

West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
September 4, 2020

Upcoming Events – Matthew Duffy

- September 7: Labor Day Holiday, Schools & Offices Closed
- September 9: Regular Board Meeting, 6:30 PM
- September 14: Agenda Setting, 4:30 PM
- September 14: CAC, 5:30 PM
- September 15: Governance Committee, 5:30 PM
- September 15: AASAT Meeting, 6:00 PM
- September 23: Regular Board Meeting, 6:30 PM
- September 30: Board/CBOC Joint Meeting, 5:00 PM

Next Week’s Board Meeting September 9 - Matthew Duffy

Closed Session will begin at 5:00 PM.

Career and Technical Education Curriculum and Industry Partnerships - Rubén Aurelio (Allison Huie & team) jointly with (Gabriel Chilcott & team)

Throughout the district, we offer 11 courses at high schools and 2 courses at the middle schools that utilize the Project Lead the Way (PLTW) curriculum. These courses will serve approximately 1200 students this year. PLTW curriculum focuses on hands-on, applied learning experiences and is designed to “empower students to imagine and design solutions to real-world challenges.” WCCUSD is able to offer this curriculum via a partnership with Chevron, which provides financial support for the curriculum, course materials, and teacher training. WCCUSD instructors leading courses utilizing this curriculum have engaged in a series of professional development activities provided by PLTW this Fall designed to support them to shift learning activities to a completely cloud-based remote learning environment.

HIGH School Courses (# sections)

<u>Engineering</u>	<u>Computer Science</u>	<u>Biomedical Science</u>
Principles of Engineering RHS (7), PVHS (4)	Computer Science Software Engineering RHS (3)	Medical Interventions PVHS (1)
Introduction to Engineering Design RHS (3), PVHS (4)	Cybersecurity HHS (1)	Human Body Systems PVHS (1)
Computer Integrated Manufacturing RHS (3), PVHS (1)	AP Computer Sci Principles HHS (1)	Principles of Biomedical Sciences PVHS (2)
Civil Engineering & Architecture PVHS (1)		

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African American Student Achievement - Rubén Aurelio (William McGee & team)

Parent Engagement/Empowerment:

1. We are planning to have a parent engagement/empowerment zoom meeting with a special guest speaker on Tuesday, September 15, 2020. This will be our opportunity to introduce the OAASA to the community, and to set the stage for the site AAPAC and the district level AASAT. Finalization of the plans are occurring now, and once the details from the WCCUSD are confirmed, I will share the details. If you're able to attend, please inform me.
2. Please save the date of November 13 and 14. We are planning professional development weekend workshops for the staff and community via zoom. The tentative times are Friday, November 13 starting at 11:45 am, ending at 6:00 pm, and Saturday, November 14 starting at 8:30 am. Topics will be parent engagement, race and education, and how to support children in education.

Special Education - Kristen Hardy

The entire special education department has put in Herculean efforts to get school up and running for our students with disabilities. Last spring there was little guidance from the federal government, state, and county around what special education services could and should look like for students with Individual Education Plans, and the guidance that did come out was often unclear or contradictory. This resulted in additional barriers to implementing the cohesive and high quality services to students that WCCUSD Special Education provides to students with disabilities during in-person instruction. As we move into the 2020-21 school year, the state and CDE have provided some more actionable guidance through two education finance bills published during spring / summer 2020: Senate Bill 98 and Assembly Bill 77 that the department is implementing to improve services to students and families:

Requirements under SB98 and AB77	How WCCUSD is complying with requirement
Students must have access to instruction	Distributing chromebooks and hotspots - including our preschool students Tracking attendance and engaging in outreach to students and families of students who are not attending or engaged
In person daily contact with certificated staff and peers	Advisory / Homeroom / Circle Time daily and synchronous group instruction being regularly provided through both special and general education
Parents need to be informed how Individual Education Plan services will be provided during Distance Learning and the Distance Learning Plan needs to be reviewed at each IEP	An Individual Student Learning Plan has been developed for every student with an IEP by their special education team which provides a narrative

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	<p>in addition to the required annual and three year meetings.</p> <p>Virtual family workshops, support groups, and professional development will be available on how to support students with disabilities during distance learning</p>
<p>Instruction should mirror and maximize access to general ed</p>	<p>Daily school schedules allow flexibility for Resource Specialists and Designated Support providers to schedule routine sessions with students at times that minimize pulling students with IEPs from core instruction.</p> <p>Paraprofessionals have received Chromebooks and are engaging in on-going professional development in best practices to support instruction during Distance Learning</p>
<p>Services in the Individual Student Learning Plan must be designed to support progress on goals and be provided as close as practical to the IEP</p>	<p>Designated Support Providers (speech therapists, school psychologists, occupational therapists, etc.) have received professional development in best practices to provide services through telehealth during Distance Learning.</p> <p>Special Education teachers and service providers will be collecting data and reporting progress on goals, as often as report cards go home and at each IEP</p>

The first three weeks:

Services: Special education teachers and service providers have been contacting parents to introduce themselves, and schedule and begin providing services. They are developing the Individual Student Learning Plans and sending them home this week via email to parents in their primary language. IEPs are being scheduled and held, prioritizing legal timelines.

Assessment: School psychologists and speech and language therapists are actively researching and moving forward to conduct initial and triennial evaluations in ways that are safe, valid, and reliable. This is very challenging under the current conditions, and as with most bay area school districts, WCCUSD has not moved forward to conduct in-person testing at this time.

Child Find: Sites are convening Student-Centered Planning Team Meetings (SST, COST, CARE) to respond to parent requests for assessment, and where indicated, assessments are being recommended and initiated.

Parent Education: The division is responding to requests from CAC to design targeted parent education (student age group, disability type, learning needs) to support parents of students with disabilities to

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can continue to provide healthy meals to students, no matter what the Federal government does. Moving forward, we are beginning to also investigate the possibility of partnering with First Student (or Transportation company) to begin bringing meals to very densely populated areas of our District. We will update the Board should this become possible.

Athletics and Facility use Update - Tony Wold (Tashaka Merriweather)

We have continued to maintain protocols throughout our phased approach to opening of schools. Although we have been in phase 1 for a consistent time frame and during this time, Contra Costa County has loosened some restrictions. The State then implemented a color coded system that has created more confusion. This has prompted several inquiries as to when we will loosen our restrictions in WCCUSD, when will we ~ Costa A

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In the scenario above, the CARES Act funds were credited as revenue in the next fiscal year but there is no expense within the budget to address the \$10,000 in expense from the previous year. The proper fund balance of \$15,000 though becomes restored, even though the beginning balance is stated as \$5000. This will take multiple times to explain how the accounting of this works, and we will attempt to do so in the most transparent manner, but we felt it was imperative that prior to any budget reporting we began this explanation to maintain transparency in the challenges of this.

The positive outcome of receiving CARES Act funds is that the District was able to continue to provide programs, staff, and services that would otherwise have been required to be cut. Less than 365 days ago, we presented the unaudited actuals from the 2018 - 2019 school year. On September 14, 2019 WCCUSD had a \$39.9 million structural deficit that was immediate. We explained then that the strategy would be to balance cuts, funding shifts, advocacy, reserves, and investments to get to our goal. We also explained that this would require several years of focused, and disciplined action and that we had to learn from the past and not take on new ongoing expenses while we collectively worked to stabilize the budget. On September 2\$abilize MMMMMMMMM

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they provide daily attendance numbers, by grade, for these first few weeks of school. This will be beneficial to all of us as we work to identify “no show” students.

Lastly, Summit K2 will be up for renewal June 30, 2021. They have already notified us they are in the process of developing their renewal package which we should receive sometime this month. Once the complete renewal is received we will provide the timeline to the Board for their presentation and hearing dates based on the Board’s meeting schedule

Richmond High School Health Clinic - Luis Freese

At the Board meeting on September 9, 2020, Staff is recommending that the Board increase the Fund 40 Special Reserve for Capital Outlay budget for the Richmond High School (RHS) Health Clinic Project (Project) and approve an amendment to Lathrop Construction for the site work and installation of the Health Clinic.

During the design review process for the RHS Seismic Retrofit of the Science Classroom Building, the Division of Fund 40