

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
July 3, 2020, 2020

Upcoming Events – Matthew Duffy

July 3: Independence Day Holiday Observed, all sites closed

July 7: Agenda Setting, 4:30 PM

July 7: Governance Committee meeting, Video Conference, 5:00 PM

July 10: WCCUSD School Reopening Town Hall, 5:30 PM - 7:00 PM

July 15: Drive Thru Extended Learning Graduation, 11:00 AM - 1:00 PM

July 15: Board of Education, Video Conference, 6:30 PM

Update on Back to School Planning - Matthew Duffy

As you know, our school district is engaged in a broad-based engagement process to develop a framework and operational plan for reopening schools in August. We have engaged, through the EdFundWest foundation, the consulting services of Communication Resources for Schools to help us channel all of the input we are receiving from stakeholders, including students, parents, employees, community leaders, and our labor organization partners. Their consulting team is using a local firm, Colibri Collaborative, to assist them in this outreach process to harvest data and perspectives. That input will then be analyzed and synthesized by the team, and then factored into creation of a written draft plan. Once it is in written form there will be opportunities for public review and comment before the final plan is completed. Our goal is to submit our reopening plan to the County Office of Education by July 20.

There are four key elements in this very short timeline:

- 1. Project management** so we can effectively coordinate the tremendous amount of work that diverse educators, parents, students and community leaders are doing to contribute to the thinking behind our plan.
- 2. Strategic listening** to identify needs, priorities, problem areas, and aspirations for how school will operate next year. We are triangulating the input streams from the Re-Opening Task Force, four working subcommittees dealing with operational considerations, and other sources like our labor organization partners. This Phase of the work will be completed by July 7.
- 3. Creation of the Back to School 2020 Plan** using what we learned from the strategic listening process and comparing that to best practices being suggested by other school districts and expert resources. Once the Draft Plan is created, a second opportunity will be given to stakeholders to review and reflect on the plan's components. This includes a Virtual Town Hall scheduled from July 10 from 5:30 – 7:00 PM, a district-wide and target audience survey using Thought Exchange, and any additional input that may come in from internal and external audiences.
- 4. A Communications Plan** is being crafted to roll-out the Back to School 2020 Plan to build understanding, support, and awareness in stakeholders leading up to resuming the school year on August 17.

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We very much appreciate the hard work of our staff and stakeholders in this important effort. Once the draft plan is created we will submit it to individual trustees so they are briefed on its contents. Trustees will also be invited to the Town Hall on July 10.

Return to School Town Hall - Marcus Walton

The district will host a town hall via Zoom to get feedback and input on the draft Return to School plan on Friday, July 10, 2020. The meeting will take place from 5:30 p.m. - 7 p.m. The save the date flyer is attached to this communication. The Zoom link will be created and distributed next week.

Contract Summary Update – Tony Wold

At the Board meeting we discussed some of the work that is occurring and updated the Administrative Regulation (AR) regarding the threshold for general fund unrestricted contracts that will come to the board for approval to reduce to \$25,000 so long as the district did not have a positive certification from the last interim budget report. We have included the revised AR to this week's Friday letter with the included revisions from the Board meeting.

The District is also working on multiple enhancements to the partnership criteria to ensure that providers who support the district will be required to demonstrate effectiveness through Annual Measurable Objectives as part of their application and ensure that there is ongoing analysis of effectiveness. The Educational Service is currently working with District Operations to define criteria for proposals that will become the basis of services that can be offered to our students. Data will align to Roadmap 2.0 criteria. This process will be occurring over the next two months prior to the opening of "school." Because the District put a "hold" on most contracts and budgets to allow for the return to "school" task force to identify the structure of instructional delivery for the fall and beyond, and to allow time for the board to define the highest priorities for services with our reduced resources we are poised to be in a very good place to make informed data-based decisions on how to allocate those budgets moving forward.

The District has identified in broad terms the categories of services that have been utilized in the past to serve students. For each category we are working on what types of measurements will be available to evaluate effectiveness to have these included in any future proposals. With that work in place we will be able to request proposals for services that align to the priorities of the board and needs of our students. Service providers will submit their proposals and evaluation criteria and we will then bring to the board for approval those that meet the appropriate criteria. Once approved by the board, individual sites would be able to "piggyback" on these vetted master agreements to have the service at their site. Those site contracts would also be brought to the board for ratification with a reference to the master agreement which should provide for a more consistent alignment of how resources are spent since the board and public will be able to clearly see the scope of agreements with each provider. One of the areas that we are looking into is the need to increase internal capacity through a dedicated position for program evaluation to ensure the efficacy of all of the programs and services that we implement.

The categories that we are working on evaluating at this time are as follows:

- Academic Student Supports (MTSS) / Curriculum & Assessment / Teacher PD supports
- Physical and Mental Health supports

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- Community Schools supports
- College and Career supports
- Culture and Climate / Social Emotional Learning (SEL) / Security and Safety supports
- Enrichment / Athletics / VAPA / Extracurricular / Before & After school supports
- Supports for students with disabilities

We are also working on a new version of the summary report to provide all of the information at a top level to help the board and public to quickly review the contracts that are being utilized. The format is in progress, but a draft of the possible view with sample contracts is attached to this letter.

Election Costs within the Budget – Tony Wold

At the last board meeting a question was asked about what the potential cost of the election would be and whether it was built into the adopted budget. The account string is 01-0000-5820-603-0000-7110-600100-0-0000 is within the adopted budget.

| School Year | Amount |
|-------------|-----------------------|
| 2018 - 2019 | \$119,419.35 (Actual) |
| 2019 - 2020 | \$274,204.95 (Actual) |
| 2020 – 2021 | \$350,000.00 (Budget) |

The budget for the upcoming election is higher than previous years due to the transition to trustee areas and possibility of a parcel tax measure to support K-12 funding for the district to preserve programs and personnel from significant reductions due to a lack of State Revenue.

We calibrate potential costs with the Register of Voters and used the following assumptions:

- A Parcel Tax item would cost \$175 plus the cost of printing which could be over \$5,000 depending upon using full or partial ballot text plus \$1.25 - \$1.75 per voter.
- Trustee Areas elections would be \$1.25 - \$1.75 per voter only
- In the past election for Measure R there were 132,723 registered voters of which 65,255 cast ballots

Because the number of voters can change the rate charge to entities with items on the ballot falls in a range this requires the district to be prepared for the larger election costs due to all trustee areas being on the upcoming ballot and the unknown final calculation of costs.

State Budget and Next Steps for WCCUSD - Tony Wold

In the Friday letter last week, we provided a detailed analysis of the State budget that was moving forward to be signed by the Governor. This action did occur this week and we are slowly getting more information. The update included a summary of actions that we would need to take regarding the budget which is included again in this update. The County Office of Education and all of the Business Support groups are currently analyzing the impact of the trailer bills to be able to fully quantify how the formulas will be enacted at the local level. We will be attending the School Services Update later this month and anticipate that we will have a better understanding of the finite details in August.

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The State budget is significantly reliant upon the receipt of additional Federal stimulus funding, that as of today has not been approved by the Senate. **If this funding does not appear the State will be in a position where very significant reductions will still be required that most likely would impact the 2021 – 2022 school year.** Another area of significant concern is the amount of revenue deferrals that are part of this budget settlement. Beginning with the July 15, 2020 board meeting we will be providing our most up-to-date cash flow to the board at the second meeting of each month. Currently we are not able to determine when any of the Federal CARES act funds will be received so they are not included in our cash balances to ensure that we plan for the worst-case scenario and remain ready to take appropriate actions.

While the details of the budget continue to be refined we want to ensure the board that we have a plan to address the areas of concern that have been brought forward including:

- Transparency of Budget Information and engagement of community groups
- Accountability for Contracts that Provide Service to Students
- Implementation of Budget Practices that Prioritize Services to be based upon student needs
- Equity lens for budgetary decisions
- Implementation of Operational Best Practices and a focus on staff development to serve our students
- Efficient use of resources and utilization of one-time funds to spread the reductions required over multiple years to reduce the dramatic impact of cuts to staff and students

Our Budget Strategy has been consistent since September 2019

WCCUSD started down this pathway in September 2019 when we identified the current structural budget shortfall and identified a strategy to move the District back to fiscal solvency. Pre COVID-19 the District worked collaboratively with all of our bargaining units to identify ongoing negotiated reductions and with our broader group of stakeholders to identify permanent non-salary reductions. With COVID-19 the pathway for all school districts has quickly been upended and this will require flexibility and possible paradigm shifts. Through these past three months, the District and Board of Education have been resolute and unwavering in following the multi-tiered strategy of utilizing cuts, funding shifts, one-time fund solutions to push the issue across multiple years, investment, and advocacy to continue down the pathway to fiscal solvency. More importantly, our strategy is aligning with the new expectations and accountability that are being required by the State as more details from the budget deal emerge.

As part of our work that began in September we recognized that one of the underlying issues was a lack of trust and transparency in how the budget is designed and what priorities are funded. This concern was expressed by our labor associations, district committees, the public, and directly by the Board of Education who represent all of these constituencies. Our plan has been to remain on a consistent path and create better systems to be able to support more understanding of the budget process and how the District is funded as well as the layering of compliance, labor contracts, competing priorities, and diminished resources with a budget of which more than 85% of every dollar is committed to ongoing staff compensation.

The strategy we started in September is working and aligns right up to what is next

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Through this process we have begun to eliminate past practices that impacted the increased budget deficit such as the continued reliance on one-time funds to maintain positions that were perceived to be ongoing; the lack of annual measurable objectives and accountability for ongoing service contracts, and the implementation, or continuation of programs that do not align to the goals of the Board of Education and Local Control Accountability Plan.

This work cannot be accomplished in one year, but the District and the Board have done the hard work to leave us in a position where we are able to take a breath and engage in real two-way dialogue about priorities and direction of funding as we redefine “School.” At budget adoption, it was presented that the plan was to allow the State and Federal government to complete their budget conversations as we await the “August” revision related to the receipt of income taxes that is normally reported in May.

This strategy has aligned ideally with the work that we are currently doing this summer and the work that comes next. In this journey the Board has committed, through the AASAT resolution, to devoting resources to address the chronic underachievement of our African American students and we will be able to build that directly into the required plans for addressing learning loss and defining the structure of “School” moving forward. Moreover, this will be fully visible with LCAP carryover funds identified at unaudited actuals (in September) as part of the ending fund balance and assigned directly to the PAASS budget. This is a necessary transformative action that we can begin to make a lasting impact through our in-depth planning, identification of implementable programs and services, and design and completion of the necessary staff development for our professional staff. Simultaneously we can work through other avenues to address the needs and challenges of our English language learners toward their goal of academic language fluency.

Currently the most critical work is being done by a broad, well-represented, comprehensive back to school task force. That group is charged with identifying a plan that should be finalized by July 20th to submit to the County. After that plan is completed we would pivot the engaged groups to address the requirements from the State in respect to funding and our prioritization of resources with an equity lens that focuses on removing barriers that have existed for too long which impact student’s ability to learn. The adoption of the new Learning Continuity and Attendance Plan in September will be part of this process. The full requirements of this plan will not be known until in August but the District is already analyzing the new requirements for Attendance monitoring and engagement of students who are not connected **and defining additional supports that will be required to be added in staff and services to meet those needs.** It is very likely, based upon the requirements that we will need to utilize some of the CARE funds to provide the necessary required accountability and administrative support that was cut as part of our reductions.

The work of the back to school task force and the next steps are critical in defining our new definition of “School” for the entire community. For true transformative change to occur our focus will need to be on a long-term sustainable model that is not built upon one-time funding or options. The approach must be methodical, and will take time. The need for support for many of our students is evident and the failure to educate students has a profound and long-lasting impact on all of society. We have the opportunity, and timing, to begin this process but must not allow only a “this way or that way” approach to be the final

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verdict. **We must work together and be open to change.** The end result is that we are working at reframing our entire organization.

Reframing Organizations

Every school district, and to a greater extent all of society are currently beginning to ask the question of what is the new “normal.” One thing that has become clear is that many of the ways we have done things in the past have changed and these changes may be things that we keep in the future. In the field of organizational change and management one of the foundational guidebooks is Reframing Organizations by Lee Bolman and Terrance Deal. In this book it defines a framework for how organizations, and individuals approach change and make decisions from a foundational point of view within 4 frames listed below with some descriptions of the focus that are the priorities that drive decision making from within each frame:

- Structural: Roles, goals, strategies, policies, technology, environment, and
- Process and procedures
- Human Resources: Needs, skills, alignment of the organizational and human needs
- Symbolic: Culture, metaphor, ceremony, stories, and visible representation
- Political: Advocacy, power base, conflict, competition, and public perception

As you read the news each day there is one story after another about different ideas and plans to reopen the economy and schools. Utilizing a model of the frames to understand the thoughts behind the decisions helps to see what was part of the underlying thought process for that community. **It is also important to recognize that it is important to identify areas from each frame that are important as part of getting to a collaborative decision for reframing an organization.** For example, as we work through our back to school task force work one key element is from the Human Resources framework that any change in working conditions does require negotiations with our labor partners to implement a structural change. This must occur in conjunction with, and in collaboration, with all thinking prior to implementation and when possible before any formal plan is announced.

The importance of being focused in priority decision making and ensuring full involvement is critical as several school districts have already seen where a plan that was not negotiated was announced publicly creating a new open conflict within that organization that can be avoided by understanding that without open dialogue and taking the time to involve all stakeholders and addressing each frame the likelihood of transformative change is diminished.

The challenge is to create plans with ever changing information. In the past two weeks California, and the nation have seen a surge in COVID-19 cases that clearly illustrates that while there is a movement to reopen the economy there has to be a balance between this goal and the health and safety concerns that originated the original “Shelter in Place” requirements. Last Tuesday the European Union announced that it may not allow travelers from America to visit EU nations beginning July 1st due to the fact that America has not contained the pandemic. In the last week colleges and sports leagues that started to reopen group athletic practices have been required to reverse course due to an outbreak. This week, California Governor Gavin Newsom directed that multiple counties “revert back” to more stringent

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coronavirus restrictions, and just this week we saw a local district have to have all of their principals go into self-quarantine after attending an in-person meeting and becoming exposed.

What this shows is that even our best planning can be adjusted and we need to take multiple pathways going forward. Our plan all along was to adopt the budget and then await the “August” budget revision from the State where the projected revenues will be updated and we should have a better picture of what, if any, additional funding for Education will come from the Federal Government. Finally, as we define our immediate plans to address “lost learning” and the social and emotional impact of the pandemic we will simultaneously be working toward budget solutions with a target to begin negotiations right after the November 2020 election in respect to the Schools and Communities First initiative along with any possible local measures to support our schools and community.

State Budget Update

The State Budget utilizes multiple one-time solutions (Federal CARES Act, anticipated future Federal funding, and Deferrals) and if the revenue projections do not materialize it very likely will mean more, and possibly even greater budget reductions in the 2021 – 2022 school year compared to what were proposed for the 2020 – 2021. We will be revising our budget to reflect the changes in revenue and present this new budget as part of the unaudited actuals in September. We have consulted the County Office that will not require a formal 45-day revision at this time, so long as the adjustments are reflected by the First Interim. We plan to make our adjustments early, in September to again provide greatest transparency on the budget.

ADA Hold Harmless Provision and Distance Learning Standards

Last week we discussed the new requirements for Distance Learning and what would be the authorization language to continue this pathway. This week clearer direction was provided by the State that does allow Distance learning to be the model utilized by school districts with several requirements met. These requirements involve higher accountability for attendance and instructional minutes, daily direct instruction, and assurances of compliance with local health directives. Hybrid models will also be allowed so far as they can fully comply with social distancing and other safety requirements that ensure safety for students and staff. The District is beginning the process of working with all representative groups to begin negotiations regarding working conditions which is a requirement under each agreement and ensuring that any instructional delivery model will be designed in the most effective way to ensure that students have the opportunity to grow and remain safe.

Next Steps in Budget Reductions

Our timeline will have us identify the full challenges for the 2021 – 2022 school year after we receive requirements for utilization of CARES act funding and gain a better understanding of the State revenue situation after taxes are collected in August. We would then work through the November election to determine if other possible revenue solutions (Schools and Communities First, Local Parcel Tax) would reduce the cut target amount. This was always the timeline for our reduction process since it was clear after making significant reductions in non-salary in the current fiscal year that the option of cuts to management and non-salary have already been taken and we would be left with looking at reductions within the 85% of the budget devoted to compensation for the next level of reductions needed for 2021 -

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2022. This is also the reason why the creation of additional budget committees will not provide solutions for the district financial shortfalls that are a result of the lack of funding for K-12 education. The current groups (AASAT, MDAC, DLCAP, PTA, and Board) will provide significant input while it was also very evident that prior to engaging in negotiations the District would need to exhaust all other possible ways to increase revenue, including a potential parcel tax, Schools and Communities First, and other investment options available to the District. These actions will be essential to be able to begin the process of negotiations, if necessary, after the November election. The world economy has clearly now seen the value and necessity of a well-funded and functioning educational system and how it impacts the global economy when it is shut down.

With this knowledge the value that must be placed on K-12 education has significantly increased in the court of public opinion as well as possibly the electorate. At the next Board meeting we will provide a discussion item on the possibilities of a parcel tax on the upcoming ballot. For this reason, the District stands ready to work with our labor partners to look at the placement of a parcel tax on the November ballot to protect against otherwise necessary reductions to staff and likely layoffs or increases in class size. **The local public deserves the opportunity to use their voice at the ballot box regarding prioritization of K-12 education prior to the implementation of significant additional reductions in staff or services.**

Next Steps

The actions that are being taken in Sacramento are very much aligning to those that were taken in the 2008 and beyond in response to the “Great Recession.” I have experienced that period of budget uncertainty in a large urban school district and we were able to navigate through those tough times through a series of concerted actions. Those actions required significant discipline to stick to the plan and trust in the process. It was difficult to not respond to the political, human resources, and symbolic frames and maintain focus on the plan. **But in the end, we were able to navigate the period by not adding programs and expenses and not using one-time funds for ongoing costs and reducing staffing expenses through an attrition mode.**

Trust is a very hard thing to earn and the best way to create trust is by being open in presentation and consistent in action. The natural reaction during crises, or stress is to utilize the frame that is most comfortable and work to bring the entire process into the public through multiple committees and reports. While the presentation of data in an open way is essential it is also even more essential to ensure that the processes and procedures are put in place that follow best practices. This year due to the required management reductions, we have completely reorganized our business and operations divisions of the District. The new structure is leaner, but also requires significant investment in time and staff development. This is a critical area of focus for the District to implement sustainable systems that will provide the necessary open and transparent data to the Board and community. We must be given the runway, and time for us to do this work in Business and Human Resources to implement the practices that the Board and community have asked for.

We have built the following timeline of actions to ensure that we report information to the Board and community in a timely basis but also have the necessary time to work with staff to build systems before moving forward with negotiations. The next couple of months are listed below:

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July 2020

- Creation or Return to “School” plan
- Beginning of priority discussion for utilization of supplemental and concentration funds
- Work on contract summaries and AMO refinement

August 2020

- Finalization of supplemental support resource allocation based upon priorities after consultation with appropriate community groups
- Development of staff development and curricular design for lost learning support and implementation of back to “school” plan
- Implementation of contract protocol based upon requirement of BB 9932
- State budget update based upon tax revenue and possible Federal supports

September 2020

- Audited actuals presentation and possible budget and multi year projection revision
- Learning Continuity and Attendance Plan adoption
- Preparation for cash borrowing and monitoring begins
- Staff development and process training for operations staff continues
- Implementation of supports for lost learning and services that are identified for students in need including African American students, English learners, and those students who are at risk

Summary

The development of the budget is a complex exercise. The information from the State continues to change and has been announced with significant variations even this current year. It is essential that the District staff be afforded the opportunity to document the task required prior to implementing new, and unnecessary additional requirements. The District Office team is staying committed to the best practices and developing structures within our organization that will sustain the appropriate transparency of budget information. This can occur with time devoted to the development of the existing staff, it will not occur should there be continued additional obstacles and requirements outlined that direct staff away from doing the work to spending their time reporting the work that was done. We need a balance of both with an emphasis on building an ongoing internal capacity to serve the Board irrespective of who might be sitting in the top leadership roles.

This plan began in June 2019 when Superintendent Duffy outlined his vision for bringing back budget transparency and following best practices to our operations divisions. We have not deviated from the protocols that were outlined as part of the extensive interview process of multiple panels in June 2019. That process was designed to ensure that the next CBO would have a plan and stick to the plan to keep the District moving forward. Under the direction of our Superintendent and based on the guidance of the Board we have done exactly that since September 2019. We must now continue on the same pathway for the upcoming school year to move toward fiscal solvency in the West Contra Costa Unified School District. We plan to take this coming year to make lasting investments in support for our neediest students, ongoing staff development for our instructional team, and a focus on systems and process

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improvement within our operations teams. The most precious resource we have is not financial, it is time and we must focus our time wisely to make the investments we have described to ensure that we are a stable and growing support organization moving forward.

West Contra Costa USD

Administrative Regulation

Expenditures And Purchases

AR 3300

Business and Noninstructional Operations

Purchasing Procedures

The Superintendent or designee shall maintain effective purchasing procedures in order to ensure that maximum value is received for money spend by the district and that records are kept in accordance with law.

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.

All purchases shall be made by formal contract or purchase orders, or shall be accompanied by a receipt.

The Governing Board authorizes the Superintendent or designee to sign purchase orders and contracts of the district that are duly approved or ratified by the Board.

Approval and/or Ratification of District Purchases or Contracts

The Board initiates appropriate action to either approve or ratify all district purchase orders and contracts in the following manner:

1. Supplies, material, equipment sold or leased to the district (other than repair or new construction):
 - a. For all purchases or contracts costing between one dollar (\$1) and the existing cost limit adjusted annually per Public Contract Code section (Public Contract Code 20111 (d)).

Board Action: The Board automatically authorizes the district-appointed agent(s) in advance to make all such purchases when it certifies the monthly expenditure report.

- b. All purchases or contracts costing more than the existing cost limit adjusted annually per Public Contract Code section (Public Contract Code 20222 (d)) are subject to competitive bid - See BP3311: AR3311 for regulations.

There will be an annual adjustment of the cost limit for all purchase or contracts per Public Contract Code (Public Contract Code 20111 (d)).

2. Work to be done (including new construction):

- a. For work to be done costing between one dollar (\$1) and fifteen thousand dollars (\$15,000):

Board Action: The Board automatically authorizes the district-appointed agent(s) in advance to contract for such work to be done; the Board automatically ratifies these contracts when it certifies the monthly expenditure report.

- b. For work to be done costing more than \$15,000:

Board Action: All bids received are listed by bidder and the amount of the bid, and submitted to the Board for approval prior to letting of the contract. The Board, by separate action, lets the bid to the lowest responsible bidder as prescribed by Education Code 39640. Provided that two or more responsible bids have been received, the Board may accept a single bid, if the project is of an urgent nature affecting the health and safety of the students or staff.

- c. Change orders of existing Board approved public works projects:

Board Action: The Board grants the Superintendent or designee authority to approve and sign all change orders for public work projects, up to 10 percent of the original contract amount; the Board automatically ratifies these change orders when it certifies the monthly expenditure report.

Board Action: Change orders in excess of 10 percent of the original contract amount **or change orders greater than \$250,000** shall be brought to the Board for approval. The Board recognizes the urgent nature of some projects may require immediate action, and authorizes the Superintendent or designee to execute such change orders. (For further information on bids see AR 3311)

3. Consultant Contracts:

- a. Consultant contracts costing between one dollar (\$1) and fifty thousand dollars (\$50,000) **unless the most recent interim report did not receive a “positive” certification, then the amount reverts to \$25,000 for all unrestricted general fund contracts:**

Board Action: The Board automatically authorizes the Superintendent or designee to approve and sign all consultant contracts costing under \$50,000 **unless the most recent interim report did not receive a “positive” certification, then the amount reverts to \$25,000 for all unrestricted general fund contracts;** the Board automatically ratifies these contracts when it certifies the monthly expenditure report.

- b. Consultant contracts costing more than fifty thousand (\$50,000) **unless the most recent interim report did not receive a “positive” certification, then the amount reverts to \$25,000 for unrestricted general fund contracts:**

Board Action: A summary of consultant contracts which exceed \$50,000 **most recent interim report did not receive a “positive” certification, then the amount reverts to \$25,000 for all unrestricted general fund contracts and** will be submitted to the Board for approval prior to letting of the contract. (Original contracts are maintained in the purchasing department for review.)

Authority to Purchase and/or let Contracts

All district purchases for supplies, material, equipment or leasing of equipment, other service or for work to be done (construction and/or repair) shall be channeled through the district purchasing department through the current district financial software system.

All purchase made or contracts let or authorized not in accordance with the above prescribed channels and/or procedure shall remain the personal liability of the individual(s) who initiated the purchase agreement with the vendor.

Purchasing Guidelines

9. Specific district purchasing procedures which are located on the district web site are considered regulations of the district.
2. The purchase of supplies and equipment for the district shall be done in a manner which provides the very best merchandise available at the most economical price consistent with standard purchasing practices.
3. The Superintendent, **Executive** Director **General Business** Services or designee is authorized to issue and sign purchase orders on a continuing basis throughout the year and shall be responsible for all district, purchasing activities, requisitioning, setting specifications, bidding, ordering, receiving and maintaining inventory control.
4. Appropriate fiscal controls shall be maintained to ensure that public monies are not disbursed in amounts in excess of the budgeted appropriations provided by the Board.
5. Proposed purchases that would exceed the appropriated expenditure classification may be placed by the Superintendent or designee if a sufficient amount is available in the budget **line item** for transfer by the Board to cover the purchase.
6. Invoices in excess of 10 percent previously approved purchase order amounts may be paid by the Superintendent or designee without approval by the Board when the excess amount is due to sales tax, transportation charges or demurrage charges.
7. Maintenance, replacement or installation costs, and trade-in value shall be considered in determining the most economical purchase price.
8. The Purchasing Department shall receive and process requisitions in a manner most

beneficial to the overall purposes of the district and schools.

9. The Board recognizes no obligation incurred by any staff member when it is incurred contrary to Board Policy and the administrative regulations.

10. This Administrative regulation cannot be modified without Board approval.

Regulation WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Approved: August 25, 2015 Richmond, California

Revision Approved: June 30, 2020 Richmond California

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

CONTRACTS FOR RATIFICATION

BOARD DATE: JUNE 24, 2020

NOTE: THIS IS A SAMPLE TEMPLATE FOR DEMONSTRATION PURPOSES

| Contractor / Vendor | Department / Site | Date(s) of Service | New / Renewal | Summary of Services | | | | | | Annual Measureable Objectives | | | Previous AMOs | |
|--|--------------------------------|-------------------------------|---------------|---|----------|--------|------|------|----------|--|------|---------|-----------------|--------------------------------|
| Superior Outreach Services (THIS IS A FICTIONAL SAMPLE) | Richmond High School | July 24, 2020 - June 30, 2021 | New | Provide on-site social services outreach support to students and families that are identified as having more than 5% absences or more than 3 discipline referrals. Services will include mentoring and resources connection with other community agencies | | | | | | Improvement of attendance of served students by 5% Decrease in discipline referrals by 10% | | | N/A | |
| Amount | Previous Board Approval Amount | Budget Description | | Fund | Resource | Object | Site | Goal | Function | Manager | Year | Program | In Budget (Y/N) | Object Transfer required (Y/N) |
| \$55,456 | N/A | Central Unrestricted | | 01 | 0000 | 5895 | 643 | 0000 | 7300 | 600100 | 0 | 0000 | Y | N |

| Contractor / Vendor | Department / Site | Date(s) of Service | New / Renewal | Summary of Services | | | | | | Annual Measureable Objectives | | | Previous AMOs | |
|---------------------|--------------------------------|---------------------------------|---------------|---|----------|--------|------|------|----------|-------------------------------|------|---------|-----------------|--------------------------------|
| La Europa | Special Education | April 1, 2020- June 30, 2020 | NPS | Provide Residential and Board and Mental Health | | | | | | N/A | | | N/A | |
| Amount | Previous Board Approval Amount | Budget Description | | Fund | Resource | Object | Site | Goal | Function | Manager | Year | Program | In Budget (Y/N) | Object Transfer required (Y/N) |
| \$ 70,000 | \$ 95,550 | Restricted Mental Health Budget | | 01 | 6512 | 5890 | 922 | 5750 | 3140 | 700100 | 0 | 0000 | Y | N |

| Contractor / Vendor | Department / Site | Date(s) of Service | New / Renewal | Summary of Services | | | | | | Annual Measureable Objectives | | | Previous AMOs | |
|------------------------------|--|----------------------------------|---------------|--|----------|--------|------|------|----------|--|------|---------|-----------------|--------------------------------|
| Bay Area Community Resources | Coronado Crespi Hercules High Greenwood | July 24, 2020 - June 30, 2021 | New | Our Full Service Community School Coordination is currently operated at Coronado Elementary, Crespi Middle, Hercules High School, and Greenwood Academy. Full service community schools support WCCUSD's goals of Engaged Communities and Caring Schools by promoting overall academic success, positive attendance and social-emotional well-being of students as outlined in the schools' SPSAs. | | | | | | 1.) Development of multi-disciplinary Coordination Access Resource and Equity teams, 2.) Effective engagement and coordination of prevention and intervention of a variety of services and programs3.) implementation of school-wide positive behavior systems and approaches to trauma informed practice 1) Schools will demonstrate 3% annual reduction in referrals and suspensions when compared to the previous year based on office referral and suspension data through PowerSchool Discipline records; the suspension rate of African American students will decrease by 3% as measured by data retrieved from PowerSchool discipline reports and the California Schools Dashboard (Please see response 8b on Program Proposal for remaining 20/21 Annual Measurable Outcomes). | | | N/A | |
| Amount | Previous Board Approval Amount | Budget Description | | Fund | Resource | Object | Site | Goal | Function | Manager | Year | Program | In Budget (Y/N) | Object Transfer required (Y/N) |
| \$ 75,000 | N/A | Central Restricted | | 01 | 0670 | 5860 | 112 | 1110 | 3140 | 200158 | 0 | 4240 | Y | Y |
| \$ 75,000 | N/A | Central Restricted | | 01 | 0670 | 5860 | 206 | 1110 | 3140 | 200158 | 0 | 4240 | Y | Y |
| \$ 75,000 | N/A | Central Restricted | | 01 | 0670 | 5860 | 376 | 1110 | 3140 | 200158 | 0 | 4240 | Y | Y |
| \$ 75,000 | N/A | Central Restricted | | 01 | 0670 | 5860 | 358 | 1110 | 3140 | 200158 | 0 | 4240 | Y | Y |
| \$ 300,000 | Contract Total | | | | | | | | | | | | | |

| Total of all contracts by Fund | | | |
|--------------------------------|----------------|------------------------|---------|
| \$ | 55,456 | Unrestricted | 01 0000 |
| \$ | 300,000 | LCAP | 01 0670 |
| \$ | 70,000 | Mental Health or SPED? | 01 6512 |
| \$ | 425,456 | Total | |

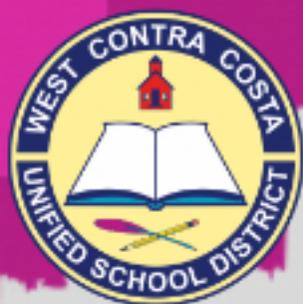


SAVE THE DATE
WCCUSD
TOWNHALL
MEETING

Friday, July 10

5:30-7pm

Hear about our
Return to School Plan and
share your thoughts!



FOR MORE INFORMATION OR TO RSVP PLEASE EMAIL communications@wccusd.net