

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
November 6, 2020

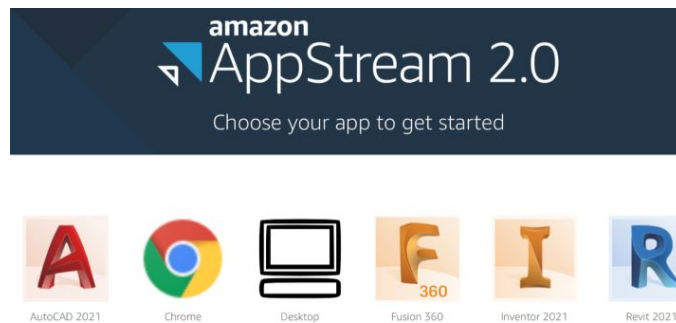
Upcoming Events – Matthew Duffy

- November 6: Special Board Meeting, Search Firm Interviews, 5:00 PM
- November 9: CBOC Meeting, 2:00 PM
- November 9: Agenda Setting, 4:20 PM
- November 9: Governance Committee, 5:30 PM
- November 10: DLCAP Meeting, 6:30 PM
- November 11: Veterans Day Holiday, Schools / Offices Closed
- November 12: Safety Committee, 6:00 PM
- November 17: Black Student Engagement, 6:15 – 8:00pm
- November 17: Facilities Committee Meeting, 3:00 – 5:00pm
- November 18: Board of Education, 6:30 PM

Supports for Digital Learning in CTE during Distance Learning - Rubén Aurelio (Allison Huie & team)

Part of the work that we do via our College and Career Pathways programs is to train students to utilize industry-standard tools. Often, this includes sophisticated software that unfortunately does not run on Chromebooks (or older computers). In previous times, students would have access to physical computer labs that are set up for this type of access. One of the many challenges that distance learning has presented is finding alternate solutions to teach industry-standard skills using non-industry standard tools.

Thanks to our Department’s strong involvement as a K-12 partner in the Bay Area Community College Consortium (BACC), we have been invited to participate in a regional effort to provide a solution to this problem. In collaboration with BACC, Peralta College, Amazon Web Services (AWS), and WCCUSD’s own IT department, we are excited to begin using “virtual machines” to provide students the ability to access this software via their school-issued Chromebooks.



With this solution, students will be able to access sophisticated software like Autodesk CAD, Fusion 360, Project Lead the Way software, and the Adobe Creative Suite using the Chromebooks they already have by clicking a simple link on their device’s desktop.

We are grateful for all of the collaboration and support from our partners in the WCCUSD IT Department, and at BACC, Peralta College, and AWS, to make this solution possible for our students.

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Public Records Act (PRA) Requests – Tony Wold (Phyllis Rosen, Veronica Vega)

The number of Public Records Act requests has increased substantially this year. Additionally, requests are being sent directly to staff members throughout the district, who respond to these requests unaware of the proper protocols and legal implications of sending documents that may contain privileged information or unintentionally set a legal precedent that could be unfavorable to the district. To address this situation, Business Services and District Operations will begin a program to centralize and track requests for information that will facilitate speedier processing and ensure all responses are handled within legal guidelines.

Going forward, all requesters will be directed to a Public Records/Information Request webpage to submit their requests via CPRA@wccusd.net. Business Services staff will log and keep track of all requests and respond timely and appropriately.

To ensure that all requests are forwarded to CPRA@wccusd.net, our team will be reaching out to all staff via the Principals Bulletin to establish protocols so that any requests made directly to staff are immediately referred to the link on the CPRA webpage. No staff member should be responding to requests directly.

Additionally, since the district receives repeated requests for the same documents, those frequently requested documents will be posted on the webpage for immediate public access.

The Business Services/District Operations team will track requests and provide an update to Board members via the Friday Memo regarding the scope of requests. By creating a centralized system, we will be able to better track and respond to requests and make sure all requests are funneled through this system and processed by an experienced CPRA team. We also believe that it is important for both the Board and public to understand that the volume of these requests can create a significant impact on staff time to complete continued requests from outside data mining companies that utilize the law for their business model.

Food Service Update - Tony Wold (Barbara Jellison)

California School Nutrition Association (CSNA) held their 68th Annual Conference virtually this year. For the first time CSNA was able to collaborate with 10 other state School Nutrition Associations to collaborate and present material of the best practices to get through this pandemic. The three-day event featured opportunities to visit vendors and learn about their new products, network with other district food services employees to get new ideas and the ability to attend and choose from 38 education sessions about administration topics, communication & marketing, nutrition education and food service operations.

The virtual conference allowed WCCUSD Food Services staff an opportunity to experience the conference. Throughout this school year, the education sessions are available to view on demand, so staff can continue to add to their professional development.

One manager said that she appreciated the perspective on improving communication with staff and the importance of lending concise direction after attending an education session.

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Spotlight:

Thursday October 29, 2020 saw the highest participation of 178,600 meals served in one day since WCCUSD Food Services started serving meals curbside on 3/16/2020. This was 13% more meals than the previous highest count. Families, especially the kids were so excited by the vegetable choice of the day, a whole pumpkin. The fruit choice was persimmon, which many were going to taste, eat and enjoy for the first time. Families were also excited to see so many cafeteria staff dressed up in the spirit of Halloween, shout out to Sara Devi and the Hercules Middle staff and Mary Johnson and the DeAnza High staff for going all out with their costumes and decorations for the kids. This day also saw cars lining up an hour before service to pick up a USDA Farmers to Families box at Pinole Jr. The box contained milk, eggs, cheese, chicken and produce; over 1000 boxes were handed out to families.

First Interim Budget - Tony Wold (Regina Webber, Gustavo Aguilera, Andrea Arnold, Tomas Goco)

The Business office is currently working on the first interim reports. School districts must file the interim reports and certifications 45 days after the close of the period being reported. The first report (first interim) covers the financial and budgetary status of the district for the periods July 1, 2020 to October 31, 2021.

The second report (second interim) covers the periods November 1, 2020 to January 31, 2021. District staff must prepare and submit interim financial reports to the governing Board at intervals throughout the fiscal year.

As part of the interim financial reports, the Board certifies to the County Superintendent of Schools, the State Controller, and the State Superintendent of Public Instruction whether the District is able to meet its financial obligations for the remainder of the fiscal year and the next two fiscal years, using one of three certification scenarios:

- A positive certification indicates that based on current projections, the district will meet its financial obligation for the current fiscal year and two subsequent years.
- A qualified certification indicates that the district may not be able to meet its financial obligations for the current or two subsequent fiscal years.
- A negative certification indicates that the district will not be able to meet its financial obligations for the current or subsequent fiscal year.

Due to uncertainty of State funding and the lack of continued Federal funding, the District maintains an ongoing structural deficit. One time funds and reserves will allow the District to meet financial obligations in the current fiscal year, and likely the 2021 - 2022 school year as well, but the District will need to make reductions for the 2022 - 2023 school year (and possibly earlier depending upon State funding). For this reason, the District maintains a qualified certification.

Due to the qualified certification, the District will also be required to complete a 3rd Interim report. This report covers the actual expenditures from February 1, 2021 through April 30, 2021.

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Since we adopted our 2020-21 Operating Budget in June 2020, the school district, as is standard practice has had several budgetary changes. Major budgetary changes were reviewed with the County at the 45-day point in August and will be reflected in the first interim report.

The business office is also working on providing various end of year paperwork for Special Education. The following reports are:

- Subsequent Year Tracking (Maintenance of Effort)
 - The Maintenance of Effort (MOE) is a federal requirement that requires grant recipients and/ or sub-recipients to maintain a certain level of state/local fiscal effort to be eligible for full participation in federal grant funding.
- Excess Cost Calculation Report
 - The excess cost calculation determines excess costs of the provision of special education services and related services.
- School Based Medi-Cal Administrative Activities Fiscal Report
 - The MAA Program offers a way for LEA's to obtain federal reimbursement for the cost of certain administrative activities necessary for the proper and efficient administration of the Medi-Cal program.
- Cost Reimbursement Comparison Schedule Report
 - Participants in the LEA Medi-Cal Billing Option (LBO) Program are required to annually certify, through the CRCS process, that the public funds expended to provide LBO Program services are eligible for federal financial participation.
- Table 8 Report
 - The Table 8 reports on Individuals with Disabilities Act Part B Maintenance of Effort Reduction and Coordinated Early Intervention Services

With the recent staff changes and the world that we live in today, it is challenging to complete all the required and extensive reports. Professional development of the district's new staff in the fiscal division is important as we continue to develop more transparent budget reporting processes. We look forward to presenting updated budgetary information to the Board and community at the meeting December 9th as part of the First Interim report.

Contracts Update - Tony Wold (Mary Kitchen, Anne Shin and Martine Blake)

The November 4th Board summary had items that required additional AMO information, please see below for that information.

- **Bay Area Community Resources** will provide social-emotional behavioral health for students at Richmond High and Vista High School. Restorative, culturally jumble and trauma-informed behavioral health services help youth and families cope with emotional/life circumstances and develop positive strategies.

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The annual objectives for both Richmond High and Vista for this year are:

- Chronic Absenteeism for program student participants will decrease by 3% as measured by monthly chronically truant reports (A2A).
- Eighty five percent of program participants will indicate growth towards their clinical goals as measured by clinical assessment at least three times per year: baseline survey, mid-program survey, and end of program.
- Eighty five percent of Family, staff and program participants will indicate program satisfaction and growth towards clinical goals and skill attainment as measured by self on the mid-year and the end of year survey issued by BACR.

The annual objectives from last year were:

- Vista High School's Previous annual measurable outcomes where: 20 clients served - 65% of students showed reductions in high risk behaviors and/or improved coping skills. 85% of students demonstrated positive movement along Stages of Change continuum. They were unable to survey parents this year due to COVID shut down.
- Richmond High School's previous annual measurable outcomes were: 142 clients served (all crisis and mostly one-time sessions) - 100% of clients showed reductions in high risk behaviors and/or improved coping skills and 95% of clients demonstrated positive movement along Stages of Change continuum.

The Office of African American Student Achievement is presenting these contracts

- **East Bay Center for Performing Arts** Mafanikio after school program provides arts instruction to all students enrolled at Grant, King, Mira Vista, Nystrom and Sheldon Elementary Schools. This program will serve African American students enrolled in their sites after school Mafanikio program and will focus on Afro-Diasporic culture and dance disciplines.

The annual objectives for King, MiraVista, Nystrom, Sheldon and Grant for this year are:

- Participants will attend at least 85% of the program as monitored by staff documentation of the number of participants in each synchronously delivered class. Participation in asynchronous lessons will be tracked by number of views. Should schools re-open, staff will continue to document attendance in classes.
- Eighty five percent of program participants and their caregivers and site staff and administration will report program satisfaction as evidenced by surveys assessments issued twice per year to measure overall program satisfaction and student growth, focusing the programs efficacy and positive impact on classroom culture, socio-emotional learning, and fostering student agency.
- Eighty five percent of program participants will demonstrate skill attainment as measured by formal and informal assessments for skill development three times a year; these

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assessments will include virtual performances and share outs, where students will be able to demonstrate what they have learned.

- African American student participants will increase attendance by 5% as evidenced by PowerSchool attendance data.

Previous AMOs for this program were met as a whole, as measured by student performances and interviews. Below are quotes that address each intended goal. Due to COVID we were unable to disseminate end of year surveys as well as host our Spring performances.

- **Goal #1: Self-discovery - students build a positive sense of self, uniqueness, and potential**
“[Mafanikio dance classes] helped me to build my confidence on stage; it also helped me stand up for myself when I was being treated differently at school. I was happy to perform at the Juneteenth Parade, it made me feel more confident.” - Layla, 13
- **Goal #2: Creative Experience and skill acquisition - students demonstrate the age-appropriate, VAPA aligned technical, artistic, cross-cultural, interpersonal, discipline-related, emotional, and cognitive skills to engage, perform, and create in diverse artistic traditions, all skills which transfer to academic achievement.** *“[The Mafanikio Program] transformed me, showed me that I’m smart and that I can do anything. It also taught me how to express my talents, and made school more fun. I loved learning about [West African] dances with Mr. Philip.” - Judah, 14*
- **Goal #3: Self-Determination: students set challenging personal, artistic, and educational goals for themselves and meet them.** *“Mafanikio had a major impact on our family; it brought my children to the East Bay Center, which was a major opportunity for them to hone their gifts and talents. It allowed them to express themselves, it gave them confidence, and nurtured the things they had already been doing.” - Janika, Parent*
- **Goal #4: Community Connection through Performances - students develop meaningful interpersonal relationships and civic engagement as they are contributing to and are recognized by an inclusive community.** *“Being in the program gave me a chance to show people what I can do...I found a community and made friends where we could have a positive influence on each other. -Jezreel, 13*
- Student performances are a critical part of the Mafanikio program. Typically, we present at least two student performances per year at each site, with the goal of bringing together parents, families, and community members, in order to positively impact school culture and climate. In the Spring, we bring together Mafanikio students from all four sites to perform at East Bay Center's Iron Triangle Theatre for their peers, families, and teachers. In the past, this has been a powerful way to build community and celebrate students' success, as well as assess students' skills and evaluate their learning. We also bring

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Mafanikio students together to participate in the annual Richmond Juneteenth parade. Should schools remain closed for the remainder of the year, we will pivot these performances to a virtual mode. Please take a look at this [link](#) for videos of past performances.

De Anza High School is presenting one contract

- **Mills Teacher Scholars at Mills College** will provide individual coaching/data collection and support to teacher leaders for the 2020/2021 school year through 36 hours of virtual sessions. Facilitate monthly principal coaching sessions on visioning for and support adult learning at De Anza High. This will culminate in a 6 hour Summer Intensive Retreat for Teacher leaders in August 2020 that Mills Teacher Scholars will plan and facilitate.

The additional details including current and previous AMOs for the Mills Teacher Scholars contract are available through [this link](#):

From Ms. Nunez

I'm very grateful for the opportunity to learn and work with Mills College. This is my 3rd year leading my department and I feel that I am finally getting leadership training that I'm instantly putting to good use and not only that they are helping us center our leadership around students. We need more of this type of intentional and personal training, it only helps our students, our school, and our district overall as they are helping develop in house leaders.

Mr. Mortel

Working with Mills has been helping me become more reflective of my own practice by asking the important questions and discovering where I am falling short and where I am doing well. I am able to model this mindset to my team by sharing my thought process and plans while getting feedback. We have been able to demonstrate public learning in our department. I believe this work has also made my team look deeper into their own practice. We have become more collaborative with the strategies we implement and more intentional with everything we do. We have been seeing an increase in student engagement and progress even during distance learning.

Mr. Mosqueda

The Mills program has been fundamental in the way I haven been reshaping my approach to instruction. I have been able to focus more on improving the academic identity of my students. That has meant guiding students to reflect on how they feel before doing an activity and then checking how they feel after. In between, I make sure to provide students with scaffolds where they can feel successful by accomplishing small goals. Therefore, it is allowing me to identify and provide better scaffolds. It is also allowing students to realize that success does not always mean getting things right, but it is going through a process, make mistakes and correct as we go.

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I have also received training to facilitate my department meetings with goals that are more focused. I feel I am better at reflecting and identifying our needs.

I feel the Mills Program is making our group better leaders and better instructors to be able to support our students at De Anza.

Ms. Webb

Working with Mills Teacher Scholars has provided me with practical structures to examine student data in order to improve my teaching practice. I also appreciate that the work we do with Mills Teacher Scholars builds our capacity as an instructional leadership team -- allowing us space and protocols to have the difficult, but necessary conversations about equity and student learning outcomes. I think it has made me a more thoughtful and reflective teacher-leader.

Ms. Trempy

I see Mills as an eye opening experience for myself, my co-workers along with my students. After 20 years of teaching, I feel Mills is allowing me as a teacher to have a voice and ability to bring teaching into the classroom and in everyday conversations.

Mills has reinvigorated my desire to assist young men of color with new eyes, and yes, a new approach. Mills has not only enhanced my teaching skills, they have allowed me to open dialogue on that approach to my co-workers.

Finally, as a good teacher knows, the learning process never ends, and Mills has demonstrated how we can continue the learning process; no matter what comes our way!