

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

**Friday Memo**  
**November 1, 2019**

**Upcoming Events – Matthew Duffy**

November 4: Special Education CAC, Pupil Services, 7:00 PM  
November 4-8: Elementary Parent Teacher Conference Days, Minimum Day  
November 5: UC President Janet Napolitano visit, Hercules Middle/High, 8:40 a.m.  
November 6: End of 1st Trimester  
November 6: Board of Education, DeJean, 6:30 PM  
November 7: Climate Committee Working Group, Ad. Building, 3:30 PM  
November 7: CBOC Meeting, FOC, 6:15 PM  
November 11: Veterans Day Holiday, Schools and Offices Closed  
November 12: Agenda Setting, Superintendent's Office, 4:30 PM  
November 12: DLCAP Meeting, Kennedy Library, 6:30 PM  
November 14: Governance Committee, Alvarado, 6:00 PM  
November 14: Safety Committee Meeting, Alvarado, 6:00 PM  
November 19: AASAT Meeting, DeJean Library, 6:00 PM  
November 20: Board of Education, DeJean, 6:30 PM  
November 22: Minimum Day All Schools  
November 25-29: No School  
November 28-29: Thanksgiving Holidays

**Upcoming Agenda Items November 6 - Matthew Duffy**

Data / Roadmap Update  
Bond Measure/Parcel Tax Survey Results

**Next Week's Meeting - Matthew Duffy**

Next week's Closed Session will begin at 6:00 PM.

**Board Meetings at School Sites – Matthew Duffy**

Board members have expressed interest in holding regular board meetings at various schools sites throughout the school year, for example the Hercules Middle or High School cafeteria in January 2020.

In order to provide the Board with additional information, we checked with the Pinole Community Television to learn whether their broadcast crew would be able to accommodate broadcasting remotely. The response was that there would be logistics and additional costs to consider. The biggest challenge would be the "live" feeds to all of the WCCSUD community or delayed recording replays.

As such, we are not finalizing any changes to Board meeting locations at this time. More information will follow.

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

**Increase the Budget for Richmond High School (RHS) and Amend the Contract for the RHS Critical Needs Project – Luis Freese**

At the Facilities Committee Meeting on October 30, 2019, District staff discussed a recommendation that the Richmond High School Critical Needs Project Budget is increased by \$3M and that the Design-Build Contract is amended so that a Notice to Proceed can be issued for the construction of the Project. This recommendation will be presented at the Board Meeting on November 6, 2019.

The Richmond High School Critical Needs project, as outlined in the Facilities Master Plan, just received DSA approval, and construction is anticipated to begin in November 2019. The scope of work for this Project has three major components. The first component includes a new practice gymnasium building, including a girls' locker room, dance studio, and weight room to replace the existing structure, which will be demolished. The second component includes a seismic retrofit of the existing two-story classroom building and associated site work that will include a paved quad. The third component includes the demolition of the unused auto shop structure that fronts along 23<sup>rd</sup> street. During the Division of State Architect ("DSA") review, the additional scope was required, including accessibility improvements, soil requirements, and electrical and fire/water service improvements. The additional scope of work will require a Project budget increase and a contract amendment to provide a Notice to Proceed for the construction of the Project.

DSA also inquired about the existing Health Center building located adjacent to the classroom building. DSA requires certification of the Health Center to proceed with the construction of the Critical Needs Project. Based on the review of historical documents, it appears that the Health Center was placed on-site during the 1970s. The District evaluated various options to identify the most cost-effective way to certify the Health Center. District staff recommends demolition and replacement of the Health Center building, to comply with DSA's certification requirement. Staff is currently requesting the pricing to replace the Health Center on a concurrent timeline with the construction of the Critical Needs Project. This additional scope of work will also require a Project budget increase.

The current board approved Project budget for the Richmond High School Critical Needs Project is nineteen million dollars. District staff recommends increasing the project budget by three million dollars: two million dollars from the bond fund and one million dollars from the Special Reserve for Capital Outlay Fund. Board approval would result in a multi-funded Project budget of twenty-two million dollars.

The District recommends increasing the bond-funded Project budget by two million dollars to fund the agency's required scope of work, improvements, including geotechnical and bioswale retention requirements, new electrical service for the classroom building, new fire/water loop, relocation of a PG&E gas meter, and various accessibility improvements. Increasing the bond-funded budget will decrease the available funding associated with the WCCUSD Long Range Facilities Master Plan.

West Contra Costa Unified School District  
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The District recommends increasing the project budget by an additional one million dollars from the Special Reserve for Capital Outlay fund for the design and construction work related to the Health Center.

The District recommends amending the Design-Build contract to include the new agency required scope of work and increase the contract to include a contingency for possible unforeseen conditions that may occur during construction. The proposed contract amendment is \$1,892,952, which will increase the current Design-Build contract of \$18,039,889 to \$19,932,841.

Increasing the bond-funded budget will decrease the available funding associated with the WCCUSD Long Range Facilities Master Plan. The financial impact statement for the Bond Funded Project Budget increase of \$2M is as follows.

Bond Program	As of 09/30/19	Estimated
Projected Cash Balance at June 2021	98,554,714	96,554,714
Total Bond Program Budget	1,654,822,431	1,656,822,431
2016 Facilities Master Plan Budget	186,395,582	188,395,582

**Media Stories of Interest - Marcus Walton**

The following stories may be of interest. Copies are attached to this memo.

WCCUSD Weighs Options as \$48M Deficit Looms -

<https://richmondpulse.org/2019/10/29/wccusd-weighs-options-as-48m-deficit-looms/>

After Strikes Boost Teacher Pay, Districts Look for Cuts Elsewhere -

<https://www.wsj.com/articles/after-strikes-boost-teacher-pay-districts-look-for-cuts-elsewhere-11571914802>

Kennedy High standout named US Bank Inspirational Athlete -

<https://richmondstandard.com/sports/2019/10/29/kennedy-high-star-athlete-named-us-bank-inspirational-athlete/>

Richmond Promise Scholar spotlight: Chandani Battle -

<https://richmondstandard.com/richmond/2019/10/26/richmond-promise-scholar-spotlight-chandani-battle/>

## 29 Oct WCCUSD Weighs Options as \$48M Deficit Looms

Posted at 07:02h in **Education** by **Pulse Editor** • 0 Comments



By Edward Booth

The West Contra Costa Unified school board has some hard decisions in its future, but, right now, members say they're not getting enough time to make them.

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targets: nearly \$40 million this year and \$8 million next year.

Wold said the difficulty of expected cuts may come from making sure student wellbeing isn't thrown off balance. He said after the state passed Proposition 13 — which limited property tax growth, a major source of public funding — cash-strapped school districts have to make up the difference by financing their own social service programs.

“The need to support the whole child has become an obligation to school districts,” Wold said. “If you don’t have the basic needs taken care of, it’s very difficult to get to our actual goal of a self-actualized student that is able to be a positive contributor.”

Wold split the non-salary expenditures into fixed and discretionary costs. Fixed cost items include utilities, legal expenditures, software licenses, and classroom furniture. Discretionary cost items, which can potentially be cut from the budget, include professional development, assessments, supplemental academic software, and classroom libraries.

Wold said that, in total, the district is expected to spend roughly \$80 million on non-salary expenses this year, which can be divided into about \$34 million in unrestricted resources and about \$46 million in restricted resources. Restricted resources are designated for various purposes and cannot be used for other expenses.

One way of solving the deficit this year, Wold said, would be to reach into funds set aside for retiree benefits. Contra Costa County knew this was a possibility, he said, when they adopted the district budget in June.

Wold said the district needs to focus on its priorities in terms of programming: its roadmap 2.0, elementary school English language arts program, dual language immersion, support for African American students, positive school climate and Stege Elementary School — a low-performing district school that the district is

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Some board members expressed frustration with how the presentation had been uploaded late to the meeting agenda. The agenda is supposed to be posted five days before each meeting, but the item was uploaded a day before the meeting.

Board member Valarie Cuevas said she didn't want to be rushed into making decisions on such a short notice.

Board member Stephanie Hernandez-Jarvis said she'd only had time to read it that day, after she was done with work.

"This is an essential presentation," she said. "For me to ask questions, I need to have time to study this."

Wold said he and his staff would do everything they could to provide the information in a timely manner, and that the board would never be asked to make decisions without ample time.

Board member Mister Phillips questioned what the district would do in the case of a recession, which he said appeared to be coming. Wold replied the board may consider voting in additional cuts over the next two years to build a protective reserve.

Board member Consuelo Lara mentioned that 72% of students in the district receive free and reduced lunch, which meant their families made less than \$46,000 a year. She said they had to deal with the challenges of poverty — housing, food, healthcare — and the district couldn't ignore that.

"We have to let them know that we care about their needs," Lara said, adding the district may not financially be able to afford some services, but it "can't afford not to" deliver those services to students.

Phillips said the board should take its time making decisions, no matter the situation.

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## After Strikes Boost Teacher Pay, Districts Look for Cuts Elsewhere

Schools blame the new contracts, unions blame spending management



The Oakland Unified School District has had to cut expenses after teachers went on strike earlier this year and won pay raises. Photo: Justin Sullivan/Getty Images

By

Tawnell D. Hobbs

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The Wall Street Journal

BiographyTawnell D. Hobbs

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Oct. 24, 2019 7:00 am ET

The effects of teachers' strike victories are starting to ripple through school- district budgets in cities across the country.

After a weeklong strike ending March 1, teachers in California's Oakland Unified School District won an 11% raise over four years and a 3% bonus. The district eliminated about 109 central-office jobs and

reduced other expenses, such as contractor use, to trim \$21.75 million from the budget. The cuts were needed to pay for the higher salaries and meet other union demands, including smaller class sizes, said Oakland schools spokesman John Sasaki.

“The reductions impacted nearly all major central departments,” Mr. Sasaki said. The district needs to cut \$20 million more in the next two years to stay above a required reserve amount, he said.

There has been a wave of teacher strikes across the U.S. in the past two years—including the walkout in Chicago that began last week. Many resulted in higher pay for teachers.

Created with Highcharts 6.0.4Average weekly wages, in 2017 dollarsSource: Economic Policy InstituteNote: Teachers are elementary, middle, and secondary public school teachers. Non-imputed data are unavailable for 1994 and 1995; data points for these years have been extrapolated.

Created with Highcharts 6.0.4a weekPublic teachersOther college graduates1980'902000'108001,0001,2001,400\$1,600

School districts typically get their funding from state and federal governments and from local property-tax revenue. So when a new cost comes along, such as higher teacher pay, which can be a multimillion-dollar expense, districts often have to cut their budgets by a corresponding amount elsewhere—unless they can get more state aid or a tax increase. Districts don't usually dig into reserve funds for recurring costs like raises.

Those who study strike activity say teachers seem to have the leverage as strikes often bring school closures and pressure for districts to reach settlements.

Teacher unions say districts need to better manage their budgets and spending.

“There are districts that try to paint a narrative to have teachers feel some type of guilt for going out on strike,” said Keith Brown, president of the Oakland Education Association. “It's an attempt to pit the community against educators. That's a common tactic.”

Denver Public Schools teachers won an average base-pay increase of about 15% after going on strike in February. The district cut 150 central-office jobs and made other cost-saving moves, including reorganizing departments and cutting third-party expenses, to save about \$17 million.

Erik Johnson, chief financial officer of Denver Public Schools, said cuts had been made in the past but not on this level. “This was by far the biggest,” said Mr. Johnson, who added that big cuts and about \$10 million in additional state funding was used too help pay for the raises.

After a weeklong strike in January, the Los Angeles Unified School District granted teachers a 6% raise. Despite voicing concerns about a multimillion-dollar deficit, the district also agreed to spend \$403 million over the next several years to reduce class sizes and add positions.

“The Los Angeles Unified School District continues to face a structural deficit, and is spending several hundred million dollars more each year at schools than it receives from the state,” the district said.

Some local unions point to a nine-day statewide strike in West Virginia that ended in March 2018 as the impetus for the wave of strikes by thousands of teachers in at least 10 states and dozens of school districts. That strike, which involved roughly 20,000 teachers, ended with teachers receiving a 5% raise.

“When those teachers walked out in West Virginia, they set a template. There’s now kind of a momentum that exists,” said Jon Shelton, associate professor of democracy and justice studies at the University of Wisconsin-Green Bay.

Dale Lee, president of the West Virginia Education Association, said he had spoken to teacher groups elsewhere about the efforts in his state. “West Virginia educators take great pride in what we started and what we’ve done,” he said.

Teachers in Chicago Public Schools, the nation’s third-largest district, went on strike Oct. 17. Their demands include higher teacher pay, more support staffing and smaller class sizes, as well as more help for homeless students and housing assistance for staffers.

Chicago Mayor Lori Lightfoot said the union’s proposal, which includes a 15% raise over a three-year contract, would add \$2.5 billion to the school budget. The district’s proposal includes a 16% raise over five years.

The average annual public-school teacher salary in the U.S. was \$60,483 in the 2017-18 school year, down from \$61,884 in 2007-08, adjusted for inflation, according to the latest federal education data.

#### SHARE YOUR THOUGHTS

How can district officials and teachers work together for a mutually beneficial outcome? Join the conversation below.

Nationally, education spending is up for public school systems. But some states have yet to replenish education budgets that were cut during the 2008 recession. About two dozen operated at lower education-spending levels per student in 2017, the latest year of data from the U.S. Census Bureau, than before the recession, when adjusting for inflation.

Still, unions risked losing support the longer strikes go on, Dr. Shelton said. Chicago Public Schools canceled classes during the strike, affecting about 300,000 students, though schools were open to give students a place to go.

“When you have all of the students in a district as large as Chicago out of school, there is a potential that the public could turn against a strike,” Dr. Shelton said.

Write to Tawnell D. Hobbs at [Tawnell.Hobbs@wsj.com](mailto:Tawnell.Hobbs@wsj.com)

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# Kennedy High standout named US Bank Inspirational Athlete

October 29, 2019



*Jermaine Terry Jr. (right) and his father (left). (Image from 49ers Cal-High Sports Report segment)*

Everyone's talking about Jermaine Terry, Jr.

As for Jermaine? He just keeps on working.

The Kennedy High football star, who is considered among the top 5 tight ends in the nation for the Class of 2021, was recently named US Bank Inspirational Athlete, not for his flair on the field, but for his humble leadership.

On Sunday, [49ers Cal-High Sports Report](#) aired a segment celebrating Terry's latest honor. To the star three-sport athlete who also plays basketball and runs track, success on the field "is only worth so much," anchor-reporter Wesley Boone said.

"Kennedy-Richmond standout Jermaine Terry is more concerned with leaving a lasting legacy in his hometown, and, in the process, honoring a long lost figure from his past," Boone said.

When Terry was just 5 years old, his father passed away. Though he was young at that time, Terry fondly remembers him.

"That last name Terry, it means something on the back of my jersey," the teen told Boone.

The tragedy forced Terry into a leadership role at a young age, and the Kennedy High football program is now benefiting from that maturity, Head Coach Greg Marshall said.

"You don't find that many players who, as good as he is, and as good as he can be, he's very humble," Marshall said. "You would not even think he's being recruited. He wants everybody to have success. And you don't find many selfless players like that."

Alabama, LSU, Florida and USC are among the many top football program interested in Terry.

In an August profile, Coach Marshall told the [Mercury News](#) Terry has tried helping his teammates land college scholarships, "encouraging them to attend college camps to get exposure."

As for his personal goals, the 6-4, 235 pound athlete is aiming for a long career in sports. He knows it won't be easy. But he's grounded enough to know what's required.

"I know the statistics," he said. "You want something, you have got to work for it. I'm just trying to always push myself."

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# Richmond Promise Scholar spotlight: Chandani Battle

October 26, 2019



Chandani Battle

*Meet the [Richmond Promise Scholars](#), a growing movement of hundreds of students from Richmond and North Richmond who are currently attending over 100 colleges and universities. They are beneficiaries of the Richmond Promise college preparedness, scholarship and guidance program, which is part of a \$35 million, 10-year investment by Chevron to help make college more affordable and attainable for local students. For some students, the Promise wasn't just an opportunity to achieve their college dream, but also to help younger generations do the same. In this series, we feature interns from the [Summer Associates program](#) talking about their experience.*

Chandani Battle is a current Economics major at the Wharton School of the University of Pennsylvania. She has lived in Richmond, Ca her whole life and graduated from El Cerrito High School in 2018. As a business student who is passionate about positive social change, she is always looking for ways to incorporate social justice into all that she does. This is why learning about the opportunity to work with The Youth Finance Institute of America (YFIA) through Richmond Promise seemed like the perfect opportunity for her. Being able to contribute to people learning the important and necessary information about personal finance has been an amazing experience and it has been especially rewarding to work in Richmond, her home.

**Q: Can you tell me a little bit about yourself? Expand on hardships/motivational factors that influence you to this day.**

A: "I am a Richmond native who was raised here and plan to live here after college. I started playing tennis with the city of Richmond when I was 9 years old and still play and coach youth to this day. My family is everything to me. My main motivation comes from them. For me, my success isn't just mine, it's ours. So knowing I have my family behind my back and always supporting me is the reason I always keep pushing and the reason I will get my degree no matter what."

**Q: How has the Richmond Promise played a role in your education?**



A: "They have provided necessary funds for my education, as they have for so many other Richmond scholars. I know that they are available as a source of support for all Richmond Promise scholars when we need it. It's helpful to know that they are there if needed. They have also given me the opportunity to be a summer associate with YFIA and pursue two of my interests: finance and social justice. I have learned and grown a lot this summer and it's eye-opening to see what I can possibly do with my degree in economics and my passion for positive social change."

**Q: What do you want to contribute to Richmond or the world?**

A: "Richmond is my home and I'm very proud of that. As such, I feel it's our responsibility to contribute what we can to our home. I want to contribute anything positive that I can. It has always been the goal to do what I can for my community and others. Whether this is using my personal and educational experiences, volunteering for multiple causes, or working with nonprofits such as YFIA, I want to help to make sure people are in the best place and free to live the life they want and work to dismantle different injustices present in Richmond and the world."

**Q: Can you tell us about your current college experience?**

A: "My current college experience hasn't been the best. Going to school across the country where I didn't know anyone seemed itself harder than I expected. It was hard for me academically being on my own on top of everything else that goes on in college for many students has been difficult, but I have always felt supported by my family and friends especially, as well as different people and programs at my school. I have taken some really interesting classes with great professors and met amazing people though. College is a challenge but it definitely one that I am grateful to have."

**Q: What are you looking forward after receiving your bachelor's/transferring?**

A: "I'm looking forward to being independent and being able to focus even more on giving back and helping out. I look forward to feeling like the degree and all of the work and sacrifices were worth it. I am also really excited to hopefully be able to travel often!"



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