

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
December 18, 2020

Upcoming Events – Matthew Duffy

December 21 - January 1: Winter Recess, Schools and Offices Closed

December 22: Special Board of Education Meeting, 6:30 PM

January 4: Classes Reconvene

Next Week's Special Board Meeting December 22 - Matthew Duffy

Closed Session will begin at 5:30 PM.

Friday Memo - Holiday Break

Due to the Winter Recess, the next Friday Memo will be published on Friday, January 8, 2021.

English Learner Achievement & Literacy - Rubén Aurelio (Christi Roscigno & team)

We are so pleased to share we are working on a plan for sending books to EL students in grades TK-6 in February. The books we are sending are matched to the student's independent reading levels, per STAR assessment results and teacher input. This item will come to the board for approval on December 22, 2020.

Creativity, Activity, & Service in the IB Programme - Rubén Aurelio (Allison Huie & team)

One of the fundamental elements that all Diploma Programme students must complete, the Creativity, Activity, and Service (CAS) projects engage students in a range of activities and at least one project in addition to their academic studies. These experiences involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

In a recent CAS project, Pinole Valley High School IB students collaborated with the California Farmworker Foundation to distribute much-needed school supplies to California students. See the video highlighting this project [here](#).

Mastery Coding and e-sports - Tony Wold (Tashaka Merriweather)

One of the contracts that we are looking to implement is the Mastery Coding and e-sports contract. This came about as something that we have been looking at for quite some time to find ways to connect students together in this distant learning environment. Early in the pandemic all professional sports leagues were closed, as schools still are, and there became a wave of competitive e-sports competitions. Current NBA players virtually competed against each other in a televised tournament of NBA computer matches. The NFL did the same with a Madden challenge.

While those leagues ultimately had the financial resources to reopen in a very specific manner with daily testing protocols our athletes have not. In our athletics discussions we are continuing to look at options as

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described in this letter also, but the idea of doing virtual competition spurred an interest in looking at options. Simultaneously, we have been working with a taskforce to define social options to connect students together in an SEL manner during this time.

The net result was we looked into the concept of mastery coding. Where we neglected to define is that we believe that this may have the ability to ultimately connect more students in a long-term manner. Our goal is to utilize this contract as a proof of concept and gather data on student engagement in this option with the hopeful goal of this being part of our overall portfolio of services to connect and engage students. With that in mind there are several essential questions we believe need to be addressed to help the board and community to feel comfortable that this proof of concept is worth the investment to try and reconnect our students.

Q1: What are the minimum technology requirements to access the program? Can a chromebook be used?

The tech specs to run Pathway Esports are very minimal. To access the Mastery Coding Learning Management System (LMS) all that is needed is a chromebook. The games themselves are another element of tech though. Pathway Esports supports play and competition for 9 games total. The device requirements to play these games run as low as cell phones and chromebooks to games consoles like the PS4 or Xbox. Coaches and teams are free to choose the games that fit what devices their students have and are the most popular. Multiple games and teams can be chosen at each school. There is no limit.

The simple answer is that our students do have the technology available to participate and we can choose to not implement high end console options if equity issues arise, but have the ability to create options that will be accessible to all.

Q2: What is the target population for this initiative?

While the Pathway Esports program is open to 100% of the student population at any given school, an academic esports team typically draws many at risk students because they are a group that trends to not participate in other school activities. Statistics show that esports players usually have never joined a school sport or club before. These types of students typically have more suspensions and higher dropout rates so this is why targeting them can be a big win for the schools. Also because of COVID and the way it is limiting participation even in traditional sports and clubs taking place right now, virtually run academic esports teams are seeing high levels of participation from entire school populations because of the socio emotional elements of raising school spirit and decreasing the sense of isolation.

The simple summary here is that we would be able to identify and directly target disassociated students and utilize this model to attempt to bring them back into our system through this program. As we build facilitation at each site the options become great, especially if we leverage our current coaches in a new role.

Q3: How many students can be served under the agreement and what is the process?

Access to Pathway Esports is provided to every school as a site license. This means that there are unlimited student, coach and admin seats available. So by means of this access model 100% of a school's

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population can be served if desired. There is technically no number cutoff from an access perspective, so any/all students who want to, at all schools, will have the possibility to participate.

The number of students that ultimately participate will be defined more by our ability to get staff members to facilitate the program and get the options into the hands of our students.

We are hoping to approve this contract so that we can then move forward with the development of an approach that will identify and target key student populations with the overall goal of increasing student engagement.

School Plan for Student Achievement (SPSA) – Tony Wold (Lyn Potter)

The School Plan for Student Achievement, described as SPSAs, serves as the guiding document for school planning for academic improvement per EC Section 64001 of the Every Student Succeeds Act (ESSA), passed in 2015. In addition to key federal provisions, all WCCUSD SPSAs include:

- Purpose and Description
- Theory of Action
- Opportunity and Equal Access
- Stakeholder Involvement
- Resource Inequities
- Annual Measurable Outcomes (AMOs)
- Three SPSA goals aligned to LCAP goals: Achieving Students, Thriving Employees and Caring School
 - Smarter Balanced Assessment-based goals based on growth toward proficiency
 - Annual measurable Objective growth targets based on identified student needs
 - Description of actions and services to meet these student needs
 - Budget/costs of actions and services

Sites began the planning process for the 2020-2021 SPSA during the spring of 2020 just as COVID shelter in place order began. This created a challenge in logistics for the sites and school community to adjust to working remotely. For School Site Councils, this has proven even more challenging. Just as the LCAP was suspended for the 2020-2021 school year many thought the SPSA was aligned with that process which further delayed the completion and created a disjointed process. These plans are still a compliance requirement this year and sites have been working with State and Federal Programs to get them completed as best possible. Despite the challenges of the transition to new online learning platforms, schools began the work of looking deeply at the available data to identify trends in student learning, focusing particularly on areas of success and ongoing need. A standard part of this collaborative SPSA work is the alignment of school-level funds with the identified school-based initiatives designed to impact student learning and meet the identified goals (AMOs).

The School Site Council (SSC) collaboration process around this data review and updates to the SPSA experienced delays due to both COVID-related challenges and budgetary uncertainty at the end of the 2019-2020 and beginning of the 2020-2021 school years. Consequently, work on finalizing the data review, drafting updates to program elements and aligning budgets could not begin in earnest until mid-October of this school year.

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SPSAs are intended to be fluid documents that are reviewed and updated throughout the year by the SSC as more current formative data becomes available to ensure that the identified programs address the identified needs and the site is on track for meeting the AMOs. SSCs may also opt to make adjustments to the site budgets to ensure that funds are aligned to all of the needed program adjustments. All of this work has continued throughout the 2020-2021 school year to address student learning needs, albeit at an adjusted pace due to the COVID-related impacts on standard school routines.

The SPSA are currently in the final stage of technical review, revisions and approvals at the site level. We anticipate that the finalized versions of the SPSAs will be ready for Board review and approval at the January 27th Board meeting. As we move forward next year we plan on having schools be able to showcase the work they are doing, but we do need to complete the annual submission process this year to maintain compliance with all requirements of funding while navigating the ever changing landscape of school policies.

New Guidance on Athletics - Tony Wold (Tashaka Merriweather, Julio Franco & Michael Booker)

On Monday, December 14th the California Department of Public Health announced new guidelines related to Outdoor and Indoor Youth and Recreational Adult Sports. These guidelines will likely be utilized by the California Interscholastic Federation (CIF) in respect to high school sports as well. The guidance applies to all organized youth sports - including school and community-sponsored programs, and privately-organized clubs and leagues and adult recreational sports. The ruling does not apply to college or professional sports.

In general, the more people from outside their household with whom a person interacts, the closer the physical interaction is, the greater the physical exertion is, and the longer the interaction lasts, particularly when indoors, the higher the risk that a person with COVID-19 infection may spread it to others.

All sports were defined within the four statewide tiers from most restrictive (purple) to least restrictive (yellow). This also includes outdoor recreational activities. For the most part, activities that bring groups of people together, even outdoors are prohibited while in the purple tier, and contact type sports are still prohibited in the red as well. **Based upon these guidelines as well as to ensure the safety of our students and staff we are currently in a “pause” for all conditioning activities at our high schools until further notice and at least until the end of January. In addition, our facilities are closed to the public for recreational activities.**

It is acknowledged in the document that school districts and local counties may have more restrictive guidelines and that even activities listed in the chart below can be of risk if outside cohorts are mixed. The entire guidance document is [linked here](#), but a simple version of where high school sports and activities reside within the tiers is listed in the chart below:

Widespread Tier (Purple) Outdoor low-contact sports	Substantial Tier (Red) Outdoor moderate-contact sports	Moderate Tier (Orange) Outdoor high-contact Indoor low-contact sports	Minimal Tier (Yellow) Indoor moderate and high-contact sports
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Cross Country	Baseball	Football	Basketball (indoors)
Golf	Softball	Basketball (outdoor)	Wrestling
Track and Field	Cheerleading	Volleyball (outdoor/indoor)	Cheerleading
Swimming and Diving		Soccer	
Tennis			

We will continue to monitor the situation and determine when there is a safe way for our scholar-athletes to participate in organized activities. The guidance continues to change and this past week saw a one-day total new cases of Coronavirus reach 262,862 so the surge is continuing while we wait for the logistics of the vaccine to be outlined. We will be meeting over the break to look at what are the options moving forward as we continue to receive more information.

Legislative Update - Tony Wold

There continues to be quite a bit of news about plans for reopening. This is when bills are introduced into the legislature and the work begins in earnest after the Governor releases his January budget proposal. More than ever this year, there is a lot of pressure for the legislature to “take action” and this can result in the loss of local control by school districts and the school board. This is one of the reasons that we strongly encourage advocacy to ensure that we have a voice in Sacramento.

One that we are tracking is AB 10 on school reopening, sponsored by Phil Ting, San Francisco; Kevin McCarty, Sacramento; Patrick O’Donnell, Long Beach; & Lorena Gonzalez, San Diego has strong backing and is [summarized](#) by School Services of California. He is also the Senate chair of the budget committee which just outlined their priorities. The Assembly Democrats have laid out priorities and an [educational funding plan](#) that includes repaying the cash deferrals, reopening schools, targeting funding for learning loss, providing transitional kindergarten (TK) for all 4-year olds, and increasing early learning provider rates.

With the push for the bill on reopening and the fact that the blueprint for budget priorities includes very directed funding are tipping the hand that the legislature may be making a move away from local control that has been the hallmark of the Local Control Funding Formula. This means that the District will really need to consider the value of utilizing advocacy to ensure that we are able to utilize the voice of board and stakeholders in the formation of the final budget solutions.

Federal Program Monitoring (FPM) Update on Progress as of 12/17/20 - Tony Wold (Lyn Potter)

Throughout the Fall of 2020, staff have been hard at working setting up systems and establishing policies and procedures to ensure that all Federal programs are compliant and directed toward supporting student learning.

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Compensatory Education (CE)

CE 02: School Parent and Family Engagement Policy: Each school served under shall develop with, and distribute a written parent and family engagement policy

Finding: At the time of the review, the LEA did not upload evidence of a parent and family engagement policy and compact or its distribution for Kennedy High School.

Resolution: Staff must provide evidence of the parent and family engagement policy and compact for Kennedy High School that includes all requirements and evidence it was distributed to parents of students attending the school.

Current status: Pending - must submit evidence of SSC approval of parent policy and compact and distribution to parents - estimated completion date 2/15/2021

CE 05: School Site Council (SSC) Composition: Process for peer selection and number of members

Finding: No evidence that “other school staff” serving on the SSC at Coronado Elementary School and Downer Elementary School were selected by their peers.

Resolution: Documentation to show that other school staff serving on the SSC for Coronado Elementary School and Downer Elementary School were selected by their peers to serve as SSC members.

Current status: Resolved - 12/16/2020

CE 10: Funds disbursed consistent with requirements so that costs charged to the program(s) are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s).

Finding: Job duties of Janet Scott were found to be unallowable under Title I,

Resolution: upload a journal entry to reimburse the Title I program with unrestricted funds for the salary and benefits paid with Title I funds for Janet Scott in the 2019-2020 school year.

Current status: Resolved - 7/29/2020

English Learner

EL 01: English Learner Advisory Committee: A school site with 21 or more English learners (ELs) must have a functioning English Learner Advisory Committee (ELAC) that meets all requirements

Finding: ELAC at Downer Elementary did not meet the minimum legal requirement

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Resolution: Demonstrate policies and procedures for establishing and operating functional ELACs

Current status: Extension requested. Staff in Community Engagement currently reviewing and updating policies, procedures and training. Estimated date of completion October 15, 2020

EL 02: District English learner Advisory Committee (DELAC) Each LEA with 51 or more ELs must form a DELAC

Finding: Evidence submitted was not conducive to establishing concrete connections to the legal requirements for DELAC

Resolution: The LEA must provide evidence which demonstrates meeting the legal requirements for DELAC

Current status: Resolved - 11/23/2020

EL 03: EL Identification and Assessment: Each LEA must properly identify and assess all students who have a home language other than English.

Finding: The review of sample home language surveys, EL assessment data, LEA policies and procedures for initial EL identification, and sample EL IEPs revealed that not all ELs had current State assessment results including 156 ELs without ELPAC scores, 608 ELs without SBAC ELA scores, and 696 ELs without SBAC Math scores.

Resolution: Demonstrates established policies and procedures as follows: 1. Identify and explain why identified EL students do not have current state assessment results (ELPAC and SBAC ELA/Math); 2. Describe how missing assessment results will be remedied to minimize future occurrences; 3. Identify who will be responsible for the recording of required EL components in an active IEP or 504 plan and 4. Establish training and implementation timelines for the person(s) responsible for the enactment of the updates to the LEA's policies and procedures

Current status: Resolved - 11/23/2020

EL 05: EL Program Inclusion in the Single/School Plan for Student AchievementSPSA (Schoolwide)

Finding: The review of current SPSAs from each site under review revealed that approved SPSAs do not contain the required EL components based on the actions specified in the statute.

Resolution: Demonstrates established policies and procedures as follows: 1. an annual time period and training of site administrators on EL program inclusion in the SPSA as follows: a. Goals to improve student outcomes, b. Evidence-based strategies, actions, or services to reach goals, and c. Proposed expenditures

Current status: Resolved - Resolved 10/1/2020

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EL 07: Supplement, Not Supplant with Title III: General fund resources must be used to provide services and programs for ELs, including English language development (ELD) and access to the standard instructional program, and the provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

Finding: The review of duty statements, job descriptions, payroll records, chart of accounts, general ledgers, instructional materials, and justifications for expenditures revealed the need for further evidence, clarification, or the reversal of funds due to supplanting or unauthorized activities.

Resolution: Provide:

1. Clarification of funding source referenced as “lottery funds” specified in the LEA submission of purchased standard and supplemental instructional materials for all courses in which ELs are enrolled, for all grades;
2. A list of core and supplemental professional development (denoting funding sources) designed to enhance the learning and instruction of English learners and immigrant students;
3. 4203 Reversals: a. Garriguez, salary = \$8,405.60 plus benefits(teaching core during the regular school day), b. Huidobro, salary = \$51,721.04 plus benefits(teaching core during the regular school day), c. Trujillo, salary = \$40,458.48 plus benefits, (unauthorized Title III activities that include state requirements), d. DLI Materials and Supplies i = \$14,726.27, (not specific to direct services for only EL students enrolled in a Dual Language Immersion) program, e. CALSA = \$675.00, (not specific to direct services for EL students), and f. Membership CALSA/CABE = \$430.00, (unauthorized Title III expenditure); g. “Professional Development”\$33,401.62, . h. Internationals Consulting = \$69,050.00; i. Out-of-State PD = \$1,169.00, j.. CABE DLI = \$4,798.18, specific to direct EL services as described in the legal guidance;
4. 4201 Reversals: for K-3 Classroom Library = \$89,805.32, (supplanting Title III LEP (4203) and not specific to immigrant students); Lugton = \$60,498.06 not specific to immigrant services as described in the legal guidance).

Current status: Resolved - 8/6/2020

EL 09: Evaluation of EL Program Effectiveness must be determined annually

Finding: The review the LEA’s evaluations and procedures focused on EL enrollment percentages in subcategories (i.e. newcomer, LTEL, etc.) but did not include an analytical evaluation of EL program effectiveness used to identify EL program needs that impact both the components of the Title III Plan and Title III expenditures.

Resolution: Demonstrate completion of an evaluation of EL program effectiveness beyond the sole use of EL enrollment percentages in subcategories

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Current status: Resolved - 11/23/2020

EL 10: Reclassification - LEAs must reclassify a student from EL to proficient in English

Finding: The EL Master Plan included old criteria, with inconsistencies in identifying the needs of RFEP students and providing appropriate support; current RFEP criteria did not include objective measures and RFEP forms did not include evidence of meaningful participation of EL parents

Resolution: Demonstrate established policies and procedures for reclassification

Current status: Pending document submission and review by CDE

EL 12: Professional Development Specific to English learners

Finding: Lack of alignment amongst the PD sign-in sheets and evidence of PDs; no description, agenda, or any indication of who the participants were. lack of clarity on whether the focus was more on content vs language instruction and support.

Resolution: Demonstrate an established EL professional development plan

Current status: Pending document submission and review by CDE

EL 13: Language Acquisition Program Options and Parent Choice must provide ELs with a structured English immersion (SEI) program. In addition, parents may choose a language acquisition program that best suits their child.

Finding: EL student placement in language acquisition program options included 5,591 in DLI, 6,988 in ELD, 248 in Internationals, 6,065 in SEI, and 53 in transitional bilingual education (TBE) for a total of 18,945; however, the California Longitudinal Pupil Achievement Data System (CALPADS) indicates an EL enrollment of only 10,037.

Resolution: Demonstrate established compliant policies and procedures

Current status: Pending document submission and review by CDE

EL 14: ELD - as a part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD, in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs.

Finding: Sites did not conduct an evaluation of EL program effectiveness; and the LEA does not have a clear description of ELD programs to demonstrate language instruction for all ELs in both the designated and integrated settings.

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Resolution: Provide 1. An evaluation of site-level EL program effectiveness from each selected site under review; 2. Daily instructional schedules from Grant and Coronado; 3. A description districtwide expectations for integrated instructional strategies implemented by teachers across all grades, 4. A description of designated ELD programs, for all grades,

Current status: Documents submitted 12/16/2020 - currently under review by CDE

EL 15: Access to Standard Instructional Program - must be designed and implemented to ensure that ELs meet the LEA's content and performance standards within a reasonable amount of time. In addition, ELs in middle and high school must have access to the standard instructional program

Finding: All ELs do NOT have access to grade-level core content courses; no evidence of procedural guidelines and criteria for placement of ELs at all ELP levels, into grade-level standard instructional programs, no evidence of EL progress monitoring to provide appropriate support services as needed.

Resolution: Demonstrate how instructional strategies are differentiated for ELs across the curriculum at each grade level; daily schedule(s) from Grant and Coronado; procedural guidelines and criteria for placement of ELs, at all ELP levels; when and how EL progress monitoring will take place to include:

Current status: Documents submitted 12/16/2020 - currently under review by CDE

Expanded Learning Programs

No program findings resulted from this monitoring review. No further action is required.

Fiscal Monitoring

FM 01: Timekeeping Requirements- LEAs are required to maintain time and effort records that accurately reflect the work performed.

Finding: LEA did not maintain time and effort records in accordance with federal requirements.

Resolution: The LEA must update its time and effort policies and procedures and provide training to all employees who work on federal programs to ensure they are following the time and effort policies and procedures.

Current status: Pending - Procedures and forms completed and under review by CDE. Training and completion of forms for two months by selected staff will be completed by 2/15/2021

FM 02: Allowable Costs - maintain documentation to substantiate that all costs charged to the federal programs are reasonable, necessary, allocable and allowable in accordance with applicable program requirements.

Finding: WCCUSD's conflict of interest policy did not meet federal requirements

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Resolution: Update conflict of interest policies to specify the disciplinary actions that will be applied for violations to the conflict of interest policies.

Current status: Resolved - 9/10/2020

FM 03: Supplement, Not Supplant - LEAs are required to use federal funds only to supplement, not supplant, state and local funds.

Finding: LEA did not use Title III funds to supplement, not supplant, federal, state and local funds: \$144,228.71 in costs that were not supplemental to the Title III program, including: (1) \$48,511.96 in salaries and benefits for an instructor who was teaching a core English Language Development class and (2) \$95,716.75 for administration and training costs associated with the English Language Proficiency Assessments for California (ELPAC), hiring a contractor to provide professional development on a program that was not specific to Title III activities, and purchasing library materials which were available to all students.

Resolution: In order to resolve this finding, the LEA must reimburse the Title III program a total of \$144,228.71 (\$48,511.96 + \$95,716.75) from an unrestricted funding source

Current status: Resolved - Spring 2020

Supporting Effective Instruction

SEI 12: Data and Ongoing Consultation - data and ongoing consultation must be used to continually update and improve activities supported by Title II.

Finding: Based on a review of evidence and interviews with staff the LEA is not monitoring the effectiveness of Title II funds.

Resolution: The LEA must use data and ongoing consultation to continually update and improve activities supported by Title II. The LEA must develop a plan for its use of Title II collaboratively among district leadership and stakeholder feedback.

Current status: Resolved - 12/14/2020

SEI 13: Parental Notification - each student attending a school receiving Title 1 funds must be notified when they have been taught for four or more consecutive weeks by a teacher who does not meet the state certification or licensure requirements.

Finding: Based on a review of the documentation the LEA did not send out 4-week letters to families.

Resolution: Create a policy relating to internal controls surrounding the 4-week letter which includes a description of the task, the anticipated completion date, and who is responsible to complete the task.

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Current status: Resolved - 9/30/2020

Uniform Complaint Procedure

No program findings resulted from this monitoring review. No further action is required.

Opening of Michelle Obama School - Luis Freese, Ellen Mejia Hooper

Over the winter break, the Michelle Obama School will move from the temporary campus in El Cerrito to their new school.