

**Friday Memo**  
**February 17, 2017**

**Upcoming Events – Matthew Duffy**

February 20-25: Presidents' Week Recess, Schools and Offices Closed

February 26: WASC Visitation, Hercules HS, 4:00 PM

February 27: District Budget Engagement Committee (DBEC), Pinole Middle, 6:30 PM

February 28: Facilities Subcommittee, FOC, 4:00 PM

March 1: Board of Education Meeting, DeJean, 6:30 PM

March 2: Read Across America Day

March 2: Governance Subcommittee, Alvarado, 6:00 PM

March 2: District Science Fair, Contra Costa College Knox Center, 7:00 PM

**Next Board Meeting – Matthew Duffy**

Closed Session for the March 1<sup>st</sup> meeting begins at 5:30 PM.

**Budget / LCAP Study Session – Matthew Duffy**

At the request of the Board, a study session is planned for Wednesday, March 22, 2017 at DeJean Middle School. Both LCAP and the Budget will be covered.

**Revenue Drop and the Governor's Budget – Sheri Gamba**

The January Governor's Budget announcements for the 2017-18 school year and projections for the following years are remarkably different from those included in the budget last July. This change is causing consternation and concern across the State because school districts brought numbers to school boards in December that now have significant negative changes in January. The change occurs due to the Gap funding proposed in July 2016, which was 73.96%, to the Gap funding announcement in January of 23.67%. In West Contra Costa Unified School District, this would mean a loss of funding projected at over \$7 million in the 2017-18 school year as compared to the projection presented at the First Interim Report in December (projection using the same assumptions of attendance and unduplicated count). In contrast to the Governor's Budget announcement the Legislative Analyst Office (LAO) has voiced concerns regarding Governor Brown's conservative revenue projection. If the LAO is correct and the State revenues are stronger school districts should be prioritized, as they were last July, and receive additional funding through the Local Control Funding Formula (LCFF). There are already proposals afoot to fund other special interest areas instead of bringing schools back to where they were in December, and that is of great concern. Enclosed are two articles; one from Cabinetreport.com and the other from School Services of California (SSC), which provides interesting perspectives on the problem.

**Support for Undocumented Students – Marcus Walton**

There were several rumors of immigration raids in our community this past week, causing concern for many of our students and families. While none of the raids or enforcement actions could be confirmed, staff is working to lend more support to our community. In the short-term, a message from the superintendent will be sent to parents today assuring them that their children are safe at school. We will also send a message to staff outlining clear expectations and resources to be used in the unlikely case that an immigration enforcement officer attempts to enter a school. Finally, a Family Preparedness Plan will be printed and made available to community members at our schools.

Once we return from the Presidents' Week break, staff will work with our community partners to hold a Know Your Rights event, meet with community partners to determine additional supports

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members of the community might need and will determine what professional development or reinforcement our employees might need during this time in order to better support our students and families.

Please let us know if you have any additional questions regarding this matter.

**LPATs: Another Partnership with Contra Costa Community College – Nia Rashidchi**

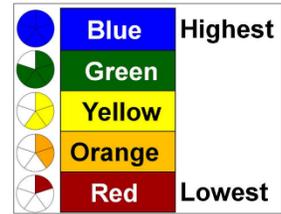
Our College and Career staff has been working closely with Contra Costa Community College staff to develop Local Partnership Action Teams (LPATS). These teams consist of our Pathway Lead teachers and their counter parts from Contra Costa College. Our focus is to refine our practices to improve student success in college. The LPAT meetings are so informative that the partnerships were expanded to include the English Departments from both groups. An English Summit, whose intent and focus was to facilitate students in successfully transitioning from high school to college, was developed. The inaugural summit was held on Saturday, February 11<sup>th</sup>, from 8:30 to 1:30. Contra Costa College and WCCUSD high school English teachers participated. The summit generated a real understanding of what students are provided in high school and what they need for college success. The next planned step is to meet and do observational visits in each other's classes to better serve students. We will keep board members updated as we progress in our work. Please enjoy a few pictures from Feb. 11<sup>th</sup>.



**California’s New Accountability System Is Coming! – Nia Rashidchi**

California’s new accountability system rates Districts and schools by student subgroups. District and school performance on state indicators will be published publicly in March 2017 to the new CDE Data Dashboard:

<http://www.cde.ca.gov/ta/ac/cm/>. Performance levels range from lowest to highest and are indicated with segmented pies (see Figure 1). Five by five color coded tables are provided for each report (see figure 2).



**Figure 1: Performance Levels**

Reports include Suspension Rate, English Learner Progress, Graduation Rate, English Language Arts Assessment and Math Assessment. Chronic Absenteeism and College and Career data will be added in the future.

Each category is broken down by ethnicities and student groups. Ethnicities reported include American Indian, Asian, African American, Filipino, Hispanic, Pacific Islander, two or more races, and White. Student groups reported are English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Data on Foster Youth and Homeless are scheduled to be added in Fall of 2017.

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

**Figure 2: Five-By-Five Color Coded**

In the future, the new dashboard will include local measures reported by the District to the CDE. These include:

- Basics (Teachers, Instruction Materials, and Facilities)
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey (Cal-School Climate Health and Learning System, which includes California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS) and the California School Parent Survey (CSPS)

Visit the CDE website for more information: <http://www.cde.ca.gov/ta/ac/cm/>.

**What’s Happening with Visual and Performing Arts (VAPA)? – Nia Rashidchi**

In the months of December and January, there were numerous performances from our secondary schools and area feeder festivals for instrumental music. There were Dance performances at El Cerrito, Richmond, and De Anza high schools; Drama presentations at Richmond, Hercules, De Anza, and Pinole Valley high schools; Orchestra and Band performances at Hercules High School and Middle School, and Band performances including Concert Band, Symphonic, and Jazz bands at El Cerrito, Richmond, JFK, De Anza, Pinole Valley high, and Pinole, Crespi, Korematsu, DeJean, and Helms middle schools.

Selina Jackson continues to work with our Elementary Band Instructors on Culturally Relevant Pedagogy through class visits and separate individual conferences with a coaching emphasis.

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Course “A” of the Integrated Learning Specialist Program began with Day 1 of a 4 day program at the Richmond Art Center as training for VAPA Site Liaisons. The following days will take place in January and February with Courses “B” and “C” to follow. Completion of all three courses entitles teachers to earn a Certificate as an Arts Integration Specialist. Courses address integration of the arts, culturally relevant pedagogy, and student centered practices through planning, instruction, and assessment techniques and tools for use in the classroom setting. This program is offered through a partnership with the Alameda County Office of Education

The first VAPA Pizza and Planning session took place in the Pupil Services Center and revolved around using singing and the blues as a vehicle for literacy and language development.

The East Bay Center for Performing Arts and the Richmond Art Center conducted an Arts Integration one day Institute for teachers from 16 elementary schools in our effort to develop our capacity to use arts activities as a vehicle for accessing core academic instruction in the elementary grades.

On March 9, 2017, the Music Department will present the All District Music Festival at the Richmond Auditorium at 7:00 PM. This will feature honor ensembles representing Elementary Band, Middle School Band and Orchestra, and High School Band, Orchestra, and Choir.

Preparations are underway for the 52nd Annual Student Art Show at the Richmond Art Center. The show is from March 21, 2017 to April 23, 2017 and the Reception/Ceremony will take place on April 13, 2017 from 5:00 PM until 7:00 PM. This show features artwork from all of our secondary schools.

We are supporting elementary sites with their instrumental music programs and beginning planning for another round of Feeder Area Music Festivals later on this spring.

For continual updates and event information, please visit our Visual and Performing Arts website at the following link: <http://www.wccusd.net/Page/4695>.

[Staff Contact: Coordinator, Patrick Martin pmartin@wccusd.net](mailto:pmartin@wccusd.net)

### **Community Advisory Committee (CAC) for Special Education Annual “You Make A Difference Awards” – Steve Collins**

The Community Advisory Committee for Special Education will be holding their annual “You Make a Difference Awards” Ceremony on Thursday, March 9, 2017 at 7:00 p.m. at DeJean Middle School.

There are three different award categories. Listed below is a description of each award category and the 2017 recipient(s).

You Make a Difference Award:

Nominees must demonstrate outstanding contributions above and beyond in the role as a parent, a job description or general expectations. Parents, students, community members, educators and school staff members from regular or special education who are involved with children with special needs are eligible to receive an award.

2017 Recipients:

Alison Makela – Principal - Madera Elementary School

Claudia Valez – Principal with Wilson Elementary School Staff and Students

Clemencia Turner RSP Teacher – Dover Elementary School

Gail Tsujimoto-Cho and Rosaline Soneda - SH Teachers - Fairmont Elementary School

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Jennifer Walden – General Education Teacher - Pinole Valley High School  
Merissi Argueta – Instructional Aide – Helms Middle School  
Joyce Forte – Program Specialist – Cameron School Early Intervention  
Sandy Oliver – Harding Elementary School Assistive Technology Specialist  
Marywin Deegan and Margaret Mowry-Evans – Assistive Technology Specialists

**Jake Rockeman Award:**

The “Jake Rockeman Award” was created in honor of a nine year old boy, who passed away October of 2003. Jake was a student in our district, who despite his diverse “disabilities”, touched the lives of many. His parents, Trish and Glen Rockeman, were very involved in his life by volunteering in many capacities in our district as well as activities in the community. Jake is missed by all who knew him.

The CAC presents this award to students in our district who have gone out of their way to make the lives of special education students more accepted in our district. To receive this award, students must:

- Have been inspired by a special education student
- Have given support to a special education student
- Have made an outstanding contribution to a special education student
- Have been a positive role model to a special education student
- Have helped promote inclusion with the general education community

**2017 Recipients:**

Gurshan Sahota – 1<sup>st</sup> grader - Ohlone Elementary School  
Addison Nash – 3<sup>rd</sup> grader - Olinda Elementary School  
Jessica Wilbur – 6<sup>th</sup> grader - Collins Elementary School  
Alina Nguyen – 6<sup>th</sup> grader - Collins Elementary School  
Caitlin Louis – 6<sup>th</sup> grader - Collins Elementary School

**The Brian Rutford Memorial Service Award for Excellence in Transportation:**

The Brian Rutford Memorial Service award has been created in memory of Brian Rutford, former manager of First Student. The CAC presents this award to a First Student bus driver who has demonstrated excellence in service by performing their transportation duties with professionalism and compassion, by going above and beyond their duties, and by setting an example for others.

**2017 Recipient:**

Jaime Sanchez, First Student Driver, Highland Elementary School

**Supplemental Educational Services Being Replaced By Alternative Supports: Opens Up New Possibilities of Support for Our Students - Nia Rashidchi**

*Background:*

President Barack Obama signed into law the *Every Student Succeeds Act* (ESSA) on December 10, 2015. ESSA replaces the previous Elementary and Secondary Education Act (ESEA), also known as the *No Child Left Behind* (NCLB) Act of 2001.

Under the ESSA, California is required to implement the same interventions in the 2016–17 school year for schools that were previously identified for program improvement (PI) in the 2015–16 school year.

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During the 2016–17 school year, California has elected to eliminate the requirement for LEAs to provide Supplemental Educational Services (SES). Instead, LEAs with Title I schools identified for PI Year 2 and beyond are required to provide eligible students with Alternative Supports (AS). AS programs provide supplemental activities designed to increase the academic achievement of students. The state no longer produces a list of officially approved tutoring companies that districts must include in the program. Those state approved lists in the past contained some questionable providers, as well as some outstanding providers.

WCCUSD sees this as a huge opportunity to now include some organizations with a proven track record of success with West Contra Costa students. We will now be able to include our partners Bright Futures, Rising Scholars, and Zion Learning amongst the providers of our Alternative Supports. These organizations have been successfully serving WCCUSD students, especially our African American students. *This is very exciting!*

*AS Program Specifics for WCCUSD:*

- **Students will be identified based on SBAC, Star Reading data, and other data points**
- **AS will be offered in after-school tutoring sessions for students who attend Title I schools with Program Improvement status**
- **Student learning plans will be shared with parents and school staff**
- **Student growth during the program will be shared with parents and school staff and used to generate an overall summary of program performance**

The 2016-17 ESSA Providers are: A Tree of Knowledge, Bright Futures, Club Z! Tutoring Services, J-Vision, Inc., Rising Scholars, Sylvan Learning, TutorWorks, Inc., and Zion Learning.

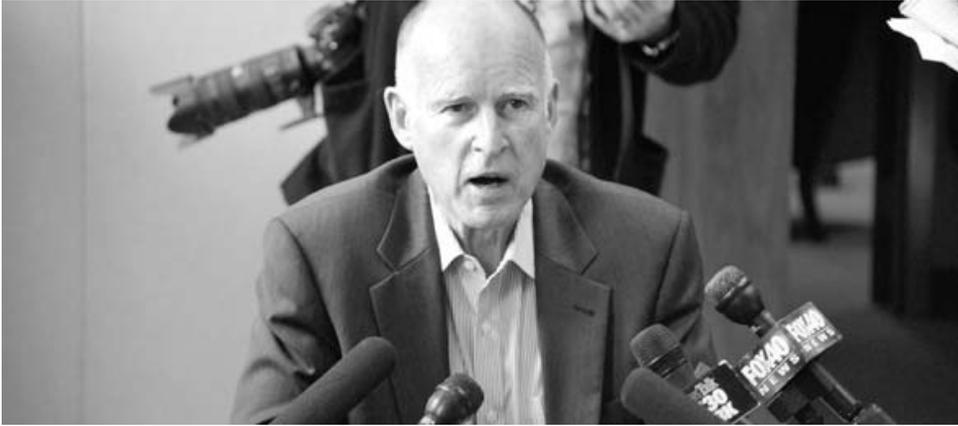
We are bringing these providers to the March 1 Board of Education meeting for approval so they can provide additional academic support services to our students from March – June 2017.

**Public Records Log – Marcus Walton**

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

# CABINET REPORT <sup>(1)</sup>

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FEBRUARY 13, 2017

## LAO hits Brown's downbeat revenue projections again

*by Tom Chorneau*

(Calif.) The non-partisan Legislative Analyst has once again expressed skepticism about Gov. Jerry Brown's extremely conservative revenue forecasts.

In a detailed review of the administration's K-12 budget plan, the LAO noted that economic conditions do not appear to support Brown's assumption that fewer tax dollars will be collected this spring than estimates made last summer. As a result, the LAO said the Legislature should exhaust other options before agreeing to Brown's plan to hold back a \$859 million payment to schools from June to July.

The LAO is also concerned about an idea broached by the administration to send special education money directly to local educational agencies instead of the existing system where regional panels manage the funding.

Finally, the LAO is not supportive of the governor's proposals to change preschool and transitional kindergarten, nor his ideas about the use of school construction bond money.

With the June 15 deadline for adopting a new budget looming on the horizon, the theme of the negotiations for the 2017-18 spending plan has been well established—that is, whether anyone in the Legislature will buy into Brown's pessimistic take on the economy.

Based on the fact that all three of the state's largest tax sources failed to meet estimates made last July, Brown's January budget proposed providing about \$733 million less in Proposition 98 funding than had been anticipated.

But there is some evidence that the drop in tax collections—especially for the unpredictable and volatile personal income tax—was only a delay.

That is, some savvy Wall Street investors living in California appear convinced that a tax reform package will eventually emerge from Congress in 2017 and thus, held off paying capital gains in December rather than sometime later this year when the rates might be lower.

Given the direction of the stock market since the November presidential election, the LAO, along with many observers, believe that when the governor gets ready to release his revised budget in May, the estimates made last July for how much the state will have to spend are likely to be a lot closer than the ones Brown forecast in January.

“As discussed in our recent Overview of the Governor's Budget report, we believe the administration's estimate of state revenue is low given its other economic assumptions,” the LAO said. “By May, General Fund revenue in 2017-18 could be significantly higher than assumed in January.”

Perhaps in response to the LAO's optimism, Assembly Speaker Anthony Redon, D-Paramount, has already put into motion groundwork aimed at spending some of that additional money to improve services to early learners.

One of the governor's other major education policy proposals contained in his budget calls for stakeholder meetings to consider restructuring management of some \$4 billion state and federal funding for special education.

Currently, that money goes to regional bodies and Special Education Local Plan Areas, or SELPAs. In his January budget, Brown expressed some concern that the autonomy of the SELPA structure works against the state's new approach in promoting local control over education decision-making.

The LAO said that the governor has indicated an interest in rolling the special education money into the Local Control Funding Formula, which would deliver the money directly to school districts.

At this point there are no details about how exactly that might work. But the LAO did caution lawmakers about moving too quickly on this plan. They noted that the LCFF doesn't contain a maintenance of effort clause, but federal law does when it comes to special education.

"By eliminating most state categorical programs and folding associated funding into LCFF, the state effectively freed up funding for districts' local priorities," the LAO said. "Eliminating special education categorical programs and folding associated funding into LCFF, however, would not allow districts that same flexibility.

"This is because federal law requires districts to spend at least as much on special education each year as they spent the previous year," the LAO continued. "Consequently, districts would be unable to repurpose the increase in their LCFF funding to support other local programs and priorities."

The LAO's reaction to Brown's ideas for changing preschool programs and transitional kindergarten appear to be in line with Speaker Rendon, who has convened a blue ribbon panel to hold hearings and make recommendations on how to improve services to early learners.

"Though (Brown's) intent is to more closely align State Preschool and Transitional Kindergarten programs, we recommend rejecting most of these proposals, as we believe many elements of the proposals would add greater complexity to an already complex system," the LAO said.

Instead they recommended the Legislature "consider how best to serve four-year olds, particularly those from low-income families, including what eligibility criteria, program standards, and funding levels it desired for these children."

In a similar approach to the use of school bond money next year, the LAO said lawmakers should hold hearings and gather more information from the administration about how to address the \$2.4 billion in existing school construction needs before moving forward.

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*The* **FISCAL REPORT**

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### **Revenue Assumptions for the Second Interim**

The most frequent question we are receiving is regarding what revenue assumptions to use when preparing the Second Interim report. The concern dates back to the state's Enacted Budget in June of 2016. At the time of the Enacted Budget, districts were provided with estimates of cost-of-living allowance increases, gap closure rates, and other financial factors. Most districts based their planning upon these factors, as well as their collective bargaining positions. Then things changed.

Over the past four years, we have become accustomed to the state estimating its revenues conservatively and then owing more to schools later when revenues come in higher. This year the opposite happened; even the addition of future revenues from Proposition 55 and extension of the temporary taxes, were not sufficient to keep overall revenues from falling below earlier estimates.

Districts that stretched to maintain minimum reserves at the First Interim are having great difficulty self-certifying that they are "positive" at the Second Interim. The drop in out-year revenues is driving everything from financial certifications, to collective bargaining positions, to the determination as to whether layoffs or other budget cuts will be needed. Both the Second Interim and the March 15 deadline for layoffs are rapidly approaching, so the concerns are very real.

Governor Jerry Brown's lower revenue projections are supported by the fact that revenues have come in lower in most recent months. However, as we have previously reported, the Legislative Analyst's Office (LAO), an agency we hold in high regard has put forth a much higher revenue estimate. Many boards, unions, and other stakeholders would, of course, want the district to use the higher projections provided by the LAO.

Districts are unable to use the LAO projections at this time for two good reasons; first, the county superintendent would not be able to accept a certification based upon revenues that are higher than the Governor's projections. Second, we have previously provided detailed analyses of the options open to the Governor. Bottom line, even if 2016-17 revenues begin to rise, there is no guarantee that the Governor will use higher estimates for education funding.

Our advice continues to be very direct. We advise you to maintain a higher reserve, use the planning factors from the School Services of California, Inc., Dartboard in preparing the Second Interim, and make conservative decisions regarding spending. As to the decision to do layoff notices or not, we urge districts to look carefully at their financial projections and if layoffs would be needed even if the LAO projections come true, you need to give the notices and plan to do the layoffs. If you do not need to do layoffs using the higher LAO revenue projections, unfortunately you will still need to issue the layoff notices, though you may be able to pull some back in May. To keep all options open, you may need to issue layoff notices in any case.

We do not expect to know much more until we see the projections at the May Revision and also the Governor's response to whatever the numbers are at that time. In the meantime, we have all seen the devastation that can be caused by a downturn when we are not prepared for it. The Governor is giving us ample warning that it is time to get prepared.

—Ron Bennett, John Gray, and Robert Miyashiro

**Public Records Request Log 2016 - 2017**  
**Week Ending February 16, 2017**

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	12/2/16 Documents sent via email  Gathering/Reviewing additional Docs
47	12/20/16	Chansell Evans-Green	2015-2016 WCCUSD Student Data on Student Attendance / Absences for Grades K-12	Reviewing Data
50	*12/14/16	Mary Selva Richmond Annex Neighborhood	Number of Students attending Public Schools in Richmond Annex	12/22/16 Acknowledgement email sent 1/19/17 Email Sent Response due on 2/17/2017
57	1/24/17	Rachael Tillman Law Offices of Young, Minney & Corr. LLP	All High Schools' Football Season Schedules and/or Calendars / July 1, 2015 – June 30, 2016	Reviewing / Gathering Documents
59	1/30/17	Anton Jungherr	Approval of Bond Program Site Budget Authorization	2/15/17 Email sent to extend date Response due on 3/10/2017 Gathering Documents
60	1/30/17	Anton Jungherr	Long-Range Facilities Master Plan / Implementation Plan / Determination on Estimated Available Funds	2/15/17 Email sent to extend date Response due on 3/3/2017 Gathering Documents
61	2/1/17	Anton Jungherr	General Obligation Bonds / Annual Certification Form for 2014, 2015 and 2016	2/15/17 Email sent to extend date Response due on 3/10/2017 Gathering Documents
64	2/6/17	Denise Morgan Calif. Charter Schools Assoc.	Charter Schools / 2016-2017 Records and Documents	2/16/17 Documents mailed <b>COMPLETED</b>
65	2/7/17	Casey Hazelhofer Law Offices of Young, Minney & Corr. LLP	All WCCUSD Elementary & Middle Schools Student Data, Enrollment, School Site Data	2/8/17 Acknowledgement email sent
66	2/10/17	Ester Aviva Beeson, Tayer & Bodine	Agreements between WCCUSD and Public Employees Union Local 1 made between February 1, 2016 and January 31, 2017	2/15/17 Documents sent via email <b>COMPLETED</b>
67	2/13/17	Mike Peritz	Adams Middle School Campus Maps	2/14/17 Documents sent via email <b>COMPLETED</b>
68	2/15/17	Amalia Cunningham	Lease and/or Use Agreements for District owned property on Stockton Ave., El Cerrito, CA	2/15/17 Acknowledgement email sent