level. This is true across the country, not just in our district. There are some school sites in our district that do a great job of mainstreaming students who are in the MMSN program; however, this is not universal and it is contingent upon several factors, including space availability in the gen ed classes, school site decisions, perceptions of student behavior, etc.
- Every student in our Cameron program is labeled as either MMSN or ESN, because we do not have an RSP-style program in the preschool. I am happy to report that this year our Cameron Coordinator, Shirley Priestley and the State Preschool Coordinator, Lanre Ajayi have developed a co-taught classroom that will allow for inclusion at the early intervention level (see memo above). It should be noted that those labels cause trepidation for the receiving schools, even when the disability falls into the mild/moderate category.
- There is no RSP credential. There is an MMSN credential that covers all of our RSP and MMSN teachers. The separation of RSP and MMSN is a decision that we have made as a district, but not a legal requirement. In short, RSP and MMSN teachers have the same training and the same credentials; however, I believe a lot of the concern here is more geared toward the gen ed teachers who will be teaching these students, and how well we have or have not prepared them to teach children with disabilities.
- Anecdotally, there were 2-3 students in the 24-25 school year who were moved to RSP instead of MMSN but struggled mightily and had to be moved back to a more restrictive environment. On the other hand there were many more who succeeded in the gen ed setting, including 10 students who had been assigned by the team into MMSN classes, but due to a clerical error ended up in gen ed settings. Of those 10, 8 thrived and when the error was caught, the parents informed the district that they did not want to move their children back to the more restrictive environment.

Last spring we directed the Cameron teams not to assign rising TK/K students with mild to moderate disabilities into MMSN classes and to give them an opportunity to succeed in the general education setting with RSP service. We let them know that they can increase the minutes of specialized academic instruction (SAI) in the RSP program if they felt the student needed the extra academic support. What we know to be true is that starting a student in the general education setting and moving to a more restrictive

environment as needed is far more realistic and plausible than the opposite, starting them in a restrictive environment and moving them to general education. Additionally, we reviewed the data regarding where these students would be going to school and found that most elementary schools would be receiving 0-2 “extra” students as a result of this shift. We committed to providing extra para support to those schools that would be receiving more than 3 “extra” students as a result of this decision. These changes were discussed at length within cabinet under Dr. Hurst’s leadership in the spring of 2024 and at several principals meetings in both the 23-24 and 24-25 school years.

Changing systems that have been built over years will take time, and what we learned in the spring of 2025 was that our system may not be ready for such an overhaul. There was significant pushback from parents, UTR (including a cease and desist), and Cameron staff. We met with UTR on more than one occasion, this was discussed at length in our May CAC meeting, and we met with Cameron teachers to discuss their concerns. In meeting with the Cameron team, we learned that their primary concern was with the decreased access to Autism Full Inclusion (FI) programs, because they have such programs in preschool. What we all learned is that the FI in Cameron were very different from the programs in TK-12, so there is a need for more education in that area to ensure that the teams at Cameron have a full understanding of what they are recommending at the TK-12 level.

There are valid concerns with regard to TK/K teacher preparation so the decision was made to slow down this process to give more time for professional development of general education teachers and to prepare our system as a whole for the change. We met with Cameron staff and let them know that they could go back to the families of these students, hold amendments and offer MMSN or FI programs for the 25-26 school year if the team and the family felt strongly that the student could not succeed in a general education setting with RSP services. Our plan is to continue to work with the Teaching and Learning department to build capacity in our TK/K teachers and programs toward making shifts long term in the placement, support, and long-term opportunities for our youngest learners with disabilities.