

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
May 8, 2020

Upcoming Events – Matthew Duffy
May 12: Agenda Setting, 4:30 PM

Budget Update - Tony Wold

We will provide an update on the State budget and cash flow next week at the Board meeting on Wednesday and will post the PowerPoint early next week prior to the meeting. We will be working over the weekend to quantify the issues based upon information we are receiving today.

In the past week there has been significant news (Department of Finance Fiscal update attached) regarding the State budget and likely shortfalls in Revenue due to COVID-19. There was a FCMAT update (attached) that provided guidance to school districts to prepare for reductions in timing of apportionment and apportionment of State funding for the current and upcoming school years. We attended a webinar led by Mike Fine from FCMAT today and the concerns were reiterated regarding the need to take as many preventative measures as possible to be prepared for upcoming reductions.

There is tremendous uncertainty regarding the State budget and how much funding will ultimately come to K-12 education. It is very likely that we will not know how much funding the District will receive until the middle of August or September. This makes it very difficult to create a budget and requires the District to budget in the most flexible manner possible. For this reason, the District will need to be very methodical and only place staff in positions that have a dedicated funding source and focus on essential services.

There are several Financial recommendations that we are incorporating into our cash flow and revenue projections based upon the guidance of the Contra Costa County Office of Education and FCMAT:

- Eliminate the COLA and take this to 0% in your budget
- Move the June State Apportionment to July (deferral) on your cash flow projection
- Make additional plans that reduce the COLA from -2% to -10% (likely in the -5% range)
 - These scenarios are to begin to understand the potential impacts, but there are multiple options that the State can take to adjust funding for K-12 Education that could reduce the immediate impact.
 - This will be a multi year issue and the 2021-2022 school year will very likely be worse and reflect the full impact of the current COVID-19 losses.

Due to the delay in filing of income tax until July the State does not have a clear cash projection and due to the loss of other revenues there is a very strong likelihood that the State will utilize the deferral option for the foreseeable future. As occurred from 2008 – 2012 the State will likely defer the June apportionment into July or August. We budget the funds as a receivable in June and will ultimately

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get the funds, but this will likely put the District in a situation where we may need to utilize interfund transfers and to borrow funds to maintain a cash balance to meet payroll requirements.

Deficit spending within a budget is not a trigger event for County and FCMAT intervention. What does trigger action is when a district does not have cash on hand to meet payroll. We are currently analyzing the impacts of State deferrals and the receipt of property tax from the County and if there will be any delays in this revenue. The LCFF formula provides Districts with a total revenue budget, but the cash is received through a combination of property taxes and then State apportionment makes up the balance. The most uncertain portion is State funding and whether they will do additional deferrals beyond just the June to July scenario. We are working to confirm that the County will continue to pay property taxes to districts on the existing schedule.

The District has met with the Contra Costa County Office of Education and our Financial Advisor, KNN and have continued to analyze multiple cash flow scenarios and we have all determined that the best course of action is to ensure that we adopt an interfund transfer resolution and be prepared to issue a TRAN (Tax Revenue Anticipation Note) to borrow cash to ensure the District is prepared for any possible deferrals from the State or County next year.

The timing of when we may need cash is still to be determined. Our most up-to-date cash flow analysis has the District needed to utilize interfund borrowing each month from July through November based upon the State deferral from June 2020 to July 2020 (one month). If the State does utilize additional interyear deferrals from July to November 2020 the District may need to utilize the TRAN or other borrowing for cash flow. We would also need to have approval for a TRAN from the County Board of Supervisors. At this point we are determining if conditional authorization for borrowing is necessary due to the uncertainty of State funding.

The addressing of the cuts for 2021 – 2022 will be extremely painful and difficult as it will most definitely affect employee positions and salary since many of the non-salary and management reductions were made in this round of reductions. The plan is to negotiate these reductions beginning after the November election with the hope that the Schools and Communities First initiative would provide new revenue to the District. In addition, UTR is prepared to lead a campaign to support a new parcel tax to reduce the impact of cuts on the District. They have funding in the PAC for this campaign but the Board will need to approve the placement of this on the ballot for November.

While a parcel tax is a challenge in these times, we have the support and motivation from UTR to potentially explore this and we would need to vote in June to place it on the ballot. School funding is going to be hit from many levels and the second round of cuts to our District could be significant. In the previous survey the areas that polled well were supporting teachers while it may be a struggle to pass in the current climate, it is something that the Teachers union would support and it allows them to have this to focus on as we look at the budget impacts upcoming. We believe that it would be in the best interest to support the discussion with UTR about the components of a parcel tax in November as it will be necessary to know the outcome and level of support for this to be able to then negotiate reductions moving forward.

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Last week we identified actions to prepare for possible negative budget news from the State based upon guidance and direction for the Contra Costa County Office of Education. With the release of the State budget concerns and aligning to the FCMAT guidance we are currently implementing the following actions:

- Limiting current spending to essential activities to support distance learning and nutrition services
- Canceling non-essential or mandated contracts for the 2020-2021 school year (this will leave funds in the budget which could address unexpected cuts)
 - These contracts would need then to come back to the Board and meet the requirements of Board policy and be approved before any services are rendered in the upcoming school year.
- Limiting the rehiring of staff that were on “soft funding” to only utilize ongoing funds or restricted grant funding
- Sweeping all budgets as part of year-end close and assigning these funds to mitigate expected cuts in the upcoming school year that may come from the State in August and September.
 - We are anticipating that with the loss of COLA and the distinct possibility of a negative COLA the cut target for next year will increase by more than \$10 - \$20 million which would require the District to potentially have to identify cuts of over \$30 million.
 - With the amount unknown every dollar we can hold in reserve and assign for cuts will be essential
- Based upon the significant budget concerns from the State the District is being very prudent in identifying expense approvals to leave as much of the budget as possible unencumbered to allow for flexible actions.
 - This may create some frustration for our staff and stakeholders as we must be careful not to create an ongoing expense for staffing that cannot be reduced should revenue decrease in the upcoming year.

To summarize upcoming board actions regarding financing and budget is listed below:

- May 13th - Update on State Budget and cash flow for 2020-2021
- May 20th – Approval of 3rd Interim -recommend qualified
- May 20th – Discussion on possible sources of revenue (Parcel Tax)
- May 20th – Adoption of interfund borrowing resolution for 2020-2021 and discussion of cash flow monitoring (monthly reports provided to the Board of Education through Friday letter)
- June 10th – Public hearing and approval of initial 2020-2021 Budget (we will very likely not receive full State budget information at the May Revision and will have an “August Revision” which may require a new 45-day budget revision in September (similar to what we did last year with revisions to both expenditures and revenue)
 - The June budget will likely NOT have a completed reconciliation of expenditures and revenue. We will have included the reductions that were board approved, but much of the programmatic aspects of the budget will be in

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a holding pattern through the summer as more information and expectations are received from the State.

- The LCAP deadline was moved to December once we have a true understanding of the budget and the District will approve the LEA LCAP report to be submitted to the State.



Fiscal Update

May 7, 2020

The COVID-19 Pandemic and California's Budget Outlook

The COVID-19 pandemic has caused enormous hardship for families, businesses and governments across the world, the United States, and California. It has endangered health, stressed the health care system, and caused devastating losses in family and business income.

COVID-19 has caused a national recession, a precipitous decline in income, rapidly rising health and human services caseloads and substantial COVID-19 driven costs. This update reflects the Department of Finance's May Revision forecast, and underscores the necessity of further federal stimulus to help states and local governments support an effective response to COVID-19, a timely and fact-based modification of the stay-at-home order, and a safe, expedited economic recovery.

California's Pre-Pandemic Budget and Economy

California began 2020 with a strong bill of financial health—a strong economy, historic reserves, and a structurally balanced budget.

- The unemployment rate (3.9 percent) was one-third of its Great Recession peak (12.3 percent).
- The “Wall of Debt” (past budgetary borrowing) was eliminated, and supplemental payments were made to retirement obligations.
- The 2020-21 Governor's budget reflected a \$5.6 billion surplus.
- The budget reflected a record level of reserves: \$21 billion in FY 2020-21, including \$18 billion projected in the state's Rainy Day Fund.
- Revenues through March ran \$1.35 billion above January's projections, as markets outperformed the budget forecast.

COVID-19 Recession

The rapid onset of the COVID-19 pandemic has had an immediate and severe impact on the global, national, and state economies. In California, COVID-19 has led to the following:

- In the last one-week reporting period, nearly 478,000 claims were filed in California for state and federal unemployment benefits. Since mid-March, more than 4.2 million claims have been filed.
- Job losses that have occurred disproportionately in the lower-wage sectors of the economy—amplifying the wage disparity that existed before the pandemic.
- Finance projects that the 2020 unemployment rate will be 18 percent, a much higher rate than during the Great Recession.

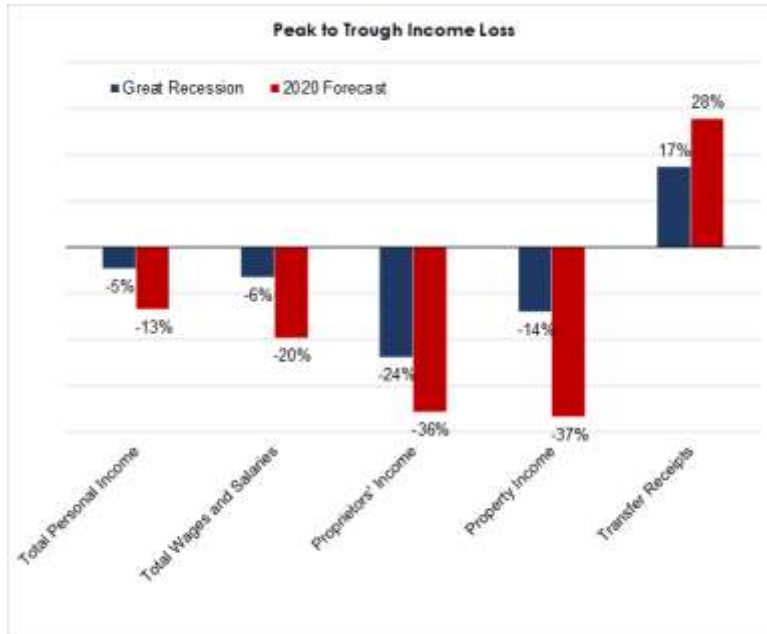
The May Revision economic forecast reflects that COVID-19 impacts will continue to cause economic losses in 2020:

- California personal income is projected to fall by nearly 9 percent on an annual basis in 2020.
- Permits for new housing construction, a key economic indicator, are forecast to drop by more than 21 percent this year.

How This Compares To Past Downturns

The widespread economic interruption caused by the global pandemic is unprecedented in modern history. The chart below provides some perspective on how different components of personal income are projected to fall in 2020 compared to the Great Recession. Income from transfer payments, unemployment insurance, and other social safety net programs are projected to increase at a faster rate.

The May Revision forecast projects that the impact of these economic losses will be disproportionately borne by low- and middle-income Californians. This is particularly concerning as state median income did not return to the pre-Great Recession level until 2018.



Impact on Revenues

Job losses and business closures will sharply reduce state revenues. Compared to the January forecast, the state's three main General Fund revenue sources are projected to drop for the 2020-21 fiscal year as follows:

- Personal Income Tax: -25.5 percent.
- Sales and Use Tax: -27.2 percent.
- Corporation Tax: -22.7 percent.

Specifically, Finance projects that General Fund revenues will decline by \$41.2 billion below January projections, as follows:

- 2018-19: +\$0.7 billion
- 2019-20: -\$9.7 billion
- 2020-21: -\$32.2 billion

Under Proposition 98's constitutional calculation, this revenue decline results in a lower required funding level by \$18.3 billion General Fund for K-12 schools and community colleges.

Large Budget Deficit, Plus Ongoing Structural Deficits, Are Projected

The Revenue declines enumerated above (\$41.2 billion), combined with \$7.1 billion in caseload increases supporting health and human services programs, and other expenditures of approximately \$6 billion (the majority in response to COVID) will result in an overall budget deficit of approximately \$54.3 billion, of which \$13.4 billion occurs in the current year and \$40.9 billion is in the budget year.

- This overall deficit is equal to nearly 37 percent of General Fund spending authorized in the 2019 Budget Act.
- This is also nearly three and one half times the revised balance in the Rainy Day Fund (\$16 billion).

While the COVID-19 Recession is causing an unprecedented loss of jobs and income, the projected deficit as a percent of General Fund spending is modestly smaller than the budget deficits faced by the state in 2003 and in 2009. This is due largely to the state's prudent fiscal management and strong economic recovery since 2011.

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Additional information regarding this fiscal outlook can be found in the associated PowerPoint presentation linked here:

http://www.dof.ca.gov/Budget/Historical_Budget_Publications/2020-21/documents/DOF_FISCAL_UPDATE_POWERPOINT-MAY-7th.pdf

Preparing Budget Scenarios for 2020-21

This fiscal alert addresses considerations for and approaches to budget preparation for 2020-21 during this time of uncertainty. Although definitive information on COVID-19 impacts and the many implications for state revenue assumptions is lacking, FCMAT recommends local educational agencies (LEAs) run multiple budget scenarios to help them begin to understand the financial impacts.

To generate scenarios for the budget year, the first step is to update the 2019-20 assumptions, which may have changed drastically since the last official reporting at second interim. Updated funding proposals from the state have not yet been released, but additional expenditures and trends are known, and those trends can lead to informed scenarios that will enable LEAs to begin formulating options for 2020-21. Time is of the essence to prepare, analyze and review potential funding impacts that could result from the various scenarios.

This alert is for all LEAs, including county superintendents serving in their fiscal oversight role. Further, this alert is a companion to a previous fiscal alert on effective cash management (see FCMAT [Fiscal Alert Effective Cash Management During Uncertain Times](#)).

LEAs need to keep in mind that Proposition 98 funding considerations by the state may not be clear at the May Revision or the June adopted budget. In fact, with rapidly declining state revenues and a delay in tax receipts, Proposition 98 funding levels likely will not be determined until fall. Early in the Great Recession, state tax receipts fell so rapidly that multiple state budgets were adopted during one fiscal year, setting the stage for mid-year changes for Proposition 98 as well.

This fiscal alert is lengthy, providing guidance on what FCMAT believes is prudent financial planning. The best practices outlined here are applicable irrespective of the times. The guidance presented is built on realistic considerations based on available data, which will be updated with the May Revision, June state budget adoption, and likely mid-year changes (a second adoption) in the fall.

Current Year Budget Updates and Third Interim Reports

Education Code Section 42131(e) requires each school district that files a qualified or negative certification for the second interim period, or that is classified as qualified or negative by the county superintendent of schools, to provide financial statement projections of the school district's fund and cash balances through June 30 for the period ending April 30. This additional filing

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is known as the third interim report and is due to the county superintendent of schools, the Controller, and the Superintendent of Public Instruction no later than June 1. There is no requirement to self-certify as “positive,” “qualified,” or “negative” when submitting this June 1 financial report.

Although it is required for districts with qualified or negative second interim reports, it is best practice, and FCMAT always encourages, all school districts to develop a similar financial report for internal monitoring and use when developing the beginning fund balances for the upcoming fiscal year.

A third interim report will allow LEAs to conduct a thorough update of current year budgets through a familiar process. An update will support more accurate current year revenue and expenditure projections for estimated actuals that are part of the adopted budget document in June. This practice has never been more important than in an environment of rapidly changing circumstances like we face today. Since second interim financial reports were prepared, many districts have changed their fourth quarter spending plans dramatically, including making unplanned investments in technology and covering deficits in the cafeteria fund. At the same time, revenue adjustments are necessary for a variety of considerations such as:

- Federal CARES Act funding — potentially attributable to 2019-20, but received in 2020-21.
- Other state revenue
 - Senate Bill 117 funding for COVID-19 LEA Response Funds apportioned on March 30.
 - Lottery — third and fourth quarter sales have decreased.
- Other local revenues
 - Nutrition, childcare and transportation programs will all have decreases in revenues.
 - Facility leases and facility use fees have decreased.

Remember the basic budget formula: beginning balance plus revenues/sources minus expenditures/outgo equals ending fund balance. The components of the ending fund balance are critically important. LEAs must understand which of those components are available if needed. The budget year will be difficult. The stronger an LEA's reserve levels are going into 2020-21, and the more they are available if needed, the more flexibility and peace of mind the LEA will have to weather the storm ahead.

Budget updates should not be limited to internal distribution, but should also be shared with county offices of education, the LEA's governing board, and the community. Maintaining open communication and efforts to keep all stakeholders informed is vital. The need to communicate about financial planning has never been greater.

Budget Year Considerations

When it comes to funding considerations, California's K-14 community works best when there is a significant element of certainty. For most LEAs, the budget planning cycle began in January with the governor's January 10 budget proposals. But COVID-19 impacts on both revenue projections and school operations for 2020-21 have caused uncertainty and forced LEAs to start the budget planning cycle over. All are facing the same challenge: little information is available, and what is known is changing daily. One may ask, "How do I develop a 2020-21 budget without knowing the basics?" The answer is that one must build a baseline budget with multiple alternative scenarios until more definitive information is available. Alternative scenarios should be built by assigning various documented values to the basic building blocks of the budget. To begin, it is likely that the largest variable that will define the different scenarios is funded cost of living adjustment (COLA).

Starting with updated 2019-20 data (since the second interim budget was created), create a baseline budget that uses the basic building blocks of a budget. Those building blocks include:

- Components of the estimated beginning balance.
- Caseload: Enrollment and average daily attendance (ADA) projections, disaggregated to support Local Control Funding Formula (LCFF) calculations by grade span, regular education and special education, prepared using best practices (note: for now, use the traditional P2 ADA calculation for LCFF).
- Revenue: The January 10 budget proposal is no longer relevant. Baseline budgets should assume no COLA, no special education funding revisions, and no new one-time programs (COLA will be discussed further below).
- Expenditures: Apply all normal assumptions using provisions of current law, including consumer price index and enrollment changes. Due to the delay in adopting the Local Control and Accountability Plan (LCAP), the LCAP and the budget will be unlinked from one another for the first half of the fiscal year, realigning at first interim report. Expenditure plans should leave enough flexibility to incorporate any new or revised goals and actions that may be adopted in the fall.
- Components of the projected ending balance.

Once a baseline budget projection is prepared, an LEA should consider multiple alternative scenarios driven by state and federal revenue assumptions. Although readers of this alert should not consider the following scenarios definitive, they do represent realistic considerations based on available data:

- LCFF and other COLA-adjusted state funding: COLA comes in two steps, and caution is urged because the first step of the COLA computation process is known and is a positive number. First, the United States Department of Commerce issued the implicit price deflator for government goods and

services for the twelve months ending March 31. The resulting COLA calculation is 2.31% (a positive number), not influenced by the economic impacts from COVID-19. This is the statutory COLA. Second, the state will need to determine how much, if any, of the COLA derived from national data, will be funded. The amount the state can fund is not yet known but will be influenced significantly by the rapid degradation of state revenue as a result of COVID-19. FCMAT expects this number will be negative, not positive. This is the funded COLA. Although the method for applying a negative funded COLA to LCFF and other COLA-adjusted state funding will need to be developed, LEAs can build alternative scenarios now using a simplified approach of applying a negative COLA (or a deficit factor) to the LCFF base grant and using the adjusted base grant per-ADA, per-grade span to flow through all the components of the LCFF.

Potential funded COLA rates have moved downward as more data has become available about state revenue projections for 2020-21. FCMAT recommends developing a minimum of three alternative scenarios from an LEA's baseline projection. As indicated above, the baseline should consider a 0% funded COLA. The three alternative scenarios should span from best case to worst case, and all should consider a negative funded COLA, deficit factor or other means that lowers the overall LCFF on a per-student basis. The purpose of these scenarios is to allow the leadership team at an LEA to analyze and discuss the impacts and begin, to the extent possible, to prepare contingency plans.

At this time, FCMAT believes best case funded COLA could be in the -2% range, and worst case in the -10% range, depending on a multitude of considerations including:

- The overall size of the state revenue reductions and the resulting impact on Proposition 98
- The size of interyear apportionment deferrals
- The size of non-LCFF Proposition 98 program cuts (e.g., preschool, grants)
- Relief from non-Proposition 98 funding sources such as the Budget Stabilization Account (state's rainy day fund) for either revenue increases or expenditure reduction

The answers to these considerations lie partially in financial data and analysis, and partially in political decisions. At this time, FCMAT has more confidence in the best case value of -2% than it does in the worst case value of -10%, but -10% is not unrealistic given the economic cliff that is being experienced.

A negative funded COLA, or deficit, is not expected for Assembly Bill 602 special education funding because that affects federal maintenance of effort compliance along with the interplay of LEA unrestricted contributions.

- Lottery: As mentioned above, K-14 lottery revenue will decrease in third and fourth quarter 2019-20. That downward trend is projected to continue into

2020-21. Lottery revenue allocations to K-12 fell by 15% in the first two years of the Great Recession.

- **Federal revenues:** Federal revenues are likely to be the only sources trending in a positive direction and will provide valuable relief for many LEAs. Current Congressionally-adopted COVID-19 assistance will be available for carryover with added flexibility on spending guidelines. Discussions also continue in Washington D.C. about additional relief for state and local governments that may include LEAs. Scenarios for federal revenues should be informed based on apportionment rates and methodology from the California Department of Education. The additional federal aid will have to be appropriated by the legislature, which could occur before June 30 or as part of the 2020-21 budget.
- **Other Local Revenue:** Depending on each LEA's circumstances, other local revenue could be adversely affected in the budget year. Revenue from leases, use of facilities, and parent-paid programs may all decrease. In addition, interest earnings will be driven lower, both based on investment rates and the amount of cash on hand due to apportionment deferrals.

Remember, a baseline budget and alternative scenarios are built upon assumptions for each of the budget building blocks. It is critical to fully document LEA assumptions for ease of transparency and future updates. The scenario-based approach is helpful when information is lacking, with the number of alternative scenarios decreasing as more information becomes available.

Reserve Levels

Strong reserve levels are critical during periods of uncertainty. LEAs often cannot respond well to mid-year downward budget adjustments. While reserves do not solve problems created by funding gaps, they do buy limited time to allow an LEA to respond to economic and operational changes. Entering the 2020-21 fiscal year with strong reserves will be a key component of the flexibility that an LEA must consider when building its budget. Now is not the time to deplete reserves, but to ensure reserves are available for further changes as the year progresses and the economy impacts LEAs in 2021-22 and beyond.

As noted in the fiscal alert on effective cash management referenced above, reserves should be backed by cash. This becomes more difficult if cash deferrals occur. Reserves without the ability to spend them (e.g., cash equivalents are less than the actual reserve level) satisfy statutory requirements but do not help an LEA.

Multiyear Financial Projections

Best practice is to update multiyear financial projections (MYFPs) frequently, especially as assumptions change in the budget building blocks. The most recent official update to MYFPs was as part of the second interim report. As noted above, many conditions have changed since then, and assumptions for both the current and budget years are different now. MYFPs must be updated to reflect the current and forecasted conditions as they

are known. Like the budget, MYFPs are created based on assumptions built on current law and with the best information available at the time of preparation. Separate MYFPs should be built for each budget scenario, starting with the current year and looking out a minimum of two subsequent years. All the typical budget building blocks are considered in an MYFP. Tax receipts in the budget year (2020-21) will not reflect the full impact of the downward spiral in the economy. Depending on the amount of time in a recessionary condition and individual and corporate responses to conditions, it is likely that 2021-22 state tax receipts and COLA calculations will be harder hit than 2020-21 and therefore the funded COLA even lower.

LEAs are skilled at looking at and analyzing data. In an environment of data-informed decisions, LCAPs, dashboards and other forms of accountability, student-centric data analysis is an important and regular activity. The same importance should always be applied to an LEA's financial data and projections. The effects of today's operations and financial decisions are indelibly printed on the future. History clearly tells us that the cause of most LEA insolvencies can be traced to a bad financial decision made during prosperous times that came back to haunt the district during lean financial times. Remember to exercise caution as LEAs are faced with lean financial times. To prevent repeating history, MYFPs should be available at both the board dais and cabinet table, and all decisions should be made through the added lens of the MYFP and the impact – positive or negative – on the district's overall financial health.

FCMAT's Projection-Pro multiyear financial planning and cash flow projection tool is available for free on the FCMAT website at <https://www.fcmat.org/projection-pro>. It is a powerful planning tool for preparing MYFPs and cash flow scenarios.

Budget Adoption

Each day that passes will bring additional data to help inform the proposed 2020-21 budget for LEAs to adopt. But planning for a baseline and alternative scenarios must begin now. The governor's Executive Order N-56-20 on April 22, 2020 effectively unlinks the 2020-21 LCAP from the 2020-21 budget, but only for the first half of the fiscal year. A one-year alternative LCAP must be developed and filed with county superintendents and charter authorizers by December 15 in alignment with the due date for first interim financial reports. Therefore, budgets submitted for local board adoption in June must contain sufficient flexibility to account for a yet-undeveloped LCAP. To do otherwise ignores the tremendous value that stakeholder engagement provides in the development of the LCAP. Further, budget revisions at first interim report will be far more reflective of current conditions than the June adopted budget.

Because the LCAP and budget adoption are unlinked at June, districts are no longer required to hold public hearings for their budgets on a different date than the budget adoption (Education Code sections 42103, 42127). However, while this may simplify board of education meetings during a time of physical distancing, FCMAT reminds LEAs that the point of the required public hearing is to allow for stakeholders to express support and concerns about the proposed budget. It is disingenuous to consider a budget for

adoption in the same meeting at which the public hearing is held because it does not allow revisions or other considerations raised at the public hearing to be incorporated into the budget in its proper form (Education Code 42126). LEAs should consider the intended purpose and process of the public hearing and adoption when developing and advertising their schedule (Education Code section 42103).

Conclusion

LEAs have undergone remarkable adjustments in the last six weeks. Second interim reports show what was known in February and early March, but are of limited value now. New 2019-20 financial projections must be created that include anticipated revenue changes and, for many, extraordinary, unplanned expenditures. Reserve levels may be affected, and the liquidity of each component of the fund balance must be known.

The May Revision will be available soon, but not soon enough for LEAs to develop adequate financial plans that are responsive to the impacts of COVID-19. The May Revision may not even contain definitive Proposition 98 funding levels because tax receipt data remains elusive. Time is of the essence. Development of updated current year data leading to 2020-21 baseline and alternative budget scenarios must begin now despite the lack of definitive state funding data. There is no question that Proposition 98 funding will be lower than LEAs were expecting in earlier projections. LEAs must realize that the economic impacts from COVID-19 will extend beyond one year. The associated analysis of impacts and development of contingency plans must begin now. Transparency and robust conversations about the information are critical to educate everyone about the financial implications of the pandemic on California's public school system.

Lovonya DeJean Middle

Family and friends, we truly hope you and your loved ones are doing well during these unprecedented times! We miss you, and hope that you are staying healthy and safe. I hope that you have been staying indoors as much as possible, getting exercise in a safe way. We have been continuing with education. Students should be logging into their Google Classroom to retrieve assignments from their teachers daily. Our school district is currently providing meals, breakfast, lunch, supper, to all persons 18 and under. You can receive these meals in front of our school from 11:00 am – 1:00 pm, daily except for district holidays. For the most up-to-date information, check the school district's website at www.wccusd.net. Please encourage your student to read a minimum of 20 minutes per day, and do activities around the house that promote learning. We love you, and have the best wishes for your health during this time!

Google Classroom

All students are assigned to their teacher's classroom. Please scan this for the classroom codes your student needs to log in and do their classwork. Work is being assigned daily, and teachers are holding live sessions and office hours. If your student does not know their classroom code, you can scan the code and check our school's website, www.wccusd.net/dejean



Distance Learning Schedule

Although the school building is closed, education is not. You should continue to have a regular daily schedule for your child. Our teachers are logging on every day, providing academics for students. Please encourage your students to log in daily. The schedule can be found using this QR code or by going to our school's website. Please contact your student's teacher if you have any questions.



Technology Support

There is Chromebook Tech Support available to you by calling the Tech Support hotline at (510) 243-3901 or sending an email to parent@wccusd.net. We will swap out broken Chromebooks every Tuesday/Thursday at the meal distribution sites on an appointment basis with Ms. Tamika tford@wccusd.net. If you need Internet access, there is a form on our district website you can complete. Hot spots are on back order.

Activities to do while not at School

It is tough to keep a routine while not at school. Do your best to stay focused on the positive things that are happening. If there are negative things directly affecting you, try and change it the best you can, and learn from the situation. Here are some suggested activities you can do while away from the school site.

Suggestions for Additional Activities				
Mind	Body	Sprit	Environment	Family
<ul style="list-style-type: none"> Reading, e.g., independent reading, listening to someone else read, audiobooks Puzzles, Word Searches Write a story or in a journal Count money Draw a map of your neighborhood Building with blocks or Legos Listen to a podcast Watch a documentary 	<ul style="list-style-type: none"> Take a walk Dance Exercise Fine/gross motor activities Stretch or do yoga Play a sport 	<ul style="list-style-type: none"> Listen to music or sing Playing (inside or outside) Creative arts Coloring or drawing Imaginative play Meditate Do something you've been avoiding 	<ul style="list-style-type: none"> Clean up your room Do age-appropriate chores Gardening Fix something broken Take care of pets or plants Cook or bake 	<ul style="list-style-type: none"> Write a letter to someone Play board games with a family member Tell jokes or riddles Build a fort and tell stories in it Offer to help someone

Alpha Wolf Dates to Know

- 05/1** School Principal's Appreciation Day
- 05/4-8** National Teacher's Appreciation Week
- 05/18-22** Classified Employee's Appreciation Week
- 05/25** No online classes – Memorial Day
- 06/05** Last day of school/distance learning

Important Announcements

School Site Council

We are planning to hold our School Site Council meeting virtually, via Zoom conferencing. If you would like to attend, please see our school's website for information on how to access the meeting.

Yearbook: Last opportunity to order a 2019-20 school yearbook for \$25.00. Supplies are limited. To order, please email brittany.ward@wccusd.net and she will assist you with placing an order.

Lovonya DeJean Middle

¡Familia y amigos, realmente esperamos que usted y sus seres queridos estén bien durante estos tiempos sin precedentes! Te extrañamos y esperamos que te mantengas sano y seguro. Espero que haya permanecido en el interior lo más posible, haciendo ejercicio de manera segura. Hemos seguido con la educación. Los estudiantes deben iniciar sesión en su Aula de Google para recuperar las tareas de sus maestros diariamente. Nuestro distrito escolar actualmente proporciona comidas, desayuno, almuerzo, cena a todas las personas menores de 18 años. Puede recibir estas comidas frente a nuestra escuela de 11:00 a.m. a 1:00 p.m., todos los días, excepto los días festivos del distrito. Para obtener la información más actualizada, consulte el sitio web del distrito escolar en www.wccusd.net. Anime a su estudiante a leer un mínimo de 20 minutos por día y haga actividades en la casa que promuevan el aprendizaje. ¡Te amamos y tenemos los mejores deseos para tu salud durante este tiempo!

Google Classroom

Todos los estudiantes son asignados al aula de su maestro. Escanee esto para ver los códigos de Google Classroom que su estudiante necesita para iniciar sesión y hacer su trabajo. El trabajo se asigna diariamente y los maestros realizan sesiones en vivo y horas de oficina. Si su estudiante no conoce el código de su clase, puede escanear el código y consultar el sitio web de nuestra escuela, www.wccusd.net/dejean



Horario de Aprendizaje a Distancia

Aunque el edificio escolar está cerrado, la educación no lo está. Debe continuar teniendo un horario diario regular para su hijo/a. Nuestros maestros se conectan todos los días, proporcionando académicos para los estudiantes. Anime a sus alumnos a iniciar sesión diariamente. El horario se puede encontrar usando este código QR o visitando el sitio web de nuestra escuela. Póngase en contacto con el maestro de su hijo si tiene alguna pregunta.



Soporte Técnico

Hay ayuda técnica de Chromebook disponible para usted llamando a la línea directa de soporte técnico al **(510) 243-3901** o enviando un correo electrónico a parent@wccusd.net. Cambiaremos Chromebooks rotos todos los martes / jueves en los sitios de distribución de comidas con cita previa con la Sra. Tamika tford@wccusd.net. Si necesita acceso a Internet, hay un formulario en el sitio web de nuestro distrito que puede completar. Los puntos calientes están en espera.

Actividades para hacer mientras no estás en la escuela

Es difícil mantener una rutina mientras no estás en la escuela. Haz tu mejor esfuerzo para mantenerte enfocado en las cosas positivas que están sucediendo. Si hay cosas negativas que te afectan directamente, intenta cambiarlo lo mejor que puedas y aprende de la situación.

Alpha Wolf Fecha de conocer

05/1 Día de apreciación del director de la escuela

05/4-8 Semana Nacional de Apreciación del Maestro

05/18-22 Semana de agradecimiento a empleados clasificados

05/25 No hay clases en línea - Memorial Day

06/05 Último día de escuela/aprendizaje a distancia.

Anuncios importantes

Consejo Escolar Local

Estamos planeando celebrar nuestra reunión del Consejo Escolar virtualmente, a través de conferencias Zoom. Si desea asistir, visite el sitio web de nuestra escuela para obtener información sobre cómo acceder a la reunión.

Anuarios:

Última oportunidad de pedir un anuario escolar 2019-20 por \$ 25.00. Los suministros son limitados. Para realizar un pedido, envíe un correo electrónico a brittany.ward@wccusd.net y ella lo ayudará a realizar un pedido.