

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
January 21, 2022

Upcoming Events – Dr. Kenneth C. Hurst, Sr.
January 28: 100th Day of School
February 1: First Day of Black History Month

Next Board of Education Meeting January 26, 2022– Dr. Kenneth C. Hurst, Sr.
Closed Session will begin at 4:30pm

Contracts Update for the 1/26/22 Board Meeting – Robert McEntire Ed.D.- Mary Kitchen

BookNook Inc – Expanded Learning

BookNook Inc. will provide reading intervention for WCCUSD after school programs. BookNook will provide 1:1 reading intervention for 30 minutes twice per week for 12 weeks. 240 students
16 sites: Bayview, Coronado, Dover, Downer, Fairmont, Ford, Lake, Obama, Mira Vista, Murphy, Peres, Riverside, Sheldon, Verde and Washington.

[Link to Additional Information](#)

City of San Pablo – Community Engagement

To leverage the partnership between Cities and Schools, the City of San Pablo has agreed to match and expend funds to grant out Lead Agencies and hire Beacon Directors at all six San Pablo schools: Dover, Lake, Bayview, Downer, and Riverside. In addition, the funding will be utilized by Lead Agencies to subcontract for additional services supporting youth development and violence prevention, based on the needs of each individual school site. The City of San Pablo, in collaboration with West Contra Costa Unified School District (WCCUSD) and the Lead Agencies, will be supervising these community school directors, overseeing their work plans, and providing technical assistance and site support on implementation. Please see attached San Pablo Beacon Community Schools Collaborative Leadership Roles and Responsibilities. 1.0 FTE (1 full-time Beacon Director at each school)
Sites: Downer, Riverside, Dover, Lake, and Bayview

[Link to Additional Information](#)

StudioFive10 – Pinole Middle School

StudioFive10 is grounded in principles that are designed to create powerful relationships, which are essential to building thriving communities and will provide the following services at Pinole Middle: Restoration Coordinators provide direct services to students, staff, and families. Restoration Coordinators facilitate conflict mediation circles, community building activities, social-emotional learning workshops, and provide restorative interventions with referred students. The StudioFive10 Restoration Program aims to reduce the suspension, office referrals, and student conflict. Restoration Coordinators will lead conflict mediation circles that bring all parties together to meet and settle on a plan to repair the harm. Students

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learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. Services will be provided Monday to Friday, 8:30 am - 3:00 pm 1 FTE

[Link to Additional Information](#)

Tutorworks – Expanded Learning

TUTORWORKS will implement a customized FOUNDATIONS program, MASTERY Program and/or CODE WRITE DRAW Program in the afterschool program at specific WCCUSD school sites. The objectives of these programs are to improve student achievement in English language arts, math, and critical and computational thinking. TUTORWORKS will provide 1 onsite staff per 20 students to manage the programs at each site. Programs will serve 60 students twice a week for one hour sessions for 9 weeks. The TUTORWORKS staff will be a supplement to the afterschool program staff. The onsite staff will be present for the entire 3 hour session plus set up and clean up time. The other instructors for the TUTORWORKS program will be virtual. Up to 900 students served.

Sites: Bayview, Chavez, Coronado, Downer, Grant, King, Lincoln, Mira Vista, Murphy, Obama, Riverside, Sheldon, Stege, Tara Hills, Verde and Washington.

[Link to Additional Information](#)

West Contra Costa Public Education Fund – Expanded Learning

WCC Public Ed Fund will serve as a fiscal agent for the Middle School Sports League coach's stipends. The Middle School Sports League consists of four seasons throughout the year: Volleyball, Flag Football, Basketball and Soccer. Coaches receive \$500 for up to 36 hours of work, which consists of facilitating practice, coaching during game days, coordinating logistics as well as communication with the school community, families, lead agencies, and the Expanded Learning Office. 360 students.

[Link to Additional Information](#)

West Contra Costa Public Education Fund – Andrea Marroquin

Andrea Marroquin under fiscal sponsor EdFund and BACR will provide the following services at Pinole Valley High: 1. Enhance socio-emotional/behavioral health of students, families and schools. 2. Provide restorative, culturally humble and trauma-informed behavioral health services help youth and families cope with emotional/life circumstances and develop positive strategies so they can be successful and healthy in and out of school. 3. Work with caregivers to strengthen their ability to resolve problems and to support their youths' emotional and academic growth. 1 staff member, 1 day per week, 8 hours, 8:00-4:00.

Site: Pinole Valley High School

[Link to Additional Information](#)

West Contra Costa Public Education Fund – Susan Richards

Susan Richards under Fiscal Sponsor EdFund will provide the following services at Pinole Valley High School; the program uses a blend of teacher referrals, self-directed student inquiries, and word of mouth to provide targeted tutoring assistance across the curriculum. A special focus on at-risk students with regular contact with both Special Needs and English Learning programs means that the "right" tutor will be assigned and work with the students where they need help the most. Bilingual services in English, Spanish, ASL are available and students get help with all subject areas and we bring in additional tutoring resources through hiring as the need evolves. Regular communication with administration, teachers, community workers, and parents ensures that we communicate our availability and services offered. Ms. Richards will be on-site from 8:30-3:30 Monday-Friday, will be on-site in the library Tuesday-Wednesday and Thursday from 3:30-5:30 p.m. Will serve up to 20-40 students in the school day and up to 50 after school.

Site: Pinole Valley High School

[Link to Additional Information](#)

West Contra Costa Public Education Fund – Melvi Valencia

Melvi Valencia under fiscal sponsor EdFund will provide the following services at Pinole Valley High: The program uses a blend of teacher referrals, self-directed student inquiries, and word of mouth to provide targeted tutoring assistance across the curriculum. A special focus on at-risk students with regular contact with both Special Needs and English Learning programs means that the "right" tutor will be assigned and work with the students where they need help the most. Bilingual services in English, Spanish, ASL are available and students get help with all subject areas and we bring in additional tutoring resources through hiring as the need evolves. Regular communication with administration, teachers, community workers, and parents ensures that we communicate our availability and services offered. Ms. Melvi Valencia will provide services after school, Monday to Thursday, 1 hour/day, 4hrs/16 hrs a month.

Site: Pinole Valley High School

[Link to Additional Information](#)

West Contra Costa Public Education Fund – Patrick O’Kane

Patrick O'Kane under fiscal sponsor EdFund will provide the following services at Pinole Valley High: The program uses a blend of teacher referrals, self-directed student inquiries, and word of mouth to provide targeted tutoring assistance across the curriculum. A special focus on at-risk students with regular contact with both Special Needs and English Learning programs means that the "right" tutor will be assigned and work with the students where they need help the most. Bilingual services in English, Spanish, ASL are available and students get help with all subject areas and we bring in additional tutoring resources through hiring as the need evolves. Regular communication with administration, teachers,

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community workers, and parents ensures that we communicate our availability and services offered. Mr. Patrick O'Kane will provide services after school, Monday to Thursday, 1hour/day, 4hrs/16 hrs a month.

Site: Pinole Valley High School

[Link to Additional Information](#)

West Contra Costa Public Education Fund – Calculus Round Table - OAASA

Think Like a Game Designer brings coding to life. Students learn what it's like to build a game and work for a gaming company. Students learn the basics of game development while learning multiple programming languages at the heart of Silicon Valley's most sought-after skills. Students work with and visit gaming companies, learn to creatively integrate technology; mingle with industry leaders, and have a fun time learning math and science. Through this process, math skills aligned to the gaming industry will be emphasized. Both student-led and instructor-led activities will measure and reinforce these concepts.

Site: Nystrom, Mira Vista, West County Mandarin

[Link to Additional Information](#)

Governor Budget Proposal LCFF Revenue – Robert McEntire Ed.D.

On January 10th, Governor Gavin Newsom released his administration's 2022-23 Budget Proposal. This kicks off the 2022-23 budget development process and outlines the administration's priorities for the coming year. Between now and the May Revision, the Governor and both houses of the legislature will negotiate various aspects and issues currently in the governor's proposal plus legislative priorities not included in the governor's proposal.

One change that is part of the annual budget revision is the cost of living adjustment (COLA). This measure is like the Consumer Price Index (CPI) for personal good, but is based on a basket of government cost increases referred to as the implicit price deflator. The value of using the implicit price deflator to benchmark COLA, is that it cannot be manipulated by any administration. At present, six of the eight measures of the implicit price deflator are known, and the final two will be known by the beginning of April. This means the COLA will likely change again between now at the signed Adopted Budget. However, the administration's values presented for COLA are consistent with those used by the Legislative Analyst's Office (LAO) in November 2021.

Figure 1: LCFF REVENUE CHANGES FORM FIRST INTERIM DUE TO GOVERNOR'S 2022-23 BUDGET PROPOSAL shows the calculated revenue increases from the 2021-22 First Interim Report, and will be used in the Second Interim Report, and all analysis until the May Revision is made public. The May Revision factors are those used in the final development of the 2022-23 district budget. The third row shows the COLA factors used at First Interim (Prior COLA) and the factors we will use for the Second Interim Report (due by March 15, 2022). Note how the 2022-23 COLA has increased from 2.48% to 5.33%. That increase is ongoing, and is added to smaller increases for each successive years' in the

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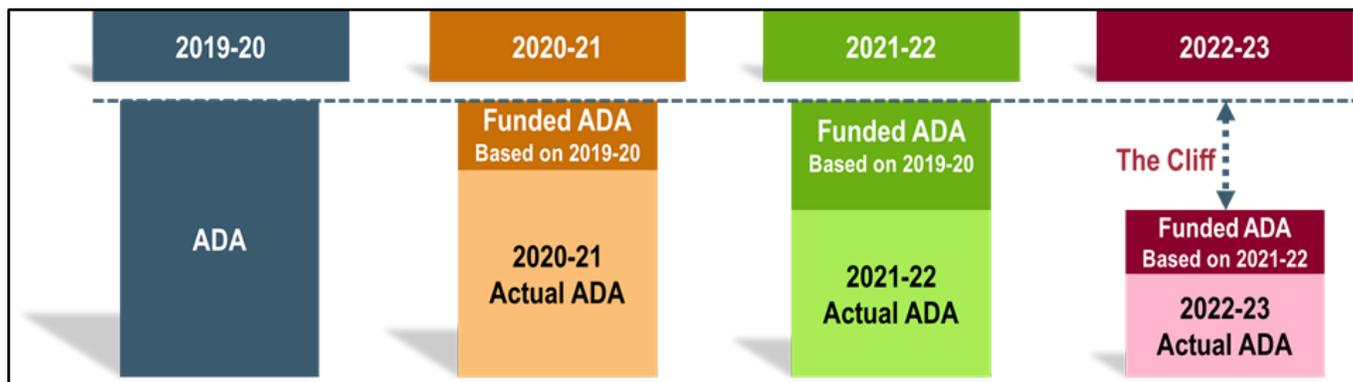
multi-year budget projection. The calculated COLA increase is shown in the line labelled “INCREASED COLA.” This line shows an increase in 2022-23 of roughly \$7.4 million, \$8.3 million in 2023-24, and \$8.0 million in 2024-25. The values in “LCFF REVENUES IN CURRENT LAW” are the values that will be used for the Second Interim Report for LCFF revenues.

FIGURE 1: LCFF Revenue changes from first interim report due to the governor’s 2022-23 budget proposal

LCFF REVENUE CHANGES FROM FIRST INTERIM DUE TO GOVERNOR'S 2022-23 BUDGET PROPOSAL			
Prior COLA/Updated COLA	2.48%/5.33%	3.11%/3.61%	3.54%/3.64%
BUDGET YEAR	2022-23	2023-24	2024-25
LCFF REVENUES AT FIRST INTERIM	\$ 270,916,984	\$ 270,263,050	\$ 276,795,070
GOVERNOR'S BUDGET PROPOSAL			
INCREASED COLA	7,381,346	8,271,107	7,961,902
LCFF REVENUES IN CURRENT LAW	\$ 278,298,330	\$ 278,534,157	\$ 284,756,972
PROPOSAL TO USE PRIOR 3-YEAR ADA (AVERAGED)			
INCREASED REVENUES	24,665,112	30,216,415	35,105,906
LCFF REVENUE IF LAW PASSES	\$ 302,963,442	\$ 308,750,572	\$ 319,862,878

Figure 2 shows the current protections in place for average daily attendance (ADA) extended to school districts as a result of COVID-19. In a normal year, school districts are funded on the higher of current year or prior year ADA. The hold harmless in 2020-21 and 2021-22 ends in 2021-22, creating an ADA (and funding cliff) in 2022-23. The precipitous drop in 2021-22 ADA, which would be used in 2022-23 for districts with declining enrollment (like WCCUSD) has far exceeded the declines seen in normal years. This has caused the governor, and two legislators to submit proposals that limit the magnitude of the decline in 2022-23.

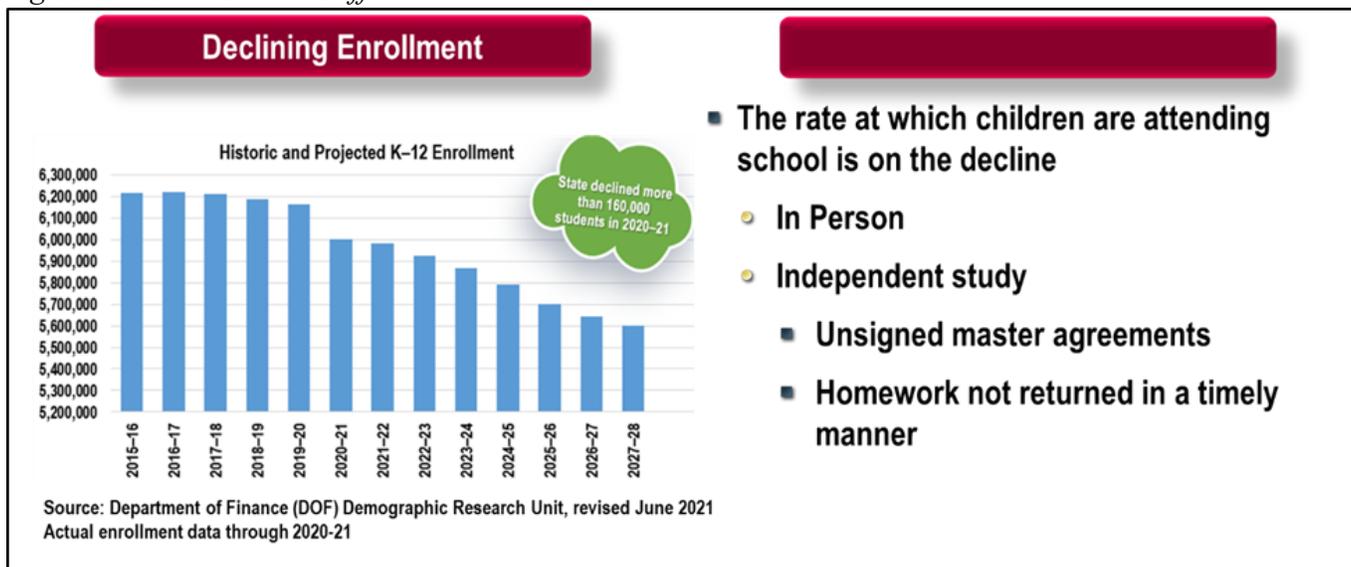
Figure 2: Fiscal cliff created by the 2020 ADA hold harmless



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Figure 3 below shows how the 2022-23 ADA cliff has become a two headed monster. Enrollments have declined faster than in prior years, growing the level of drop effective next fiscal year. Additionally, the rate at which students are in attendance (the proportion of the school year) is much lower than in prior years. Both of these factors increase the impact of the decline driving a precipitous drop in funding for 2022-23. To address the impact of the ADA cliff, the Governor’s 2022-23 Budget Proposal includes a soft landing by allowing school districts to use the prior 3-year ADA.

Figure 3: 2022-23 ADA Cliff



The governor’s budget proposal would provide funding based on the greater of current-year ADA, prior-year ADA, or the computed average ADA using the prior three years’ ADA. Figure 4: ADA cliff-Proposed solution shows the calculation for a hypothetical declining enrollment district that would be applicable for WCCUSD should the law be enacted in its current form.

FIGURE 4: ADA cliff – Proposed solution

Fiscal Year	Actual ADA	Funded ADA for 2022-23	
2019-20	10,000	Current Law	9,500
2020-21	10,000*	Governor’s Proposal	9,833
2021-22	9,500	Difference	333
2022-23	9,250		

*Result of hold harmless

- Goal is to turn the ADA cliff into an ADA softer landing
- The proposed solution would not apply to charter schools, but the Governor intends to engage in outreach and discussions with interested charter school parties
 - No future changes were noted for COEs

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The value of the proposed soft landing can be found in Figure 1 “Increased Revenues” (next to bottom row), and the total revised revenue calculation is included in the bottom line. This increase will not be included in the Second Interim report. Inclusion in the 2022-23 Adoption Budget will be determined based on the status of the legislation at the time and guidance by the state and the Contra Costa County Office of Education.

Curriculum, Instruction & Assessment Early Learning/Elementary- LaResha Martin (Christi Roscigno & team)

Bilingual Literacy Labs

The Department of Curriculum, Instruction, & Assessment for Elementary schools is pleased to share that we are implementing Bilingual Literacy Labs at 3 of our Developmental Dual Language Sites that have an emphasis on improved literacy outcomes for our students through building teacher capacity for both Instructional practices, and meeting student socio-emotional learning. These 3 sites, Dover, Chavez, and Lake, support teachers in DLI classes to participate in hands-on learning, via the labsite model, [detailed in this project plan](#).

College & Career - LaResha Martin (Allison Huie & team)

On January 10, the CA Governor released his proposed budget for 2022-23. In it, the Governor proposes \$1.5 billion in one-time funding, to be expended over four years, “to support the development of pathway programs focused on technology, health care, education and climate-related fields...” In addition, the budget proposes \$500 million in one-time funding “to strengthen and expand student access and participation in dual enrollment opportunities...” Finally, the budget proposes to increase funding for the Agricultural Career Technical Education Incentive Grant program by \$2 million.

Specific legislative language concerning these proposals will likely not be available until early February. However, the description in the Budget Summary says that the pathways funding is “predicated on developing local partnerships that bring together school systems, higher education institutions, employers, and other relevant community stakeholders.”

The Budget Summary also says that the funding for dual enrollment will be “complemented by \$45 million in higher education funding for curricular pathways software and public-private partnerships for STEM, education, and health care preparation.”

While the possibility for more funding for our CTE programs is exciting, this has the potential to make some of the problems we face in CTE even more acute in future years. Investing such a significant amount of funding without long-term stability means that we may run the risk of putting in significant time and effort to 1) apply for the funds 2) build pathways with no promise of sustainability 3) develop partnerships with no promise of sustainability 4) hire staff to manage the programs for a 4 year time period, knowing that the funding supporting those positions does not continue beyond the allocated time frame.

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As one of the cornerstone California districts who have been supporting CTE pathways for over 20 years, we know that program sustainability comes with sustainable funding. Knowing that the new funding being made available is not a sustained funding source, we will have to carefully consider how we utilize any of this additional funding in ways that allow us to make the most of the opportunity, while also building programs that will thrive for years to come.

African American Student Achievement - LaResha Martin (William McGee & team)

In collaboration with the special education department, the OAASA hosted the third session in our parent/guardian engagement workshop series by Dr. Mary Bacon.

Opportunities Denied; Promises Not Kept: Celebrating the Cultural Capital of African American Families

Although the presence of implicit and explicit bias- as well as overt racism- have been well-documented in societal and educational institutions, there has been less of an emphasis on the positive aspects of African American culture that have sustained them in challenging situations even in the face of historical and contemporary oppression. This interactive session will focus on the strengths that are inherent in African American culture and the competencies and survival skills that families can teach their children to more effectively negotiate a system that often gives them more messages about their deficiencies than their ability to conquer any obstacles that they might face.



OAASA Presents

Opportunities Denied; Promises Not Kept:
Celebrating the cultural capital of African American Families

Date & Time
January 11th, 2022
6 PM - 8 PM

Via Zoom
Zoom link [Here](#)
Meeting ID: 985 2180 7154

This interactive session will focus on the strengths that are inherent in African American culture and the competencies and survival skills that families can teach their children to more effectively negotiate a system that often gives them more messages about their deficiencies than their ability to conquer any obstacles that they might face

Keynote Speaker:



Dr. Mary Bacon



OAASA
OFFICE OF AFRICAN AMERICAN STUDENT ACHIEVEMENT



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African American Student of Honors

The African American Student of Honors committee has been meeting and has a tentative date of Thursday, May 19, 2022. If in-person gatherings are still allowed, the ceremony is slated to be held at Contra Costa College. More details to come.

AASAT

AASAT has new executive board members:

- Chair - Ms. Chyanne Tanner
- OAASA Liaison - Mr. Bryan Coleman
- Parliamentarian - Ms. Yolanda Vierra-Allen

Family & Community Engagement - LaResha Martin (Martine Blake & team)

Athletics - Tashaka Merriweather

After a two-week hiatus, WCCUSD teams have resumed games and Tri-County Athletic League (TCAL) competition. However, as games return, the TCAL has adopted a temporary no spectator policy for all indoor sports. No spectators are allowed inside the contest facility for either the home school or the visiting school, with the minimal amount of game support staff allowed such as timers, scorekeepers and trainers. It has also been decided that indoor cheer will not be allowed at this time. The TCAL informed us that this policy will be reviewed again on or about February 1.

Family Engagement - Shakira Reynolds

The DLCAPS Committee met on Tuesday, January 18, 2022 to review Round 2 Progress Monitoring data for the 2021-2024 LCAP. The data presented can be found [here](#), and the Spanish version can be found [here](#). There were presentations by all the Directors from Educational Services and a very thoughtful whole group discussion following the presentation. At the upcoming DLCAPS meeting on February 8th at 6:30pm, parents, community and staff will continue the discussion around the progress of the adopted recommendations, as well as revisit all [recommendations from last year](#) and decide to revisit the unadopted ones, or revise and create new ones for this year.

Additionally, the MDAC committee's next meeting is Thursday, January 27 at 6 PM, and you can join at this [zoom link](#). At the upcoming MDAC meeting there will be a review of the LCAP data related to English Learner Students, an update on established ELACs, and a presentation on the ELPAC test, which is coming up for our English Learner students between February and May, and reclassification.

California Community Schools Partnership Program (CCSPP) - Martine Blake

In July 2021, California passed a historic \$3 billion investment in the California Community Schools Partnership Program (CCSPP). The grant funding (including both new and existing initiatives) is intended to provide sufficient resources for every high-poverty school in California to become a community school within the next 5 years, located within networks of community schools supported by local education agencies (LEAs).

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The CCSPP funding is allocated through June 30, 2028, and will support three grant types to LEAs and schools: (1) Planning grants (up to \$200,000 per qualifying entity for up to 2 years of planning, allocated in fiscal years 2021–22 and 2022–23, with the intention to provide an implementation grant upon successful completion); (2) implementation grants (up to \$500,000 annually to qualified entities, for up to 5 years, to help establish new community schools or expand/sustain existing community schools); and (3) coordination grants (up to \$100,000 annually per site of an existing community school, allocated beginning in fiscal year 2024–25).

WCCUSD plans to apply for the CCSPP grant and will relay plans to engage the community in the development of our grant application in early February. We anticipate the grant being released next month and due in the Spring with award notices being released in June, 2022. You can visit the [Learning Policy Institute](#) to learn more about this exciting funding opportunity.

Expanded Learning - Kasey Blackburn-Jiron

Expanded Learning Office is continuing their external site visits to programs as part of our annual continuous quality improvement (CQI) process (all sites conducted self-assessments with the research-based [PQA tool](#) in October.).

Additionally, we will be bringing several contracts to the Board for the January 26th meeting using new expanded learning funding from the state, Expanded Learning Opportunities Program Funding (ELO Program Funding) to support academics and enrichment at some of our existing ASES-funded sites. These three contracts are for Tutorworks, Booknook, and WCC Public Ed Fund. The Tutorworks contract will allow us to provide 9 weeks of academic support to 960 students across 16 elementary and K-8 after school programs. Of these 960 students, 640 students will be new program participants who are recruited based on academic need. The Booknook contract will provide 1:1 tutoring for 240 students at 15 after school programs in the district over the course of 12 weeks. Lastly, we have a small contract with the WCC Public Ed Fund to allow us to pay stipends to individuals coaching in our middle school sports league.

Spotlight on Families in Transition Division - Julie Luera

Over the past year, the Families in Transition division of the Office of Family and Community Engagement has deepened its collaboration with the Contra Costa County Office of Education's Youth Services Division (CCCOE-YDS). West Contra Costa Unified School District (WCCUSD) defines families in transition as foster families and families suffering from housing insecurity. In addition to the many challenges families in transition face outside of school, our District data shows that families in transition have historically experienced high rates of chronic absenteeism, suspension and lower rates of academic achievement. WCCUSD's partnership with CCCOE is intended to build our understanding of the unique needs of our families in transition and to co-create strategies to meet these needs and improve student outcomes. So far, we have:

1. Held listening sessions with clerical staff to more deeply understand how to remove barriers to immediate FIT enrollment and priority access to services upon enrollment. As a result, we developed a uniform process to quickly identify FIT youth and connect them to resources. If you

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know of any FIT families qualify for priority access to additional services and can self identify using our Housing Questionnaire form ([Eng|Span](#)) to access these resources such as tutoring, case management, housing navigation, and so much more! Community members who are aware of FIT in need can make a referral for services ([Eng|Span](#)) . We hope by removing barriers to requesting help, we can remove barriers to learning for our FIT families much more efficiently.

2. This year, the County’s Foster Youth Services Coordinating Program FYSCP provided WCCUSD with \$20,000 to co pilot a district School Site Liaison/Case Manager program at 4 schools: Helms Middle School, Betty Reid Soskin Middle School, Pinole Middle School and Sylvester Greenwood Academy. Sites were allowed to opt into this pilot and to select a staff member or partner to lead the pilot. The goal of the site liaison pilot is to improve educational outcomes for FIT youth by providing on-site support and coordinated services, providing staff development to build capacity to quickly identify and resource FIT families and students, and to collate program outcome data to debrief and evaluate school and district wide system successes and challenges.

English Learner Achievement - LaResha Martin (Esaul Orozco & team)

Tutoring for Newcomer Emergent Bilingual 6th-8th Grade Students

Background: We know that in addition to the at-risk population we typically serve, there is a need to expand extra support services to more students who have not returned to school with the typical levels of learning routinely demonstrated years past. I am pleased to inform you that we will be implementing a targeted tutoring program this Spring.

Current Plan: We have partnered with a company called Littera Education. Littera is a flexible platform that will allow us to provide fully remote tutoring aligned to our district’s goals and needs. Tutoring program length, frequency, and focus will be determined by students’ needs.

Tutoring is an evidence-based strategy for [Accelerating Student Learning with High-Dosage Tutoring](#). Our goal is to effectively use people, time and resources in a matter that results in acceleration of learning and improved social and emotional well-being. Tutoring is not a one-size-fits-all solution. The Littera Education platform allows our teams to collaborate with their consultants to provide equity in the design of tutoring services. This is essential because like all instructional strategies, tutoring can not be a one-size fits all delivery. Littera provides the ability to be customized to meet the needs of each and every learner. We will deliver what students need in an environment that is an extension of the classroom in a timely and accelerated manner.

Littera’s platform will both ease the burden of program management and help personalize tutoring by helping to:

- provide sustainable one-on-one and small group support programs using best practices and research on effective tutoring
- leverage district’s curriculum for tutoring sessions that fit the student’s identified needs
- create a communication loop between teachers and tutors.

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- achieve intended academic and social-emotional outcomes by adjusting tutoring design to meet a student’s needs over the tutoring period.

We know that our school leaders, teachers, and staff are concerned about the impacts the pandemic has had on our students academically and socially-emotionally and will welcome the added support in the mission to ensure students are college and career ready.

As always, thank you for your continued support of our efforts to ensure that their academic success and social emotional well-being are central in all that you do in your capacity as the WCCUSD Board of Education. If you have any questions or concerns, please contact [Esaul Orozco](#).

Communications Update - Ryan Phillips

Thursday, January 20, 2022

[Sick-Out Protest: Dozens Of Richmond High Teachers Participate | Pinole, CA Patch](#) | By Ali Tadayon, EdSource

More than 30 of Richmond High School's approximately 70 teachers participated Wednesday in a sick-out protest over health and safety concerns at the East Bay campus.

Richmond High's sick-out was one of several to occur across the district since teachers and students returned from winter break amid the Omicron surge.

[Richmond High teachers stage “sick out” to protest protocols](#) | KALW | By Sunni Khalid, Bay City News Service

[Richmond High's sick-out](#) was one of several across the district this month as teachers and students returned from winter break amid the Omicron surge. An [online petition](#) to West Contra Costa Unified superintendent Chris Hurst and school board members, mentioned concerns about the school's high number of COVID cases and quarantine absences, a lack of contact tracing and safety guidance. The Richmond High teachers said the school’s main building does not have any windows, and class sizes do not allow for adequate social distancing. Their petition also cites a lack of adequate air purifying systems and clean filters in their buildings.

[Parents scramble for higher-quality masks for children amid nationwide shortage](#) | EdSource | ALI TADAYON

As the omicron surge continues to [destabilize California schools](#), teachers, students and families are demanding their districts provide KN95 or N95 masks – [widely recognized](#) as the most effective in preventing the spread of Covid-19 – to everyone on campuses. It’s become common practice for districts to provide staff with those masks in some capacity, but few are providing them to students. Some districts, like Oakland Unified and West Contra Costa Unified, have ordered KN95 masks for students. But California parents in large part have been left to fend for themselves if they want their children wearing the most protective masks — that is, if they can find ones they can afford.

Wednesday, January 19, 2022

[Dozens of Richmond High teachers participated in sick-out protest Wednesday](#) | EdSource | ALI TADAYON

More than 30 of Richmond High School's approximately 70 teachers participated Wednesday in a sick-out protest over health and safety concerns at the East Bay campus. Richmond High's sick-out was [one of several](#) to occur across the district since teachers and students returned from winter break amid the Omicron surge. In an online [petition](#) to West Contra Costa Unified superintendent Chris Hurst and the district's five school board members, Richmond High teachers said they were concerned about the school's high number of Covid cases and quarantine absences, a lack of contact tracing and safety leadership, and the school's design.

[West Contra Costa virtual education fair set for Jan. 22-29 | Richmond Standard](#) | By Sara Sandhu
The [West Contra Costa Unified School District](#) and [EnrollWCC](#) are partnering once again to host the 2022 West Contra Costa Education Fair, Jan. 22-29. The virtual fair officially kicks off Saturday, Jan. 22 at 10 a.m. with a keynote address from [Keyanna Hatcher](#), an associate director from Educational Talent Search providing college preparation support for local low-income students.

[WCCUSD athletic teams resume games after two-week hiatus](#) | Richmond Standard | By Kathy Chouteau

The West Contra Costa Unified School District (WCCUSD) teams have resumed games and Tri-County Athletic League (TCAL) competition, according to a school community communication Tuesday by Superintendent Dr. Kenneth Chris Hurst. The recommencements follow a [two-week hiatus](#) initiated by the district amid an omicron surge that saw an uptick in positive cases locally. At the time, the superintendent said the two-week break from games "allows us to better know where we are at with positive cases on our teams."

[Omicron Surge Worsens Teacher Shortage, Closing More California Schools To COVID | LAist](#) | By Joe Hong | CalMatters

At [West Contra Costa Unified](#), the district repurposed two emergency smoke days typically used for wildfires last week to close schools while COVID-19 cases surged. A school district in a fire-prone area might allot multiple days into its academic calendar in case of emergency. Districts aren't penalized for these days as long as they provide a total of 180 days of instruction in a school year. But additional school closures could come at a high cost for districts.

[As omicron surge worsens teacher shortage, more California schools closed by COVID - CalMatters](#) | BY [JOE HONG](#)

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Tuesday, January 18, 2022

[High school basketball rankings: Campolindo boys, Carondelet are No. 1](#) - The Mercury News

[El Cerrito Hosts 33rd Annual Rev. Dr. Martin Luther King, Jr. Parade and Rally](#) | Post News Group

| By Clifford L. Williams

The City of El Cerrito invites all of its residents and surrounding cities in the Bay Area to join in its 33rd Annual Community Celebration honoring the life and legacy of Dr. Martin Luther King Jr., on Monday, Jan. 17, 2022. “Keeping the Dream Alive – Embracing Our New Normals with Faith, Family, and Community,” is the theme for this year’s celebration. The celebration is sponsored by its founders, St. Peter CME Church and the El Cerrito Branch of the NAACP, as well as the Human Relations Commission, and the West Contra Costa County Unified School District.