

West Contra Costa Unified School District
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Friday Memo
November 6, 2020

Upcoming Events – Matthew Duffy

November 6: Special Board Meeting, Search Firm Interviews, 5:00 PM

November 9: CBOC Meeting, 2:00 PM

November 9: Agenda Setting, 4:20 PM

November 9: Governance Committee, 5:30 PM

November 10: DLCAP Meeting, 6:30 PM

November 11: Veterans Day Holiday, Schools / Offices Closed

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Office of the Superintendent

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

The number of Public Records Act requests has increased substantially this year. Additionally, requests are being sent directly to staff members throughout the district, who respond to these requests unaware of

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Spotlight:

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

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

Subsequent Year Tracking (Maintenance of Effort)

The Maintenance of Effort (MOE) is a federal requirement that requires grant recipients and/ or sub-recipients to maintain a certain level of state/local fiscal effort to be eligible for full participation in federal grant funding.

Excess Cost Calculation Report

The excess cost calculation determines excess costs of the provision of special education services and related services.

School Based Medi-Cal Administrative Activities Fiscal Report

The MAA Program offers a way for LEA's to obtain federal reimbursement for the cost of certain administrative activities necessary for the proper and efficient administration of the Medi-Cal program.

Cost Reimbursement Comparison Schedule Report

Participants in the LEA Medi-Cal Billing Option (LBO) Program are required to annually certify, through the CRCS process, that the public funds expended to provide LBO Program services are eligible for federal financial participation.

Table 8 Report

The Table 8 reports on Individuals with Disabilities Act Part B Maintenance of Effort Reduction and Coordinated Early Intervention Services

With the recent staff changes and the world that we live in today, it is challenging to complete all the required and extensive reports. Professional development of the district's new staff in the fiscal division is important as we continue to develop more transparent budget reporting processes. We look forward to

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

Chronic Absenteeism for program student participants will decrease by 3% as measured by monthly chronically truant reports (A2A).

Eighty five percent of program participants will indicate growth towards their clinical goals as measured by clinical assessment at least three times per year: baseline survey, mid-program survey, and end of program.

Eighty five percent of Family, staff and program participants will indicate program satisfaction and growth towards clinical goals and skill attainment as measured by self on the mid-year and the end of year survey issued by BACR.

The annual objectives from last year were:

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

Richmond High School's previous annual measurable outcomes were: 142 clients served (all crisis and mostly one-time sessions) - 100% of clients showed reductions in high risk behaviors and/or improved coping skills and 95% of clients demonstrated positive movement along Stages of Change continuum.

The Office of African American Student Achievement is presenting these contracts

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

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

Participants will attend at least 85% of the program as monitored by staff documentation of the number of participants in each synchronously delivered class. Participation in asynchronous lessons will be tracked by number of views. Should schools re-open, staff will continue to document attendance in classes.

Eighty five percent of program participants and their caregivers and site staff and administration will report program satisfaction as evidenced by surveys assessments issued twice per year to measure overall program satisfaction and student growth, focusing the programs efficacy and positive impact on classroom culture, socio-emotional learning, and fostering student agency.

Eighty five percent of program participants will demonstrate skill attainment as measured by formal and informal assessments for skill development three times a year; these

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

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

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

Goal #1: Self-discovery - students build a positive sense of self, uniqueness, and potential

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

De Anza High School is presenting one contract

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

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

From Ms. Nunez

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

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

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

Ms. Webb

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

Ms. Trempy

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

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

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