

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

**Friday Memo**  
**December 4, 2020**

**Upcoming Events – Matthew Duffy**

December 7: CAC Meeting, Community Advisory Committee for Special Education, 5:30 PM

December 8: DLCAPS Meeting, 6:30 PM

December 9: Board of Education, 6:30 PM

December 10: Governance Committee Meeting, 5:30 PM

December 16: Board of Education Meeting - Annual Organization Meeting

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

January 4: Classes Reconvene

**Next Week's Board Meeting December 9 - Matthew Duffy**

Closed Session will begin at 6:00 PM.

**CSBA Call for Nominations for Delegate Assembly - Matthew Duffy**

The California School Boards Association is accepting nominations for its Delegate Assembly. Delegates serve a two-year term beginning April 1, 2021 through March 31, 2023 and are required to attend two meetings each year. The two required Delegate Assembly meetings in 2021 are scheduled for May 15-16 and November 10 - December 1. [Nomination form](#), [biographical sketch form](#) and optional one-page resume are due no later than January 7, 2021. [Additional information is attached](#). This item will be added to the December 16, 2020 board agenda for consideration of whether to submit a nomination.

**Learner-Centered Design - Rubén Aurelio (Sarah Breed & Alison Makela)**

Our Grading for Equity professional learning continues. Teachers are currently participating in site-based follow-up sessions to explore bias in grading practice, review the pillars of equitable grading, and to analyze current grading practices by grade level or department. The [Grading for Equity- Site-Based Follow-Up Powerpoint](#) and [Grading for Equity- Site Based Follow-Up Lesson Plan](#) are linked here for reference. Our next District level session is Friday, January 8th, 2021.

Elementary and secondary principals engage in ongoing monthly public learning sessions facilitated by Lead by Learning, formerly Mills Teacher Scholars. The session on Thursday, December 1st provided school leaders the opportunity to share dilemmas, offer each other expertise, and push one another to improve what happens for teachers and students in Distance Learning. Site leaders also reflected on data related to Grading for Equity at this week's session. We document takeaways and next steps at each session to ensure site leaders are implementing changes based on their inquiry and reflection.

Principals from the 18 school sites who have been awarded Hewlett grants for Learner Centered Design are participating in the Equity Centered Deeper Learning Community of Practice. The session on November 9th supported site leaders to reflect on the vision of their project through a race and equity lens. Smaller collaboration groups were formed based on the focus of school site projects. An overview of the [Deeper Learning School Projects](#) is here. We look forward to highlighting site journeys to becoming more Learner Centered.

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**Tech and Innovation Summit - Rubén Aurelio (Allison Huie & team)**

Students participating in our CTE programs are invited to participate in the [Junior Achievement Tech & Innovation Summit](#), sponsored by Cisco. The Summit runs from 2 PM-5 PM on Wednesday, December 9th and 12 PM-3 PM on Thursday, December 10th and will feature interactive workshops with the following companies:

- AT&T - 5G, Drone Operation, FirstNet
- Chick-Fil-A - Customer Service Technology
- Google - Artificial Intelligence
- John Muir Health- Biomedical Engineering
- Salesforce - Coding
- YouTube - Careers in Tech
- Acuity Brands - Building iOS Platform
- Roche - DNA
- LinkedIn - Creating a Profile

**Virtual LOFT Coder Summit - Rubén Aurelio (Allison Huie & team)**

The [Hispanic Heritage Foundation](#) and Infosys Foundation USA will be hosting a **Virtual LOFT Coder Summit on Wednesday, December 9th from 10:00 am - 12:00 pm**, as Latina/o coders gather to share ideas, energy, and cultural pride! For more details and to register, visit [this link](#).

This Summit is part of HHF's broader [Code as a Second Language](#) (CSL) national initiative which has included LOFT Coder Summits in Austin at SXSW, New York, Minneapolis, Stanford University, and the Rio Grande Valley!

All students who identify as a Latina/o/x coder, programmer, hacker, developer, and/ or a computer scientist, are invited to be a part of this one of a kind experience. Join HHF as we debunk the technology industry's greatest myths, and help mobilize coders from across the nation, both students and professionals alike, to celebrate Latinx culture, innovation, and passion for computer programming.

The Summit is a free one-day event filled with workshops, discussions, and opportunities to expand your network— attendees are invited to join us in redefining the landscape of computer technology through a heightened collaboration and representation of like-minded Latina/o/x students and professionals, all united and ignited by their endless passion for technology. As an added incentive, we will also be raffling off some Infosys and HHF treats.

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

The following Federal Program Monitored (FPM) items have been resolved and approved per the CDE:

**EL 01 - Resolved**

1. Established an annual time period and describe the training of site administrators on building capacity with EL parents and ELAC responsibilities;
2. Established training and implementation timelines for meaningful participation of EL parents in carrying out the legal responsibilities for ELAC.

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- a. Describe when and how parent members will be elected by parents or guardians of ELs, including at least one...
3. Established training and implementation timelines for the person(s) responsible for the enactment of updates to the LEA's policies and procedures.

**EL 03 - Resolved**

Established policies and procedures to

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 (i.e. regular data inquiry, ensuring students identified are immediately assessed, etc.)
3. Identify who will be responsible for the recording of required EL components in an active IEP or 504 plan as follows: a. enrollment in a program of language acquisition b. indication of ELPAC accommodations, and c. inclusion of current state assessment results or alternate assessment(s) as appropriate (IEP Special Factors, Assessment Results, Language Goal, and Accommodations); and
4. Establish training and implementation timelines for the person(s) responsible.

Procedures Now in Place:

There was a systems error not having an assigned Central Office staff to support school sites with identifying ELs, ELs with IEP and 504, and ELs by the program of language acquisition who have not completed State assessments, and to ensure that this has a way to remedy this.

Moving forward, there is a protocol for how to identify all ELs who have not completed any State assessment, the item used to list these students, person at site and district level who is responsible for monitoring this component of supporting EL progress, achievement, and outcomes, any notes that capture the process leading up to the EL scholar not completing a State assessment, and the date the protocol document was submitted for review to the Central Office staff responsible for monitoring assessment completion. This is being implemented to identify and explain why identified EL students do not have current state assessment results for ELPAC and SBAC ELA/Math, and to describe how missing assessment results will be remedied to minimize future occurrences (i.e. regular data inquiry, ensuring students identified are immediately assessed). In an effort to support the identification of ELs at sites, the Central Office will avail this information.

Procedures for Identification: Site Administration and EL Lead (They/Their) will identify and confirm enrollment and attendance of all ELs at their site, including the program of language acquisition (choice), EL students with special needs such as IEP and 504, and supports and accommodations identified to be used during state and LEA assessments. From this list, they will begin to identify and monitor ELs who have not begun or have not completed state assessments including CAASPP and ELPAC based on the testing schedule for the site. Sites will provide their testing schedules to Central Office staff that identifies the dates of the initial test offerings, and other offerings that remedy failed first attempts of administering the assessment.

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To facilitate the monitoring of ELs who have not completed state assessments, sites will use the [SITE] 2020 WCCUSD EL Student List: Missing ELPAC & CAASPP document.

- This document identifies ELs who have not completed state assessments, the grade and language program, and the reason why the test was not completed.
- The person responsible for monitoring assessment completion (admin or the EL Lead) will also ensure that all supports, modifications, and accommodations have been identified and uploaded into TOMS.
- EL students are added to this document and monitored for completion of state assessments realizing that the scholar may have completed one, but not all assessments.
- An EL is listed in the assessment tab for each test that is incomplete, recognizing that a student may be missing multiple tests.
- If an EL student has not completed a state assessment, the site EL lead will complete the appropriate tabs for the test that needs to be completed, ensure a new assessment date has been identified, all essential staff has been notified, accommodations for testing have been secured, and students and parents have been notified about the testing date and its importance.
- The new testing date will be considered as the 2<sup>nd</sup> attempt, and all steps will be taken to ensure the completion of the test on that date. Once the EL student completes all testing, all essential staff will be notified.

In order to ensure that missing tests are minimized, all steps will be taken to ensure staff, parents, and students understand the importance of testing, and that attendance matters. All EL data is located in the site's EL folder.

**EL 09 - Resolved (how and action steps)**

**Title III-Funded Services and Materials Report**

- For 2020-2021, we will be utilizing a 5-factor analysis of expenditures to analyze funding related to staffing allocations.
- For professional development, we are strengthening the feedback loop between support provided and efficacy of the support by starting with teacher evaluation of sessions in the fall. In the Spring, we will build upon this success by also layering in peer and admin observation of instructional practices, and goal setting at our sites of highest focus.
- We are improving our program measures to be tied to local student achievement on assessments. We are exploring the alignment of program measurement to grades at the secondary level.
- For 2021-2022, SPSA planning and measurement will be refined to include the growth of students in content areas in comparison to their non-EL peers. This process will also be strengthened by providing a menu of district sanctioned and trained strategies tied to best research-based practices incorporated into our PD sessions.

**Teacher hours**

These funds are allocated towards extended hour pay for teachers attending PD, and also for the creation of a working group to define an EL Teacher Leader Program that will launch in 2021-2022.

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Site ELD Lead Teacher-Instructional Leader

In the Winter and Spring of 2020-2021, we are developing a shared understanding of the role of the English Learner Achievement Teacher Leader (ELATL). This plan will be developed in tandem with United Teachers of Richmond (UTR). In the Summer of 2021, we will have a day retreat/launch where we will work together to define:

- Scope and Sequence of our shared work for 2021-2022 School Year
- Areas of focus for Professional Development for ELATLs
- Coaching methodologies for work with teachers at the school site
- Communication Pathways:
  - Dept. to ELATLs
  - Dept. to Site Administration
  - ELATLs to Site Administration

We will begin with a self-assessment around the key identified instructional strategies for EL students, ELATLs will set measurable goals around their use of the instructional strategies and their ability to collaborate with teachers at their sites around the strategies. During the school year, we will have cycles of goal setting, peer observation, and feedback. In addition, the success of this program will be measured by Site Administrator Input for each ELATL as well as teacher surveys around the efficacy of the support they received over the course of the year.

Programmatic shifts that will improve the experience of students and name things parents can look for to see forward progress addressed in the items:

1. Clearer connection between ELAC and DELAC
2. Improved ELAC procedures
3. Increase in number of EL students who take state tests (depending on parameters laid out by the state for COVID 19)
4. Students with IEPs who are EL will have increased clarity in the IEP process as to the identification of supports on state testing

The following have not been resolved yet:

**EL 10: Reclassification**

**EL 12: Professional Development Specific to English learners**

**EL 13: Language Acquisition Program Options and Parent Choice**

**EL 14: ELD**

**EL 15: Access to Standard Instructional Program**

Once they are, programmatic shifts that will improve the experience of students and name things parents can look for to see soon, related to FPM

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Items that have been not yet been submitted to and approved by the CDE:

1. Increased cohesion between content instruction and ELD supports
2. A higher level of differentiation of instruction due to improved data access
3. Increased teacher capacity to meet EL students needs (due to PD and EL teacher lead program to be launched in the 2021-2022 school year)

There are Programmatic shifts that will improve the experience of students and name things parents can look for to see immediately, *not directly* indicated in the FPM:

1. [EL student listening session](#) that occurred (Nov. 10th)
2. [EL Parent Summit](#) (Dec. 5th)
3. High Interest on Instructional Level books [sent to K-6 EL student's homes](#) (Jan.)
4. Tutoring via books clubs on an opt-in basis for 2-6th grade EL students (Feb-May)

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

**Math Department - Mark Lobaco & Team**

In our continuing effort to provide high-quality distance learning in Math for our students, there are two offerings for those wishing to explore options. First, there is an opportunity to field test Amplify Maths adaption of Illustrative Mathematics. Amplify has ready-made online lessons that are aligned to the Common Core State Standards for Mathematics. This is another tool to help teachers integrate effective teaching practices in a research-backed way during this difficult time. Second, we are able to expand our use of Zearn Math to 15 schools through generous EdFund grants from Lawrence Livermore Labs and Chevron. We are excited to dig into the data from this work to help guide our instruction for the rest of this year and beyond.

**Library Services - Francie Kunaniec, Allyson Bogie & Team**

The library team is looking forward to getting into the Michelle Obama School library to set it up for the arrival of existing and new library books. A very exciting day! The move will happen on December 22.

**Contracts Update 12/4/20 – Tony Wold (Mary Kitchen)**

The December 9<sup>th</sup> board summary has 5 items for review

King Elementary School is bringing forward one contract

- Bay Area Community Resources will provide an AmeriCorps Climate Coordinator and EL Intervention Coordinator to work with students via distance learning and in person (when possible) in small-group and classroom support settings. They will conduct a Student Success Behavioral Survey (SSBS) 3 times a year for students they have seen at least 5 times. They will also work with school administration to monitor EL student growth formally and informally.

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[Link to additional information](#)

The Business Services Department is bringing forward one contract

- The District will be contracting with CPRS to perform our 2020-2021 fixed asset audit during the months of January and February of 2021. This audit is required to meet the requirements of Education Code Section 35168 and Federal Code of Regulations 200.313 and 200.439. The district is required to perform a district wide inventory audit of our fixed assets every two years. The assets include all equipment and furniture that falls under object codes 4400, 4460, 6400, and 6460.

[Link to additional information](#)

The Special Education Department is bringing forward one contract

- Sunbelt Staffing will provide speech pathology services, via 1 speech therapist and 1 speech language therapy assistant, for a total of 110 students with IEPs: direct teletherapy, assessment, scheduling, preparation and attendance at IEP meetings. As a result of COVID pandemic, the speech and language department has experienced unexpected staffing shortages due to resignations and leaves. In order to fulfill mandated IEP services, the department has entered into a contract with Sunbelt Staffing to provide direct services to students with IEPs.

Our first goal remains to hire qualified permanent staff members to serve our students, but these staffing shortages have resulted in our existing therapists taking on caseloads beyond the allowable CDE cap. Even during Distance Learning, there is no waiver for providing a Free and Appropriate Public Education to our students with IEPs, including provision of all services in compliance with the student's Individual Student Learning Plan.

[Link to additional information](#)

Olinda Elementary School is bringing forward one contract

- Young Leaders fiscally sponsored through the West County Public Education Fund will teach students leadership skills through physical education classes, it's junior coach program and student mentorship program.

[Link to additional information](#)

Downer Elementary School is bringing forward one contract

- Kiona Medina fiscally sponsored through the West County Public Education Fund will provide services as a wellness coordinator providing preventive and supportive approach to mental/emotional health and safety to all members of the Downer community. During school closure, the wellness coordinator will visit classrooms online and provide tools, support, and assistance to teachers and students regarding social and emotional needs.

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[Link to additional information](#)

**Iron Chef offering on Wellness Fridays coming - Tony Wold (Tashaka Merriweather and Randal Lane)**

The COVID-19 Pandemic has affected everyone. Our students, families, educators, and support staff have all been impacted by the abrupt changes that have taken place. At the upcoming board meeting we are bringing forward an item for e-sports to connect students together via an online platform. We also wanted to share some work by one of our food service employees who has been working from home and has begun to design some activities for our students. We asked him, in his own words, to explain what he has been creating.

*“My name is Randal Lane. After working in the restaurant business for 25 years I came to WCCUSD to share my love of cooking with our students and staff. I joined the team at Nutrition Services in 2017 and had been working with them until COVID changed our lives in March of 2020. In addition to supporting my children while they are remote learning, I have been engaging with youth through BSA Troops and Cub Scout Packs to teach cooking skills as well as sharing what we have been making at home.*

*Since the beginning of the 2020-21 school year, I have been working with Tashaka Merriweather under the direction of Tony Wold to develop a way for our students to learn Cooking Skills, Nutrition, and Kitchen Safety. Within the first few days of our quarantine in March, people across our nation and world were baking sourdough bread and cooking things that they never had before. With this extra time and energy, people’s endeavors were first and foremost culinary in nature. Our students are also looking for new ways to flex their kitchen talent.*

*What became most apparent when we returned this school year is that our students have been lacking the engagement of their friends. Feelings of isolation and loneliness are clouding the remote learning experience and making enthusiasm for school very difficult. Simply seeing other students on a Zoom call is not enough to properly stimulate their minds or hearts. Wellness Fridays have been a time and space for our students to find more social connections.*

*As a District, we have worked hard to provide ways for our students to find mindfulness, wellness, and interaction. WCCUSD Iron Chef will be a way for students to engage in learning about Culinary Arts and Nutrition but most importantly, they will be the teachers as well as the students. Using Flipgrid, students will be able to share their favorite recipes. Using their school tablets or a phone they can take video on Flipgrid or upload a video file. Students will have the opportunity to watch each other’s videos and comment on them. All content and comments will be screened and moderated. There is a Kitchen Safety Video already currently uploaded to the Flipgrid site and we will post videos in the future exploring healthy food choices, kitchen safety, and skills instruction.*



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*The largest benefit of this Wellness Friday option is that students get the opportunity to be the content creators. They will show each other how their family makes Tamales, why their Grandmother's Cornbread is supreme, or what is special about a dish that they have created themselves. Students can work on these projects and browse submissions on Friday without the need to have WCCUSD Staff providing synchronous programs. WCCUSD Iron Chef will be one way that our students can interact with each other with no staff support during Friday Professional Development. This enables WCCUSD staff to attend Race and Equity Sessions and Professional Development on Fridays."*