

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
April 30, 2021

Upcoming Events – Matthew Duffy

May 3: Safety Committee Meeting, 4:00 PM

May 3: CAC Committee Meeting, 5:30 PM

May 5: Board of Education Regular Meeting, 6:30 PM

May 6: Soaring to Excellence Awards, Ed Fund, 5:00 PM

May 10: No School (Non Workday for 10 Month Employees) - Reserve Day 3

May 10: Academic Committee Special Meeting, 4:00 PM

May 11: DLCAPS Meeting, 6:30 PM

May 11: Agenda Setting, 4:00 PM

May 14: Facilities Committee Meeting, 3:00 PM

Next Board Meeting May 5 – Matthew Duffy

Closed Session will begin at **4:00 PM**.

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

At last Monday's Academic Committee meeting, Trustee Smith Folds and Trustee Gonzalez Hoy asked for more information regarding the summer programming. They specifically wished to know what our expected summer enrollment would be. The following chart are estimates and of course we will be working to maximize the number of students/families served.

Currently expected summer invitations:

Program	# of Students	# of sites
Elementary	2826 (missing some data)	32
Middle School	740	6
High School	1,510 in person 500 virtually	8
Extended School Year (ESY)	760	12

Playground & Play Structures - Luis Freese

Play structures are open and may be available for use by in-person students. School sites have developed site-specific plans that may limit the use of the play structures to align with social distancing protocols,

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which may include cohort separation. Some models assign the play structures to a particular cohort, and others limit the use entirely.

At this time, our sites are still not open to the public. Therefore, the District has prohibited the use of facilities including playgrounds and play structures from the general community use.

Expanded Learning Opportunity (ELO) Grant - Tony Wold (Lyn Potter)

Background/legal Information: In order to be eligible for Expanded Learning Opportunity (ELO) grant funding, school districts must implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, meals and snacks. ELO Grants must be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff.

West Contra Costa Program Design: WCCUSD offers a multi-faceted approach to providing supplemental instruction and support to students.

During the distance learning learning phase, prior to re-opening, WCCUSD utilized hubs which were designed to provide in-person instruction to students who were identified as not frequently accessing online instruction. As a part of the Spring reopening, students deemed most in need of continued support received enhanced outreach and encouragement to continue in-person learning in classrooms and/or hubs, as available.

Other students have also been prioritized for placement in the in-person intervention program using a matrix that factors in demographics, academic performance, and special program data to ensure that the students most in need have access to robust support via a certificated teacher. In addition, targeted tutoring for historically underserved populations, such as newcomers, ELs, and African American students is offered at a number of schools across the District.

The intervention sessions offered at schools during this Spring reopening are scheduled either in early morning or mid-afternoon. The primary focus of these sessions is for instructional support staff and teachers to work together to address academic needs in order to close learning gaps in all content areas. Content experts at the central office level provide resources and materials as well as coaching and guidance to support this work at the site level.

Core instruction also continues to be provided via in-person and distance/online learning (or students who opt to continue in-home learning) this Spring. Teachers and support staff in classrooms employ a "room and zoom" model in which in-person and online learning occur for all students simultaneously.

Social-emotional learning (SEL) and student engagement support is provided at all sites during this Spring reopening session; counseling sessions, engaging activities such as Arts programs, gardening,

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reading clubs, athletics are being offered at schools across the District. Numerous schools are also providing opportunities for extra academic support through tutoring and homework support sessions.

WCCUSD has instituted a new database report to facilitate review of student credits and grades. These reports enable WCCUSD staff to identify and analyze course grades to determine specific areas of need. In turn, this information helps District staff arrange schedules and provide extra periods so students have opportunities for credit recovery and acceleration.

In addition, college access partners (EAOP, College is Real, 10,000 Degrees) provide virtual services during distance learning. High school students may also participate in Daily Homeroom/Advisory time designed to provide college readiness and college access programming support. Several counselors provide direct support in-person to students. Finally, college readiness and college access programming are also available system wide to students on Friday afternoons as part of the weekly enrichment period.

The school re-opening efforts have been supported by ongoing Friday professional learning for every adult in the system. This training focuses on equity, social emotional learning, best practice for meeting students' academic needs, and effective use of technology in an in-person learning environment.

The other large facet of the WCCUSD Expanded Learning Program is the summer, extended year program. This year, each school site has had the opportunity to work with staff, parents and community members to design a program specifically geared to meet the needs of students as they transition back to school. The focus of these programs range from early literacy and foundational math skills to preparation for college and workforce. WCCUSD summer programs will offer enrichment and social-emotional support opportunities such as cooking classes, art and sports programs and counseling services.

In addition to running the large Summer Program, the District will utilize ELO funds in the Fall to provide additional support via counseling and other SEL services as well as continued professional development to ensure that students are able to experience a smooth transition back to in-person instruction. The goal of these additional support programs is to address the needs of all students and staff in order to be prepared for a successful full reintegration into full day in-person learning on our school campuses.

Finally, WCCUSD will use the ELO funds to expand the number of paraprofessional support staff for our special education students to facilitate the return to in-person instruction. The additional assistance during and beyond the school day will be critical to providing the critical support needed to support our special education students.

Sports and COVID - Matthew Duffy

In lieu of a board presentation, we are attaching the slides regarding [High School Sports](#) to this Friday Memo. Slides give a comprehensive picture of district sports and testing.

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Students (pre-K to 13) Attending At Least One Day in Person: Week of April 19-23 - Tracey Logan

Below please find a summary of student demographic data (student group, grade level, and ethnicity) for those students attending in person learning this spring.

Number and Percentage of Students by Student Group

Student Group	#	%
English Learner	2052	32%
Families in Transition	190	3%
Foster	24	0%
Socioeconomic Disadvantaged	3718	57%
Special Education	1103	17%

Number of Students by Grade Level

Grade	#	Grade	#	Grade	#
Pre K	73	4	575	9	293
K	804	5	554	10	310
1	748	6	557	11	282
2	595	7	359	12	250
3	625	8	431	13	34

Number and Percentage of Students by Ethnicity

Ethnicity	#	%
American Indian or Alaska Native	83	1%
Asian	653	10%
Black or African American	1043	16%
Filipino	209	3%
Hispanic or Latino	3253	50%
Native Hawaiian or Pacific Islander	48	1%
Unknown	23	0%
White	1178	18%
Total	6490	100%

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