

West Contra Costa Unified School District  
*Office of the Superintendent*

**Friday Memo**  
**May 22, 2020**

**Upcoming Events – Matthew Duffy**

May 27: 11 am to 1 pm & May 28: 11 am to 1 pm, Hercules HS, Drive Thru/Appointment Graduation  
May 29 or May 30: 11 am to 1 pm, Middle College, Drive Thru/Appointment Graduation  
June 1: 10 am to 1 pm & June 2: 12 pm to 3 pm, El Cerrito HS, Drive Thru/Appointment Graduation  
June 1: 2 pm to 4 pm; June 2: 9 am to 11 am, De Anza HS, Drive Thru/Appointment Graduation  
June 2: Agenda Setting, 4:30 pm  
June 3: 3 pm to 6 pm; June 4: 2 pm to 5 pm, Richmond HS, Drive Thru/Appointment Graduation  
June 4: 10 am to 1 pm; June 5: 4 pm to 7 pm, Kennedy HS, Drive Thru/Appointment Graduation  
June 4: 4 pm-7 pm; June 5: 10 am to 1 pm, Pinole Valley HS, Drive Thru/Appointment Graduation  
June 5: 3 pm-6 pm: Vista HS, Drive Thru/Appointment Graduation  
June 6: 3 pm-6 pm, Sylvester Greenwood Academy, Drive Thru/Appointment Graduation  
June 10: Board of Education meetings via video conference/teleconference, 6:30 PM

**Budget Reporting Process - Tony Wold**

At the past board meeting there was understandably some frustration with the documents that were included in the board packet not matching information that was presented in the accompanying PowerPoint. The process of completing the budget and required reporting as well as keeping all stakeholders informed of how funds are allocated and future projections is a very complex task which is further hindered by the format and timing of the State Forms. Simply put, in the best of conditions the reports that are generated from any Management Information System (MIS) are often reflecting activity that is more than a month in arrears. **What this means is that a report run on the first of May likely will, at best, reflect activity and payroll records from March** with the process often taking more than a month from payment to final posting within the system.

The Third Interim was reporting the actual expenditures that had been incurred, processed and posted as of April 30, 2020 which was reflected on the State Forms. The software that creates State Forms is hard coded by the State and cannot be amended to reflect immediate changes and these reports will always have delays in reporting all data. Proper Business management is for staff to maintain a projection, in addition to the MIS data, that can account for the macro-level changes that occur in the budget to allow staff to forecast possible adjustments that may be necessary in the budget. A report run within any financial system is only accurate for that point-in-time and if you run the exact same report one hour later the results would be different to reflect activity that was posted to the General Ledger during the time between report runs. The General Ledger is composed of millions of individual accounting journal entries that debit and credit thousands of account code strings. There is **only one report** created from State Forms that is fully accurate which is the **Unaudited Actuals** report. **This report is not completed until the books are closed on a fiscal year and takes more than 3 months to complete.**

We recognize that this may cause frustration in understanding the numbers and during times of financial crisis can create a lack of trust about the validity of the data. The lack of accurate data and timely reporting can be a challenge for all of us, and therefore it is essential to combine the normal reporting cycle from the State Forms with additional MYP calculations and make efforts to implement and follow

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best practices regarding reconciliation and budget development. As your Chief Business Official I am writing to the Board to explain that we take our responsibility to report accurate data to the Board and public extremely seriously and here are the steps that we have taken this year to improve our ability to report accurate and timely information:

- The District has formalized a dedicated position responsible for Position Control that will ensure the proper safeguards are in place and the connection between HR and Business is monitored and all positions are validated with accurate account information. With over 88% of our expenditures connected to people this is a critical function.
- In Budget development for the 2020 - 2021 school year the District has analyzed every position to ensure that it is accurately budgeted and accounted for within position control.
- The District has audited the staffing allocations at sites and departments and through the board actions in February and April eliminated the past practice of maintaining positions that were funded with “soft” or one-time funds within the budget to ensure that positions are accounted in the MYP and monitored to ensure that they do not create greater ongoing structural deficits.
- The District reduced expenditures in non-salary portions of the budget and is identifying those contracts that are essential for operations and is implementing a process to validate all contracts and consultants on a yearly basis. To accomplish this and align with the board goals regarding contracts the District has notified all support providers that their contract (as allowed within the terms of the contract) would expire on June 30, 2020 and need to be reviewed and approved by the Board for the upcoming school year.
  - This allowed the District to maintain flexibility to pivot priorities due to COVID-19 and achieve operational savings to support the upcoming budget cuts
  - The District will be bringing to the Board for renewal those contracts that are “fixed” costs or essential services at the June 10, 2020 meeting. These include our master agreements for Non-Public schools and agencies that support Special Education Students, the contracts that support technology infrastructure, those that support fiscal oversight and compliance, critical academic supports, utilities, and essential student support agreements.
  - The budget for other support contracts will be maintained within the site and department allocations but is not being spent immediately. This will allow the District to work with our stakeholders and the Board to be able to pivot priorities based upon the needs of the District to support students in the fall in whatever configuration school ends up being.
- The District follows the guidance of the Contra Costa County Office of Education in building our budget projections and assumptions. As your Chief Business Official I personally communicate directly with Bill Clark at the County on a regular, and often weekly, basis in regard to our financial information. The County reviews our cash flow, budget assumptions, as well as our public presentations and budget update reports to ensure that we maintain appropriate fiscal accountability.
- The District has developed a budget reduction plan that is being executed. On September 14, 2019 we outlined the process for the 2019 - 2020 school year to address the structural deficit within the District. Over the past 8 months we have worked with the community, negotiated with our labor units, and continually updated the Board on our budget reduction process and the Board has executed the plan to be fiscally responsible. This plan involved a measured approach to manage the issue over a multi year implementation.

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- The District implemented a plan with reserves and OPEB to address the structural deficit within the current year (2019 - 2020) with one-time funds. This effectively “pushed” the deficit to the next year.
- The District identified, and negotiated, and the Board approved ongoing expenditure reductions of \$29.8 million for the upcoming year (2020 - 2021) while also utilizing OPEB to “push” \$18 million in required cuts to the following year
- The District, pre COVID-19, identified a strategy to negotiate and execute the additional required cuts of \$18 million after the November 2020 election to be implemented for the second year (2021 - 2022).
- The District also implemented stricter budgetary oversight during the current fiscal year with the goal to build upon reserves to utilize as part of the measured approach of making ongoing cuts and maintaining critical services
  - The plan for each year is to utilize a combination of ongoing reductions and utilization of one-time funds to effectively “smooth” the impact of the reduction plan over a period of several years in a fiscally responsible manner.
  - Through this management of the budget the District anticipates that the fund balance at the end of the 2019 - 2020 fiscal year will increase by approximately \$12 million over what was projected as part of the September 14, 2019 report.
- The District and the Board have executed the plan that began on September 14th and this has provided the foundation for us to be able to move forward with the new challenges facing public education.

***COVID-19 Pandemic Budget Impact- Tony Wold***

In March of 2020 the World experienced a full scale pandemic that will alter the way we operate schools for the foreseeable future. The economic fallout from a two-month shelter in place will be felt for multiple years. This impact has fundamentally altered the funding that the District will receive beginning immediately with a deferral of State apportionment in June 2020 into the next fiscal year. In January 2020 the Governor projected that the State would end the next fiscal year with over a \$6 billion surplus and announced a significant investment in early education, special education and continued support for K-12 education. Just 4 months later the same State is now projecting over a \$50 billion structural deficit and announcing cuts to K-12 education of over 10% for the upcoming 2020 - 2021 school year.

This rapid shift in State revenue will impact every school district in California and across the nation. The projections from School Services of California is that by the end of the 2021 - 2022 school year, 25 months from now, that almost every school district in California will have exhausted all reserves and be unable to operate without intervention. The Governor went farther in his remarks to explain that the State of California needs to have financial support and intervention from the Federal Government to weather this Storm.

During the Great Recession that began in 2008 the Federal Government provided several rounds of ARRA, Stabilization, and Special Education grant funds to K-12 education in California which were the main reason that Districts were able to operate until 2013 - 2014 when we shifted to the Local Control Funding Formula (LCFF). The goal of LCFF was to bring K-12 funding back to the purchasing power that was funded in 2007. The LCFF became fully funded in the 2018 - 2019 school year and the State

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slowed K-12 funding to only provide a Cost of Living Adjustment (COLA) increase. This was what was expected for the 2020 - 2021 school year, but due to the COVID-19 pandemic **we are now projected to immediately roll back to funding levels from 2015 - 2016** in a 12 month period. Not only did the Governor announce the **cancellation of all new programs and initiatives** but he explained that we will need to **reduce services to our students** due to the budget crisis.

The immediate reduction of 5 years of funding catches school districts in a position where their revenue is reduced by these levels, but the expenditures including bargained salary and benefits increases that were earned during this period remain as ongoing expenses. Based upon our initial evaluation of the Governor's budget proposal the District will need to cut at least an additional \$18.5 million on top of the estimated \$22.5 million that was already scheduled to be cut due to the District's ongoing structural deficit. We will continue to evaluate the proposal and determine the magnitude of the cuts but the magnitude will very likely be over \$41 million in reductions that will need to be identified by the end of the 2020 - 2021 school year.

**The District has a plan**

In September 2019 we began a process of reducing our structural deficit and addressing the shortfall over a two year period. Through collaboration with the employee groups and hard decisions that were adopted by the Board we were on the pathway to implement the needed reductions over a two-year period. Due to the actions taken during the current school year we will have more than anticipated reserves to utilize in the upcoming year to mitigate the immediate impact of the new cuts. During this crisis our Board and Leadership have been steadfast and made the hard decisions.

- The District was one of the first school districts in California to take action to protect our students from the COVID-19 pandemic and has remained focused on serving students during this period while also managing the budget.
- As was presented at the Third Interim the District will have enough reserves to operate through the upcoming 2020 - 2021 school year but will need to make reductions for the following (2021 - 2022) school year with an estimated target of \$41 million.
  - This target can be shifted to a two-year process with the possible utilization of one-time solutions to push the impact across multiple years.
  - The budget MYP does not include any Federal aid nor does it fully account for possible State one-time solutions.
  - Based upon the Governor's proposal the estimate is that approximately 50+% of the cuts will be offset by one-time revenue in the upcoming year.

On June 10th the District will bring the budget to the board for adoption. **As with the Third Interim, the State reports will reflect the information as of April 30th as the budget must be completed and posted by June 1.** The State budget process does not finish until June 15th and the budget would not be official until signed by the Governor before June 30th. As a matter of timing and practice it is not possible for school districts to adjust their budgets based upon the actual adopted language during this time frame. For this reason there is no benefit in waiting to adopt the budget as there cannot be additional adjustments completed in time within the State forms.

The District budget on June 10 will include the following assumptions:

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1. An LCFF revenue decrease of 10% as projected by the Governor and a 0% COLA for the second year.
2. Updated expenditure projections that include the board approved \$29.8 million in cuts.
3. No additional federal support

Due to the COVID-19 pandemic and the uncertainty of the State budget and how the District will need to operate to open school in the fall the June 10 budget will not have the following:

1. Finalized utilization of State Supplemental and Concentration LCAP funding
  - a. The District has put on hold the utilization of “soft” site funding for positions or contracts
  - b. Only “fixed” cost contracts and services that are essential will be renewed to start the year
2. Fully up to date cash flow for 2020 - 2021 until the apportionment schedule is released

It is anticipated that the State will not finalize the full impact to K-12 budgets until sometime in August 2020. It is anticipated that the District will then update the budget as part of the Unaudited actuals report in September 2020 and then again with the adoption of the LCAP in December 2020 after the November elections where the final amount of cuts will be defined and the possibility of voter solutions known.

We recognize the anxiety that this fiscal news causes and the frustrations of needing to see fully updated information through the State forms and staff reports to help guide decision making and we will strive to provide the information as it is available. With that being said, we cannot change the timelines of when the State finalizes their legislative process or the time it takes to fully account for those decisions within our programs. We will continue to update our MYP and Cash Flow assumptions and provide these projections outside of the State Forms to ensure the most up-to-date information is available. We need to understand, however, that this crisis is being felt by all of our stakeholders and they are looking to us to provide hope and stability. We will be working over the summer to craft a plan, and as we asked the board and community last September to allow the process to work we once again implore our stakeholders to work as one and allow this process to come together again with us starting our work upon the receipt of the Unaudited actuals.

As your Chief Business Official I am committed to work hand-in-hand with Superintendent Duffy to do the hard work over the summer to build our plan and involve our community and stakeholders in defining what school may look like for the short and long-term. Having experienced the impact of the great recession from inside the business office I have experienced the challenges of significant budgetary impacts and know that this time requires unity and strength. This pandemic is affecting every school district in the State and already multiple districts have published letters that they will not be prepared to open schools and serve students without additional funding. Together we need to advocate for adequate school funding and together we need to allow the process to happen as we follow the guidance and direction of the Contra Costa County Office of Education in managing our budget situation.

We owe it to our students, staff, and the community we serve to work together on this process to move forward starting with our adoption of the budget on June 10th and our mutual goal of providing stable grounded leadership for all of our stakeholder though unity and support built upon mutual respect and trust in the process that has allowed us to collaboratively accomplish the necessary reductions this year and will once again get us to the goal again next year.

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**Letter to State and Federal Government regarding needed funding for Education - Tony Wold**

As part of our focus on Advocacy we are working on drafting a letter to our elected officials explaining the critical need for additional K-12 funding to be able to open our classrooms for the coming year. To be able to offer any type of adequate social distancing protocols and safely operate schools will require a significant investment and may not be possible with the magnitude of school cuts that are occurring. This coming year the District negotiated higher class sizes with UTR due to a lack of funds. It would be impossible to pivot and immediately create a smaller class size model while receiving less funding.

As the national economy continues to be strangled by the COVID-19 pandemic one fact has become clear and that is that K-12 education is essential and in fact the failure to support education has an immediate and direct impact on the ability of a nation to go back to work. Now more than ever it is clear how essential the services are that we provide to our students and communities. This week six of the largest school districts in California provided a letter to the State Senate and Assembly that outline the needs of K-12 education to be adequately funded. Beyond the individual details this one sentence summarizes the current situation that will also impact WCCUSD: “We cannot in good conscience risk the health and safety of our students and staff by returning to the classroom prematurely and without funding for the necessary precautions given the continued lack of a national testing program and a lack of clear understanding of the impacts of coronavirus on young people.”

While the political messaging is beginning to shift by State leaders to soundbites that local school districts will be able to determine when they can safely reopen school the “release” is not being accompanied with any additional funding and is in fact being delivered with reduced funding and the message that it is for local districts to figure it out. Our labor partners are ready to work together to tell the story of our dedicated educators that are prepared to serve our students but right now are fearing their futures due to the lack of funding and support for K-12 education at the State level. The State has turned their head and is looking to the Federal Government for support and we also should present our case to the Feds as well. We hope to create a draft letter with our labor partners early next week to support the Bill that was forwarded by the House of Representatives to provide Federal Assistance to the K-12 community to ensure that we can continue to provide services until such time as it is safe to bring students together.

**Third Interim questions from Board members - Tony Wold**

During the Third Interim presentation there were multiple questions about the content and information reported on the State Forms. Some of the information was not updated to reflect the Governor’s May proposal. As stated that evening there is not sufficient time from the release of information to update the State program and the report was only representative of actual expenditures that had been posted to the General ledger by April 30th. This report is the questions from a board member and staff answers to those questions that were received on Wednesday.

We understand the frustration that the State Forms are not fully up-to-date which can lead to improper analysis and understanding of the budget situation. We referred to this in the Friday letter and took longer to update the PowerPoint to include information from the May Revision that was released on May 14th after the State Forms were completed. In addition, the PowerPoint reflects updated information received from School Services of California on Tuesday, May 19, 2020.

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This is very important to note as the adopted budget will be coming to the Board on June 10th and must be published by June 1st. The State does not adopt the budget until June 15th and the Governor does not have to sign the budget until June 30th. The Governor has the ability to red-line veto individual aspects of the budget which would change the District's budget. This year with tax revenue not being received and calculated until July/August the true State budget situation will not be known until the Unaudited actuals in September. The State law recognizes that the budget is not available for Districts to meet their reporting deadline and allows for a 45-day revision after June adoption if the changes are material or adjustments to be made as part of the First Interim report that is done in December which this year will align with adoption of the LCAP. Below are responses to the board member questions below.

We recommend that this be forwarded to all board members for their information.

Looking at the Multi-year projection for the combined restricted and unrestricted general fund in the state forms, it appears to me that the revenue projections for 2020-2021 and 2021-22 do not reflect a zero COLA. Why is revenue about \$20M higher on the MYP for 2019-20 than what is shown on slides 22 and 23?

The District followed the guidance from the Contra Costa County Office of Education including a 0% (zero) COLA is in Unrestricted Revenue for 2020-21 and 2021-22 on the SACs forms. The MYP on the PowerPoint, however has been updated to reflect the situation pre COVID-19 and then an initial estimate of the Governor's May Budget proposal as we recommended by FCMAT to have multiple scenarios. We still need to receive specific information about the formulas for each calculation and the State forms only include actual activity that was posted by April 30th. These forms are not fully accurate until at Year-End, Unaudited Actuals.

I was expecting that the Cash schedule in the state forms would reflect what was presented last week, updated to correct the largest problems in last week's cash projection. Instead the cash schedule for next year in the state forms is essentially blank. Here we are in a budget and cash crisis, why aren't we putting forward our best estimate for cash flow into our state forms? That's very disappointing and does not serve the Board or the public very well.

As was explained in the Friday letter the Third Interim is based upon actual activity that has been posted into the Munis system. The District created a new cash flow report that was updated for anticipated activity based upon information available after April 30th and was included in the PowerPoint so as to have more up-to-date information available beyond the State Forms which reflect the budget at a point in time. If we ran the SACs forms at 2 p.m. and then again at 3 p.m. the information would be different based upon any entries that were completed in between runs.

I have a few questions about the Multi-year projection for the unrestricted general fund in the state forms:  
1) Am I correct in assuming that the transfer in for 2020-21 on line A5a represents borrowing from other funds?

This is the projected transfer of OPEB funds for 2020 - 2021 and is not interfund borrowing. The transfer for 2019 - 2020 is NOT reflected on the State Forms because the funds are being booked in May

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after this reporting period. This has the effect of a negative impact on the ending fund balance in the State Forms as was explained in the Friday letter.

Have we checked with Mr. Freese to make sure that the total amount we hope to borrow from Fund 25 will actually be available? The fact that it shows as annual revenue for 2020-21 appears to indicate that it will be borrowed from other funds and still be in the general fund at the end of the year. Doesn't it have to be repaid within 120 days?

The State will allow a District to borrow up to 85% from any other available fund (this is up from the previous rule of 75%) with the requirement to return funds to the original fund prior to closing the books. Mr. Freese did discuss the plans for these funds and there are only a couple projects programmed within the other funds that total only a couple million dollars. We will be providing updated Cash Flow reports each month moving forward.

2) I'm looking at lines B1d and B2d for 2020-21. What are these and why are they broken out from base salaries versus being just incorporated into the base salaries? If these are anticipated cuts, are they part of a Board-approved plan?

The state forms require Step & Column to be separated out on B1d as a separate line item to be clearly incorporated into the MYP. The negative adjustments are indeed the incorporation of the board approved reductions for the 2020 - 2021 school year as reflected in line B2d.

3) Line D2, our ending fund balance for 2021-22, is about -\$24 million. And this is with a revenue projection that appears significantly higher than what was in the presentation this evening. That's bad news.

The State forms reflect a moment in time. For the current year all expenditures are assumed to be fully expended and potential carryover does not appear yet in this report. Also, the OPEB transfer of over \$15 million that will be booked in May is not yet reflected in the current year. Both of these have a significant impact in increasing the ending fund balance that will be reflected in the Estimated Actuals/Budget Report. This is why the PowerPoint MYP was updated to provide much more accurate data than can be run from the required period that comes from the State Forms.

Switching to the Multi-year projection for the restricted general fund in the state forms, I also have a few questions:

1) On line B1d and B2d, what is the explanation for the identified "other adjustments" for the year 2020-2021 and why does one go up while the other goes down?

As was reported in the Unrestricted question the step and column is reported and there were some reductions from staffing in the restricted portion as well as shifting of expenses into restricted which is why there are both types of entries that are the impact of the financial situation of the district.

2) Looking at line A2, is the Covid money in this line for the present year and if so, is it backed out of the 2020-21 projection?



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The District has not yet received any Federal CARES act money yet and is not reflected in the MYP. The Governor's Proposal does count this funding as a replacement against revenue that will be cut and that could impact utilization requirements. In addition, the SB 117 State funding for COVID-19 of \$464k is included in the budget this year and removed in the subsequent years.

3) On line D2 we are showing a negative ending restricted fund balance for 2020-21 of negative half a million dollars and for 2021-22 of -\$11 million. What are we planning to do about this given the precarious state of our unrestricted general fund?

Restricted funds are expected to be utilized in the current year at this point in the budget cycle which is reflected with no carryover because the expenses are still within the operational budget. When the books are closed these funds are part of the ending fund balance which changes are reflected in the Unaudited actuals.. The PowerPoint was part of this item and we have provided a more up-to-date estimation of potential carryover which allows the board to have a better view of the current situation than as reported in the State Forms which are connected to the active system.

**Distance Learning Phase 2 Student Participation through May 15: Tracey Logan**

**WHAT** As of April 13, 2020, student “attendance” is documented on a weekly basis using PowerSchool. We are not documenting attendance as we traditionally know it (physical presence at a moment in time), but participation as demonstrated by completion of tasks and assignments, participation in videoconferences, etc. This weekly marking is an all or nothing marking, so that we can follow up with those students who are “Absent”.

**WHEN** The majority of schools log weekly attendance data in PowerSchool on Thursdays, with few exceptions to accommodate block and other schedules with the last entry being Friday mornings. IT pulls the data midday Friday and uploads it into Tableau for analysis and visualization on Friday afternoon. For this reason, the Friday memo shows data from the week prior rather than the current week.

**CUMULATIVE RESULTS** There are **1,143 students who were cumulatively marked absent in each of the last four weeks, a 22% decrease from the week prior (1,465 students).** This is the most important data point as this is the number that indicates how many students have NOT participated in Distance Learning over time. This is where we focus our outreach efforts to re-engage and determine supports for our most vulnerable students.

Because we are “taking attendance” in a new way and pulling the data in a new way, we have had growing pains in getting to 100% data collected and accurate. You will see this to be true especially in our secondary data below which shows high % of unreported. Our data focus first and foremost is to get the “unreported” numbers to zero. Unreported means that the teacher did not record the attendance in Powerschool. It tells us nothing about the student. Site admins, attendance clerks and teachers are focused on using reports to get this number to zero.

As stated earlier, our outreach focus is on the 1,143 students marked “absent” for 4 consecutive weeks. The outreach is occurring at the central and site level.

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Centrally, Community Schools Directors are focused on our students who are chronically truant. They receive weekly student level data reports reflecting students marked “absent” that they are using to follow up directly with these students and families to determine and coordinate what support is needed. If a student is identified as lacking home internet access, the family is supported to connect to existing free/low cost home internet options or given a hotspot. Rapid Relief fund disbursements are prioritized and distributed as well.

Simultaneously, sites are also tracking student participation in greater detail than this weekly snapshot in PowerSchool. Based on site tracking which captures the degree to which students are participating or not, site personnel are making calls and doing outreach directly to their families to support them to re-engage.

**DETAILED RESULTS BY WEEK (not cumulative)**

The tables below display the total number and percentage of students marked Remote Absent or Present each week over the past 4 weeks since the start of Distance Learning phase II

- Remote Present students increased from 83% to 84% (of the data reported)
- Remote Unreported decreased from 23% to 16% (include students who were not marked absent or present)

*Total Number and Percentage of Students by Attendance Status and Week (Reported Attendance Only)*

	Week Ending 4/24		Week Ending 5/1		Week Ending 5/8		Week Ending 5/15	
	#	%	#	%	#	%	#	%
Remote Absent	3,796	17%	3,773	17%	3,817	16%	<b>3,773</b>	<b>16%</b>
Remote Present	18,040	83%	18,949	83%	19,878	84%	<b>20,061</b>	<b>84%</b>

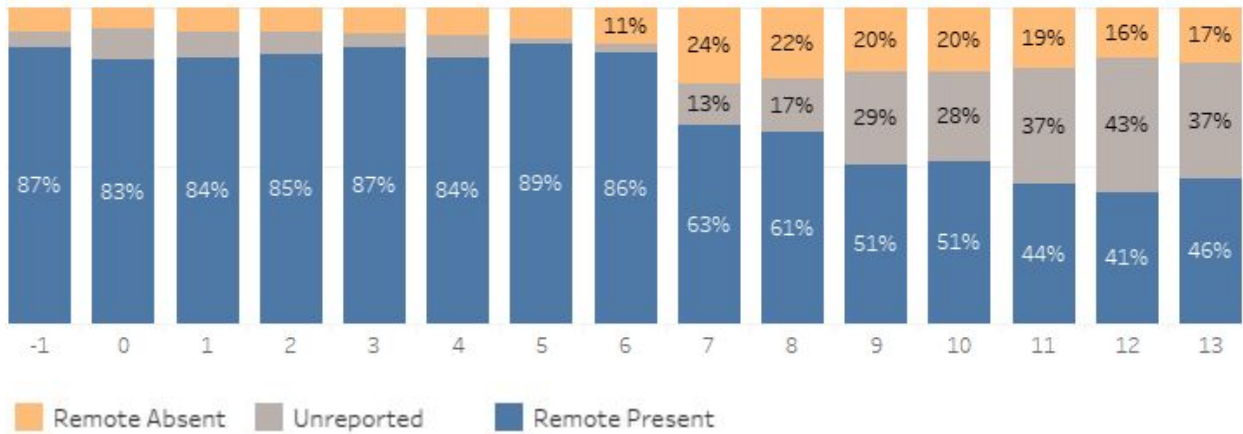
*Total Number and Percentage of Students by Attendance Status and Week*

	Week Ending 4/24		Week Ending 5/1		Week Ending 5/8		Week Ending 5/15	
	#	%	#	%	#	%	#	%
Remote Absent	3,796	13%	3,773	13%	3,817	14%	<b>3,773</b>	<b>13%</b>
Remote Present	18,040	64%	18,949	67%	19,878	70%	<b>20,061</b>	<b>71%</b>
Unreported	6,372	23%	5,489	19%	4,523	16%	<b>4,382</b>	<b>16%</b>

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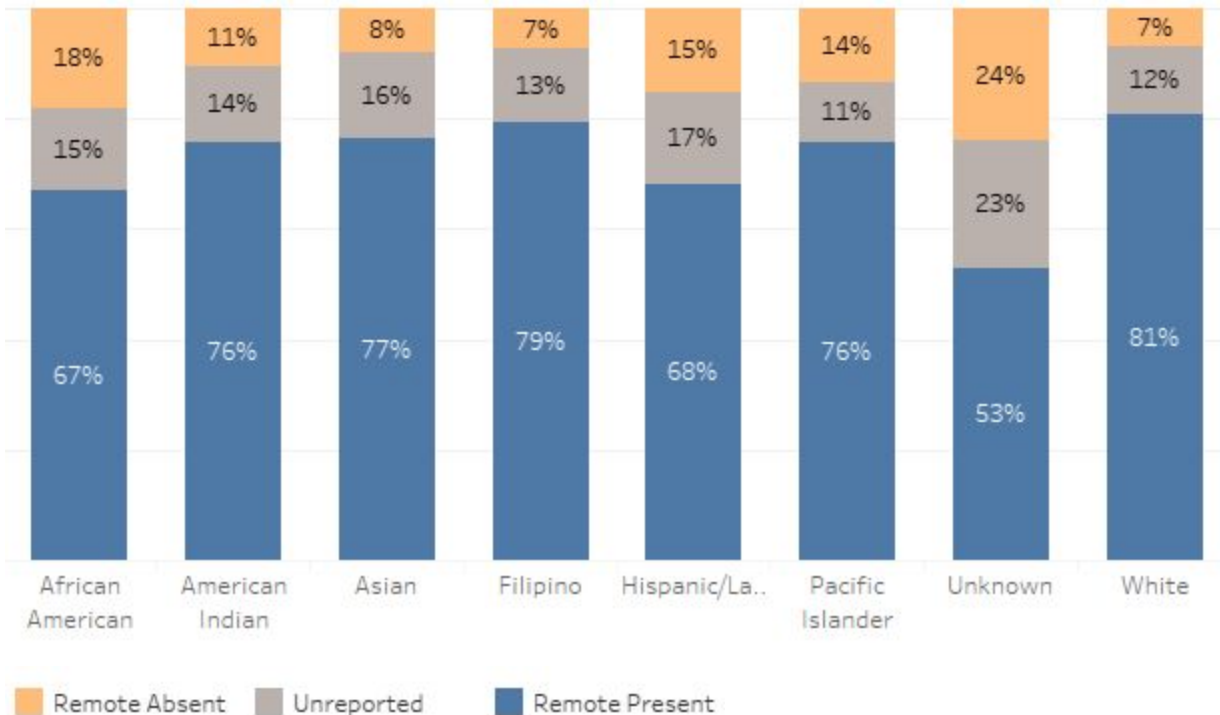
**DISAGGREGATED WEEKLY RESULTS**

*Percentage of Students by 5/15/20 Attendance Status and Grade Level\**



\*Because this is a weekly snapshot, the reporting for secondary is more complex and the data is messier given master schedule period and block attendance.

*Percentage of Students by 5/15/20 Attendance Status and Ethnicity*



*Percentage of Students by 5/15/20 Attendance Status and Student Subgroup*

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