

West Contra Costa Unified School District  
*Office of the Superintendent*

**Friday Memo**  
**February 6, 2015**

**Upcoming Events – Bruce Harter**

February 7: BEST Training, Pupil Service Center, 8:30 AM  
February 7: Project Lead the Way Retreat, 9:00 AM  
February 7: West Contra Costa Education Fair, Nevin Community Center, 12:00 – 3:00 PM  
February 9: Technology Subcommittee, IT Center, 4:00 PM  
February 9: CBOC Training on Audit Procedures, FOC, 6:00 PM  
February 10: Facilities Subcommittee, FOC, 4:00 PM  
February 10: Academic Subcommittee, DeAnza, 6:30 PM  
February 10: All District Honor Band, Richmond Auditorium, 7:00 PM  
February 11: Board of Education Meeting, DeJean, 6:30 PM  
February 12: LCAP Townhall Meeting, Helms, 6:30 PM  
February 13: Reception New National Board Certified Teachers, LaRevolucion, 3:30 PM  
February 14: Covered California Event, DeJean, 9:00 – 3:00 PM  
February 16-20: Presidents' Week Recess, Schools and Offices Closed

**Wednesday's Meeting – Bruce Harter**

Closed Session for Wednesday's Board meeting begins at 5:30 PM.

**Communicable Diseases – Steve Collins**

Attached is a memo to our principals that reminds them of our procedures for communicable diseases. With the recent outbreak of measles in the state – although there have been no reported cases in Contra Costa County – it's important to remind our staff members.

**Proposition 39 Charter Facilities Requests and Preliminary Offers – Lisa LeBlanc.**

The District made a preliminary offer of facilities to Caliber and Amethod by the required deadline of February 1, 2015. The responses are consistent with the information discussed by the Board of Education on January 21, 2015. Caliber was offered the temporary Coronado campus and Amethod was offered the space currently occupied by LPS on the Nystrom campus. The District has received several inquiries from Caliber on the space being offered which includes questions relating to the difference between Coronado's use of the campus and how the campus can accommodate a larger number of students. Additionally, several questions were also raised with regard to the Proposition 39 required comparison schools for purposes of demonstrating that the offer provides reasonably equivalent facilities. District staff is reviewing these questions for further discussion with Caliber. We anticipate we will have further discussions with Amethod, as well. The Proposition 39 timeline requires that the charter schools submit a formal response to the District by March 1<sup>st</sup> with a final offer of facilities made by the District by April 1<sup>st</sup>. The time period preceding the final offer is often a negotiation period between the parties and the District will cooperate by working with the charters to respond to their inquiries and requests quickly so a mutual agreement, as needed, can be memorialized within the required timeline.

**WCCUSD's Content Coaching Model – Nia Rashidchi**

A focus on developing teachers' subject matter content knowledge provides the underlying rationale for coaching of teachers in our district. Our content coaching model is based on the Mathematics Coaching Consortium (MCC) model for professional development. The MCC model addresses current research on the most important strategic elements that improve mathematics, science, and other content areas systemically within a district-wide urban context. These four components are:

- Content: Strengthening teachers' content knowledge
- Lesson Design: Promoting collaborative lesson design based on content-focused best practices

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- Coaching: Training and coordinating full time coaching support in the classroom
- Assessment: Utilizing formative local benchmark assessment results to create instructional mitigations that transform instruction and increase student achievement

MCC has implemented this model across 23 districts, with a coaching network of 48 coaches regionally, based in our district since 2011, incorporating professional development principles promoted and authorized by Title II of the NCLB Act, and is consistent with the “Race to the Top” priorities as part of the 2009 *American Recovery and Reinvestment Act*. All of these programs rest on the belief that, as Lee S. Shulman, a past president of the Carnegie Foundation for the Advancement of Teaching noted, teachers can’t teach what they don’t know. This observation has been supported by numerous studies, which showed a strong correlation between teachers’ content knowledge and effectiveness of classroom instruction and student achievement (Darling-Hammond, 2000; Darling-Hammond and Bransford, 2005; Marzano, 2000; Ma, 1999; National Research Council, 2000; Slavin and Lake, 2007).

Included in improving teachers’ content knowledge, improving *pedagogical* content knowledge enables teachers to translate important concepts into engaging instruction that deepens students’ understanding (Ball et al, 2008; Marzano, 2000; Marzano, Gaddy, and Dean, 2000). The MCC-WCCUSD model uses this content-focused approach (combining Ma, 1999, for content; and Powell and Hanna, 2006, and West and Staub, 2003, for coaching).

WCCUSD content coaches support our teachers by providing demonstration teaching lessons, collaborative lesson planning, and frequent visits to check in on progress with student learning, curriculum, and assessment. Our content coaching model is supportive, non-evaluative, and based on a strong foundation of confidentiality between the coach and teacher. This approach, i.e., combining content-focused professional development with long-term site-based support, yields high gains in student achievement (Darling-Hammond, 2005; David and Shields, 2001).

Our school district has chosen this approach because when implemented well, with fidelity, the MCC model has consistently demonstrated gains in student achievement and a narrowing of the achievement gap. The California state evaluator has documented that this model demonstrates a narrowing of the achievement gap in multiple districts across multiple grade levels, as well as an increase in the use of best instructional practices for teachers who were coached. Additionally, in two years of implementation with limited schools at Grades 5 and 6 in our district, mathematics standardized test results demonstrate the efficacy of the model, including at Chavez (an 8% and 12% increase, respectively), and Verde (16% and 6%, respectively), while other elementary grade levels and statewide results did not show this type of increase. Similar results have also been demonstrated in our secondary schools.

### **Community Engagement Update – Elizabeth Carmody**

The Education for Homeless Children & Youth Grant was submitted to the California Department of Education on February 3, 2015. WCCUSD is eligible for up to \$125,000/year over a 3-year grant cycle. If awarded, the funding would be used to expand the Families in Transition program to increase support and services to homeless children and youth. Recipients of the grant will be notified in July,

The California Teacher Association’s Issues Conference was held over the weekend and Summer Brenner, author of *Richmond Tales*, was highlighted for conference attendees. Over 2,000+ teacher leaders attended and heard about *Richmond Tale’s* development. West County Reads and WCCUSD participated and took 250 copies of the book, which sold out to conference participants. A group representing West County Reads will attend the CTA conference this coming weekend in San Jose to continue promoting the book.

The next Youth Commission meeting is scheduled for Monday, February 9<sup>th</sup> at 6:30 pm at Helms Middle School. Youth Commissioners will be planning their Spring LCAP Youth & Family Engagement events.

**A-G Requirements in a Nutshell – Nia Rashidchi**

We think it is important for Board members to know about the A – G requirements for our high school students. You will hear more about A – G at the February 11 Board meeting as part of our College and Career-Readiness presentation. Below is a snapshot:

Preparing our students for college and career readiness requires that they have the skills and knowledge to enter a university prepared for rigorous college level instruction. The purpose of the “A-G” subject requirement is to ensure that students have attained a body of general knowledge that provides breadth and perspective in preparation for new, more advanced study. WCCUSD leadership has set the goal that our high school courses meet A-G requirements so that students, as they matriculate through our system, have access and opportunity if they choose college as their future pathway.

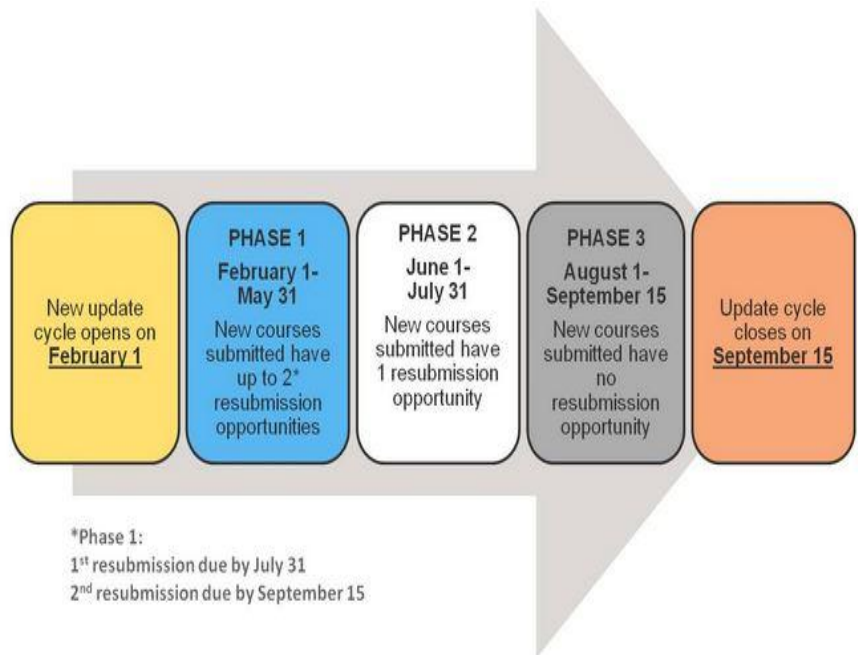
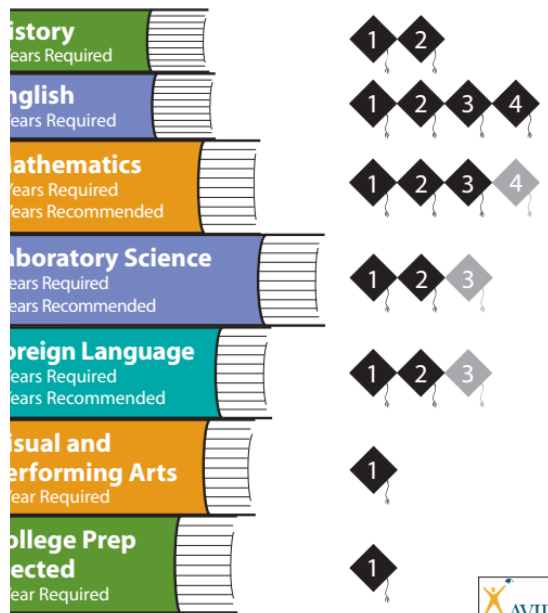
**The A- G subject requirement:**

**Courses for university admission:**

- **History/social science (“a”)** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English (“b”)** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- **Mathematics (“c”)** – *Three years* of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (*4 recommended*)
- **Laboratory science (“d”)** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. (*3 recommended*)
- **Language other than English (“e”)** – *Two years* of the same language other than English or equivalent to the second-level of high school instruction. (*3 recommended*)
- **Visual and performing arts (“f”)** – *One year* chosen from dance, drama/theater, music or visual art.
- **College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective

*You can go to*  
**COLLEGE**

A–G Requirements\*  
 California State University ♦ University of California



\*or better required.

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**Changes to the UC A-G System**

This year UC has revamped their system to make it more user-friendly for school districts as they submit courses that meet the A-G requirement. Each year there are three opportunities for schools to submit new courses and make any changes to their existing site matrices of approved courses. September 15 is the final deadline.

UC has offered training on this new system and will offer courses in-person and virtually on the fine points of course submission. Once our teachers become registered users of this repository of “a-g” approved courses, they can go into the [A- G Course Management Portal \(CMP\)](#) and search for courses based on keywords such as institution name, course title, grade level subject area, discipline and/or industry sector. UC’s goal is to provide access to examples of successful submissions to assist in the development of our own curriculum.

**Building Bridges in a College and Career Ready Environment – Nia Rashidchi**

To address the needs of this changing environment, WCCUSD has developed an alignment team that meets monthly. Central office department members work together to ensure that schools have support in building their course offerings and have a process that is a two-part process for new course submissions. First, a feasibility study guides sites and teachers to ask and answer pertinent questions such as student interest, progression of pathway, cost of the course, and sustainability. Part two involves the actual writing of the course to district and UC standards for submission.

This information has been shared with Principals, AP/VPs, Counselors, and Linked Learning Leads. Ed. Services will continue to meet with these groups to provide updates and guidance in the process. A GoogleDoc houses all of these resources and allows for real-time updates. Alignment team members will continue to attend trainings offered by UC to stay current and provide necessary support to our administrators and teachers.

**After School Program Update – Wendell Greer**

ASES Renewal “Cycle “C” Application <http://www.cde.ca.gov/fg/fo/r27/ases15rfa.asp>

The WCCUSD ASES renewal application is complete and has been submitted to CDE. The application will renew the current ASES grant award for the next three years. The annual ASES grant award to WCCUSD is \$3,573,130.

Safety concerns at Helms The After School Program at Helms is dealing with safety concerns as a result of youth not enrolled at Helms and adults from the community accessing the campus/program space during ASP hours. The ASP Site Supervisor, the BACR program manager, and I will do a program observation this afternoon to ensure the program safety policies and protocols are being implemented.

**Semi-Annual ASES & 21<sup>st</sup> Century Attendance Reports – Wendell Greer**

The WCCUSD attendance reports were completed and submitted to CDE before January 31, 2015 deadline. The CDE After School Division uses the annual attendance percentages to monitor each school’s grant award. Attendance is monitored by the calendar year January through December. CDE makes involuntary reductions to the amount of each school’s ASES/21<sup>st</sup> Century grant if the site earns below 75% of their target attendance goal in any one year or if a site earns below 85% of their target attendance goal two consecutive years.

Ford Elementary earned less than 85% of their ASES attendance goal during calendar year 2014. Ford will be placed on a Year 1 program improvement plan to increase student enrollment and retention.

The After School Program at Stege receives both an ASES and 21<sup>st</sup> Century grant. Although Stege met their ASES attendance goal, the site earned less than 75% of their 21<sup>st</sup> Century attendance goal during calendar year 2014. CDE may reduce the 21<sup>st</sup> grant award to Stege, CDE will notify us of the reduction within the next 60 days. Our office will be working closely with the ASP team at Ford and Stege to identify the barriers/challenges to meeting their attendance goals and to develop plan for student enrollment and retention in program.

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Summer 15 The 21<sup>st</sup> Century Supplemental grants are awarded to Ford, Grant, Montalvin, Stege, and Washington. Our office has submitted a request to CDE on behalf of WCCUSD for a “site-substitution” to implement the grant awarded to Stege at Wilson and Washington at Lake during summer 15.

**Ed Trust West Report – Cecilia Mendoza, Wendell Greer**

The Education Trust-West released its latest report highlighting WCCUSD Schools. The Report “Pathways to College and Career Readiness: Bringing the New California Standards to Life Through Linked Learning” can be found online at:

[http://www.edtrust.org/west/press-room/press-release/CALIFORNIA\\_SCHOOL\\_DISTRICTS\\_ARE\\_INTEGRATING\\_LINKED\\_LEARNING\\_WITH\\_COMMON\\_CORE](http://www.edtrust.org/west/press-room/press-release/CALIFORNIA_SCHOOL_DISTRICTS_ARE_INTEGRATING_LINKED_LEARNING_WITH_COMMON_CORE)

**Change Orders – Lisa LeBlanc**

As described in previous communications, the inherent nature of construction projects often results in change orders. There are several change orders on the February 11, 2015 that total \$432,763 in changes for eight different projects. The largest change order is \$241,121 for the new Coronado Elementary School construction project resulting from unforeseen issues with the sewer system. A sewer ejection pit was needed at Virginia Street to assist in the flow and connection to the sewer line. The new Gompers/LPS building, scheduled for completion by July 31, 2015, had several change orders including additional sinks and related plumbing and also design conflicts in classrooms (i.e. location of projection screens and soffit changes to accommodate audio video mounting). Changes can often occur at the end of projects when the final use of the rooms has been determined or changes in technology occurred since the construction drawings were completed.

**Extended Learning Summer 2015 Program Description- Nia Rashidchi**

The Extended Learning Summer 2015 Program will take place at the following schools: Ford, Grant, Lake, Montalvin, Wilson, DeJean (Grades 6-8), Helms (Grades 6-12), Kennedy (Grades 6-12), and Pinole Middle (Grades 9-12). The following principals were appointed at the January 21, 2015 Board Meeting: Ford, Jawan Eldridge; Grant, Greg Santiago; Lake, Christine Hatcher; Montalvin, Lanre Ajayi; Wilson, Claudia Velez; DeJean, Patrick Martin; Helms; Gabriel Chilcott; Kennedy, William McGee; and Pinole Middle, Renee Lama.

Elementary Program-Grades 1-5

The elementary program is a nineteen-day program and will take place from June 15 to July 10, 8:15 a.m. to 2:00 p.m. Students will receive daily instruction in English Language Arts (ELA) or English Language Development (ELD), Mathematics, and FOSS Science. Students will rotate between three different subject teachers. Teachers are assigned to teach one subject area, ELA/ELD, Mathematics, or Science. The curriculum taught will be the following: ELA- Triumphs, ELD Carousel, and FOSS Science.

Writing instruction will be enhanced during the Summer of 2015. Students will create graphic organizers on tablets based on themes and skills taught in Triumphs. Students will then use these graphic organizers to “publish” finalized written works.

Middle School Program-Grades 6-8

The middle school program is a nineteen-day program and will take place from June 15 to July 10, 2015, 8:00 a.m. to 1:30 p.m. Students will receive daily instruction in ELA or ELD, Career Technical Education, and FOSS Science. Students will rotate between three different courses. The curriculum taught will be ELA - Edmentum blended learning platform on-line course, ELD Inside or English 3D, Career Technical Ed, Edmentum blended learning on-line course – Career Exploration, and FOSS Science.

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High School Program-Grades 9-12

The high school program is a nineteen-day program and will take place from June 15 to July 10, 2015, 8:00 a.m. to 3:10 p.m. Students will participate in two 3-hour A-G credit recovery courses. These courses include English, Science, Mathematics, World History, and History/Social Science. The curriculum for English, Science, Mathematics, World History, and History/Social Science will be the district adopted core curriculum supplemented with Edmentum on-line courses. Edmentum on-line courses are designed to meet individual student learning needs based on student responses to a diagnostic assessment. Students will use tablets to access the on-line courses. ELD will be offered for English Learner students. The ELD curriculum will be Edge and English 3 D. In addition, students in Grades 10-12 who have not passed the CAHSEE Math or CASHEE ELA Exam will be offered Edmentum's on-line CAHSEE Math and/or ELA intervention courses.

Edmentum on-line courses were piloted at the Extended Learning 2014 middle and high school sites. The courses were popular with teachers and students. High school students were able to access and complete assignments seven days a week at any time of the day on their phone, computer, or laptop.

Staff will present more information regarding the Extended Learning Program 2015 at a Board Meeting later this year.

**Friday Memo Goes Online – Marcus Walton**

The non-confidential sections of the superintendent's Friday Memo to the Board of Education will be posted online beginning Monday, February 9. This change is in keeping with the Board's direction and will be another avenue to keep the community informed about District business.

The memo will continue to be delivered to Board and cabinet members on Friday afternoon. The following Monday, it will be posted to the District website. The posting will be announced in the headlines section of the home page and archived on the superintendent's page of the website.

If you have any questions or concerns about this process, please contact me or Dr. Harter.

**Public Records Log – Marcus Walton**

Included in this week's memo is the log of public records requests received by the district. If you have any questions or concerns, please contact me.

**Adult Education AB86 Update – Valerie Garrett**

AB 86, Section 76, Article 3 was implemented during the 2013-2014 school year. The goal was to develop a regional plan that would improve the delivery of adult education programs in five main program areas. The plan would also identify and address existing gaps in both programs and services. Adult Schools and Community Colleges have worked together in order to design educational programs that support students with their academic and career goals.

The Governor's budget announced on January 19, 2015 includes the following:

- Adult Education Block Grant - The Budget provides \$500 million Proposition 98 General Fund for a block grant to support programs in elementary and secondary basic skills, classes and courses in citizenship and English as a second language for immigrants, education programs for adults with disabilities, short-term career technical education programs linked to occupations with higher employment potential, and programs for apprentices.
- Career Technical Education (CTE) - The Budget provides \$250 million Proposition 98 General Fund for incentive grants to support school districts, county offices of education, and charter schools. In order to qualify for this funding, each awardee must provide one-to-one matching funds and demonstrate a long-term commitment to support CTE by presenting a plan to continue the program after grant funds expire

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with Local Control Funding Formula allocations or other local funding resources. The state will give priority to districts who apply in partnership with other districts or providers to offer regional programs.

- Workforce Investment Act - The 2014 Budget Act included \$390.8 million federal funds of which \$356.3 million is allocated to 49 local workforce investment boards to target job and workforce services to youth, adults, and dislocated workers; and \$34.5 million for program oversight and discretionary programs. Discretionary funding in 2015-2016 is expected to increase and will be detailed in the May Revision.

The Consortia is currently working on the Final Draft for the Governor's Office which is due on March 1, 2015. The Steering Committee will continue to meet in the next couple of weeks to finalize the plan. The projected outcome is that additional funding will be provided to continue the collaborative planning that is currently in place between the Adult Schools and Community Colleges. All 70 Adult Education Consortia have worked extremely hard to address the objective set by the state. We are committed to continuing our work through collaborative planning with the community colleges and community partners. West Contra Costa Unified Adult Education administrators and instructors have been participating with these important planning sessions since they began in 2014. We are committed to working with our colleagues and legislatures to ensure that our programs are fiscally and academically sound.

Participation with the Consortium affords the West Contra Costa Unified School District the opportunity to access the funds that the Governor has designated with the Adult Education Block Grant. We currently offer ESL, Citizenship, CTE, and Basic Skills courses that assist students with achieving a GED or High School Diploma. These programs contribute to our eligibility for the designated funds described in the Adult Education Block Grant. These funds along with our fee based classes will assist us with maintaining and eventually expanding the programs that we offer our community members.



## West Contra Costa Unified School District

Office of the School Public Health Nurses  
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**Bruce Harter, Ph.D.**  
*Superintendent*

**Steve Collins**  
*SELPA Director*

February 2, 2015

To Principals, Vice Principals and their staff in WCCUSD,

With the recent outbreaks in California of the measles and chicken pox, as well as the media coverage alerting parents to the issue, we understand that many of our parents in WCCUSD are concerned about exposure and seek answers and information from the school district.

When a parent or guardian calls a school office to report that their child has a communicable infection (eg. pertussis, measles, chicken pox, etc.), or thinks the student has an infection, the secretary needs to call the district nurses immediately (as well as notifying the principal). We then call Contra Costa County Public Health, and their communicable disease staff, and follow their protocol regarding any type of infection. The district nurses call to alert them regarding a possible communicable infection in the district and/or to verify that they have a confirmed positive lab result regarding the infection from the student's Medical Doctor or Nurse Practitioner.

Once we have the confirmation or denial of infection, we notify the school of the result. If the result received is positive, we ask the secretary to send out the multiple disease notification letter (attached), found in the yearly health bulletin (yellow cover) which is distributed to all school sites by Special Education, at the beginning of each school year. It is also found on the district nurses website. According to public health protocol, if there is only 1 case of the infection at the school site, the letter is sent to the parents of students in the same grade as the affected student. If there are 2 or more outbreaks of the infection at the site, the letter is sent to all parents in the school. This is the protocol we have followed in the past and present with the pertussis outbreak that started several years ago, and will continue to utilize with the measles and chicken pox and any other communicable infection outbreak. To date, there are no cases of measles reported in the county or our district.

We hope this letter serves to clarify the district protocol regarding communicable infections. Please do not hesitate to call us if you have any questions regarding this policy.

Thank you.

The District Nurses



**2014-2015 Public Records Log  
Week Ending 2/5/2015**

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
<b>21</b>	8/14/14	Theresa Harrington	All email or correspondence regarding bond refinancing between Jan. 1, 2009 and present	<b>14 Day Extension Email Sent – 8/21/2014 On Hold Pending Legal Review</b>
29	8/25/14	Anton Jungherr	SEC Subpoenas / Emails / Invoices / District Policy / Agreements / Funding Source	8/27/14 Sent Via Email 9/23 & 30/14 Sent Via Email <b>Completed</b>
<b>71</b>	10/20/14	Jessica Scott CC Electrical Compliance	Kennedy HS Health Clinic Streamline Builders-Payroll Records	<b>1/6/2015 – Email Sent Requesting Fees  No Response From Requestor</b>
79	11/10/14	Anton Jungherr	Barg Coffin Lewis & Trapp LLC – Swanson & McNamara & Ramsey & Ehrlich LLP / Agreements/Funding Source(s), invoices and emails, correspondences, faxes, etc..	Sent Via Email <b>Completed</b>
80	11/10/14	Theresa Harrington	1- Ramsey & Ehrlich LLP, Barg Coffin Lewis & Trapp LLC, Swanson & McNamara & F1 Discovery Agreements 2- Subpoena sent to Madeline Kronenberg by the SEC 3- Correspondence between S. Gamba and SEC related to her deposition	Sent Via Email <b>Completed</b>
<b>87</b>	11/18/14	Fatima Alleyne	Washington School Budget / SSC SY 2009 -to- 2013	<b>In Progress Data Being Collected</b>
<b>89</b>	11/18/14	Anton Jungherr	Access to review all CBOC files from 2001 to 10/31/2014	<b>Need Clarification Of Request – M. Walton</b>
90	11/19/14	Theresa Harrington	#1- Pinole Valley High School Project #2- Various Contracts / Agreements	Sent Via Email <b>Completed</b>
<b>96</b>	11/21/14	Anton Jungherr	Pinole Valley High School – Detention Basin, Utilities and Paving Projects	<b>12/30/2014 - Letter Sent Requesting Fees Will Come In To View Docs</b>
104	12/5/14	Petronila Fernandes	Ford Elementary School SSC Bylaws / School Site Plan 2013-14 Plan for Student Achievement	1/30/15 Sent Via Email & U.S. Mail <b>Completed</b>
113	12/8/14	Anton Jungherr	Approved Qualification for Legal Services for the Citizens Bond Oversight Committee	2/5/15 Documents Mailed <b>Completed</b>
<b>126</b>	12/23/14	Charles Reichmann	WCCUSD Academic Calendars 10/1/2013 – Present	<b>In Progress Data Being Collected And Reviewed</b>
<b>130</b>	12/29/14	Anton Jungherr	Richmond High School / Seismic Reports & Information	<b>1/21/2015 - Letter Sent Requesting Fees Will Come In To View Docs</b>
133	1/7/15	Labor Commissioner State of California	Helms Middle School Sportsfield & Landscaping Project	2/4/15 Documents Mailed <b>Completed</b>
134	1/7/15	Labor Commissioner State of California	Richmond Swim Center Roof Removal Project	2/4/15 Documents Mailed <b>Completed</b>
<b>135</b>	1/8/15	Bay Area News Group	2014 Employees' Compensations	<b><u>In Progress</u> <u>Notified Requestor</u> <u>Gathering Information-May Take Up To A Month For Final Report</u></b>

	<b>Date of Receipt</b>	<b>Requestor</b>	<b>Requested Records/Information</b>	<b>Current Status</b>
<b>137</b>	1/8/15	Teresa Nino First Investors Corp.	WCCUSD Employees' Listing Names/Site Location/Years of Employment	<b>Information Received</b>
<b>138</b>	1/8/15	Anton Jungherr	Swanson & McNamara invoices RE.- Ms. Kronenberg's Legal Representation	<b>In Progress Acknowledgement Letter Sent</b>
<b>142</b>	1/15/15	Alison Schoenbeck CA Charter Schools Assoc.	Prop 39 / Charter School Information	<b>In Progress 14 Day Extension Invoked Gathering Records</b>
<b>143</b>	1/15/15	Ron Beller Caliber Schools	Caliber Schools-Beta Academy Information	<b>In Progress 14 Day Extension Invoked Gathering Records</b>
148	1/23/15	Anton Jungherr	Friday Memo (1/23/2015)	2/4/15 Documents Mailed <b>Completed</b>
<b>149</b>	1/28/15	Anton Jungherr	Nixon Peabody LLP Invoices Funding / Agreement	<b>In Progress Acknowledgement Letter Sent</b>
<b>150</b>	1/28/15	Anton Jungherr	Ramsey & Ehrlich LLP Invoices & Funding	<b>In Progress Acknowledgement Letter Sent</b>
<b>151</b>	1/29/15	Anton Jungherr	Barg Coffin Lewis & Trapp LLP Invoices & Funding	<b>In Progress Acknowledgement Letter Sent</b>
<b>152</b>	1/30/15	Anton Jungherr	Friday Memo (1/30/2015)	<b>In Progress</b>