

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
October 15, 2021

Upcoming Events – Dr. Kenneth C. Hurst

October 10-16: Week of the Administrators
October 11: Citizens Bond Oversight Committee, 6:00 PM
October 18-22: Digital Citizenship Week
October 19: Special Board of Education, 6:30 PM, DeJean Middle School
October 20: Board of Education, 6:30 PM, DeJean Middle School
October 26: Independent Redistricting Commission Meeting, 6:30 PM

Next Board of Education Meeting October 19 – Dr. Kenneth C. Hurst, Sr.

Closed session will begin at 5:00 PM.

Contracts Update for the 10/19/21 Board Meeting – Tony Wold (Mary Kitchen)

Family and Community Engagement is bringing forward two contracts:

- **Bay Area Community Resources – Community Schools / Health Centers:**

BACR will establish and coordinate, with the site and district administrators, Full Service Community Schools. FSCS will foster the overall success, health and well-being of students to promote academic, behavioral and emotional success. In alignment with each school's SPSA, our goals support the District's strategies of Creating Safe and Welcoming Schools, creating Positive School Climates and Providing Socio-Emotional Services. By developing and participating in the multi-disciplinary Coordination of Services Team, aimed at identifying, referring, and tracking progress of students needing additional school supports (e.g. youth development, health education, mental health and other support services) and by coordinating prevention and intervention services that support improved attendance and behavior of students, we strive to support this success. Coordination of services may also include school culture and climate, health and wellness, family engagement programs, as well as community partner programs. Services are for the entire student body with emphasis on serving the highest need students and African American students. Attendance and suspension data will be reviewed quarterly for individual students who have been referred for those issues and for status of school-wide attainment of SPSA goals as relevant. CSDs will utilize Salesforce to document program participation, Community School events, CARE team meetings (not to duplicate CARE Team Dashboard). All CSDs will participate in the NEA Cohorts and will focus efforts on developing and implementing a Needs/Assets Assessment to further identify program and service opportunities. CSDs are on site 5 days per week: M - F 8 hours per day at Coronado Elementary, Crespi Middle School, Hercules Hs, Pinole Valley Hs, Richmond HS, Greenwood Alt Ed. All students at these schools will be positively impacted by the Full Service Community School/Health Center efforts. Approximately 100 students at each site will be identified as receiving some services, such as CARE Team or referral to other services.

[Link to Additional Information](#)

- **Seneca Family of Agencies**

West Contra Costa Unified School District
Office of the Superintendent

UE Model - UE Coach: The goals of the program include: Implementation of school-wide positive behavior systems (SWPBIS) grounded in trauma-informed practice, including an office discipline referral (ODR) tracking system and trauma-informed index (TII); Development of a transdisciplinary Coordination of Services Team, aimed at identifying, referring, and tracking progress of students needing additional school supports; Strengthening the overall school culture and climate through creating necessary and sustainable systems; Relevant staff and/or parent professional development and training. PBIS: >80% fidelity with the implementation of Tier 1 practices on SWPBIS Tiered Fidelity Index; Tracking of all ODR's in a systematic way; >80% fidelity of implementation of Trauma-Informed Systems on Trauma-Informed Index (TII). Coordination of Services Team (CARE): >80% of partnership staff report that services are coordinated ("Coordinated" means: Teachers, administrators, and support providers work together to create a common understanding of students' needs, to connect students to appropriate services, and to set goals and track outcomes. Each does their part, avoiding redundancies and gaps in service); Coordination of Services Team (CARE): CARE database = ION; End of Year Partnership Survey re: specific area. Strengthening overall school culture/climate: creation of an Annual Implementation Plan (AIP)/Culture & Climate Plan focusing on identified areas of growth; data provided via Youth Truth Survey or SCAI survey. Relevant staff and/or caregiver professional development: >80% of staff and/or caregivers who attend training will report that their knowledge and skills increased their ability to support the diverse needs of their students training evaluation and summary reports.

The Unconditional Education (UE) Model, specifically with the UE Coach role, is designed to support the entire school, thus all students, staff, and families can benefit from the program.

[Link to Additional Information](#)

Richmond High School is bringing forward one contract:

- **Bay Area Community Resources – Crisis Counselor and Health Center Admin Support**
To enhance socio-emotional/behavioral health of students, the Crisis Counselor (CC) will address the initial crisis to a manageable situation and pass on to a regular therapist or outside agency if on-going therapy is indicated. CC may see students several times to address current crisis. Mental health counseling and case management help clients address many barriers that they face which make it difficult for them to be successful in school. We help them develop healthy coping skills and resiliency that strengthens their ability to navigate life and school challenges and to achieve success in many domains. The Crisis Counselor services respond to the many emotional needs at Richmond High including traumatic events, grief and loss, peer and partner problems, home issues and more. We may provide one-time crisis response, short term therapy/counseling, assessment of needs and assets, and referral to other providers if continuing services are indicated. We also consult with school personnel about individuals and work closely with the Health Center Manager and Administrative support. Therapist: 3 days per week from 8:30 am - 4:30 pm
The Administrative Support person helps to enable the logistics of services, referral process, and tracking for the CC services. Admin support: 5 days per week from 8:30 am - 4:30 pm This program will serve 100 students.

[Link to Additional Information](#)

DeAnza High School is bringing forward one contract

West Contra Costa Unified School District
Office of the Superintendent

- **Leslie Watson**

The aim of counseling is to provide a comprehensive and relevant school counseling program that addresses the academic, social/emotional, and trauma needs of all students. All students' individual differences will be fostered and enhanced through the school counselor's collaboration with parents, teachers, administrators, and community members to create a positive school culture. Students will acquire the skills, attitudes, and knowledge that will lead them to reach their destination in services. The role of the counselor is to help you through this process without judgment or telling you what to do. I may on occasions give information or offer suggestions. During counseling, we set goals agreed upon between the client and the therapist. The client agrees to work towards the agreed goals. If at any time, I feel I can no longer help the client, I will offer to refer them to someone who can. Clients on the therapist caseload will not have any insurance requirements. Tier 3: Individual sessions- no more than 9 students can be supported. Sessions will be for 1 hour, once a week via zoom. Individual sessions will also include some parent contact for family support services. If services are terminated before the end of year, this writer will add more students per COST meetings with admin. Tier 2 services will include 2 groups; 1 girl's anxiety and depression; supporting 11 group members total. 2nd will include an AOD group that will support 4 students. Groups will be run once a week for the remainder of the school year. AOD groups will also be once a week and will continue throughout the academic year. Monday; Tuesday, Thursday. Friday 1 staff member.

[Link to Additional Information](#)

Resolution on Sufficiency of Instructional Materials - Tony Wold (Lyn Potter and Allison Huie)

This is a follow-up regarding the annual requirement to hold a hearing and adopt a resolution on sufficiency of Instructional Materials and the requirements of the school District. In order to be eligible to receive instructional materials funds, the governing board of each district and county office of education is required to hold an annual public hearing and adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials in specified subjects that are aligned to the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the state board.

Education Code 60119 provides two outcomes for the annual public hearing: a resolution finding sufficiency, or a resolution finding insufficiency. If the Board is unable to pass a resolution finding sufficiency, it could alternatively propose a resolution finding insufficiency. This version of the resolution would need to state, for each school where a deficiency exists, the percentage of pupils who do not have sufficient textbooks or instructional materials in each subject area and the reasons that each pupil does not have sufficient instructional materials. It must also list the actions that will be taken to ensure that all students have sufficient textbooks or instructional materials within two months of the beginning of the school year. If the deficiency is not remedied by the second month of the school term, the county superintendent could request that the California Department of Education (CDE) purchase the textbooks or instructional materials necessary to comply with the sufficiency requirement. The District would then be responsible for reimbursing CDE for funds used to make this purchase of instructional materials.

A failure to hold the public hearing and certify compliance with Education Code 60119 via resolution by the eighth week of school would constitute a violation of Education Code and necessitate corrective action.

West Contra Costa Unified School District
Office of the Superintendent

This failure would have also resulted in an audit finding which would require additional documentation as part of the corrective action. The District did follow all of the requirements of sufficiency and worked with the County Office of Education as part of the annual reviews. If additional information is needed please let us know and our office will work to provide it in a future Friday memo.

ESSER III Written Plan - Tony Wold (Lyn Potter and Regina Webber)

At the upcoming board meeting a consent item will be brought to the board to accept the written documentation regarding ESSER III funding. To support school districts during the pandemic the State and Federal Government passed several levels of legislation to provide one-time funding to public schools in America. Initially, these funds were part of the CARES Act, which included the Elementary and Secondary School Emergency Relief Fund (ESSER I Funds). Under the ESSER Fund, established as part of the Education Stabilization Fund in the CARES Act, State educational agencies (SEAs) awarded subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation. Subsequently, the Federal Government passed both the ESSER II and ESSER III funding cycles.

At the June 9, 2021 Board meeting the full plan for utilization of CARES, ESSER, Expanding Learning Opportunities (ELO), and In-person Instruction (IPI) grant funds was again shared with the Board of education. These pandemic funds have been used strategically, beginning with the 2019 - 2020 school year to support district operations over a period of 4 fiscal years. We have completed 2 of those fiscal years, and are currently in year 3 of the plan. The District's plan for utilizing Federal ESSER funds was approved by the board of education as part of the budget adoption in June 2020 and again during the First Interim report with the LCP plan and LCAP for parents presented in December 2020. **The full ESSER utilization plan was approved by the board of education with the adoption of the current year budget on June 23, 2021.**

With the approval of the collective bargaining agreements with all 4 of the district's labor associations in August 2021 the board authorized the utilization of the Expanded Learning Opportunities (ELO) Grant and ESSER III funds to fund the additional certificated teaching and counseling positions that were part of that agreement.

After the District approved the plan for use of ESSER III, a requirement was created that school districts must also submit a written plan by the end of October 2021 to the State that defines the use of ESSER III funding. The plan being submitted is not for approval, but is required as a condition of receiving those funds. The final template was released to districts in September 2021. The District has updated the template to reflect the ESSER III actions that are part of the board approved budget. We wanted to make sure that it was clear to the board that there are no changes in the plan as these funds were already directed for utilization as part of the adopted budget and based upon the negotiated agreements approved in August 2021.

Risk Management CPRA Log Updates – Tony Wold (Phyllis Rosen)

Public Records requests create an additional administrative burden upon the District. The following log shows the CPRA requests that have been addressed for the current calendar year to show the extent of requests.

West Contra Costa Unified School District
Office of the Superintendent

California Public Records Act (CPRA) Requests Log 1/1/21 to 10/15/21 Government Code §6250—6270.7				
Date Received	Requestor	Request	Responsible Department	Response Date
12-28-20	Anton Jungherr	Summit Charter Alt. Motion Information; Contact for Michael Bishop.	Tony Wold	1-9-21 Response Letter w/Attachment
12-29-20	Robert Feraru	Natural gas useage for the whole of WCCUSD for each month starting January 2019 until the present and the natural gas useage at Korematsu school for the same time period.	Melissa Payne Tony Wold	1-13-21 Response Letter Extension to 1-22-21 1-25-21 Final Response Letter w/Attachment
1-5-21	Anton Jungherr	Inter-district permit requests 2018, 2019, 2020	Tony Wold Anne Shin Julio Franco	1-15-21 Response Letter Extension to 1-29-21 1-29-21 Extension to 2-26-21 2-25-21 Extension to 3-26-21 3-26-21 Final Response letter w/Attachment
1-6-21	Janie Jordan	Employee Lists	Tony Wold	1-9-21 Letter w/Attachment
1-10-21	Anton Jungherr	Documents pertaining to Roebbelen matter	Tony Wold	1-14-21 Letter w/Attachment
1-12-21	DIR. CA Labor Commissioner.	Contract Documents related to Cody Electric Inc. for the Crespi MS Band RM & Cafeteria Heater Repair.	Luis Freese Melissa Payne	1-22-21 Response Letter Extension to 2-5-21. 1-25-21 Final Response Letter w/Attachment 1-26-21 Follow up Request 2-22-21 Final Response

West Contra Costa Unified School District
Office of the Superintendent

2-2-21	Adam Anglin CSU Student	Kennedy HS Budget	Tony Wold	1-15-21 Response Letter-Link to Site Allocations/SPSAs. Extension to 2-26-21 2-23-21 Final Letter w/Attachment
2-2-21	DIR, CA Labor Commissioner	Vista HS Low Voltage Upgrades. Troxell Communications, Inc. Project Documents	Luis Freese Melissa Payne	1-15-21 Response Letter Extension to 2-26-21. 2-26-21 Extension to 3-12-21 3-12-21 Extension to 3-26-21 3-22-21 Final Letter w/Attachment
2-5-21	John Irminger	Trustee Phillips' Emails to Board Members 12-9-20 to 2- 5-21.	Tony Wold	2-15-21 Response/Determination Letter
2-13-21	Tom Panas	Federal Title III Immigrant Education Program (4201), English Learners (4203), and Transaction Information and Data.	Tony Wold	2-23-21 Extension to 3-9-21 3-9-21 Response Letter w/Attachment

2-14-21	Joe Sutton	Current contracts: 1. website and/or content management system (CMS) provider; 2. alerts and/or emergency notification provider; 3. mobile app provider; 4. learning management system (LMS) provider.	Tracey Logan	2-24-21 Determination Letter w/Attachments
2-25-21	State Controller	Government Compensation Report 2020	Tony Wold	Completed
3-1-21	Casey Clement	Invoice – School Impact Fees for \$80,430.44 1715 Elm Street, EC in August 2018.	Luis Freese	3-11-21 Determination Letter w/Attachment
3-5-21	Abraham Alaydie Titan Safety	All PPE Purchase Orders 11/1/20 to present.	Tony Wold	3-18-21 Extension to 3-29-21. 3-23-21 Response Letter w/Attachment

West Contra Costa Unified School District
Office of the Superintendent

3-6-21	Denise Sheehan CABOC	Current CBOC Member Roster	Tony Wold	3-30-21 Determination Letter w/Attachment 4-1-21 Additional Information
3-8-21	Shane Turley: Conterra	Evaluation Criteria; detailed RFP; bid tabulations; copies of all RFPs; etc. re Infinity Communications	Tracey Logan Melissa Payne	3-18-21 Extension to 4-1-21. 3-24-21 Request Retracted.
3-15-21	Anton Jungherr	CBOC Member Names re Resolution 83-1920.	Tony Wold	3-30-21 Response Letter w/Attachment
3-15-21	Ryan Evans	Student Directory Information	Tony Wold	3-25-21 Extension to 4-8-21 3-26-21 Response Letter
4-3-21	D. Chandler	Employee Name, Position and Salary	Tony Wold	3-12-21 Response Letter w/Attachment
4-13-21	Tanner	Transportation Contracts, RFPs	Tony Wold	4-23-21 Extension Letter 5-7-21 2 nd Extension to 5-21-21 5-21-21 Response Letter w/Attachments
4-20-21	Connie Smith	Copier Lease/Contract	Tony Wold	4-28-21 Response Letter w/Attachments
4-28-21	Jahan Byrne	List of employees who received/are eligible to receive \$2500 Covid stipend.	Tony Wold	4-29-21 Determination Letter
5-6-21	Tom Panas	Challenge to Response to 2-13-21 Request-Non Responsive	Tony Wold	7-6-21 Determination Letter w/attachments.
5-12-21	Mike Schneider	Funding for Schools: Harding ES v. high needs schools	Tony Wold	5-13-21 Response Email w/Attachments
5-17-21	Ryan Rogers	Contracts: Copier; Print Svcs; IT; Computer/Server	Tony Wold	5-27-21 Extension to 7-8-21 6-29-21 Determination Letter w/attachments

West Contra Costa Unified School District
Office of the Superintendent

5-24-21	Stacy Willoughby	Age, race, gender teachers: peer review; terminated; suspended; admin leave May 2014 – 2021.	Marci Williams	6-3-21 Extension to 6-17-21 6-16-21 Determination Letter w/Attachment
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5-26-21	Scott Rafferty	Inspect communications from the District to persons appointed to the Independent Redistricting Commission. Sent to Legal for review by Communications.	Wold/Jordan	See 8-28-21 Response.
6-1-21	Tom Butt	Vote Count for Roebbelen Settlement 5/19/21	Luis Freese	6-1-21 Email Response from Silvia Garfield
6-10-21	Stacy Willoughby	Non-reelect May 2014 -May 2021	Marci Williams	6-17-21 Determination letter w/attachment
6-15-21	Brandon Ristoff	Union member data	Tony Wold	7-7-21 Determination letter w/attachment
7-8-21	Lauren Thomas – MeyersNave	Contracts re First Student	Tony Wold/ David Johnston	7-16-21 Extension to 8-1-21 7-27-21 Determination letter w/attachments
7-9-21	ND Cal. Federal Public Defender	Demographics re arrests from 7-1-19 through 7-1-20.	Tony Wold	7-12-21 Determination Letter-No records.
7-14-21	Gonzalez – Bay Area Roofers	Bid Docs Grant ES Roof Repairs	Luis Freese	7-21-21 Determination Letter w/attachments
7-14-21	Eli Moore	Revenue from Chevron Taxes, Fees, Charitable Contributions	Tony Wold	7-21-21 Determination Letter w/attachments
8-3-21	Transparent CA	Employee Compensation Report 2020; Received 10-4-21.	Tony Wold	10-4-21 Determination Letter w/attachment

West Contra Costa Unified School District
Office of the Superintendent

8-12-21	Don Gosney	Petition to Board from UTR re Public Comment	Superintendent	8-19-21 Determination Letter w/attachment.
8-28-21	Scott Rafferty	All communication B/T Board, Trustees, Counsel and Commission, individual Commissioners or their attorneys 6/1/21 to present.	Communications	10-13-21 Final Email w/attachments
9-13-21	Derik Hilliard	Predecine Contract.	Tony Wold	9-13-21 Extension to 9-27-21 9-20-21 Determination Letter w/attachments
9-15-21	Michael Spight	Documentation on fire sprinkler inspections at Harding ES.	Luis Freese	9-16-21 Determination Letter w/attachments
9-15-21	Lori Hensley	Payment Bond – PVHS Fields, Field House/Bleachers.	Luis Freese	9-23-21 Determination Letter w/attachments
9-16-21	Andrew Rollins	District High School Start Times 2010-2019.	Margarita Romo, Sandra	9-24-21 Extension to 10/18/21 10-18-21 Determination Letter
9-23-21	Shaune Vaughn	LSA Testing Information and Forms.	Tony Wold	10-4-21 Extension to 10-18-21

9-23-21	Marissa Glidden	Records related to COVID-19 communication and plans.	Tony Wold	10-4-21 Extension to 10-18-21
9-27-21	Karina Ioffe	SPED Records and statistics including paraprofessional aides, vacancies, staffing and salary	Kristen Hardy, Marci Williams	10-7-21 Determination Letter w/attachments
9/29/21	Brandon Ristoff	Collective Bargaining enrollment and payer dues information, September, 2017 through 2021.	Tony Wold	10-9-21 Extension to 10-23-21
10/6/21	Page Redditt	Board Meeting 9-30-21 – Meeting Posting Information	Tony Wold	10-8-21 Determination Letter with response.

West Contra Costa Unified School District
Office of the Superintendent

10/12/21	City of Hercules	2021 Data for Hercules Schools – Students and Teachers	Tony Wold	Due 10-22-21
10-14-21	Lisa Char	Any and all purchasing records from 12/10/2019 to current.	Tony Wold/ David Johnston	Due 10-24-21

Communication Updates – Ryan Phillips

This week, the district communications office had many media requests regarding a viral video of a violent drill during an El Cerrito High School football game. The communications department has been cataloguing the requests and responding appropriately. We have released two statements and have supported ECHS principal Patricia Crespo with assistance in navigating this crisis, including providing her with a letter to send the ECHS community and support managing the media requests. We will continue to monitor the situation and provide support as needed.

[Here are the news stories our team has found regarding the incident.](#)

Update on School Facility Program Audits - Luis Freese

The District has received almost \$135 million over the last ten years in state funding through the School Facility Program (SFP). Education Code §41024 requires that any District that receives SFP funds after April 1, 2017, complete an independent third-party close-out performance audit for each funded application. Before the end of the calendar year, the District must complete four audits that brought almost 9.5 million state dollars to our local program. The District just completed the first three audits with no findings and positive conclusions that the District properly accounted for the allowable expenditures. The District is on track to complete the fourth audit and will bring an update once it is complete.

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

We will be hosting our second workshop in our parent/guardian engagement workshop on Tuesday, October 19, 2021 at 6:00 pm via zoom.

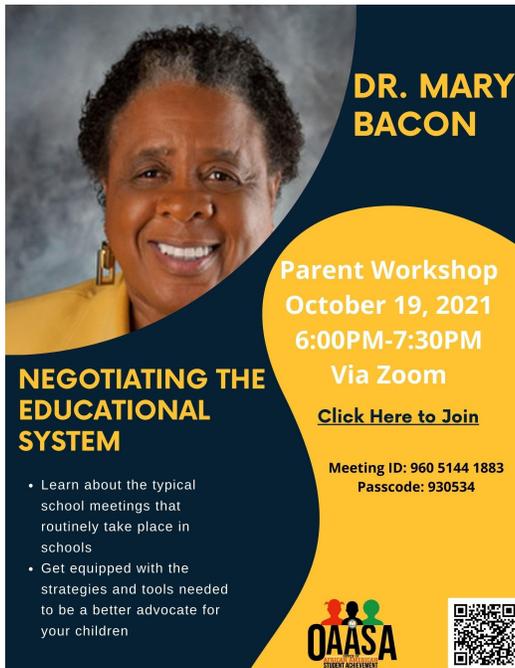
Negotiating the Educational System:
 Creative Participation of Families in School Meetings

October 19, 2021. 6:00PM-7:30PM

The bureaucracy of the school system can be quite confusing to families, particularly those whose children may be experiencing academic, behavioral or social challenges in adjusting to the requirements of the school environment. Schools have a variety of conferences involving parents and school staff for reasons ranging from the routine discussion of a student's academic progress to meetings regarding various aspects of student school achievement or adjustment that need to be addressed. They may be the formal parent-teacher conferences scheduled district-wide after several months of school or informal meetings regarding various aspects of a student's school adjustment, initiated either by the school or the family. This presentation will focus on providing information about the typical school meetings that routinely take place in schools and will provide concrete strategies and family-friendly handouts that can

West Contra Costa Unified School District
Office of the Superintendent

provide participants with the information and tools needed to be better equipped to advocate for their children in school meetings as equal status partners with educators.



**College & Career - LaResha Martin & team
2021-2022 PSAT/SAT ADMINISTRATION**

PURPOSE:

The purpose of this memorandum is to address the rising number of questions from students, parents, and community members inquiring about the administration of the College Board’s PSAT/NMSQT and the SAT in WCCUSD for the 2021-22 school year.

HISTORY:

WCCUSD previously participated in the SAT School Day program, in which WCCUSD students in 10th-11th grade took the PSAT/NMSQT exam and all 12th graders took the SAT exam during the school day at their site. However, factors like budget cuts, ruling from the Supreme Court, and feedback from site administrators and school counselors influenced the decision to not participate in the administration of the SAT School Day for this fall 2021 semester.

During a presentation to the Board of Trustees at the June 7, 2021 meeting, it was noted that the SAT School Day Program was very expensive and required at least two full grade levels to test -- effectively shutting down the school day whether students needed the SAT/PSAT or not.

NEXT STEPS:

For this 2021-22 school year, WCCUSD will not be hosting the PSAT/NMSQT test administration at school sites. The district has submitted applications to the College Board to host the SAT on Saturdays

West Contra Costa Unified School District
Office of the Superintendent

and El Cerrito High School has recently been approved as a test site center. The SAT administration at El Cerrito High School will occur on March 12, 2022. Students will need to create an account with the College Board, and select El Cerrito HS as the test site when registering to take the SAT. Below is the registration link, [SAT Test Dates and Deadlines](#)

The district will also be collaborating with the College Board to plan for the administration of the PSAT/NMSQT for the 2022-23 school year.

Special Education - Kristen Hardy
Learning Recovery Grant

WCCUSD SELPA received one-time funds based on a count of pupils with exceptional needs as reported in the Fall 1 Census for the 2019–20 and 2020–21 fiscal years. The purpose of these funds is to provide learning recovery support to pupils, as defined in Assembly Bill 130, Section 161, associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive.

West Contra Costa SELPA has been allocated just under \$2.4 million to spend between now and September 2023 to address the impact of COVID19 on the learning of students with disabilities, and those suspected to have disabilities. The SELPA was required by October 1, 2021 to develop a plan that addressed the following areas:

Positive Behavior Supports
Assessing Learning and Academic Needs of Students
Social Emotional Needs
High Quality Instruction
Supporting Students Return to In Person Instruction
Child Find
Additional Support and Services Needed to Address Identified Learning Needs

Multiple data points were used to determine our needs including:

- Local and statewide assessment data
- Behavior data
- Student engagement data
- Teacher data
- Data on initial assessments and annual IEPs
- Parent survey data / input

Data from these areas were considered in developing the SELPA's Learning Recovery Plan for eligible and prospective students with disabilities to address the most pressing identified needs in supporting students successful return to in person instruction in the Least Restrictive Setting.

Services included in the plan:

- Increase behavior support on campuses: 2 contract BCBA's to increase the resources of the district Behavior Team

West Contra Costa Unified School District
Office of the Superintendent

- Professional development to staff including areas of academic instruction, social emotional learning, positive behavior support, and disability awareness and assessment
- Mapping of district and community resources as part of Full Service Community School Network
- Parent education
- Strategies to recruit and retain high quality special education certificated and classified staff
- Increase staffing in critical areas of need to support students and families to return to in-person instruction: 2 Social Workers and 2 School Community Outreach Workers
- Expand Reading Intervention resources and services

Resources will be utilized to provide intensive, targeted, systematic Tier 3 support to students in the Least Restrictive Setting. Combined with funding from LCAP, Learning Recovery funds will be utilized to expand the district's systems of support. As the Learning Recovery Grant is a one time allocation, emphasis was placed on limiting ongoing expenses, and building capacity within our current resources. However, there is a critical need for additional personnel in key positions to fully resource systems of support across the district to support our highest needs students, particularly during this transition period back to in person instruction to address the impacts of COVID and distance learning. There is discussion at both the state and federal level of identifying mechanisms and sources to continue an increase in funding to special education. The department will be actively monitoring these developments and will explore all avenues to ensure continued funding for effective supports, services, and interventions to eligible and prospective students with disabilities.