

Friday Memo

December 2, 2016

Upcoming Events – Matthew Duffy

December 3: El Cerrito Theater Performance, ECHS Theater, 7:00 PM
December 5: Special Education CAC, Cameron School, 7:00 PM
December 6: Band Festival, DeAnza Gym, 7:00 PM
December 7: Board of Education Meeting, DeJean, 6:30 PM
December 7: Band Festival, El Cerrito Gym, 7:00 PM
December 7: HS Band/Choir/Orchestra Festival, Hercules HS Gym, 7:00 PM
December 8: MS Band/Choir/Orchestra Festival, Hercules MS Gym, 7:00 PM
December 8: PVHS Choir Winter Concert, DeAnza Theater, 7:00 PM
December 8: Richmond / Kennedy Band Festival, Richmond High Gym, 7:00 PM
December 9: El Cerrito Dance Concert, EC Theater, 7:00 PM
December 9: Theater Night, DeAnza Theater, 7:00 PM
December 12: Technology Advisory Committee, IT Center, 4:00 PM
December 12: Youth Commission, Helms, 6:30 PM
December 13: Academic Subcommittee, DeAnza Media Center, 5:30 PM
December 13: Sound Minds Concert, Downer Elementary, 6:00 PM
December 15: Safety Climate Committee, TBD, 9:00 AM
December 20: Facilities Subcommittee, FOC, 4:00 PM
December 21: CBOC Meeting, FOC, 6:00 PM
December 19-January 2: Winter Recess, Schools Closed

Next Week's Board Meeting – Matthew Duffy

Closed Session for Wednesday's December 7 meeting begins at 5:30 PM. Dinner will be provided.

WCCUSD Third Annual Winter Job Fair - Ken Whittmore

On Wednesday the Human Resources Department held its Third Annual Winter Job Fair at Greenwood Academy. The event was attended by over 100 prospective teachers, substitutes and classified employees.

We offered 10 teaching positions for the 2017-18 school year with three acceptance letters for next year already signed and turned in. We also processed over 20 classified people to serve in open positions or substitute in the District.

Other Post-Employment Benefits/Trust Agreement Consideration – Sheri Gamba

The District has liability relating to Other Post-Employment Benefits (OPEB) that must be included in its annual financial statements. In March staff presented a report on the latest information available, including the implementation of a new Governmental Accounting Standards (GASB75) rule that will increase the District liability. At that time the Board directed staff to look in to trust options that would help lower the liability.

Staff considered the programs of the two primary vendors in this marketplace: CERBT, managed by CalPERS and Public Agency Retirement Services (PARS). Evaluation criteria included the size and

experience of each, the length of time providing OPEB trust services, administrative costs, and investment returns.

Both programs are compliant with Internal Revenue Code Section 115 and have many years of experience in providing these services. PARS is a for-profit entity which utilizes US Bank as a Trustee and High Mark Capital Management as an Investment Manager. PARS offers **five** investment strategies with a passive and active option within each strategy. Administrative fees are a combination of trustee fees payable to US Bank and fees payable to PARS. For a plan of our estimated size, the combination of fees would total 80 basis points (**0.80%**) on assets under management. PARS is currently used by 200 agencies and has about \$1.8 billion in assets under administration.

CERBT is not-for-profit trust fund in which participating agencies pay for all administrative and investment expenses. The assets held in the CERBT are co-invested and managed by the same CalPERS investment staff that manages the District's pension assets. CERBT offers **three** investment strategies with both passive and active components. Currently, asset management fees are 10 basis points (**0.10%**) of assets, which is significantly lower than the PARS. CERBT is currently used by 501 agencies for OPEB trust services and has about \$5.6 billion in assets under management.

This topic will be on the December 7 Board Agenda for discussion, and staff will request action at the January 4 meeting. This action is important because the District has a pending actuarial report due and if it can state that the OPEB assets are in an irrevocable trust it can significantly lower the District liability.

While both vendors provide excellent OPEB Trust options for the District, staff will recommend that Board engage CERBT to provide these services due to lower asset management fees.

College Readiness Block Grant – Nia Rashidchi

The California Department of Education has allocated funding to California school districts in the form of a College Readiness Block Grant.

The funds must be used to support pupil access and successful matriculation to institutions of higher education. The state gives the following activities as eligible areas to fund:

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| 1. Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses. |
| 2. Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs. |
| 3. Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution. |
| 4. Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs. |

5. Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams.

6. Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils, including, but not necessarily limited to, pupils enrolled in schools identified by the department as high schools with 75 percent or greater enrollment of unduplicated pupils, pursuant to subdivision (g). These opportunities may include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.

Each district is required to develop a plan describing how the funds will be spent to increase or improve services that improve college readiness. The plan must be aligned with the Local Control Accountability Plan (LCAP). The plan must also be discussed at a regularly scheduled board meeting, and then adopted at a subsequent regularly scheduled meeting.

The WCCUSD College Readiness Block grant plan will be on the December 7 board meeting agenda for discussion. The plan is also included in this Friday memo packet.

Bond Program Budget Authorization Form – Lisa LeBlanc

This communication is in response to a request from the Facilities Subcommittee meeting on October 18, 2016 regarding an adjustment/increase in the amount of \$32,906,887 for central costs for the bond program from 2001 through 2021. This adjustment was reflected in the Bond Program Site Budget Authorization Form reviewed by the Facilities Subcommittee on October 18, 2016 and approved by the Board on October 19, 2016. The Bond Program Site Budget Authorization confirmed budget adjustments and expenditures for projects that have been completed, adjustments for sites for projects under construction or in close-out, and adjustments for Facilities Master Plan (FMP) projects. As noted at the board meeting, the expenditures reflected on this new authorization form cover the course of the bond program since March 2001, together with anticipated costs for projects underway and only those FMP projects commencing in the 2016/17 fiscal year. The form also included an adjustment or budget increase for central costs in the amount of \$32,906,887 resulting in a line item budget balance of \$17,000,000 available for the next four years. The central costs adjustment represents professional services, staffing, legal services, and program management fees that have been expended since 2001 along with the anticipated costs to support the program through 2021.

Farm to School Pilot with Conscious Kitchen – Lisa LeBlanc

Conscious Kitchen is a ground-breaking program launched in Sausalito that shifted the paradigm around food service to include a commitment to fresh, local, organic, seasonal and non-GMO (FLOS) foods for school meals. They partnered with two schools in Sausalito and transitioned from pre-packaged, processed heat-and-serve foods successfully. Conscious Kitchen is now in the process of working with three of our schools, Madera ES, Peres ES, and Mira Vista ES, along with Food Services staff, and various stakeholders, partners and parents of our students to have a demonstration week. Collaborations with local businesses, corporate sponsors, chefs, faculty and parents have started with the goal of serving FLOS meals to our students at these three schools for a five-day period at the end of January, 2017. This is an exciting opportunity for our District which could improve the awareness and health of our students. A formal communication and announcement will be forthcoming once the details are confirmed; including making sure that all State and National food service requirements can be fulfilled.

WCCUSD College Readiness Block Grant 3-Year Budget Plan

California Department of Education Eligible Activities	WCCUSD Activities	Alignment with LCAP Goals 1 - 5	2016-17	2017-18	2018-19
1. Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses.	Professional development for counselors, teachers and administrators focused on developing honors/AP courses, developing IB programs, College board process and procedure, FAFSA application, and high impact leadership team collaboration	Goal 2 – Improve instructional practice	\$7,000	\$16,000	\$10,000
2. Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs.	Lead counselor to support College and Career Readiness/ Post-Secondary Ed	Goal 1 – Improve student achievement	\$50,000	\$125,000	\$125,000
3. Developing or purchasing materials that support	Purchase of prep materials for SAT, ACT,	Goal 1 – Improve	\$4,294	\$3,000	\$3,000

college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.	and other high performance assessments	student achievement			
4. Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs.	Establishing a College and Career Ready/Post-Secondary Office Extending partnership with CCC, Cal State East Bay, UC Berkeley, and other postsecondary institutions Increase number of students served in UC Trio Program	Goal 1-4 – Improve student achievement, instructional practice & increase student, parent, & community engagement	\$75,000	\$150,000	\$150,000
5. Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement	Pay for AP exams for 500 students	Goal 1 – Improve student achievement	\$45,000	\$45,000	\$45,000

exams.					
6. Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils, including, but not necessarily limited to, pupils enrolled in schools identified by the department as high schools with 75 percent or greater enrollment of unduplicated pupils, pursuant to subdivision (g). These opportunities may include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.	Purchasing and using online coursework for credit recovery, acceleration, and engagement & Expanding dual enrollment opportunities	Goal 1 – Improve student achievement	\$5,000	\$5,000	\$5,000
Subtotal			\$186,294	\$344,000	\$338,000

Grand Total					\$868,294
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