

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
October 02, 2020

Upcoming Events – Matthew Duffy

October 7: Regular Board Meeting, 6:30 PM
October 8: Board Retreat, 4:00 PM
October 12: No school, Reserved Day 1
October 13: Facilities Committee, 3:00 PM
October 13: DLCAP Meeting, 6:30 PM
October 14: Safety Meeting, 6:00 PM
October 15: Governance Committee, 5:30 PM
October 20: AASAT Meeting, 6:15 PM

Next Week’s Board Meeting October 7- Matthew Duffy

Closed Session will begin at 5:00 PM.

Understanding Budgets - Tony Wold (Regina Webber)

As we have been offering Professional Development for staff one of the items that is requested is a reference document to help understand what the numbers mean within a Standardized Accounting System (SACS) form. This [document](#) (linked) was created to help understand the resource, object, function, manager, and site portions of the account string.

We are posting this document on the budget page of the District website. In addition, we will be beginning a partnership with our Parent Leadership Council (PLC) to create a series of understanding budget training sessions for parents. These sessions are being jointly prepared with the goal of demystifying the budget. The outcome of the training is that parent participants shall receive a certificate of completion and be able to help support more parents in the community to understand and interpret the District budget. Multiple District staff will participate in providing the 3 to 6 seminars we plan to provide for the first cohort. In addition to helping to understand the concepts of budgeting we will also work on breaking down the stereotypes of mathematics aversion from women with our presenters. At the completion of the first cohort we hope to have one of the parents to be included in a future budget presentation to the board to present some of the financial information with Dr. Wold. We are extremely excited about this initiative that is being designed, curated, and scheduled by our parent groups.

Educational Services - Rubén Aurelio

The Associate Superintendent/Chief Academic Officer had the privilege to visit Washington Elementary’s state preschool program this week. It amazes me the planning, patience, and effort put forth by our preschool teacher and preschool aides to ensure our youngest distance learning participants are engaged in learning. Students sang routine songs and used tablets, dry erase mini boards, and their parents’ support to learn the alphabet, count to 20 and write words that begin with the letter E. The image below is an example of live instruction.

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Manufacturing Month - Rubén Aurelio (Allison Huie & team)

October is Manufacturing Month, and the first Friday of the month, October 2, is MFG Day, organized nationally by the Manufacturing Institute. In Contra Costa County, our manufacturers open their doors to educate students, teachers, and others about production and processing facilities right in our backyard.

The Bureau of Labor Statistics projects that US manufacturing will experience a worker shortfall of nearly 2 million people by 2025. This year, WCCUSD is partnering with the Contra Costa County Office of Education and Earn & Learn to bring [Manufacturing Week](#) and Manufacturing Day activities sponsored by companies and organizations throughout our region to students in our District's Engineering (PVHS, RHS) and Advanced Manufacturing (KHS) College and Career Pathway Programs. These activities will consist of virtual tours and sessions with our local manufacturing companies and some of their employees.

African American Student Achievement - Rubén Aurelio (William McGee & team)

- The Black Educator Network (BEN) is in its second school year. Born out of a necessity for Black employees to support each other, the Network hosts meetings on the fourth Saturday of the month. Here employees from the WCCUSD get together to discuss a wide variety of topics that affect them and translate to student achievement.

The second meeting of this school year was held on Saturday, September 26, 2020. We were honored that Dr. Sharroky Hollie visited via Zoom and had a discussion with the Network about

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what is needed to do this work on behalf of all students. There was also a discussion about liberating students, so they have the highest potential at academic success.

All employees of the WCCUSD are invited to the BEN meetings. Not only is this an opportunity for support, but an opportunity for fellowship and learning. The Black Educator Network is a prime example of employees coming together to make a difference for themselves and the students they serve.

- The first AASAT meeting for the 20-21SY will be held on Tuesday, October 20, 2020, via Zoom.
- Click [here](#) for the OAASA October newsletter to families and the community. The mail and email version are slated to be sent on 9/30/2020. We are attempting to connect with Black families in a variety of methods.

Federal Program Monitoring (FPM) - Tony Wold (Lyn Potter)

Every two years, the California Department of Education (CDE) conducts a Federal Program Monitoring (FPM) visit to ensure that Federal funds are being used to support compliant programs and expenditures. Over the year, after I started we had already begun to analyze the funding of positions and make adjustments on the utilization of “soft” and categorical funding for positions to address issues prior to the FPM with those changes going into effect this school year.

Despite the COVID pandemic closure, WCCUSD participated in an online FPM during the Spring of 2020. Due to the expected challenges of accessing school and office documents from home, CDE staff offered opportunities for extended timelines to submit the required documentation.

This review highlighted a number of areas of strength (Expanded Learning Programs and Uniform Complaint Procedures) as well as some areas that require additional attention. District staff are responding to these findings by evaluating the current program and making needed changes to policies and procedures. The Full Notification of Findings can be found [here](#).

Summary of Findings:

Compensatory Education (CE) Title I funds - 3 Findings
English Learner (EL) Title III-EL and Title III-IMM - 11 Findings
Expanded Learning Programs (EXLP) - 0 Findings
Fiscal Monitoring (FM) Multi-program - 3 Findings
Supporting Effective Instruction (SEI) Title II - 2 Findings
Uniform complaint procedures (UCP) - 0 Findings

Because a number of these “findings” required deeper work which was difficult to complete due to the “stay at home orders,” staff found that they could not be resolved within the standard 45 calendar day period. As a consequence, staff have submitted resolution agreement requests for additional time to resolve the “findings;” staff at CDE have approved these requests. Staff from a variety of departments are currently working on setting up policies and procedures to address the following program items:

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Compensatory Education (CE)

CE 02: School Parent and Family Engagement Policy: Each school served under shall develop with, and distribute a written parent and family engagement policy

Finding: At the time of the review, the LEA did not upload evidence of a parent and family engagement policy and compact or its distribution for Kennedy High School.

Resolution: Staff must provide evidence of the parent and family engagement policy and compact for Kennedy High School that includes all requirements and evidence it was distributed to parents of students attending the school.

Current status: Extension requested. Staff in Community Engagement currently reviewing and updating policies, procedures and training for site staff. Estimated date of completion October 15, 2020

CE 05: School Site Council (SSC) Composition: Process for peer selection and number of members

Finding: No evidence that “other school staff” serving on the SSC at Coronado Elementary School and Downer Elementary School were selected by their peers.

Resolution: Documentation to show that other school staff serving on the SSC for Coronado Elementary School and Downer Elementary School were selected by their peers to serve as SSC members.

Current status: Extension requested. Staff in Community Engagement current reviewing and updating policies, procedures and training for site staff. Estimated date of completion October 15, 2020

CE 10: Funds disbursed consistent with requirements so that costs charged to the program(s) are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s).

Finding: Job duties of Janet Scott were found to be unallowable under Title I due to needed job description misalignments

Resolution: upload a journal entry to reimburse the Title I program with unrestricted funds for the salary and benefits paid with Title I funds for Janet Scott in the 2019-2020 school year.

Current status: Resolved - Unrestricted general funds repaid Title I account \$ 69,808

English Learner

EL 01: English Learner Advisory Committee: A school site with 21 or more English learners (ELs) must have a functioning English Learner Advisory Committee (ELAC) that meets all requirements

Finding: ELAC at Downer Elementary did not meet the minimum legal requirement

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Resolution: Demonstrate policies and procedures for establishing and operating functional ELACs

Current status: Extension requested. Staff in Community Engagement currently reviewing and updating policies, procedures and training. Estimated date of completion October 15, 2020

EL 02: District English learner Advisory Committee (DELAC) Each LEA with 51 or more ELs must form a DELAC

Finding: Evidence submitted was not conducive to establishing concrete connections to the legal requirements for DELAC

Resolution: The LEA must provide evidence which demonstrates meeting the legal requirements for DELAC

Current status: Extension requested. Staff in Community Engagement current reviewing and updating policies, procedures and training. Estimated date of completion October 15, 2020

EL 03: EL Identification and Assessment: Each LEA must properly identify and assess all students who have a home language other than English.

Finding: The review of sample home language surveys, EL assessment data, LEA policies and procedures for initial EL identification, and sample EL IEPs revealed that not all ELs had current State assessment results including 156 ELs without ELPAC scores, 608 ELs without SBAC ELA scores, and 696 ELs without SBAC Math scores.

Resolution: Demonstrates established policies and procedures as follows:

1. Identify and explain why identified EL students do not have current state assessment results (ELPAC and SBAC ELA/Math);
2. Describe how missing assessment results will be remedied to minimize future occurrences;
3. Identify who will be responsible for the recording of required EL components in an active IEP or 504 plan and
4. Establish training and implementation timelines for the person(s) responsible for the enactment of the updates to the LEA's policies and procedures

Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing and updating policies, procedures and training - Estimated date of completion is November 15, 2020.

EL 05: EL Program Inclusion in the Single/School Plan for Student AchievementSPSA (Schoolwide)

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Finding: The review of current SPSAs from each site under review revealed that approved SPSAs do not contain the required EL components based on the actions specified in the statute.

Resolution: Demonstrates established policies and procedures as follows: 1. an annual time period and training of site administrators on EL program inclusion in the SPSA as follows: a. Goals to improve student outcomes, b. Evidence-based strategies, actions, or services to reach goals, and c. Proposed expenditures

Current status: Resolved - SPSA updated to include section for ELs; training to site administrators on data analysis and strategies for meeting learning needs of EL students

EL 07: Supplement, Not Supplant with Title III: General fund resources must be used to provide services and programs for ELs, including English language development (ELD) and access to the standard instructional program, and the provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

Finding: The review of duty statements, job descriptions, payroll records, chart of accounts, general ledgers, instructional materials, and justifications for expenditures revealed the need for further evidence, clarification, or the reversal of funds due to supplanting or unauthorized activities. The District had already identified that position control had not updated the resource correctly and that Title III should not be used for positions, unless they are completely supplemental.

Resolution: Provide:

1. Clarification of funding source referenced as “lottery funds” specified in the LEA submission of purchased standard and supplemental instructional materials for all courses in which ELs are enrolled, for all grades;
2. A list of core and supplemental professional development (denoting funding sources) designed to enhance the learning and instruction of English learners and immigrant students;
3. 4203 Reversals: a. Garriguez, salary = \$8,405.60 plus benefits(teaching core during the regular school day), b. Huidobro, salary = \$51,721.04 plus benefits(teaching core during the regular school day), c. Trujillo, salary = \$40,458.48 plus benefits, (unauthorized Title III activities that include state requirements), d. DLI Materials and Supplies i = \$14,726.27, (not specific to direct services for only EL students enrolled in a Dual Language Immersion) program, e. CALSA = \$675.00, (not specific to direct services for EL students), and f. Membership CALSA/CABE = \$430.00, (unauthorized Title III expenditure); g. “Professional Development”\$33,401.62, . h. Internationals Consulting = \$69,050.00; i. Out-of-State PD = \$1,169.00, j.. CABE DLI = \$4,798.18, specific to direct EL services as described in the legal guidance;
4. 4201 Reversals: for K-3 Classroom Library = \$89,805.32, (supplanting Title III LEP (4203) and not specific to immigrant students); Lugton = \$60,498.06 not specific to immigrant services as described in the legal guidance).

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Current status: Resolved - Unrestricted general funds repaid Title III account \$516,000 and current budget practices use Title III for supplemental support

EL 09: Evaluation of EL Program Effectiveness must be determined annually

Finding: The review the LEA's evaluations and procedures focused on EL enrollment percentages in subcategories (i.e. newcomer, LTEL, etc.) but did not include an analytical evaluation of EL program effectiveness used to identify EL program needs that impact both the components of the Title III Plan and Title III expenditures.

Resolution: Demonstrate completion of an evaluation of EL program effectiveness beyond the sole use of EL enrollment percentages in subcategories

Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing data and updating policies, procedures and training - Estimated date of completion is October 15, 2020.

EL 10: Reclassification - LEAs must reclassify a student from EL to proficient in English

Finding: The EL Master Plan included old criteria, with inconsistencies in identifying the needs of RFEP students and providing appropriate support; current RFEP criteria did not include objective measures and RFEP forms did not include evidence of meaningful participation of EL parents

Resolution: Demonstrate established policies and procedures for reclassification

Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing and updating policies, procedures and training - Estimated date of completion is November 15, 2020.

EL 12: Professional Development Specific to English learners

Finding: Lack of alignment amongst the PD sign-in sheets and evidence of PDs; no description, agenda, or any indication of who the participants were. lack of clarity on whether the focus was more on content vs language instruction and support.

Resolution: Demonstrate an established EL professional development plan

Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing and updating procedures and training - Estimated date of completion is November 15, 2020.

EL 13: Language Acquisition Program Options and Parent Choice must provide ELs with a structured English immersion (SEI) program. In addition, parents may choose a language acquisition program that best suits their child.

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Finding: EL student placement in language acquisition program options included 5,591 in DLI, 6,988 in ELD, 248 in Internationals, 6,065 in SEI, and 53 in transitional bilingual education (TBE) for a total of 18,945; however, the California Longitudinal Pupil Achievement Data System (CALPADS) indicates an EL enrollment of only 10,037.

Resolution: Demonstrate established compliant policies and procedures

Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing and updating policies, procedures and training - Estimated date of completion is November 15, 2020.

EL 14: ELD - as a part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD, in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs.

Finding: Sites did not conduct an evaluation of EL program effectiveness; and the LEA does not have a clear description of ELD programs to demonstrate language instruction for all ELs in both the designated and integrated settings.

Resolution: Provide 1. An evaluation of site-level EL program effectiveness from each selected site under review; 2. Daily instructional schedules from Grant and Coronado; 3. A description districtwide expectations for integrated instructional strategies implemented by teachers across all grades, 4. A description of designated ELD programs, for all grades,

Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing and updating policies, procedures and training - Estimated date of completion is November 15, 2020. It should be noted that ELD was explicitly incorporated into our distance learning program for 2020 - 2021.

EL 15: Access to Standard Instructional Program - must be designed and implemented to ensure that ELs meet the LEA's content and performance standards within a reasonable amount of time. In addition, ELs in middle and high school must have access to the standard instructional program

Finding: All ELs do NOT have access to grade-level core content courses; no evidence of procedural guidelines and criteria for placement of ELs at all ELP levels, into grade-level standard instructional programs, no evidence of EL progress monitoring to provide appropriate support services as needed.

Resolution: Demonstrate how instructional strategies are differentiated for ELs across the curriculum at each grade level; daily schedule(s) from Grant and Coronado; procedural guidelines and criteria for placement of ELs, at all ELP levels; when and how EL progress monitoring will take place to include:

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Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing and updating policies, procedures and training - Estimated date of completion is November 15, 2020.

Expanded Learning Programs

No program findings resulted from this monitoring review. No further action is required.

Fiscal Monitoring

FM 01: Timekeeping Requirements- LEAs are required to maintain time and effort records that accurately reflect the work performed.

Finding: LEA did not maintain time and effort records in accordance with federal requirements.

Resolution: The LEA must update its time and effort policies and procedures and provide training to all employees who work on federal programs to ensure they are following the time and effort policies and procedures.

Current status: Extension requested. Staff from Business Services are currently reviewing and updating policies, procedures and training on timekeeping requirements. Estimated date of completion is November 15, 2020. This finding shall be resolved by also ensuring that duty statements are updated for any categorically funded position.

FM 02: Allowable Costs - maintain documentation to substantiate that all costs charged to the federal programs are reasonable, necessary, allocable and allowable in accordance with applicable program requirements.

Finding: WCCUSD's conflict of interest policy did not meet federal requirements

Resolution: Update conflict of interest policies to specify the disciplinary actions that will be applied for violations to the conflict of interest policies.

Current status: Resolved - Updated policy Board approved Fall 2020

FM 03: Supplement, Not Supplant - LEAs are required to use federal funds only to supplement, not supplant, state and local funds.

Finding: LEA did not use Title III funds to supplement, not supplant, federal, state and local funds: \$144,228.71 in costs that were not supplemental to the Title III program, including: (1) \$48,511.96 in salaries and benefits for an instructor who was teaching a core English Language Development class and (2) \$95,716.75 i for administration and training costs associated with the English Language Proficiency Assessments for California (ELPAC), hiring a contractor to provide professional development on a program that was not specific to Title III activities, and purchasing library materials which were available to all students.

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Resolution: In order to resolve this finding, the LEA must reimburse the Title III program a total of \$144,228.71 (\$48,511.96 + \$95,716.75) from an unrestricted funding source

Current status: Resolved - Reimbursement referenced in EL-07 - Unrestricted general funds repaid Title III account \$516,000 for all issues and correct budget procedures were implemented for 2020 - 2021.

Supporting Effective Instruction

SEI 12: Data and Ongoing Consultation - data and ongoing consultation must be used to continually update and improve activities supported by Title II.

Finding: Based on a review of evidence and interviews with staff the LEA is not monitoring the effectiveness of Title II funds.

Resolution: The LEA must use data and ongoing consultation to continually update and improve activities supported by Title II. The LEA must develop a plan for its use of Title II collaboratively among district leadership and stakeholder feedback.

Current status: Extension requested. Staff from Teaching, Leading and Learning, in collaboration with the Multilingual, Multicultural Services team are currently reviewing data and updating policies, procedures and training - Estimated date of completion is November 15, 2020.

SEI 13: Parental Notification - each student attending a school receiving Title 1 funds must be notified when they have been taught for four or more consecutive weeks by a teacher who does not meet the state certification or licensure requirements.

Finding: Based on a review of the documentation the LEA did not send out 4-week letters to families.

Resolution: Create a policy relating to internal controls surrounding the 4-week letter which includes a description of the task, the anticipated completion date, and who is responsible to complete the task.

Current status: Resolved - Policy developed and on course to being implemented

Uniform Complaint Procedure

No program findings resulted from this monitoring review. No further action is required.

SUMMARY

While there were numerous individual findings within the review, the overarching theme revolved around the utilization of supplemental funds to maintain programs and staffing levels. As part of our work in addressing the budget last year, we also addressed the utilization of soft funding and reversed those practices within budget development. We built the majority of our staffing models from scratch for the 2020 - 2021 school year and eliminated positions that had been maintained with carryover and other categorical funds. The second aspect of the review was that if staff do not know what funding source pays their salary they are not likely to be able to articulate the

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requirements and compliance for that resource. We have begun the work of creating duty statements to address this issue to clearly articulate the responsibilities with the funding.

Finally, and most importantly. The State and Federal Programs department was merged into Business Services and provides an audit lens on all budget decisions to ensure that the district is operating effectively, compliantly, and appropriately. This synergy and collaboration provide much more assurance that the district will be able to resolve all findings and build sustainability in practice for the future.

Contracts Update - Tony Wold (Mary Kitchen)

The October 7 board summary has 6 items for review.

There are two contracts presented by the College and Career office.

- Equal Opportunity Schools will continue to partner with El Cerrito, Hercules and Pinole Valley High Schools to ensure that students of color and low-income students have equitable access to academically intense high school programs and succeed at the highest levels.
- Young Scholars will bring back the Rising Scholars' program. Their mission is to increase the number of young men of color who matriculate to and graduate from college by providing Socio-emotional support to students, a Brotherhood and Community and Strategic Partnerships with Colleges and Universities. They also have Parent Academy workshops and monthly training for school district staff.

The Expanded Learning Program is bringing forward one contract:

- Calculus Roundtable to provide standards aligned Math and Science activities through the Digital One Room Schoolhouse Program at Chavez, Coronado, DeJean, Downer, Grant, Helms, King, Lake, Lincoln, Nystrom, Peres and Verde serving approximately 720 students during after school programs.

The Business Services Department is bringing three contracts.

- Jonah Crawford Developer and CTO of EYFL Consulting will examine our Business Process Objectives for our Intellectual property and develop a continuous integration of key data into a database where reports can be generated. This is the key validation program that will ensure that our data output is reconciled and accurate. This work is essential to build any public facing data systems. This will include monitoring for contract AMOs and staff allocation projections. This contract has a proof of concept stage that must be completed before engaging in the second phase.
- Datum Insights will set up and implement the dataset and reporting platform to include the following reports: Revenue, Budget vs Actuals, Vendors, Cash Balance, Project Ledger, Payroll, Employees, Accruals, HR, Salary Projections (initial Setup Only). This license will be for 12 months of support and use of the dataset and reporting platform.
- Public Profit helps mission-driven organizations deepen their ability to learn from data, make great decisions, and improve the effectiveness and quality of their services. They provide evaluation, strategic program design, capacity building, and data visualization services. This

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project also includes a proof of concept phase to ensure the district receives the appropriate programming.

The Timelines for the data integration and pilot programs are outlined below:

- October 2020 - February 2021 is Phase I: Pilot Participation Data Review inclusive staff time and direct costs for translation support during stakeholders meetings
- March 2021 through June 2021 will bring about Phase II where we will create a Sustainable Process for WCCUSD inclusive of staff time and direct costs for translation of the stakeholder engagement materials.

Food Services Support and Collaboration - Tony Wold (Barbara Jellison)

WCCUSD Food Service Department welcomed Paula Ramirez this week, a current dietetic intern student from Sacramento State University. Paula is joining our Food Service team for the next 3 weeks as part of her dietetic internship rotation. Paula was born and raised in San Pablo and attended Downer Elementary and Helms Middle School until she moved to Fairfield. Paula is passionate about childhood nutrition and believes that every child should have access to nutritious, healthy meals. As a dietetic intern at WCCUSD, her goal is to familiarize herself with all aspects of school foodservice. She hopes to make an effective contribution during her time with us and has been assigned a special nutrition education project. This project will offer parents nutrition information, helpful preparation hints and recipes for our weekly fresh vegetables and fruits served curbside to families as part of our meal program. This information will be linked to our district menus in the hopes that families will gain new culinary skills and try out new recipes. In addition to working on this special project, Paula will be joining the Food Service staff curbside and in the central kitchen to help prepare, serve meals and gain valuable insight into school nutrition.

Curriculum, Instruction & Assessment - Rubén Aurelio (Gabriel Chilcott & team)

Math (Mark Lobaco & team) - Math Professional Developments (Math Power Half Hours) are being updated and shortened to combat Zoom fatigue. Upcoming PDs include Math and English Learners Strategies (Notice and Wonder) and Introduction to Number Talks. In addition, the math team is re-sharing Virtual Math Manipulatives with all teachers and administrators to address distance learning needs.

--(repeat) Math Curriculum Guides (Kinder through Alg II) has been updated to help identify priority standards for teachers' unit and lesson planning.

Visual and Performing Arts - Rubén Aurelio (Pat Martin)

Returning students kept their instruments and are in classes. Beginning students will begin instruction in general music with a transition to recorders for hands-on music-making. DeJean and JFK band programs are collaborating to provide a virtual band for Michelle Obama elementary's grand opening. We are in the final stages of procuring a pilot program with Soundtrap.com to provide multi-track recording capability for secondary music to recreate our students' ensemble experience.

Selina Jackson has been contracted to provide monthly PD sessions and individual coaching for elementary music teachers on CRP and racial equity considerations focused on increasing African American students' instrumental music opportunities.

Multilingual & Multicultural and Literacy Departments - Rubén Aurelio (Christi Roscigno & team)

Language: On Tuesday, October 6th, the MMS team is holding a TK-12 PD from 3:30 pm - 5:00 pm on Enhancing English for Language Learners. This PD is the 3rd session in a 5 part series. This session will focus on Developing and strengthening district-wide achievement of English Learners during designated ELD and integrated ELD.

Literacy: On October 28th & October 30th, the Elementary Literacy & Elementary Special Education Directors held the first UTR/TCRWP Working Groups with Administrators and Educators to celebrate and strengthen the implementation of Reading, Writing, and Phonics Workshop across sites. There will be an emphasis on sites who might need additional support. These working groups are part of the MOU with UTR around our shared work of Balanced Literacy.

State Allocation Board Approves \$4.7M in Career Technical Education Facilities Program (CTEFP) - Luis Freese

Career Technical Education Facilities Program (CTEFP) is a program created from Proposition 51 to fund or reimburse districts committed to providing high-quality CTE dedicated facilities. The District has been seeking reimbursement for funding, which is a competitive program. These funding requests require the preparation of detailed narrative grant requests, which are scored and then funded based upon a complicated funding matrix. Our team worked collaboratively with school sites and the Career and College Pathways Department to prepare reimbursement grant applications. On September 30, 2020, the State Allocation Board approved CTE facility grants for five programs at two campuses. The funding approved for DeAnza HS and El Cerrito HS total over \$4.7 million in state funds. The District will now have 12 months to complete the required follow-up tasks to receive the State's funds to reimburse the bond fund.

Human Resources Update - Marci Williams

As with the rest of the District, Human Resources has experienced an unprecedented year. We spent the first five months of 2020, concentrating our efforts on the negotiation and layoff process. In June, we had to pivot quickly and start recruiting, and we ended up hiring and onboarding over 100 new employees in just two short months. This abridged recruitment season this year exacerbated an already bottleneck process that plagues our department each year due to the large number of new hires processed in such a short time. There are also extra assignments, salary advancement, position control cleanup, and employee transfers that must happen simultaneously. In addition to the hiring process, we also implemented COVID leaves under the FFCRA this year, and to date, our department has processed over 150 leave applications.

It has become evident that our manual paper processes no longer work with the amount of hiring we do each year, along with the administrative requirements that our department must manage monthly and annually. We must improve our processes by investing in technology to ensure that we follow all state and federal laws, save on overtime, provide more accurate data, and save money on incorrect or missed leave dates. We currently have six employees managing leaves; all tracked on separate excel spreadsheets. We plan on tackling this problem by first implementing a recruitment module in MUNIS

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that will connect the whole recruitment and onboard process in one online and streamlined process. Second, we will bring a contract to the Board on October 21 for a leave software program that will immediately assist us with the hundreds of COVID leave requests and help us manage the hundreds of other leave requests that we process every year.

We are committed to finding long-term solutions that will reduce the consistent expense of overtime, reduce the risks of errors, and help us be more responsive to our employees as we move to more effective online processes. Just as distance learning has forced us to innovate in our delivery of instruction, remote working has fully illuminated the outdated, redundant, and obsolete practices that must be automated to serve a more mobile workforce.

Special Education-more detail on items coming for the Board meeting 10/7 - Kristen Hardy

The Special Education Department will be bringing two discussion items forward at next Wednesday's Board Meeting.

The first is revised language to update one of required Board Policies tied to the Special Education Local Plan. Mr. Berger brought the full plan for 2020-21 forward for Board Approval in June 2020, however new state legislation (AB1172) increased the requirements on school districts to oversee and monitor Non-Public Schools under contract to serve students with disabilities. This legislation came as a result of several serious and even fatal incidents resulting from NPS staff inappropriately responding to student behaviors. This new legislation will require school districts to conduct physical on site visits at least once annually to every Non-Public School under contract with the district, and to submit documentation to CDE of their findings. WCCUSD currently has 81 students, or 2% of our special education population, served in Non-Public Schools. This requirement includes all Residential Treatment Facilities. In any year, WCCUSD has between 1 and 5 students served in Residential Treatment Facilities in and outside of the state of California. In addition to the onsite visits, the new legislation requires increased review of documentation, including IEPs, staff credentials, staff training in the area of behavioral response, and review of behavioral emergency reports. Most of these requirements are already consistent with WCCUSD practice. The Board Policy updates the language to reflect the new requirements.

The second item relates to WCCUSD's identified status as Significantly Disproportionate for special education. In January 2020, the district received notification that for a period of three years between 2016-17 and 2018-19, the district had over-identified African American students as Emotionally Disturbed, and had over-suspended African American students in special education for 10 or more days in a single school year. This is the first year that WCCUSD has been identified. WCCUSD is among 180 districts across California this year, including many of our large urban neighbor districts (OUSD, SFUSD, BUSD, Vallejo, SJUSD).

This identification will require the District to follow a four step process over a 27 month period set out by CDE to develop and monitor a plan to correct this disproportionality, and the CDE will sequester 15% of our federal special education grant funding (IDEA) or approximately \$900,000 toward reimbursing expenses toward our identified interventions. The district will remain in this status until we correct our data. Beginning in June 2020, the special education department has been working with a broad range of

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stakeholders across our system (parents, community members, general and special education teachers, site and district administrators)

- gather and analyze data
- determine Root Causes
- develop a Comprehensive Coordinated Early Intervening Services Plan (CEIS)
- implement and monitor the plan

The district has already begun many initiatives through the Roadmap 2.0 and the LCAP that align with the high leverage strategies identified through the research. Our current change in status now ties restricted funds to the process, which will allow us to create “incubator” school sites to implement and monitor evidence based practices to interrupt the Root Causes. Once we have identified promising practices in the target schools, the district can explore ways to generalize these practices across sites and to refine that implementation based on what we have learned.

This presentation will be a brief overview of the requirements and will be the first of several presentations to the Board to provide updates on the groups’ progress to move through the first three phases of this process. WCCUSD’s Board approved plan must be submitted to CDE on or before December 15, 2020.

I am including two references for your consideration.

California State Website on [State Performance Plan Technical Assistance Project - Significant Disproportionality](#)

Article: [Distinguishing Difference from Disability: The Common Causes of Racial/Ethnic Disproportionality in Special Education](#) by Edward Fergus