

**Friday Memo**  
**May 19, 2017**

**Upcoming Events – Matthew Duffy**

May 20: Building & Construction Trades Fair, DeJean, 11:00 – 3:00  
May 22: 18<sup>th</sup> Annual Reclassification Ceremony, Richmond Auditorium, 6:30 PM  
May 23: Cameron School’s Ice Cream Social, 5:00 PM  
May 24: Board of Education, DeJean, 6:30 PM  
May 25: WCCUSD Retirement Celebration, Richmond Country Club, 4:30 PM  
May 25: Richmond Promise Scholars Celebration, Richmond Auditorium, 5:30 PM  
May 25: Kennedy Area Festival, Kennedy Gym, 6:00 PM  
May 27: Middle College Graduation Ceremony, Richmond Auditorium, 10:00 AM  
May 29: Memorial Day Holiday, Schools and Offices Closed  
June 1: Transition Program Graduation, Vista Hills, 10:00 Am  
June 2: End of Year Employee Celebration, Richmond Auditorium, 4:00-6:00 PM  
June 3: Tech Futures Graduation Ceremony, ECHS Theater, 3:00 PM

**May Revision of the State Budget – Sheri Gamba**

Enclosed is a summary of the Governor’s May Revision provided by School Services of California. In short, State revenues are less than expected in January. However, the Governor is taking an approach to increase certain revenues, while delaying others. The net effect increases our estimated revenue in 2017-18 by \$2 million. Staff is still working on the multi-year projections in preparation for the budget public hearing on June 14.

**Immigration Resources – Matthew Duffy**

At its meeting on December 7, 2016, the Board of Education passed a resolution in Support of Students who are Undocumented, Muslim or Persons of Color and their Families and Protocols for Immigration and Customs Enforcement Access to Schools. Part of that resolution called for protocols to be established that sets expectations and guidance for District engagement with ICE. Staff has, in coordination with legal counsel, written guidelines, which are attached to this memo. We will bring this item to the May 24 Board meeting in the “Closing the Loop” segment of the Superintendent’s Report.

**Mathematics Adoption Update—6<sup>th</sup>-8<sup>th</sup> Grade/Algebra – Nia Rashidchi**

We are currently in the field testing stage of the Mathematics adoption process. The adoption committee narrowed the field from 5 to 2 program choices using state criteria mixed with a district lens. The adoption committee is comprised of the following folks:

- District Math Coaches—3 members
- 6<sup>th</sup> grade teachers—3 members
- Middle School math teachers—2 members
- Algebra teacher-- 1 member
- Administrator—1 member
- Special Education teacher—1 member

Field testers are currently in the process of trying the two programs selected by the adoption committee. For 6<sup>th</sup>-8<sup>th</sup> grade math, the two curricula are Big Ideas and Go Math. For Algebra I,

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Pearson and McGraw Hill are being field tested. Field testers had access to training provided by publishers. After completing a 2-week field test on each curriculum, they filled out an on-line Google Form asking for both Likert Scale ratings results and narrative input.

On May 18, teachers across the district were invited to Alvarado Adult School to hear publisher presentations and to get their hands on materials. Data from this presentation was also collected to supplement the input from field testers.

The Adoption Committee will convene at the end of May to make a final selection which will be put on display at the district office for public viewing. The School Board will be asked to consider approval of the selected materials at the June 14<sup>th</sup> Board Meeting.

**Richmond High Historically Black Colleges and Universities Trip – Nia Rashidchi**  
Six Richmond High students will be touring some of the Historically Black Colleges and Universities (HBCU) this summer. One of the school's Single Plan for Student Achievement (SPSA) goals is to ensure that students qualify (GPA, ACT, and courses) to attend an HBCU and understand what an HBCU offers. During the tour, students will meet with current college students and staff, learn how to apply to college, and hear about the benefits of attending an HBCU.

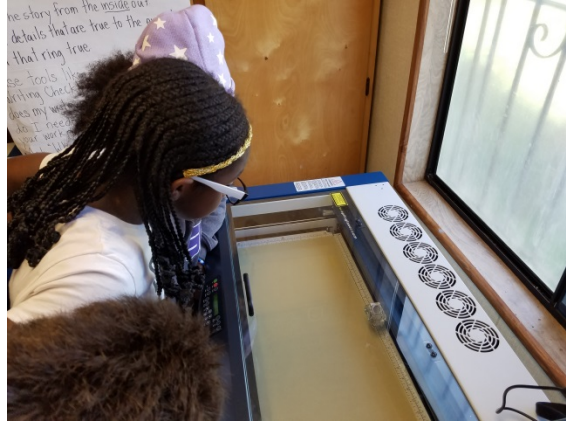
In addition, the trips to HBCUs give students first-hand experience of Black college environments. Students will visit some of the most notable HBCUs (Bennet College, Clark-Atlanta University, Hampton, Howard, Morehouse, Norfolk State, North Carolina AT&T, and Spelman) where they will be able to visit lecture halls, dormitories, and meet with student leaders. This will give our students the opportunity to walk the halls and speak with current students so when they're making a decision for college it is an informed one. The HBCU tour will visit various parts of the American South including the Deep South, Upper South and Eastern Seaboard. This will also give students a more holistic view of the nation. Finally, the trip will include visits to historical landmarks where students will gain a personal connection to some of their history. Upon return, Richmond High students will take what they have learned and present to the Richmond High Black Student Union (BSU) families and students.

This study trip will be on the May 24 board agenda for approval.

**Look What's Happening at the WCCUSD Fab Lab – Nia Rashidchi**  
Utilization of our Fab Lab resources continues to grow and expand.

Our Mobile Fab Lab made its first visit to a school site for educational purposes. Karen Rixford, worked with Fab Lab staff to create a lesson that involved her 5<sup>th</sup> grade students at Highland Elementary. To enrich a math lesson, her students designed their own rulers and had them fabricated using the resources of our Mobile Fab Lab.

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Fifteen students in Kennedy High School's After School Program utilize the Fab Lab twice a week. In addition to homework support, students design and create with the support of Fab Lab staff and Mr. Blatt, KHS chemistry teacher. This program is on-going and will run until the end of the school year.



The Fab Lab also holds monthly professional development opportunities for teachers. Class sizes are kept small so that Fab Lab staff can provide individualized attention.



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The Fab Lab continues to be a community resource. An event sponsored by Chevron for Girls, Inc., was held at the Fab Lab. The Mobile Fab Lab will be deployed to Hercules High School to support the Makers Fair that will be held on Saturday, May 20<sup>th</sup>.



Teachers and students have already begun to be enrolled in summer programs to be held at the Fab Lab. The focus for our high school students will be to train a cadre of students capable of supporting work in the Fab Lab for which they would earn a stipend. For our teachers, our two-day institutes will focus on learning specific machines and developing lesson plans so they can return to the lab during the school year with their students.

We will continue to keep board members up-to-date on the Fab Lab progress.

**WCCUSD Food Services, Trump Administration rolls back School nutrition standards -  
Lisa LeBlanc**

U.S. Secretary of Agriculture Sonny Perdue on May 1, 2017 announced that the U.S. Department of Agriculture (USDA) will provide greater flexibility in nutrition requirements for school meal programs in order to make food choices both healthful and appealing to students. The 2010 Healthy Hunger Free Act signed by Obama provided that meals include fruits and vegetables every day, more whole grain foods, less saturated fat, trans fat, and sodium. The new proclamation begins the process of restoring local control of guidelines on whole grains, sodium, and milk. WCCUSD Food Services will maintain the changes made since 2010 and will continue to assess, expand upon, and make good food choices for our students.

The biggest challenge in the 2010 Healthy Hunger Free act was introducing whole wheat requirements since our students were not accustomed to eating that way at home; however, our participation (the number of students who eat at school) has stayed steady and even increased since the 2010 Healthy Hunger Free Act was signed into law. The introduction of a fruit or vegetable at both breakfast and lunch was also challenging for the District due to the amount of waste; however, a greater variety of fruits and vegetables were introduced to students and more students are eating them now. WCCUSD Food Services eliminated chocolate milk in 2010 and has no plans on bringing it back and has not seen a drastic drop in overall milk consumption over the last 7 years. We offer our students 1% white milk and nonfat lactose free milk to those students that are lactose intolerant.

West Contra Costa Unified School District  
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School nutrition supports our students and our educational system. It's all about increasing programs such as gardens, nutrition education, cooking classes, anything that educates students to the importance of nutrition and health and can link to our school cafeterias.

**Public Records Log – Marcus Walton**

Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.



# The FISCAL REPORT an informational update

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## An Overview of the 2017-18 Governor's May Revision

### Preface

The May Revision represents the final statutory opportunity for the Governor to update his economic projections prior to enactment of the State Budget in June. Factors such as tax revenues, population growth and competing state priorities are all detailed in the Governor's May Revision. As we have seen in the past, significant changes, both positive and negative, can surface in the May Revision.

This year, there was a mixture of hope and confusion in January when the Governor announced lower revenue projections and the Legislative Analyst's Office immediately announced higher projections. In the May Revision, the Administration's new forecast for 2017-18 splits the difference. The hoped-for higher revenues have not materialized in the current year. However, the Governor has increased the 2017-18 revenue forecast and reflected an increase in the Proposition 98 minimum guarantee. At the same time, the Governor also proposes modification to the provision of Test 3 to ensure that the state is not compelled to fund Proposition 98 above the minimum guarantee.

The Governor projects the 2017-18 Proposition 98 minimum guarantee from January to be up \$1.1 billion to \$74.6 billion, while the current-year minimum guarantee is calculated once again at the 2016-17 State Budget level of \$71.4 billion. This increase compared to January fully eliminates that current-year, one-time deferral that was proposed at the January State Budget.

Some educators worried that there might be a proposal for a restructuring of funding and delivery of special education services. The Governor has not made a proposal; however, he does suggest that further study is needed.

### Overview of the Governor's May Revision

Governor Jerry Brown's May Revision paints a somewhat brighter fiscal picture than what he offered in his January Budget proposal. Throughout the current year, state revenues have been soft, falling below projections through April. However, even though the May Revision acknowledges a current-year shortfall of \$225 million, budget-year revenues are expected to exceed the January forecast by almost \$1.9 billion. This revenue gain allows for increased spending next year compared to what we were bracing for just four months ago.

In his May 11, 2017, press conference, the Governor returned to his theme of fiscal prudence. He noted that the state has increased spending by billions of dollars over the last several years, especially for education. He warned, however, that we're starting to press the envelope with regard to the length of our current economic recovery, noting that the longest recovery on record is ten years, and we're now in our eighth year of growth.

He stressed that he did not want to return to the practices of prior Administrations in which new programs were added during the good times but have "the rug pulled out" from people receiving these services when the economy turned south. Without predicting such a recession, he stated that the Department of Finance (DOF) has forecast a \$55 billion revenue shortfall over three years even with a recession of "moderate intensity."

Proposals outside of Proposition 98 include:

- A \$6 billion supplemental payment to the California Public Employees' Retirement System (CalPERS) with a loan from the state's Surplus Money Investment Fund
- A \$400 million increase to mitigate cost increases to counties related to realignment of the In-Home Supportive Services program
- Sequesters \$50 million from the University of California (UC) until State Auditor recommendations and other UC commitments are met

Finally, the Governor's May Revision highlights a number of initiatives to assist those in poverty, including raising the minimum wage, expanding health care coverage and providing a cost-of-living increase to the Supplemental Security Income/State Supplementary Payment program.

## **The Economy and Revenues**

### **Economic Outlook**

The Governor's May Revision continues the themes from the January Budget proposal, including continued emphasis on the risks posed by the all but inevitable eventual recession. The Governor was quick to point out that the current recovery is the third longest in the post-war period and if there is not a recession within the next two years it would be historical. He emphasized exercising fiscal restraint due to this looming recession and pressures from Washington D.C. He cautioned that if the American Health Care Act ("Trumpcare"), or a similar bill were to become law, it would cost California billions of dollars. While we concur with the Governor about the risks present, we believe that there is still room for optimism.

Federal tax and spending policies remain relatively constant compared to 2016, with modest economic growth continuing over the next few years. U.S. inflation is expected to rise from 1.3% in 2016 to over 2% in 2017 as housing, gas, and medical costs increase. The Federal Reserve is expected to continue steadily increasing interest rates after the March interest rate hike.

The national unemployment rate as of April 2017 is equal to the pre-recession low of 4.4%, while California's unemployment rate fell to 4.9% in March 2017 and is expected to remain near that level throughout the forecast. The drop in the unemployment rate is leading to higher wage growth, which is shifting the source of personal income growth. Education has been a beneficiary of these good times, but as the Governor likes to remind us . . . The next recession is just around the corner.

### **State Revenues**

While not at the level that education has experienced in the past, revenue projections are once again up as part of the May Revision compared to the Governor's January Budget. Personal income tax and corporation tax revenues are up \$2.9 billion and \$400 million, respectively, while sales tax revenues are down \$1.2 billion due to weak cash receipts. These factors reduce the forecast for 2016-17 by \$225 million compared to the January Budget, but increase the 2017-18 forecast by \$1.9 billion. Total General Fund revenues are projected to be \$118.5 billion in 2016-17 and \$125.9 billion in 2017-18.

While the Governor continues to stress the likelihood of a recession in the near future, the forecast does not project a recession and in fact reflects continued growth over the next four years. The average year-over-year growth rate over these four years is projected at 3.7%, with total General Fund revenues increasing \$22.7 billion to \$136.8 billion in 2020-21.

## **Proposition 98**

Proposition 98 sets in the State Constitution a series of complex formulas that establish the minimum funding level for K-12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee and (1) workload changes as measured by the change in K-12 average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less. Over the past few years,

Proposition 98 has provided significant funding increases for schools, which have been used to restore cuts that were imposed during the Great Recession.

While Proposition 98 funding increases slightly over the January proposal, the Governor cautions that the major gains of the recent past have come to an end. The May Revision proposes a \$1.1 billion increase for 2017-18 from the January proposal in Proposition 98 funding to \$74.6 billion, while the current-year minimum guarantee is maintained at the 2016-17 State Budget level of \$71.4 billion. The May Revision also proposes to fully eliminate the current-year, one-time deferral of \$859 million that was proposed in January.

In order to increase Proposition 98 funding and eliminate the deferral in this economic climate, the Governor proposes to suspend the statutory Proposition 98 Test 3B supplemental appropriation in 2016-17, in addition to the 2018-19 through 2020-21 fiscal years. Although the summary asserts that funding reduced through this mechanism will be automatically added to the maintenance factor obligation, which ensures that school funding is restored in the long term, there are still some unanswered questions about this strategy and the future outlook of Proposition 98 funding.

**Cost-of-Living Adjustment and Average Daily Attendance**

The May Revision includes a 1.56% cost-of-living adjustment (COLA) for K-12 education programs. The statutory COLA for K-12 education is based on the annual average percentage change in value of the federally maintained Implicit Price Deflator for state and local governments, and is applied to the Local Control Funding Formula (LCFF) base grant targets, as well as other education programs that are funded outside of the LCFF. The estimated statutory COLA for K-12 education programs in the Governor’s January Budget proposal for 2017-18 was 1.48%, but based on final data for the Implicit Price Deflator, the actual COLA is 1.56%.

During implementation of the LCFF, the COLA is a less significant factor for most K-12 local educational agencies (LEAs) in estimating revenue changes for the upcoming year than it was under revenue limits. The COLA will affect the per-pupil grants used to calculate the LCFF target, but does not directly impact the level of the appropriation for LCFF gap closure. Rather than the COLA, it is the appropriation and its corresponding gap closure percentage which determine revenue growth for most school districts and charter schools.

LEAs that are at their LCFF target (i.e., fully implemented) will see a slight increase in LCFF funding and funding for categorical programs from January. Those programs include Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and American Indian Early Childhood Education, all of which will now receive the statutory COLA of 1.56%.

As a result of an increased May Revision estimate of 2016-17 and 2017-18 ADA, total funding for school districts, county offices of education (COEs), and charter schools under the LCFF will increase by \$26.2 million in 2016-17 and by \$74.1 million in 2017-18.

**Local Control Funding Formula**

The Governor’s 2017-18 May Revision continues implementation of the LCFF with an increase of \$1.4 billion in additional Proposition 98 revenues, up \$661 million from the January State Budget proposal. The LCFF provides funding to transition all school districts toward target funding levels and provides supplemental revenues through percentage weighting factors to increase or improve services for students who are not English language proficient, who are from low-income families, or who are in foster care.

**LCFF Target Entitlements for School Districts and Charter Schools**

The target base grants by grade span for 2017-18 increase by the statutory COLA of 1.56%, a slight upward adjustment from January’s 1.48% COLA estimate.

Grade Span	2016-17 Target	1.56% COLA	2017-18 Target
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	<b>Base Grant per ADA</b>		<b>Base Grant per ADA</b>
TK-3	\$7,083	\$110	\$7,193
4-6	\$7,189	\$112	\$7,301
7-8	\$7,403	\$115	\$7,518
9-12	\$8,578	\$134	\$8,712

The 2017-18 transitional kindergarten-3 grade span adjustment (GSA) for class-size reduction (CSR) is also 1.56% higher from 2016-17 at \$748 per ADA, as well as the grade 9-12 GSA at \$227 per ADA, in recognition of the need for career technical education (CTE) courses provided to students in the secondary grades.

In addition to the base grants, school districts and charter schools are entitled to supplemental increases equal to 20% of the adjusted base grant (which includes CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free and reduced-price meals program, or in foster care (the unduplicated pupil percentage). An additional 50% per-pupil increase is provided as a concentration grant for the percentage of eligible students enrolled beyond 55% of total enrollment.

Bear in mind that the LCFF target entitlement is the full funding level for each LEA, in today's dollars, that the state intends to provide at some point in the future under the formula. It is not the amount an LEA will receive in 2017-18, which is based on the difference, or "gap," between the current-year LCFF funding level, the LEA's target entitlement, and the proportion of the gap that can be funded with the LCFF increase.

### **LCFF Transition Entitlements and Gap Funding**

The difference between a district's or charter school's current funding and its target entitlement is called the LCFF gap, and it is this gap that is funded with the additional dollars dedicated each year to implementation of the LCFF. For 2017-18, the May Revision proposal calls for a \$1.4 billion increase to LCFF allocations. According to our initial estimate, this will close 45% of the gap remaining to full implementation of the LCFF. The DOF has not yet released their calculation of the revised 2017-18 gap closure percentage.

### **Special Education**

The Governor's May Revision does not include any measurable funding increase for special education programs. It does, however, include a summary of actions taken by the DOF as a result of the Governor's Budget and the Administration's desire to solicit stakeholder feedback on recent reports on special education finance in California. The May Revision states that, "given the scope of the feedback and the complexity of this program area, the Administration will spend additional time in the coming months examining these issues to chart a path forward that will maximize resources to serve students while increasing transparency and accountability."

### **Child Care and Preschool**

In a significant shift from his January Budget, which proposed to suspend a 2016-17 Budget agreement with the Legislature for a three-year investment plan in child care and preschool, the May Revision now fully funds last year's deal by providing increases to provider reimbursement rates and additional state preschool slots. Specifically, the May Revision provides an additional \$67.6 million to fund a full 10% increase to the Standard Reimbursement Rate over the 2015-16 rate. It also increases the Regional Market Rate to the 75<sup>th</sup> percentile of

the 2016 survey, beginning on January 1, 2018. With regard to increasing access to preschool and consistent with the 2016-17 agreement, the May Revision proposes to increase full-day preschool slots by 2,959. The Governor's January Budget also proposed no COLA for child care and preschool; however, the May Revision includes a COLA for both. The 2017-18 investment in rates, slots, and COLA amounts to a total of \$239.21 million (\$111.14 million from non-Proposition 98 funds, and \$127.85 million from Proposition 98 funds). Finally, the May Revision proposes reductions in California Work Opportunity and Responsibility to Kids Stages 2 and 3 of \$18.1 million and \$12.8 million, respectively, to reflect caseload adjustments.

### **Discretionary Funds**

The Governor's May Revision proposes just over \$1 billion in one-time discretionary funds for school districts, COEs, and charter schools. This is an increase of just under \$750 million to the \$287 million proposed in January. Like prior years, these funds would be available for expenditure at the discretion of LEAs and would be used to offset LEAs' outstanding mandate reimbursement claims. In prior years, funding has been allocated on the basis of prior-year Second Principal Apportionment (P-2) ADA. The May Revision makes no mention of changing this policy. In addition, the May Revision proposes to disburse these funds in May 2019.

### **School Facilities and Proposition 39 (2012)**

In his January Budget, Governor Brown offered his support for the sale of Proposition 51 bonds contingent upon increased transparency and accountability in the State School Facility Program. He proposed developing and implementing an up-front grant agreement and subsuming the audit of state-funded facilities projects into the annual K-12 independent audit process. The May Revision simply restates the Governor's January position. The State Allocation Board is scheduled to take action on the proposed grant agreement at its May 2017 meeting.

The May Revision makes a modest reduction to the proposed appropriation to fund Proposition 39 school and community college district energy projects. The 2017-18 appropriation for K-12 energy projects is proposed to be \$376.2 million, while the community college appropriation is proposed at \$46.5 million, reductions of \$46.7 million and \$5.8 million respectively, from the January Budget.

### **Career Technical Education**

The Governor's 2017-18 January Budget proposal included the final installment of \$200 million for the three-year Career Technical Education Incentive Grant program that began in 2015. The May Revision maintains this proposal and adds no additional funding.

### **Teacher Workforce**

To help address California's teacher shortage, last year's Budget appropriated funds to recruit teachers and assist aspiring teachers in completing requirements to enter the profession. Building on last year's actions, the May Revision proposes to optimize federal funds to support these efforts. Without much detail, the Governor suggests that California can leverage the flexibility of the Every Student Succeeds Act to "direct additional federal resources" for teacher recruitment and retention efforts, with a particular focus on "high need" fields.

### **Federal Programs**

Congress recently passed a federal spending package to complete fiscal year 2017 (through September 2017). Consequently, federal education funding for low-income, English learner, and special education students, along with funding to support educator preparedness and professional development, will be coming into clearer view when the California Department of Education completes its evaluation of how much California can expect to receive.

### **Apportionment Deferrals**

Deferrals of \$859 million, as proposed in January, have been rescinded as a result of additional resources available from the 2015-16 and 2016-17 fiscal years. State aid payments in the month of June 2017 are back to their original schedule.

### **In Closing**

Regardless of any one-year's budget decisions, California remains a very high-tax state but assigns a lower priority to education than other high-revenue states. The modest promise of the LCFF, restoration of the purchasing power level of 2007-08, will not be met because much of the restoration funding will go to increased contributions for the California State Teachers' System and CalPERS, not to educational programs. California is destined to remain lower than other states in funding for public education.

Volatility is also a significant problem in education funding in California. Reliance on the volatile income tax instead of the more stable property tax amplifies year-to-year swings in funding. Also, even during periods of tremendously high job growth, overreliance on the top 1% of earners ensures additional volatility. Successful states enjoy a high level of stable funding; we don't enjoy either.

While the Governor is quick to note that we are overdue for a recession, his forecasts do not include any potential effects of the next recession. Make no mistake, modification of the Test 3 provisions of Proposition 98 is proposed in order to protect the state, not school districts.

All in all, the May Revision is better for public education than the January Budget. But only enough to offer slightly better prospects for maintaining programs. There is little room for growth in program costs or new programs.

The best education plans have always shared the characteristics of good reserves, conservative budgeting, and rigorous setting of priorities. That will continue to be true over the next few years under the Governor's plan.

*—SSC Staff*

posted 05/11/2017

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## **May Revise Update: One-Time Discretionary Funds**

The Governor's May Revision, released on May 11, 2017, included an additional \$750 million in one-time discretionary funds, in addition to the \$287 million that was part of the January Budget proposal, for a total of more than \$1 billion. Like prior years, these funds offset local educational agencies' (LEAs) outstanding mandate claims. However, for 2017-18, the entire \$1 billion comes with a catch: They are not scheduled to be disbursed until May 2019. The Governor's intent of holding onto the funds is to ensure that Proposition 98 is not over appropriated as a result of lower-than-expected revenues in the 2017-18 fiscal year.

As a result of the lack of receipt in the 2017-18 fiscal year, and some uncertainty around receipt during the 2018-19 fiscal year, School Services of California, Inc., is recommending that LEAs exclude this revenue from their upcoming budget, as well as their multiyear projection.

—*SSC Staff*

posted 05/12/2017



## **West Contra Costa Unified School District Guidelines Regarding School Interactions with United States Immigration and Customs Enforcement**

### **Purpose**

Ensuring the safety of our students is our top priority at West Contra Costa Unified School District. Given the recent political climate and events which have occurred on a national stage, some of our students and families have expressed concerns about how our schools may interact with the United States Immigration and Customs Enforcement (ICE) and protect their privacy. These guidelines are intended to be a resource if you are ever faced with an immigration enforcement action on your campus. However, if you are faced with such a situation, immediately contact the Superintendent, or Superintendent's designee for assistance, who may in turn consult with legal counsel.

### **ICE Access to WCCUSD Property**

If ICE agents arrive at a school and present paperwork (e.g. arrest or search warrant, court order, or subpoena), ask to see the ICE agents' credentials, and ask whether they have received appropriate authorization to conduct enforcement-related activities at a "sensitive location," such as a school, under ICE Policy 10029.2. Request copies of any relevant paperwork. Then, immediately contact the Superintendent or Superintendent's designee, for review of the relevant paperwork, and to determine how to proceed. Explain to the ICE agents the school district protocol of notifying the Superintendent or Superintendent's designee of the situation, and ask the ICE agents to wait off campus while the school is reviewing the matter. Please note that warrants are extremely time sensitive, and there will be very little time to delay the execution of a valid warrant.

Notify the student's parents as soon as possible, unless the ICE agents specifically instruct otherwise.

### **Sharing Student Information with ICE**

Student records are protected by state and federal law and should not be shared with ICE, unless there is a valid court order, subpoena, or consent from the parent/guardian. If ICE agents request student records, please call the Superintendent or Superintendent's designee.

Please remember, a student record is any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his or her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means.

### **Children Left Stranded Because His/Her Parent is Detained by ICE**

As a proactive measure, schools should encourage all parents to update the emergency contact form. Please encourage parents to designate an emergency contact that can be available for their student, including back-up contacts.

If a child is left stranded at your school and you suspect it is because his or her parent is detained, please exhaust the child's emergency contact list. Please have a staff member remain with the student until the parent, guardian, or emergency contact can arrive. If the school is unable to reach the parent, guardian or emergency contact, please call the Community Engagement department at (510) 307-4526.

**Public Records Request Log 2016 - 2017**  
**Week Ending May 18, 2017**

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	12/2/16 Documents sent via email 3/31/17 Documents sent via email 5/5/17 Documents sent via email  Gathering/Reviewing additional DOCs Response due by 6/9/2017
65	2/7/17	Casey Hazelhofer Law Offices of Young, Minney & Corr. LLP	All WCCUSD Elementary & Middle Schools Student Data, Enrollment, School Site Data	3/31/17 Documents sent via email  Gathering / Reviewing Additional DOCs
83	4/26/17	Dennis Clay	SGI Contracts / Documents	5/9/17 Email Sent Response due by 5/19/2017
85	5/8/17	Ivan Kranjcec Smart Procure	WCCUSD MUNIS Purchase Order Report / February, 2017 – Present	5/9/17 Acknowledgement email sent
86	5/8/17	Matthew McConnaughy Graybar	Solar Installation Project – 34 Sites / Payment Bond	5/9/17 Acknowledgement email sent