

West Contra Costa Unified School District  
*Office of the Superintendent*

**Friday Memo**  
**August 21, 2020**

**Upcoming Events – Matthew Duffy**

August 23: Terence Martin Day  
August 24: Elementary Back to School Night  
August 25: Middle School Back to School Night  
August 27: High School Back to School Night  
August 26: Regular Board Meeting, 6:30 PM  
September 1: Agenda Setting, 4:30 PM  
September 7: Labor Day Holiday, Schools & Offices Closed

**Next Week's Board Meeting August 26- Matthew Duffy**

Closed Session will begin at 5:00 PM.

**Change of Dates for Back to School Nights - Matthew Duffy**

Due to the rolling power outages planned for this week and the potential for many families and teachers to not have full power, we have postponed Back to School Night to next week. The schedule for Back to School Nights will be:

- Elementary-Monday August 24th
- Middle-Tuesday August 25th
- High-Thursday August 27th

**Cash Flow Update - Tony Wold (Regina Webber and Gustavo Aguilera)**

The District will present an updated cash flow projection at the next board meeting for discussion. The report will look **much more positive than our past projection**. This is due to our work with the County Treasurer-Tax Collector and their collaboration with the District and our financial Advisor KNN. Contra Costa County operates as a teeter county and the District shall be allowed, for cash flow purposes, to account for an advance on property taxes that are normally distributed in December effective on July 1 of this year. What this means is that our cash balance in the projection can include these advances where needed to remain in a **positive balance for the balance of 2020. This is greatly appreciated!**

Moving forward into 2021, the impact of the State deferrals begins to occur in February and cash balances will move quickly to be negative as soon as April 2021. The District and the County will be monitoring the balances each month and utilize interfund borrowing within the District budget initially until March where the District will bring a resolution to the Board to participate in the County Temporary Transfer Program.

The County Treasurer will lend the District all needed cash to cover the impact of the State deferrals through June 30, 2021. This program charges the prevailing interest rate for investments in the County pool plus 10 basis points (this would be just over 1% charge at present). **This is fantastic news that WCCUSD has assurance that we will absolutely be able to meet our cash flow obligations for the**

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**totality of the 2020 - 2021 school year** and do so with extremely low borrowing costs due to the State deferrals. We are thankful for our partnership with the County and pleased to share this with the Board.

**Job Descriptions on the upcoming Board Agenda - Tony Wold and Marci Williams**

The District has been collaboratively working with the both the School Supervisors Association (SSA) and consulted with the West Contra Costa Administrators Association (WCCAA) regarding the need to create support positions in the area of school climate for race and equity system support, coordination of support for African American Student Achievement, English Language Learner and Early Literacy Support and support for employee health and safety and training during these challenging time periods.

The Director of Positive School Climate, Social and Emotional Learning is a new position that is aligned to the District's significant investment in Race and Equity training as part of our Friday Professional Development commitment. This position will support Social and Emotional impacts for our students as well as provide leadership for our creation of a plan to address disproportionality of African American Students who have been placed into Special Education. This position will be funded with a combination of CARES act funding as well as Special Education disproportionality funding once the District submits an approved plan to the California Department of Education in spring of 2021 with ongoing funds. It was reviewed by Human Resources and SSA and aligns to the best practices from other Districts to ensure the broadest possible pool for the position. This position will work collaboratively with the Directors of Teaching and Learning, College and Career, Community Engagement, African American Student Achievement and English Learner Achievement and Early Literacy under the Chief Academic Officer.

The Employee Health, Safety, and Training Manager is a new position and is necessary to support the monitoring of employees due to a significant increase in documentation requirements as a result of COVID-19. In addition, as the District has transitioned to a Distance working environment the need for onboarding of new employees has changed as has the need to coordinate ongoing training for classified personnel. This position will be funded through ongoing CCSIG Workers Compensation safety incentive funds that can only be used for training and safety purposes and will not increase the district budget. It was reviewed by Human Resources and SSA and aligns to the best practices from other Districts to ensure the broadest possible pool for the position. This position is supervised by the Chief Personnel Officer.

The Director of English Learner Achievement and Early Literacy is a revised job description. This is not a new position. The District has recruited several times for this position and with our investment in a strong early literacy program we have determined that moving forward there is a need to link quality Tier 1 instruction in early literacy with our base program for supporting English learners rather than the silo approach that has been in place past years. This synergy will create a much stronger alignment with our core program and support for English learners. It was reviewed by Human Resources and SSA and aligns to the best practices from other Districts to ensure the broadest possible pool for the position. This position is funded with a combination of ongoing Federal and LCAP funds within the budget and reports to the Chief Academic Officer.

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**Budget Update - Tony Wold (Regina Webber, Lyn Potter, Wendy Forrest, Gustavo Aguilera, and Andrea Arnold)**

At the September 9th board meeting the District will present the unaudited actuals along with an updated budget. Simultaneously, we will be presenting a public hearing on the new Learning Continuity and Attendance Plan (LCP). As the Board and public are aware, California did not adequately fund K-12 Education, between the increases in STRS and PERS over the past several years and the non-funding of any COLA the District **has not received more than \$20 million in the equivalent of ongoing revenue.** The State has taken credit for Federal CARES act funding to provide a narrative that Districts have been held harmless. **This is not factual as Districts have fewer dollars to spend than they did previously, and more restrictions on how those funds can be spent.**

Prior to the Pandemic the District anticipated that it would need to cut approximately \$18 million dollars for the 2021 - 2022 school year. With the loss of the COLA in simple math this total cut target would jump to approximately \$24 - \$26 million dollars. At budget adoption the Governor's proposal was used and the total cuts were projected to potentially double. The State adopted a budget that did not include drastic cuts, but this budget was built on expected receipt of Federal support by November (this has not occurred yet).

As a result of the Global pandemic the State of California adopted a budget that is not funding Education by \$10 billion Statewide through the implementation of Deferrals. What this means is that the State will not spend this \$10 billion dollars in 2020 - 2021. Effective in July 2021, the State will "owe" K-12 Education this \$10 billion dollars PLUS it will need an additional \$10 billion dollars to provide the same funding again. **Simple put the State has a \$20 billion budget shortfall for 2021 - 2022.**

As we close the books on 2019 - 2020 the unaudited actuals will show increased carryover to protect the District against required cuts. The Business Office has only authorized expenditures that directly relate to supporting distance learning and has utilized all restricted resources first to provide greatest flexibility to build reserves to allow the District to make cuts over a period of time. The board made ongoing cuts to non-salary expenditures and the true implementation of BB 9322 has ensured that expenditures are tied to appropriate AMOs. The ongoing structural deficit that existed pre pandemic has not gone away, but the District has built up a strategy to mitigate the impacts. **This is the same strategy the Districts used in the Great Recession in 2008 - 2012 and it is working for WCCUSD if we remain consistent with our budget actions.**

The Federal Government did provide CARES act funds to support lost learners and ensure that Districts used these funds to support Distance learning. While the funds were not received until the 2020 - 2021 school year, they can be used for expenditures going back to March 13, 2020. The funds have many requirements, but can be used to fund new or improved services. **They also can be used to maintain services, staff, and programs that would otherwise have been reduced or cut due to a lack of funding from the State.** This is exactly what the District is doing! The CARES act funds allowed us to maintain teaching and Classified staff, invest in systemic race and equity training every Friday for the entire upcoming school year, purchase millions of dollars in technology and maintain funds for sites and the central office to fund programs and services. We have programmed all of the CARES act funds to support these actions. This will be reflected in the LCP and updated budget.

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In utilizing the CARES act and other restricted funds we will be able to maintain a higher level of reserves moving into the 2020 - 2021 school year and those reserves will allow us to spread out needed cuts to remove the structural deficit over a period of several years and position WCCUSD better should the State propose greater cuts in the Governor's January budget proposal. We have not completed the closing of the books to be able to fully quantify the cut target, but we are confident that our plan will work, and that our utilization of CARES act funds will ensure continued services to our students this year that would have otherwise been cut. **We will not begin the process of required budget reductions until November after the National Election due to the fact that several budget solutions are tied to this vote.**

We look forward to September 9th where we can have a transparent and open discussion about the budget with the closing of the books and wanted the board and community to know that we confident that the strategy we began last September has indeed been successful and that WCCUSD is already positioned better than many other school districts to weather the coming months of uncertainty. This has been a tremendous transformation from a current-year structural deficit of \$39.9 million to a possible pathway back to a positive certification should the Federal Government provide aid to States again just as was done in 2009 - 2010. We ask that everyone remain patient until we begin the discussion on September 9th and remain focused on supporting our teachers and students in being successful in our Distance Learning model.

**Distribution of Materials - Tony Wold (Anne Shin and Julio Franco)**

In an ongoing effort to best support schools needing to distribute and collect materials from students and families, the district has partnered with First Student to provide delivery and pick-up services. First Student dispatch hours will be 6:30AM-2:00PM Monday-Friday. Site principals will designate a distribution team and direct the coordination of scheduled delivery and pick-up services. The First Student protocol requires 48-hour advance notice for requests. Sites would send the request to First Student and copy the District Operations team as well to ensure efficiency of services. The site distribution teams could consist of staff who do not have duties aligned with distance learning that may be shifted to support materials distribution, which is in agreement with our bargaining units. Some of these duties may include collection of materials, organization of packets/materials, contacting families to arrange delivery of pick-up, touchless delivery to family's residences by riding the First Student bus to complete the delivery (this function shall be assigned with two employees working together), and setting up physical pick-up and distribution of materials in pods. Physical distribution shall be done with proper precautions and social distancing protocols. All vehicles operated by First Student are to be disinfected daily. The safety and health of our staff, students and families will be the priority as we work to deliver this much needed support service

**School Plans - Tony Wold (Lyn Potter and Wendy Forrest)**

In addition to all of the work getting the new year started, schools across the District are reviewing the data analysis conducted during the Spring, continuing to draft their School Plans and developing their site budgets. This year the School Plan includes two new sections under Goal 1 - Achieving Students: English Learner Achievement and African American Student Achievement. Both of these sections include the identification of data-based needs and goals based on local measures as well as actions and services to meet these goals and address the needs.

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**Attendance Monitoring - Tony Wold (Anne Shin, Julio Franco, and Marin Trujillo)**

At the upcoming board meeting the District is bringing forward a new contract to track attendance and engagement. There are significant fiscal audit penalty possibilities if districts do not properly monitor attendance and engagement and document outreach efforts. With the District utilizing a Distance Learning model, Attention2Attendance (A2A) Software & Service, has been transformed to be the system that can track and measure student attendance and engagement participation levels and quickly identify missing students. In addition, to be able to track and measure engagement levels and find your missing students, A2A has added several critical capabilities:

- Real time data, now with daily data uploads
- The ability to load student class schedules
- New data and reporting capabilities
- Email and Text messaging capabilities in the primary language
- Unable to Contact, Unexcused, Excused and Engagement letter series

Because attendance is a process not an event, A2A is the MTSS of attendance and engagement because it is a multi-tiered support system. A2A provides a process, a blend of traditional and digital communications, interventions, connects with parents, provides data, and positive communications (PBIS). A2A will allow us to consistently implement an equitable process across all sites, A2A ensures that all students get the interventions when they need them. A2A will provide the needed measurement and oversight to identify what interventions are most successful and which student populations need additional assistance. We will be utilizing CARES act funding dedicated to the tracking of lost learners to pay for this service and we are able to reduce the cost of the service from previous years while still gaining additional functionality.

**California Student Accident Insurance Program (CSAIP) – Tony Wold (Phyllis Rosen)**

The district will continue providing student accident insurance for all PreK-12 students for the 2020-21 school year. This program provides coverage for all student injuries that occur during the hours and days when school is in session and while attending or participating in school sponsored and supervised activities on or off school premises and whether or not school is in session. This coverage includes all interscholastic sports and football for covered injuries sustained during tryouts, pre-season and post-season play, and travel to and from games and/or practice.

Coverage includes students without insurance, and it is also an excess plan. The program will pay toward those expenses not paid or payable by any other valid and collectible insurance plan. The maximum medical expense benefit is \$25,000.

Premiums are paid for by the District. This year the District will benefit from a rate decrease from \$2.60 to \$2.40 per student. The continuing contract was approved by the Board at the June 10, 2020 meeting for an estimated \$70,000. The exact premium will be based on active enrollment in September.

Claim forms are provided to parents by school staff when an accident occurs. Principals complete Section IA (Policy Holder) and return the form to the parents who work directly with the third-party administrator, Bob McCloskey Insurance (BMI Benefits), for claims processing. Claim forms and instructions are provided in English and Spanish and must be submitted within 90 days of an accident.

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The Risk Management office assists parents and staff to complete forms and process claims.

**Nutrition Services - Tony Wold (Barbara Jellison and Joy Guinto)**

Beginning Tuesday August 25, all WCCUSD curbside meal sites have been approved for Snacks and Suppers through the Child and Adult Care Program. These snacks and suppers will be offered at no charge to all children 18 years of age and younger. Newly approved sites include El Cerrito High, DeAnza High and Hercules Middle.

Reminder, curbside meals are available at the following sites from 8-1pm Tuesdays and Thursdays: Bayview, DeAnza, El Cerrito, Helms, Hercules Middle, Kennedy High, Lavonya De Jean, Montalvin, Nystrom, Peres, Pinole Jr. Pinole Valley High, Richmond High, Riverside, and Verde.

**CURBSIDE MEALS AVAILABLE**  
ALIMENTOS DISPONIBLES PARA LLEVAR  
**TUESDAYS AND THURSDAYS FROM 8AM TO 1PM**  
MARTES Y JUEVES DE 8AM A 1PM  
BREAKFAST & LUNCH FOR WCCUSD STUDENTS AT **NO CHARGE FOR ELEGIBLE STUDENTS**  
HAVE YOUR STUDENT ID# AVAILABLE  
DESAYUNO Y ALMUERZO PARA ESTUDIANTES DEL DISTRITO WCCUSD Y SIN NINGUN COSTO A ESTUDIANTES ELEGIBLES  
TENGAN DISPONIBLE EL NUMERO DE IDENTIFICACION ESTUDIANTEL  
**FREE SNACKS & SUPPERS FOR ALL CHILDREN 18 YEARS OF AGE AND YOUNGER**  
HAVE NAMES OF CHILDREN AVAILABLE AT CURBSIDE  
**GRATIS** BOCADILLOS Y CENAS PARA TODOS LOS NIÑOS DE 18 AÑOS DE EDAD Y MENORES  
TENGAN DISPONIBLE EL NOMBRE DE LOS NIÑOS AL RECIBIR ESTOS ALIMENTOS  
WCCUSD Food Services Department For more info visit our website at WWW.WCCUSD.NET or call 510.307.4580

**Athletics Update - Tony Wold (Julio Franco and Tashaka Merriweather)**

The California Interscholastic Federation (CIF) has postponed sports until the beginning of 2021 and will consolidate the 3 seasons into two. Beginning on August 17th, however, CIF is allowing schools to participate in conditioning with student-athletes. This conditioning must be done in small pods of students who remain consistently grouped and these athletes must maintain social distancing. The District is committed to providing athletes with the opportunity to participate in conditioning so long as they remain safe and under the supervision of their coaches. These conditioning programs are the only authorized uses of our sports fields. Due to the threat of community spread of COVID-19 our facilities are not open to the public at this time for recreational activities.

**Model Curriculum for Ethnic Studies - Rubén Aurelio (Gabriel Chilcott & team)**

State Superintendent of Instruction Tony Thurmond recently announced the release of the draft Model Curriculum for Ethnic Studies. The development of this model curriculum is required by California law and intended to guide schools in developing and implementing their own ethnic studies curriculum.

More information on the CDE recommendations and the draft Ethnic Studies Model Curriculum can be found on the [IOC Agenda for August 13](#). CDE's recommendations to the draft Ethnic Studies Model curriculum are in alignment with state law and the State Board of Education-adopted (SBE) guidelines, which can be found on the [CDE Ethnic Studies Model Curriculum Guidelines web page](#). Individuals and groups will have the opportunity to submit public comments on the Ethnic Studies Model Curriculum during the 30-day review period. The ICQ will review and consider those public comments at its November meeting. Comments can also be submitted at any time to [ethnicstudies@cde.ca.gov](mailto:ethnicstudies@cde.ca.gov).

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Over the next few months, the Department of Curriculum, Instruction, & Assessment will convene a working group to gain stakeholder input and explore the possibility of adding an ethnic studies component to current graduation requirements. Many of our high schools currently offer ethnic studies coursework and we will work to secure input from current teachers leading those classes.

**Project Based Learning - Rubén Aurelio (Sarah Breed & Alison Makela)**

Six schools participated in virtual professional learning led by the Buck Institute to develop knowledge and understanding of Project Based Learning (PBL). On August 5th-7th, teachers and leaders from Collins, Ellerhorst, Shannon, Tara Hills, Highland, and Downer attended [PBL 101](#). Day 1 of the institute focused on design. Participants established a vision for the work by imagining their ideal graduate and building the foundation of a project that is deeply rooted in rigorous content. Day 2 focused on assessing. Participants developed the story of a project and outlined plans for using assessment effectively to monitor and support student learning. Day 3 focused on management. Participants built on their plans by learning how to ensure successful outcomes for all students through scaffolding and project management. These schools will continue their learning in the WCCUSD Learner-Centered Design Community of Practice.

**Research Partnerships - Rubén Aurelio (Sarah Breed & Alison Makela)**

We continue to build partnerships to support challenging, engaging and empowering instruction. We are working with:

- Mills Teacher Scholars to help us to continue to build reflective leaders and teachers
- Internationals to think through teaching and learning for newcomers
- Teachers College to support deeper learning/learner-centered literacy and leadership
- Equal Opportunity Schools to interrogate equity and access in AP classes
- Lindsay Unified and Big Picture Learning to support our thinking about learner-centered schools and systems.
- We have joined the Scaling Student Success Community of Practice to refine and operationalize our Graduate Profile in partnership with 12 Districts and 2 LEA's across the state.
- We are in the process of establishing partnerships with UC Berkeley, Stanford, and East Carolina University to support our work in Deeper Learning/Learner Centered Design broadly but in specific areas of Equity-Based Grading, Mathematics instruction, and principal leadership capacity.

**Supporting students, families, and sites - Rubén Aurelio (William McGee & team)**

The Office of African American Student Achievement (OAASA) is working to compile information from various surveys given to site leaders and Mafanikio site coordinators. There is also a survey that was sent out to parents/guardians of Black students seeking their readiness for distance learning. The office will use this information to support students and sites with engaging their Black students.

**Building out the office of African American Student Achievement - Rubén Aurelio (William McGee & team)**

On the August 26, 2020 school board meeting, the job description for the Coordinator of African American Student Achievement will be presented for approval. We have spoken with the bargaining

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partners and worked with the SSA to create a description to suit the needs of the OAASA. Through collaboration, the job description is ready for board approval so the recruitment process can begin. We plan to bring a certificated coordinator position to the school board within the next month to support furthering the crucial work of the Office of African American Student Achievement.