

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
January 28, 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 February 2, 2022– Dr. Kenneth C. Hurst, Sr.
Closed Session will begin at 4:00pm

CalSHAPE Ventilation Notice of Proposed Award for \$1.9M - Luis Freese

At the upcoming Board meeting, staff is seeking approval of a Resolution granting authorization to apply to the CEC for CalSHAPE funds for the District's investments in District facilities. The California Energy Commission (CEC) was authorized by Assembly Bill (AB) 841 (Chapter 372, Statutes of 2020) to design, administer, and implement the California Schools Healthy Air, Plumbing, and Efficiency Program (Program). The Program authorizes funding to local educational agencies for assessing, maintaining, and repairing or upgrading school ventilation systems to ensure that systems meet certain classroom ventilation requirements. The CEC envisions rolling out the Program in phases to prioritize schools in Underserved Communities and those located near freeways or industrial facilities. The first round of the Program is limited to assessment and maintenance projects. The District prepared applications for 25 eligible facilities including Greenwood Academy, Kennedy High, Richmond High, Bayview Elementary, Chavez Elementary, Coronado Elementary, Dover Elementary, Highland Elementary, Ford Elementary, Grant Elementary, Lincoln Elementary, Montalvin K-8, Murphy Elementary, Downer Elementary, Peres K-8, King Elementary, Riverside Elementary, Shannon Elementary, Sheldon Elementary, Stege Elementary, Tara Hills Elementary, Verde K-8, Betty Reid Soskin Middle, Helms Middle, and Lovonya DeJean Middle.

On January 24, 2022, the District received a Notice of Proposed Award for \$1,916,954.22 for 25 sites in the PGE 1 funding category having Agreement Number 21R1VA0932 (Application). To complete the grant fund process for this Application, the District will need to complete the grant agreement, including the Board Resolution granting the District authorization to apply for the funding. The CEC will only execute a grant agreement if there are sufficient funds for the award reservation in the funding category after the required documents are reviewed and determined to be complete. At this time, if an insufficient amount of funds is available in the funding category, the grant agreement will not be executed by the CEC until additional funding is available. When sufficient funds are available, the CEC will execute the grant agreement. Once a grant agreement is fully executed, the District will receive a grant awarded email notification to confirm the reservation of the grant award funding, and an advance payment of 50 percent of the grant award will be issued.

Communications – Ryan Phillips

WCCUSD in the News: January 24-28, 2022

January 24

Greenwood Academy teacher honored as 49ers ‘Teacher of the Game’

The Richmond Standard - Kathy Chouteau

Keith Brown, an English and African American Literature teacher at Sylvester Greenwood Academy in Richmond, was honored as the “Teacher of the Game” at the San Francisco 49ers game. Brown, who has been an educator for seven years, teaches 11th and 12th graders at the school became a teacher to serve underserved communities in need of equitable education and shared his advice to the next generation: “Speak truth to power, no matter the cost.” The 49ers Foundation and its partners at Chevron presented Brown with two complimentary tickets to the home game at Levi’s Stadium, a custom 49ers jersey and a signed football in appreciation for his contributions to education, per the foundation. View a short video of the presentation [here](#).



*Keith Brown (on right), 49ers' "Teacher of the Game."
(Image by Jose Romero; photography via the 49ers Foundation)*

West Contra Costa Unified teachers union propose safety protocols, could vote to strike

Ed Source - Ali Tadayon

West Contra Costa Unified’s Teachers union, United Teachers of Richmond, is calling on the district to address Covid safety concerns voiced by teachers, students and families during the tumultuous return from winter break. United Teachers of Richmond conferred with district leadership Monday and offered a

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proposal on several key issues: KN95 and N95 masks provided to all students and staff daily, Opt-out” instead of “opt-in” Covid testing, so more students and staff will get tested, A plan for staff vacancies that ensures a qualified adult is available to fill in when a teacher is out and a formal procedure for what happens in the case of a class Covid outbreak. District officials, in a statement to Edsource Monday evening, said they agree KN95 masks, robust contact tracing, support for schools to cover employee absences and vaccine clinics are “appropriate areas to direct our focus and resources as our district, like many across the state, is strained by the Omicron surge.” The district is also “exploring raising the pay for substitute teachers,” and “remain committed to working together with our teachers, our staff and our community.”

California bill would nix exemptions to school COVID vaccine mandate - California bill would nix exemptions to school COVID vaccine mandate

The Mercury News - John Woolfolk

A state senator Monday turned up the heat in the COVID-19 school vaccine mandate wars with new legislation that nixes personal belief exemptions just as two Bay Area districts are set to require the shots in coming weeks — and as thousands of their students remain unvaccinated. “The most effective way to keep schools open and safe is to ensure the COVID vaccination rate of students and school staff is as high as possible in addition to masks, testing, and good ventilation to minimize infections,” said Pan, D-Sacramento, a pediatrician. “Everybody should have (the right) to choose,” said Laura Braziel, whose 13-year-old daughter is a 7th grader at Pinole Valley Middle School, and is a plaintiff in a lawsuit against the West Contra Costa Unified School District’s COVID-19 vaccine mandate set to kick in next month. “You shouldn’t have to pull your kid out of school.” West Contra Costa Unified, which doesn’t allow a personal belief exemption, also extended its deadline to Feb. 18, after the vaccination status of some 1,600 students remained unknown.

January 26

West Contra Costa teachers threaten strike for more protections against COVID

East Bay Times - Katie Lauer

First-grade students typically arrive for class at Verde K-8 School in Richmond by 8:30 a.m. and don child-sized surgical masks, some of which are decorated with colors or cartoon puppy dogs but Micheletti’s 24-student classroom has been mostly empty since the school resumed testing for COVID-19. “Last week, the most students I had in class was five,” Micheletti said. “On Friday, I only had two students with me.” Marissa Glidden, president of United Teachers of Richmond, said 72% of the 1,100 teachers polled over the weekend would support a strike over what they contend is an unsafe environment for learning in the district, which serves about 27,000 students in Richmond, San Pablo, El Cerrito, Pinole and Hercules. Glidden said the union’s executive board authorized a strike if an agreement isn’t reached on four main issues. Ryan Phillips, West Contra Costa’s communications director, said in a statement the district is committed to continue working with its community and is taking steps to provide all employees with multiple KN95 masks each week, distribute surgical and KN95 masks to students daily, maintain weekly testing at each school site and employ nurses full-time for a tracing program coordinated with Contra Costa County Health Services. Earlier this month, district Superintendent Kenneth Chris Hurst said “employees coordinating with one another to call in sick together is unacceptable and will not be tolerated. This type of action is not helpful and exacerbates our current

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issues. In the end, it is students and families who are not served when staff coordinate together to not show up at school.” That was a “breaking point” for some employees, Micheletti said. “With all the disruption we’ve had this month already in many of our schools, we don’t want to be outside of classrooms and further disrupting routine for students — that’s the last thing any educator wants right now,” Micheletti said. “If the district can see reason before that, that would be ideal.”

Student Recruitment & Retention - LaResha Martin (Marin Trujillo)

Update on Transitional Kindergarten Locations for 2022-2023

We wanted to ensure that you all saw the updated [Transitional Kindergarten \(TK\) locations for 2022-2023](#). We have added three (3) new locations (Collins, Madera, and Stewart) and added a 2nd classroom (at Bayview) to accommodate the projected growth of TK students next year. Please take a close look at the new TK entrance age requirements 2022-2023 on page 2.

We also have a new flyer to promote registration linked to our [enrollment page \(English | Spanish\)](#).

A TK landing page is being developed to answer many of the frequently asked questions, and that page will be linked to the enrollment page and the TK locations flyer for quick access.

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

Expanded Learning - Kasey Blackburn-Jiron

The Expanded Learning Office has two contracts going to the WCCUSD Board which are designed to bring Tier 2 academic intervention to elementary students in the District's school based after school programs. Booknook, a 1:1 reading intervention program, will provide 200 identified students with 12 hours of reading intervention with the expectation that 80% of students who participate in 15 sessions will see an increase in their reading levels by one or more grades. Tutorworks will be offering their customized Foundations program which is designed to improve student achievement in English language arts and math through twice a week tutoring. A credentialed Tutorworks staff member will be in the classroom with students as they log in for their virtual tutoring sessions. Programs will work with site administrators and their lead teachers to identify the students most in need of these intervention supports.

Athletics - Tashaka Merriweather

The Tri-County Athletic League’s Principals Council met on January 24th. In the interest of the health and safety of all people involved with hosting of indoor athletic contests, the TCAL Principals Council developed and agreed to a policy for all spectators at TCAL contests.

Policy: Beginning January 24, 2022, approved by the Principals Council on January 24, 2022, there will be a limited amount of spectators allowed inside the contest facility for the home school and the visiting school (minimal amount of game support staff such as timers, bus drivers (1 only), scorekeepers and trainer will be considered essential team members for the purpose of this policy). The policy highlights are below:

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- For all TCAL league contests, both home and away schools will be allowed a limited amount of spectators to attend the contests. Mask covers and proper social distancing will be required.
- For league contests there will be a “no charge gate” for the limited number of spectators.
- Each player will be allowed 2 people to attend the contest. (For a pre-announced “senior night” acknowledging the seniors on the team, 5 people for each player will be allowed).
- No cheer squads or “pep” bands will be allowed * (See WCCUSD Exception)

* After contacting TCAL officials, based on Gym capacity WCCUSD will permit cheer to take place for WCCUSD home team, home games only. Cheer will also be permitted two guest adult spectators per cheerleader.

Youth Voice - Tashaka Merriweather

This month, High School and Middle school sites have been asked to identify a "Youth Voice Advocate" to support WCCUSD's youth voice initiative. The Youth Voice Advocate is an adult on campus interested in facilitating site-based youth councils that help youth share their experiences, advocate for significant issues, and express their ideas for positive change in their schools and communities. The Advocates will support the establishment of the site based Youth leadership teams.

This spring, youth leaders will explore the development of a WCCUSD youth voice infrastructure, process and programs to sustain authentic student voice practices in WCCUSD. This infrastructure is inclusive of mapping and solidifying the role of Student Board Trustees in our District. Stay tuned for further engagement of the WCCUSD Board and Cabinet to engage in this important work!

Family Engagement - Martine Blake

During the WCCUSD African American Site Advisory Team (AASAT) last week, the District provided parents and community members with updates on spending from the Practices for African American Student Success (PAASS) budget and African American/Black student wellbeing (agenda with corresponding presentations [HERE](#)). This information is being used by AASAT to support the development of its mid-year Local Control and Accountability Plan (LCAP) updates.

AASAT will receive a mid-year update on African American/Black student academic progress at the next AASAT meeting on February 15th where AASAT will finalize its LCAP recommendations.

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

February is CTE month

Career and Technical Education Month[®], or CTE Month[®], is a public awareness campaign that takes place each February to celebrate the value of CTE and the achievements and accomplishments of CTE programs across the country.

WCCUSD currently has eighteen (18) Career Technical Education Pathway Programs across seven (7) high schools, spanning the industries of: Health, Law, Technology, Engineering, Media, and Welding.

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There are two models for CTE programs in our District: A program is either a 1) California Partnership Academy (CPA), or an 2) Elective Sequence.

- The CPA model was launched by state legislation in 1984 and follows the school-within-a-school model, wherein a team of teachers works with the same group of students for grades 10-12, and students are cohorted together in 3 core academic courses and 1 career-technical course, all linked to the academy’s career theme. (Examples include: the RHS Academies of Health, Law, Engineering, and Media, as well as DAHS’s Health, Tech, and Law Academies.)
- The elective sequence, on the other hand, is a sequence of 2-3 elective CTE courses taught by a CTE credentialed teacher. (Examples include: KHS’s Welding and Woodworking Pathways, and PVHS’s Engineering Pathway.)

CTE courses are taught by teachers with CTE credentials, which means they have actual work experience in the industry that they teach. The CTE course sequences can be found below:



Pathway	Pre-Intro Course	Introductory Course	Concentrator Course	Capstone Course
Health* Patient Care	Applied Research Methods	Biomedical Science	Health Science Emergency Medicine	Medical Terminology - DE - S1 Health Recs & Computer Apps - DE - S2
ITA*	n/a	Beauty & Joy of Computing	Computer Science OR Digital Arts (? - no PS enrollment)	Computer Science Adv or Web Page Design 1.2 - DE
Law*	n/a	Intro to Law	Law & Justice	Constitutional Law Adv - S1 Law & Democracy DE - S2



Pathway	Pre-Intro Course	Introductory Course	Concentrator Course	Capstone Course
ITA*	n/a	Digital Arts Designs the Web1	Info Sys Design & Mngmt (ROP)	Info Sys Design & Mngmt 2 (ROP) <i>and/or</i> Digital Arts Web Design I (ROP)
Media*	n/a	Intro to Digital Media	Digital Media	Adv Media Communication



Pathway	Pre-Intro Course	Introductory Course	Concentrator Course	Capstone Course
Health - Biotechnology	n/a	Biomedical Science	Biotechnology I [P],	Biotechnology Indep Research
ITA - Cybersecurity	n/a	Comp Sci Essentials PLTW	AP Comp Sci A PLTW <i>and/or</i> AP Comp Sci Principles PLTW	Cybersecurity PLTW



Pathway	Course 1	Course 2	Course 3
Health	Body Systems for Health Science Careers	US History & Public Health	Adv Eng & Public Health

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Pathway	Pre-Intro Course	Introductory Course	Concentrator Course	Capstone Course
ITA*	n/a	Digital Arts Designs the Web1	Info Sys Design & Mngmt (ROP)	Info Sys Design & Mngmt 2 (ROP) and/or Web Design II (ROP)
Welding	n/a	Welding Fabrication & App	Welding Fabrication & App 2 -	Welding 3
Woodworking			Woodworking 1	Construction Tech



Pathway	Pre-Intro Course	Introductory Course	Concentrator Course	Capstone Course
Engineering*	Intro Engineering Design -	Principles of Engineering	Computer Science Software Engineering	Computer Integrated Manufacturing
Health*	Intro Mental Health -	Public Health Solutions	Intro Health Careers	Mind Matters (
Law*	Intro to Law	Analytical Forensic Science	Law & Justice	Constitutional Law Adv - S1 Law & Democracy DE - S2
Media*	Photography	Digital Arts Designs the Web1	Journalism 1	Adv Media Communication



Pathway	Pre-Intro Course	Introductory Course	Concentrator Course	Capstone Course
Engineering	Intro Engineering Design	Principles of Engineering	Computer Integrated Manufacturing	Civil Engineering & Architecture
Health* - Emergency Response	n/a	Principles of Biomed Science	Human Body Systems	Medical Interventions
Law* - Law Enforcement		Law & Justice	Protective Services Academy	Criminal Justice

The WCCUSD CTE Programs have strong connections with local employers who volunteer with our programs to provide numerous **work-based learning experiences** including: guest speakers, career panels, workplace field trips, mentoring, job shadows, and student internships.

Work-Based Learning provides real hands-on learning experience for students to get a taste of what the career is really like, in addition to providing a valuable opportunity for them to hone both their “hard” and “soft” professional skills.