

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
October 09, 2020

Upcoming Events – Matthew Duffy

October 12: No school, Reserved Day 1
October 13: Facilities Committee, 3:00 PM
October 13: DLCAP Meeting, 6:30 PM
October 14: Agenda Setting, 4:30 PM
October 14: Safety Meeting, 6:00 PM
October 15: Governance Committee, 5:30 PM
October 20: AASAT Meeting, 6:15 PM
October 21: Board of Education Meeting, 6:30 PM

A glimpse behind the IT department curtain - Tracey Logan

Our 37 person IT department has been very busy over the past 6 months working to provide a solid technology foundation for distance learning, teaching and working. Our focus is 1) access and 2) ease of use. Over the coming weeks and months we will provide some quick glimpses into the work that happens behind the scenes to make that happen.

Glimpse #1 Clever logins are off the charts - Tracey Logan (Nicole Joyner and Francie Kunaniec)

Clever is our portal to online learning applications. Getting Clever set up and maintaining it is a collaborative effort between several teams and departments, including Library Services and PowerSchool. Clever student logins have increased from 2.7 million logins in 2018-19 to 6.3 million logins in 2019-20. Teacher logins have increased from 139,000 in 2018-19 to 280,600 in 2019-20. To date this school year, we have already had 3 million student logins and 148,000 teacher logins, which is more than we had total two years ago in 2018-19!

Glimpse #2 Profile of our very own Luis Nunez, Desktop Support Technician- Tracey Logan (Mark Terrill and David Oliver)

As a young person, Luis liked to take apart radios, remote control cars and other electronics to learn how they worked. He attended El Sobrante Elementary and returned to the district for his high school career at Kennedy, where he started with TechFutures (ITA) in his sophomore year. ITA was a challenging, exciting, and rewarding program. He learned how to create websites with Adobe's suite of programs and attended the Computer System Management classes with Dr. La Rue Moore. He learned about the internet of things, imaging, programming, computer hardware and software repair, assembling labs, and studied the CompTIA A+ technician certification. According to Luis, "It was where I realized how good I was at working with computer hardware and connectors. I remember staying after school and spending time with Dr. Moore to learn more about new technology and teach me extra tips and tricks. During high school I would go around helping students and teachers with their technical problems." Upon graduation from high school, he was given an opportunity to become a summer intern with the WCCUSD IT department. At the end of summer, he went back to TechFutures becoming an Aide for Dr. La Rue Moore. When the school year was over, the Ron Whittier Foundation offered him another opportunity to intern with the WCCUSD IT Department while attending Diablo Valley College. Luis remembers, "I took my knowledge from ITA and tried it out in the real world. Interning for the district

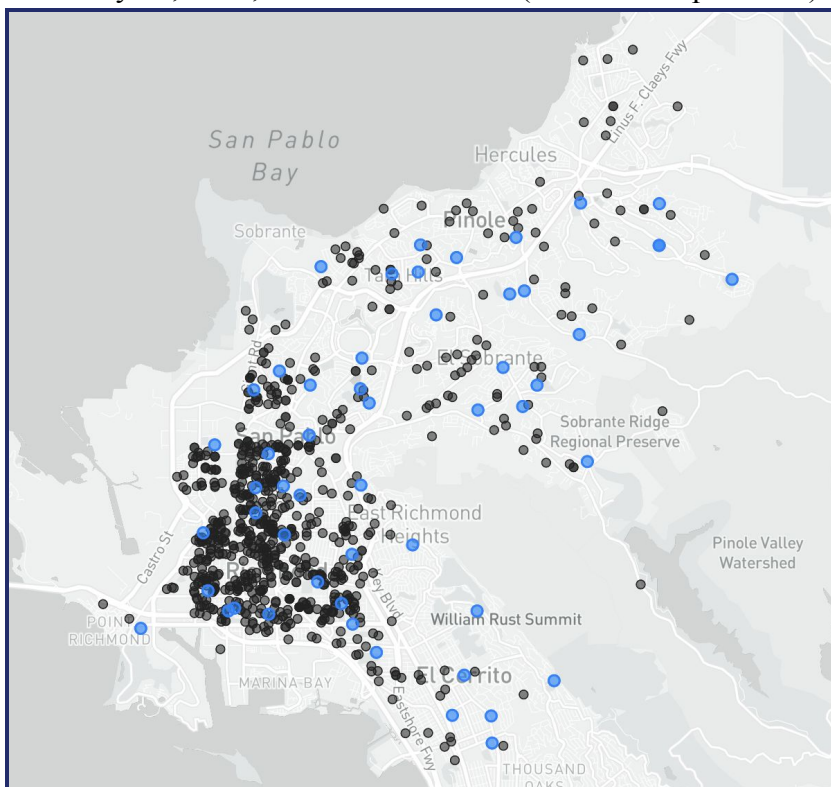
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was amazing”. When a position opened up in the WCCUSD IT department, he was hired on as a permanent WCCUSD IT Desktop Support Technician and is now one of nine technicians in the IT Department. As of late Luis uses his technical, people, and Spanish language skills to help staff and students resolve technical issues remotely. Luis is an incredible asset to our technology team and our community!

Community Wifi - Tony Wold, Tracey Logan, and Luis Freese (Jamal Abki and Melissa Payne)

The District has begun the investigative process of finding long term solutions to the digital divide that impacts our students. Now, more than ever, the necessity of a reliable Internet connection is paramount in importance. To date, the District has issued more than 4000 and soon will be over 5000 hot spots being utilized to enable home access for our students. As we learned in the spring, there are significantly dense areas of our school community without access to reliable home Internet access.

From July 15, 2020, Board Presentation (Data from April 2020)



In July the District presented an update of the work that we were doing to investigate options to broaden access for our students. We were looking into LTE networks and the possibility of a point to point, or point to multi-point wireless mesh network likely grounded in dark fiber technology. As we continue to investigate options it is clear that the District will need to seek out strategic partnerships to build a model that can be sustained.

The current utilization of hot spots comes with a monthly access charge for each hot spot. LTE networks would require that all devices have a second access point device (like a hot spot) to be able to access the Internet. The best model is one where a second device is not required and the student can directly access

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a wifi network. This is the most cost effective, and most portable option for students so that they would have reliable access to the Internet both in school and at home.

The pathway to developing a solution for community wifi requires multiple approaches. The District has determined that to move forward we will need to develop a Request For Proposal (RFP) to determine what possible solutions are available. Within the point to multi-point wireless mesh space, there are limited providers of this technology limiting options. Within the wifi provider options, there is not the current availability of FCC licenses to become our own Internet Service Provider (ISP). In each possible solution, there are logistics of placement of access points and service radius that have to be addressed.

In consultation with our legal counsel, we have defined that the parameters of an RFP will be governed by Public Contract Code 20118.2 which allows the District to issue the RFP with the ability to then undertake competitive negotiations with any providers that respond to ensure the best chance of meeting the District's needs. The District will also ensure that the RFP and ultimate option includes a proof of concept deliverable to limit the District's exposure. This proof of concept will focus on our most densely populated area based upon need.

In the utilization of Public Contract Code 20118.2 there are 7 criteria that must be considered including:

1. RFP must be prepared and submitted to an adequate number of qualified sources as defined by the school district;
2. Notice shall be published at least twice in a newspaper at least 10 days before the date for receipt of the proposals;
3. District shall make every effort to generate the maximum number of proposals and shall make a finding to that effect before proceeding to negotiate if only a single response to the proposal is received;
4. The request for proposals shall identify all significant evaluation factors, including price, and their relative importance;
5. The school district shall provide reasonable procedures for the technical evaluation of the proposals, the identification of qualified sources, and the selection for the award of the contract;
6. Award shall be made to the qualified bidder whose proposal meets the evaluation standards are most advantageous to the school district with the price and all other factors considered;
7. If the award is not made to the bidder whose proposal contains the lowest price, the school district shall make a finding setting forth the basis for the award.

The School District, under Public Contract Code 20118.2, at its discretion, may reject all proposals and request new proposals.

District staff is pursuing this project as an equity issue and will be doing investigative outreach over the next month to define the technical requirements for the RFP. We are hoping to meet with local legislators to discuss the need for partnership to place access points on property not belonging to the District and look at options for greater partnership. We will also be having technical investigative meetings with providers of mesh technology and current ISP providers.

The overarching goal of this project is the following:

- Implement a Wifi solution that allows all WCCUSD students access to the Internet free of charge within the geographical boundaries of the District

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- Partner with a technology provider to provide maintenance of this network to ensure reliable service
- Reduce the need for secondary devices to provide access (hot spots, etc)
- Build a permanent solution to the ongoing digital divide to eliminate these inequities across our system

Our tentative timeline (this can change as we progress with our investigation stage) is as follows:

- October - November 10
 - ◆ Investigative Outreach with public agencies and technology providers
 - ◆ Creation of RFP for distribution
- November 20
 - ◆ Release of RFP through mid - December
- December
 - ◆ RFP due December 2020
- January 2021
 - ◆ Evaluation of options from RFP submission and competitive negotiations
- February 2021
 - ◆ Potential solution brought to the board for proof of concept implementation

Campus Safety Officer Working Group - Tony Wold (Julio Franco and Michael Booker)

The District has created a small group to get together to have a structured discussion about the role of Campus Security Officers (CSOs) in the West Contra Costa Unified School District. We all understand the changes in our society that moved our district to make a break from contracting with local law enforcement agencies for School Resource Officers to be on our secondary campuses. Since that time, the District has begun our deeper work through our wellness Fridays to dig into the root causes of systemic bias and institutional racism. This work will be ongoing for the foreseeable future and will require some very hard, needed, conversations.

This group is being formed to ask a critical question: What do we believe is the role of the CSO in the future and what do schools need? This group is not being formed for any other reason than to have an honest conversation about what we believe we need and where we can go from here. Any changes to the role of the CSO are subject to collective bargaining laws and would be done through that lens.

Any recommendations to changes of the CSO role are also subject to discussion at the board level, and this may also direct collective bargaining.

Our belief is that informed decisions come from bringing together a group of individuals that represent multiple viewpoints to understand what might be a pathway forward. This cannot occur in isolation, nor can it be done with one (1) minute of public comment per individual. We are asking this group to be part of this genuine discussion about what do we need and what is the role of a CSO?

We have asked Annie Song Hill to facilitate this conversation and provide us with some common agreements on the needs and functions of the CSO today, and what may be needed for the future.

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This group is NOT negotiating any changes, what they will be doing is informing options and possible next steps that can be brought forward for discussion through the District Safety Committee and ultimately to the Board.

The configuration of the group is designed to have input from multiple lenses:

- Actual working CSOs and their representatives
- A High School Principal
- A Middle School Principal
- Our District Safety Coordinator
- District Operations Director
- A representative of a community based organization that connects to this work
- A parent/teacher representative that connects with this work

The first meeting of this group is from 1 -3 p.m. on October 14th prior to our first District Safety Committee meeting which will be occurring that evening.

The outcome desired from the group will be to answer what is the needed role of the staff that currently have the title CSO in the future for WCCUSD. We are excited to have a group work together to inform our discussions moving forward.

Forensic Audit Resolution “Ivy League Connection” - Tony Wold and Luis Freese

Two of the findings from our Forensic Audit that needed to be reconciled and verified had to do with the connection between the District and the Ivy League Connection (ILC). For the ILC to continue it would have needed to establish strict structures and criteria parameters. The findings are listed below:

77	FI1-2	Review any agreement(s), or policies with the ILC to ensure they are current, relevant and in compliance with all appropriate legal, administrative, and best business and ethical practices. Establish clear criteria with the ILC concerning eligibility of scholarships by children and family members of Board members or District Executives (including whether children of the same should be allowed to be recipients) and full disclosure to the public of these family recipients of ILC scholarships.
78	FI1-3	In coordination with the ILC, review and evaluate Mark marketing materials and information brochures about the ILC to ensure these materials fully disclose information about the donors and their vendor relationship with the District Bond Program.

The District has confirmed that the ILC has allowed the website to lapse and there is no longer any funding in the program. The sponsor of the program, Don Gosney, is no longer an active participant nor is there any funding for the program. The District does not have any conflict of interest issues with a program that does not exist. With the other adjustments to Board Policy we have disclosure requirements that ensure proper disclosures which will reduce the potential impact of any conflict of interests.

The District has determined that the #77 FI1-2 is no longer a going concern as there is not an operational program. There are no active scholarships, no funding, and no program this issue is no longer relevant. Through the conflict of interest board policy, we have ensured that there are protocols of notification of any interests in outside organizations. The Ivy League Connection was designed to provide support for students within the district, but within the audit parameters it is essential to have a separation of duties. Should a future program come into existence the board policy regarding conflict of interest and disclosure

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will ensure that future issues do not have any conflicts of interest. At this point, both #77 F11-2 and #78 F11-3 are resolved as the ILC is not a viable entity. This clears the two items from this audit.

LCAP Budget Template for Parents - Tony Wold (Lyn Potter and Marin Trujillo)

The State of California has released the [LCAP budget report for parents](#). This template is to be reported to the board as part of the First Interim in December. In reviewing this template, the opinion of me (Tony Wold) is that this template does not meet the goals that the board, the community, or our administration believe is sufficient to meet our goals. Below is a snapshot of the template’s main data elements:

Projected General Fund Revenue for the 2020-2021 School Year		Amount
Total LCFF funds		
LCFF supplemental & concentration grants		
All other state funds		
All local funds		
Total federal funds		
Federal CARES funds		
Total Projected Revenue	\$	-
Total Budgeted Expenditures for the 2020-2021 School Year		Amount
Total Budgeted General Fund Expenditures		
Total Budgeted Expenditures in the Learning Continuity Plan		
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan		
Expenditures not in the Learning Continuity Plan	\$	-

The data here is what is reported for the most part in a normal SACS form and does not provide additional information about expenditures without significant details, Moreover the amounts will not match up on the expenditures as 4 items shown would have the same funds listed in several of the boxes since LCAP funds would be technically be in all 3 of the boxes of expenditures in the chart. To illustrate the report we included a portion of the Unaudited actuals to describe where the data for the LCAP Budget Report for Parents is reported.

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			2019-20 Unaudited Actuals		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)
A. REVENUES					
1) LCFF Sources		8010-8099	278,331,399.65	0.00	278,331,399.65
2) Federal Revenue		8100-8299	0.00	22,565,487.77	22,565,487.77
3) Other State Revenue		8300-8599	9,731,380.96	28,929,407.00	38,660,787.96
4) Other Local Revenue		8600-8799	19,163,581.72	18,733,532.46	37,897,114.18
5) TOTAL REVENUES			307,226,362.33	70,228,427.23	377,454,789.56
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	106,236,792.63	44,141,380.75	150,378,173.38
2) Classified Salaries		2000-2999	30,559,239.60	29,161,174.30	59,720,413.90
3) Employee Benefits		3000-3999	62,216,089.80	31,953,018.95	94,169,108.75
4) Books and Supplies		4000-4999	2,989,129.01	7,266,744.75	10,255,873.76
5) Services and Other Operating Expenditures		5000-5999	25,338,555.41	33,511,569.38	58,850,124.79
6) Capital Outlay		6000-6999	21,303.69	1,806,262.52	1,827,566.21
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,383,947.67	1,746,018.07	3,129,965.74
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,664,767.25)	1,416,305.09	(1,248,462.16)
9) TOTAL EXPENDITURES			226,080,290.56	151,002,473.81	377,082,764.37
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			81,146,071.77	(80,774,046.58)	372,025.19

- A. Total LCFF Funds is Row 1 - Column A
- B. LCFF Supplemental and Concentration Funds are also in Row 1 - Column A
- C. All other State Funds are in Row 3 - Column C
- D. All local Funds are in Row 4 - Column C
- E. All Federal Funds in in Row 2 - Column C
- F. CARES Act will show embedded in Row 2 - Column C
- G. Total Revenue will be the same as Row 5 - Column C

The issue with the Parent Report is that people will not be able to make simple Math connections. The first row (A) asks for all LCFF Funds, then the second row (B) is just Supplemental and Concentration which was also included in the first row. That alone will be confusing as many people would be led to believe that the District received both as revenue when these are duplicated charts. The same issue occurs for Federal Funds where CARES Act (F) is included in Federal Funds (E).

For the Expenditures the issue is even more confusing as there is very little detail and the template locks the math requiring districts to adjust the numbers to remove duplication which will create greater confusion.

A.Total Budgeted General Fund is reported in Row C - Column 9 and then the contributions have to be added to get the actual amount

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- A. Total Budget General Fund is reported in Row 9 - Column A but does not include contributions which are required
- B. Total Budgeted Expenditures in the Learning Continuity and Attendance Plan includes some data from Row 9 - Column A and Column B, but not all
- C. Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance Plan is all included in the row above
- D. Total Expenditures not in the Learning Continuity and Attendance Plan is not going to mathematically match to anything due to the fact that the District will have to separate expenditures to either be in Row B or Row C and eliminate any Federal funding from the report

The Template then creates some charts automatically that will not tie directly back to the budget and has a prompt for a small narrative. One of the prompts has to do with how the District spent LCAP funds from the 2019 - 2020 school year. This is to determine if all LCAP funds were spent. In our Unaudited Actuals the District did account for this and assigned LCAP funds back to support LCAP goals. This portion of the template is positive in showing that funds stay dedicated to the appropriate purpose.

Because we do not believe that the template will provide the information that the Board and Community is looking for to have more transparency in the budget. We will be engaging with the DLCAP committee to get input on other ways to present information to create as an appendix. The District will attempt to create something with more detail for the December report and continue to work toward building better reporting as we begin the data reporting projects. We cannot guarantee that what is created for December will be sufficient, but we are committed to work toward better reporting in a collaborative manner.

WCCUSD Food Service Department celebrates National School Lunch Week October 12-16. - Tony Wold (Barbara Jellison)

In this time of great uncertainty, one thing children and their families can count on is the availability of healthy school meals that ensure students are nourished and ready to learn. Research shows that the National School Lunch and Breakfast Programs play a critical role in supporting academic achievement and combating childhood hunger and obesity. That is why WCCUSD Food Services is working daily to ensure every child continues to have access to safe, nutritious school meals, when students are online attending classes. Food safety is our top priority.

The Centers for Disease Control and Prevention (CDC), the Food & Drug Administration (FDA) and the World Health Organization (WHO) all stress that there is no evidence COVID-19 spreads via food or food packaging. School meal preparation is conducted in strict adherence with federal, state and local food safety regulations. In addition, CDC and FDA procedures are in place to protect school nutrition staff and the students they serve, including the use of Personal Protective Equipment, additional cleaning of food preparation and service areas and regular training on proper hygiene practices and food safety measures. National School Lunch Week, October 12-16 is a student's ticket to good nutrition. Every school lunch meets strict nutrition standards, including limits on calories, sodium and unhealthy fats. Every school lunch includes 3/4 cup of vegetables, 1/2 cup serving of fruit, 1 cup of 1% or fat-free milk and each entree includes whole grains and lean protein. Currently over 6,000 children are receiving healthy lunches every school day in WCCUSD and all children in the West Contra Costa Unified School District boundaries are eligible to pick up free meals from our 15 distribution sites!

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Lavonya De Jean Cafeteria helps in outreach to students and families - Tony Wold (Barbara Jellison)

On Friday October 2, Tracy Hollins, cafeteria manager at Lavonya De Jean and her staff supported an Ed Fund special event and outreach to students and families along with Dr Fatima Alleyne, Contra Costa County Board Trustee Area 1. They distributed fresh produce, shoes, backpacks, 49ers playbooks, as well as a form for families to pick up clothes at a later date to enrolled Lavonya De Jean students.

Volunteers included the following:

Contra Costa County Board of Education and My New Red Shoes: Dr. Fatima Alleyne

EdFund: Jasmine Jones, Robert Bunce, Sarah Camacho, Lucia Moreno Nava,

Jordan Senigar

My New Red Shoes: Kelly Reck, Justin Kelly

DeJean Middle School: William Allums, Tracy Hollins, Emma Monroy, Danielle Mitchell, Martha Pizano, Esmerelda Manjarrez, Maria Ramirez, Maria Rodriguez, Latasha Croquet, and Guadalupe Enllana - parent volunteer

Donations were by White Pony Express (produce), My New Red Shoes (shoes), 49ers (playbook), PPE for volunteers provided by Dr. Fatima Alleyne

USDA Farmers to Families boxes, whole pizzas and fresh produce a success yesterday at Nutrition center - Tony Wold (Barbara Jellison)

Food Services handed out over 500 boxes of the USDA Farmers to Families boxes to community families and served over 1300 breakfast and lunches yesterday at our special event at the Nutrition Center. The USDA Farmers to Family boxes had a great assortment of items: gallon of milk, tub of sour cream, bags of potatoes, bag of apples, cheese, celery, eggs, melon, and chicken (meatballs, nuggets, etc). As a special treat for lunch, we gave away whole 16" pizzas for families to cook at home. We are also giving away whole fruits and vegetables as part of the meals such as cabbage, potatoes, cantaloupes, pears, etc. to give families a variety of produce to serve at home. As more families have found out about the program, our numbers have more than doubled from the first week we started this event at the Nutrition Center.

Information went out to families' last minute through the Bay Area Univision news, which informed additional families of this event.

Each Thursday, Food Services chooses one of our curbside sites to give out the Farmers to Families boxes and whole pizzas. Go to www.wccusd.net food services to find out next week's location.

Comprehensive School Site Safety Plans - Tony Wold (Michael Booker)

The School Site Emergency Plan is designed for use as a school resource for prevention / mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a

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living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

Overview

The Comprehensive School Site Safety Plan provides an operational template for individual schools to prepare for, respond to, and recover from disasters that may occur within the greater San Francisco Bay Area. The emergency organizational structure identified in this plan is consistent with the federally mandated National Incident Management System (NIMS) and the State of California’s Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System (ICS).

Purpose

The purpose of the Comprehensive School Site Safety Plan is to provide a uniformed template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

Scope

The Comprehensive School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed upon goal. Comprehensive School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

Objectives

The objectives for the Comprehensive School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District’s facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

Procedures

District Responsibilities:

1. Provide each school site with a blank Comprehensive School Safety Plan (CSSP) template during the month of October.
2. Give complete and clear instruction to all site principals regarding the proper completion of the CSSP.

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3. Set a due date that is 60 days from the date of dissemination to the site principals.
4. Provide continued support to the site principals while completing the CSSP.
5. Collect an electronic and a hard copy of the completed original CSSP from the sites after the due date.
6. Review and approve the CSSPs for completeness and accuracy.
7. Submit all reviewed and approved CSSPs to the WCCUSD School Board for final approval within 15 days after collection from the sites.
8. Announce in open session, following closed session, any approved Comprehensive Site Safety Plans .
9. Submit board approval confirmation to CDE before the March 1, 2021 deadline.
10. Post all redacted CSSPs on the district website for public access.
11. If needed, submit a letter of explanation certified by the Superintendent to the CDE before October 15, 2021 if the district CSSPs are not submitted by March 1, 2021

We are pleased to share this process with the board and community as our district remains committed to ensuring the safety of our students and staff is always at the forefront of work.

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

English Learner Achievement:

The English Language Proficiency Assessments for California (ELPAC) testing for newcomers and newly enrolled students identified by the home-language survey will begin shortly. Families will have the opportunity to select remote (virtual) or in-person testing. We will have in-Person Testing at Lovonya DeJean Middle School Gymnasium, ensuring a safe environment that conforms with the current Center for Disease Control (CDC) and County Health guidance.

Literacy:

The first in a series of three K-2 Dual Language Instruction (DLI) TCRWP Labsite days occurred on October 7th. This was a Professional Development that was specifically designed for Kindergarten through Second grade DLI teachers to have the support and guided practice with the implementation of Reading and Writing Workshop in Spanish.

Special Education - Kristen Hardy

Below is the data requested by the Board on Wednesday evening related to the number of suspensions for 10 or more days for all students in the district broken down by ethnic group for the period of time covered under our status as Significantly Disproportionate. This data reflects total days of suspension within an academic year, and reflects multiple incidence.

Students Suspended for 10 or More Days by Ethnicity and Year

Ethnicity	2016-17	2017-18	2018-19	2019-20
African American	54	54	42	26

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Asian	1	0	0	0
Filipino	0	0	1	0
Hispanic	43	49	25	12
Multiple	4	2	5	4
Pacific Islander	1	0	0	1
White	5	9	5	3
Total	108	114	78	46

And the data specifically for students with IEPs broken down by ethnic group for the same time period. The “10 or more days” is significant for students with IEPs, as this is considered a Change in Placement due to the removal from the educational setting for a significant period of time that impacts the students access to their IEP services and supports. This triggers the IEP team to conduct a Manifestation Determination Evaluation to determine the nexus between the reasons for suspension and the student’s disability. If the reason for the suspensions is determined to be a manifestation of the student’s disability, the IEP team must engage in a series of steps to address the areas of need through the IEP in order to prevent further removal from the educational setting.

Students with Disabilities Suspended for 10 or More Days by Ethnicity and Year

Ethnicity	2016-17	2017-18	2018-19	2019-20
African American	18	17	8	13
Asian	1	0	0	0
Hispanic	15	10	9	2
Multiple	1	0	1	2
Pacific Islander	1	0	0	0
White	1	4	1	0
Total	37	31	19	17

Of positive note is the significant decrease in the number of students overall, and by ethnic group, who were suspended for 10 or more days in 2018-19. The trend continued into 2019-20, however the data does not reflect an entire academic year, as the school closures beginning in March affected this data to an unknown degree. But the declining trend appears to closely align to an intentional set of practices and supports for sites and administrators that have been implemented. Although the reduction in suspensions

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for students with IEPs was the most significant at 39% between 2017-18 and 2018-19, the reduction for all students was also significant at 22%. This reflects bright spots of practice that the Leadership and Stakeholder teams will examine more closely as we work to design our Action Plan as part of the Comprehensive Coordinated Early Intervening Services Plan.

The Stakeholder Team met yesterday, and included a broad cross section of individuals from the organization and community. The team work for two hours on the data and the verification of the Root Causes for the Significant Disproportionality. It was a robust and meaningful conversation that moved our work forward.

On another note, I had the opportunity to accompany a principal on two observations this week: an elementary speech and language session and a primary ESN Autism class. It was inspiring to see the creativity and enthusiasm of our teachers, specialists, and paraprofessionals for their work, and their unconditional positive regard for students and families. Our First Student delivery system also appears to be effective, as students had the same materials in their home that the teacher and paras were working with in their virtual spaces. The teacher shared with me that much of her time has been spent supporting her parents of young severely handicapped students to employ the learning, behavioral, and engagement strategies used in the classroom in their home, along with the materials. It struck me what a unique opportunity we have in this new learning environment to support our parents to gain new skills and align our strategies between home and school to support students to learn and generalize skills across settings. We have a built-in coaching system. All of the parents of the students in her class were present and participating in the lesson, alongside the teacher and paraprofessionals.

Student Teacher Placements - Human Resources (Marci Williams & Sylvia Greenwood)

The majority of the time, the university will already have a placement and a mentor teacher in mind. If a student teacher needs a placement, our HR Recruitment Coordinator will contact the sites and ask if the site is interested in a student-teacher placement and recommendations for a mentor teacher. All student teachers must be cleared by Human Resources. Here is a [1-page outline](#) of our process.

State Policy Engagement - Rubén Aurelio (Allison Huie & Team)

You are invited to join College and Career Pathways staff, CTE teachers, and other stakeholders from around the state for the 2020 Computer Science State Policy Forum on October 14-15. The two-session event will be virtual this year.

1. The main session on October 14 from 1:00 to 2:30 pm ET. This session will include a panel discussion of how "Computer Science is More Important Than Ever" featuring Superintendent Jillian Balow (WY), Superintendent Jhone M. Ebert (NV), and Commissioner Penny Schwinn (TN). Afterward, Code.org, the Computer Science Teachers Association, and the Expanding Computing Education Pathways Alliance will launch the 2020 State of Computer Science Education Report.

2. A “state of your state” session on October 14 or 15, where you will learn about and discuss the state of computer science in your state. See the forum [website](#) for the exact time for your state’s session.

West Contra Costa Unified School District
Office of the Superintendent

[The registration](#) deadline is October 11.

College Engagement - Rubén Aurelio (Allison Huie & Team)

In collaboration with WCCUSD's Department of College and Career, UC's Early Academic Outreach Program (EAOP)/Destination College Advising Corps (DCAC) will be hosting the 2nd [WCCUSD College Fair](#), open to all High School Students on Monday, October 19, 2020, from 4 PM to 6:30 PM. Due to the unique circumstances of our quarantined environment, we will be hosting this across two districts, both WCCUSD and OUSD. We are excited that 51 Colleges have confirmed their attendance for this event. In attendance will be colleges and universities representative of the UCs, CSUs, private schools, as well as out-of-state institutions.