Friday Memo
January 27, 2017

Upcoming Events – Matthew Duffy
February 1: 100th Day
February 1: Board of Education Meeting, DeJean MS, 6:30 PM
February 2: MDAC, Helms MS, 6:30 PM
February 3: MDAC, Kennedy HS, 9:00 AM
February 6: Agenda Setting, Superintendent's Office, 3:30 PM
February 6: Special Education CAC, Cameron ES , 7:00 PM
February 13: Technology Subcommittee, IT Center, 4:00 PM
February 13: Youth Commission, Helms MS, 6:30 PM
February 14: Academic Subcommittee, DeAnza JS, 4:00 PM
February 15: Solutions Team, UTR Office, 1:00 PM
February 15: Board of Education Meeting, DeJean MS, 6:30 PM
February 16: Safety/Climate Subcommittee, Pinole Valley HS, 9:00 AM
February 20-25: Presidents' Week Recess, Schools and Offices Closed

Extended Learning Summer 2017 Program Description – Nia Rashidchi
The following information outlines the program and logistics for our regular ed and special ed extended learning summer programs. We also have multiple supplementary and enrichment programs in which WCCUSD students participate. We are currently creating a separate Friday memo that outlines those additional programs. Please look for that version in the near future.

Elementary Program - Regular Ed - Transitional Kindergarten - grade 6
Program Updates and Overview:

- All students will receive daily instruction in English Language Arts (ELA) Mathematics, and Visual and Performing Arts
- Program design: Blocking: ELA/ELD, Math, Elective
- English Learners will also receive daily ELD instruction
- Transitional Kindergarten and Kindergarten students will be included in the extended learning summer program - NEW
- Libraries will be open for student use during the school day
- All elementary sites will have afterschool Expanded Learning programs which include literacy and STEAM components
- WCCUSD teachers will serve as "master" teachers for Teach for America candidates in designated classrooms throughout the grade levels - NEW
- A pilot intensive literacy program (learning center model) focused on 2nd graders - NEW

Curriculum (grades K - 6)*:

- Student Placement
  Priority 1: based on scoring at Urgent Intervention on Star Reading/ Early Emergent band on Early Literacy

Priority 2: based on scoring at Intervention on Star Reading/Late Emergent band on Early Literacy AND Needs Intervention district benchmarks/"Has Not Met" on Math SBA
Priority 3: based on scoring at On Watch on Star Reading/Transitional on Early Literacy AND "Nearly Met" on Math SBA

- English Language Arts
  Focus/Purpose: reinforcement of basic Literacy skills
  Materials: McGraw Hill - *Wonderworks*: Includes instruction in both whole-class direct instruction and small group settings Edmentum *Study Island* for computer-based differentiated instruction
  Assessment: curriculum-based formative assessment

- Mathematics
  Focus/Purpose: Reinforcement of basic math skills, specifically number sense
  Materials: McGraw Hill *Triumphs* program: Includes instruction in both whole-class direct instruction and small group settings Edmentum Study Island for computer-based differentiated instruction
  Assessment: Pre/Post tests

- ELD
  Focus/Purpose: Support of English language acquisition
  Materials: Ballard & Tighe's *Carousel of Ideas,* a comprehensive, research-based English language development program
  Assessment: Pre/Post tests

- Elective
  Focus/Purpose: During a third instructional block students will receive instruction in VAPA
  Materials: Richmond Art Center, East Bay Center for Performing Arts, etc.
  Assessment: Culminating project or performance

Curriculum (grade Transitional Kindergarten) *
Focus/Purpose: Readiness skills development
Materials: modified kinder Wonderworks, center-based instruction
Assessment: curriculum-based formative assessment, DRDP

Middle School Program - Regular Ed - grades 7 - 8
Program Updates and Overview:
- All students will receive daily instruction in English Language Arts (ELA) Mathematics, and electives: VAPA, robotics, coding
- Program design: Blocking

Curriculum (grades 7-8)*:
- Student placement
  Priority 1: based on scoring at Urgent Intervention on Star Reading

Priority 2: based on scoring at Intervention on Star Reading AND "Has Not Met" on math SBA
Priority 3: based on scoring at On Watch on Star Reading AND at "Nearly Met" on Math SBA

- ELA (including integrated ELD for EL 3&4 students) and Mathematics
  Focus/Purpose: Programs will be taught using a blended learning approach
  Materials: PLATO Accucess courses on tablets which are designed to meet individual student learning needs based on student responses on diagnostic assessments.
  Assessment: Accucess-based assessment
- ELD (designated for EL 1 & 2 students)
  Focus/Purpose: Support of English language acquisition
  Materials: Inside or English 3D
  Assessment: Pre/Post test

- Elective Option
  Focus/Purpose: During a third instructional block students will receive literacy-infused instruction in art, music, spoken word, robotics, or coding. Students will have the opportunity to visit the Fab Lab located at Kennedy High School or the Mobile Lab will visit summer school sites.
  Materials: VAPA, robotics, coding
  Assessment: Culminating project or performance

High School Program - Regular Ed - grades 9 - 12

Program Updates and Overview:

- Students will participate in two 3-hour A-G credit recovery courses for a total of 10 credits (5 credits per course)
- Eligible seniors will be enrolled in independent study to recover up to 20 credits needed to graduate in the summer.
- Seniors will also have the opportunity to earn service learning credits through participation in Library Services support
- An internship course for students in our Pathway Academies will be offered – NEW

Curriculum (grades 9 - 12) *

- Student Placement
  Priority 1: Seniors with F grades
  Priority 2: Juniors with F grades
  Priority 3: Sophomores with F grades
  Priority 4: Freshmen with F grades
  Priority 5: Seniors with D grades
  Priority 6: Juniors with D grades
  Priority 7: Sophomores with D grades
  Priority 8: Freshmen with D grades

- Courses include English, Mathematics, History/Social Science, Science, Spanish, and PE.
- The curriculum for English, History/Social Science, Science, Mathematics, and Spanish will be PLATO Courseware using a blended learning approach. Students will use tablets to access the online courses.
- The ELD curriculum will be Edge and English 3- D.
- Assessment: Program embedded assessment

* Growth Mindset principles will be taught and reinforced through all content areas. Professional development for extended learning teachers will include a focus on these principles.

Extended Learning Summer 2017 Logistics

Extended Learning – Regular Education

Dates: Student program days: June 19 – July 21, 2017
Teacher work day: Friday, June 16, 2017
Holiday (non-work days): July 3 & 4, 2017
Professional Development days: Week of June 12

Hours: Elementary (TK/K – gr 6):
- Student: 8:30 – 2:00
- Teacher: 8:15 – 2:15

Middle and High (grades 7 – 12):
- Student: 8:15 – 3:10
- Teacher: 7:45 – 3:25

Locations:

Preschool:	Stege
TK-K:	Stege, Montalvin
Elementary:	Dover, Ford, Montalvin, Nystrom, Stege
Middle:	De Jean Middle, Pinole Middle, Richmond High
High:	Kennedy High, Pinole Middle, Richmond High

Extended Learning – Special Education

Dates: Student program days: June 19 – July 21, 2017
Teacher work day: Friday, June 16, 2017
Holiday (non-work days): July 3 & 4, 2017
Professional Development days: Week of June 12

Hours: Elementary (preschool – grade 6):
- Student: 8:30 – 2:00
- Teacher: 8:15 – 2:15

Middle and High (grades 7 – 12):
- Student: 8:15 – 3:10
- Teacher: 7:45 – 3:25

Locations:

Early Intervention:	Cameron
Elementary:	SH & TEP: Collins, Harding

	NSH: Dover, Nystrom, Montalvin
Middle:	De Jean Middle, Pinole Middle, Richmond
High:	Kennedy High, Pinole Middle, Richmond
Transition:	Vista Hills

Mafanikio Academic Coaching Program Update – Nia Rashidchi
Program Goal:
WCCUSD has a special lens on African American students who have been traditionally underserved. The *Mafanikio Program* (*achievement* in Swahili) immerses students in a culture of high academic and behavioral expectations while developing a growth mindset conducive to learning and overcoming challenges. It aims to accelerate academic success by providing support in English Language Arts and Math and provides opportunities for students to participate in field trips and other enrichment activities which develop college and career readiness skills.

Program Details:
The program was initiated at ten pilot schools in the fall of 2016: King, Lincoln, Mira Vista, Nystrom, Sheldon, Stege, DeJean Middle, Hercules Middle, Kennedy and El Cerrito High School. Three additional schools are being added in spring 2017: Coronado, Stewart, and DeAnza High School. Students enroll in 12 week sessions which consist of 3 hours after school/3 days per week. Enrollment is capped at 25 students to maintain a 1 to 5 ratio with instructional coaches. Site program coordinators and coaches participate in professional development and monthly check-in meetings and are provided on-site support from the Edmentum trainer assigned to our district.

Program Components:
Academic: The academic component for elementary and middle students is provided by online learning platforms that pre-assess and then generate individualized learning paths. Elementary students use Edmentum's *Study Island* in a game format; students in middle school use Edmentum's *Accucess,* in a tutorial format. Students in high school use either Edmentum's *Accucess* for remediation, or Edmentum's *PLATO Courseware* for credit recovery. Bi-weekly monitoring and post-assessments are used to monitor students' progress and success. Students are assisted and supported during their online learning time by instructional coaches in small group settings.

Growth Mindset: For students in grades 1 – 3, *Growing Early Mindsets* (GEM) integrates growth mindset and social/emotional learning principles and practices. Students in upper elementary and secondary grades will be immersed in a blended learning curriculum called *Brainology*, which is designed to teach students the understanding that their intelligence and abilities are not fixed and can be developed through effort. They learn that their brains – like their muscles – become stronger with effort and practice.

Enrichment: Students have opportunities to take part in art, music, coding, robotics, and/or forensics activities with various community partners such as *Target Excellence, Girls that Code, Zion Learning, East Bay Center for Performing Arts,* and *Richmond Arts Center.* They also may participate in field trips (2 per session) to local Bay Area museums (e.g. MOAD, Oakland

Museum – Black Panther Exhibit, Egyptian Museum, Tech Museum…), science centers (e.g. Planetarium, Exploratorium, Lawrence Hall of Science, Chabot Space & Science Center…), colleges and university campus visits, and local company visits (e.g. Facebook, Google, Twitter, Wells Fargo).

African American Site Advisory Team (AASAT) – Nia Rashidchi
We had our first African American Site Advisory Team (AASAT) meeting on Tuesday, January 24. The AASAT is made up of 52 African American parent representatives of our schools. I have included a one pager flyer that outlines the who, what, why, where, and how of the AASAT in this Friday memo. I have also included pictures from our meeting. We will continue to provide updates to the board on this new team.

District Budget Engagement Committee (DBEC) Update – Sheri Gamba
The DBEC held their initial meeting on January 12, 2017. Harold Freiman, attorney with Lozano Smith, facilitated the meeting and provided information on the committee's roles and responsibilities and conducting meetings using approved board protocols. The committee elected Cathy Garza, representing the High School Site Councils as Chair and Henry Webb, representing Elementary School Site Councils, as Vice Chair. Future meetings have been scheduled for February 27, March 27, June 13 and June 27 at Pinole Middle School and will begin at 6:30pm. This information is also located on the districts website at http://www.wccusd.net/Page/8119.

New Retirement Contribution Rates - CalPERS Employer Rates & CalSTRS Consideration - Sheri Gamba
CalPERS has released new employer contribution rates effective in the 2018-19 school year. These rates are 1% higher than projected at the First Interim Report and will be 18.7% increasing annually to a projected rate of 28.2% by 2023-24. The attached article provides additional information and reflects the projected annual rates through 2023-24.

CalSTRS is considering adjusting the actuarial projections for the teacher's retirement system in a similar fashion following CalPERS adjustment. The adjustment would result in higher rates passed on to School Districts if the State Legislature and CalSTRS Board raise the contribution rates to fund the shortfall.

The CalPERS and CalSTRS increases are projected to impose an increased cost to the District of over $16.5 million over the coming four school years (2017-18 through 2020-21). This is $3

million more than anticipated at the time the District adopted the First Interim Report in December 2016, and does not include potential action by CalSTRS to raise rates above what was known in December. Business Services will be updating the multiyear projections to reflect the anticipated increase in the upcoming Second Interim Report, which will come to the Board in March.

Middle School Math Night at UC Berkeley – Marcus Walton
The District has partnered with UC Berkeley for the first West Contra Costa Unified School District Middle School Math Night at the Cal women's basketball game on Sunday, February 12 at 3 p.m. All middle school students will receive four free tickets to the game and have an opportunity to win prizes from Cal by calculating the first half shooting percentage for both teams. Students from Crespi, DeJean, Helms, Hercules, Korematsu, Mira Vista, Pinole, and Stewart have been invited to attend. The game will be held at Haas Pavilion on the UC Berkeley campus. If you would like to attend the event, please contact communications manager Bobby Jordan.

GO Public Schools WCC Releases Report on District Schools – Marcus Walton
GO Public Schools WCC released West Contra Costa Kids Can report on Wednesday, January 25. The first-annual report examines key data points on student outcomes from grades K-12. The report focused on historically underserved populations in West County public schools and analyzed student data on kindergarten readiness, third grade English, middle school math, graduation rates, and college readiness. The full report is available here.

Non-profit Releases County Scorecard – Marcus Walton
Children Now, a non-profit that supports and connects organizations that advocate for children throughout the state, released its 2016-17 California County Scorecard of Children's Well-Being, which tracks 28 key indicators of child well-being across counties, over time and by race and ethnicity. A copy of the results for Contra Costa County can be found at http://pub.childrennow.org/2016/county/contra-costa/.

Updated List of Elected Officials – Marcus Walton
The communications department has updated the list of elected/appointed officials in West Contra Costa County. You can access the list at https://docs.google.com/a/wccusd.net/spreadsheets/d/1Pd7NP91l2Y61EvN--khKlLxbWjlacLpobwt5mWSJ99I/edit?usp=sharing

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, please contact me.

Tasting Week Pilot with Conscious Kitchen – Lisa LeBlanc
Food Services is joined by an outside foundation, Conscious Kitchen, for a Tasting Week the week of January 30-February 3, 2017 at Peres Elementary School in Richmond and Madera Elementary School in El Cerrito.

The Conscious Kitchen was created to address a new model for school food service. The Conscious Kitchen approach replaces the traditional pre-packaged, heat and serve school food model with scratch-cooked meals. It is based on five foundational attributes: fresh, local, organic, seasonal and non-GMO (FLOSN). The Conscious Kitchen has been successfully nourishing 550 students daily in the Sausalito-Marin City school district. Teachers and school leadership report improved attendance, behavior, focus, academic engagement and leadership skills among their students since the inception of the program. Join us for breakfast and/or lunch during this week, at one or both schools.

For more information on WCCUSD meal program go to www.wccusd.net Food services department or call WCCUSD Food Services at 510-307-4580.

Multi-Cultural lunch served at Richmond High School on Inauguration Day Friday January 20, 2017 - Lisa LeBlanc
During these uncertain political times, Food Services appreciated the request from Mr. Deleon, Principal at RHS, to offer a special multi-cultural lunch on Inauguration Day for his students. Food Services worked with RHS site staff and student volunteers to serve over 900 students a choice of chicken fajitas or BBQ chicken and Mac & cheese with all the fixings. The event was a success for all involved. Special thanks to the Richmond High school cafeteria staff and Food Services central kitchen for supporting this special event.

Food Services Recognized by United States Department of Agriculture - Lisa LeBlanc
The USDA, United States Department of Agriculture, was pleased to announce that West Contra Costa Unified School District Food Services Department is a recipient of the 2016 Western Region Summer Sunshine Award in the *Strategies to Improve Meal Quality* category.

The Summer Sunshine Awards recognize sponsors who operate exemplary summer meals programs. Ensuring these meals are high quality, appetizing, and appealing helps support an overall healthy lifestyle. This is important for a number of reasons. Summer sites have the opportunity to positively impact children's healthy development by offering nutritious meals and encouraging children to develop healthy habits at a young age. The USDA commends West Contra Costa Unified School District Food services department for improving their summer meals by incorporating a wide variety of fresh, local, and diverse foods. In addition, the engaging gardening and taste testing activities offered further exemplify our dedication to the children we serve.

To recognize West Contra Costa Unified School District's commitment to summer meals, West Contra Costa Unified School District Food services department accepted a Summer Sunshine Award certificate and banner as a token of the USDA's appreciation. The Western Regional Office thanks West Contra Costa Unified School District Food services department and their team for their dedication to providing nutritious meals to children during the summer months.

During Summer 2016, West Contra Costa Unified School District Food services department provided 297,553 Breakfasts, lunches and snacks to 76 sites including faith based organizations, recreation centers, park programs, summer schools and housing authorities. Hunger does not take a vacation.

Bond Expenditures for Technology: Report Presented to CBOC January 25, 2017 – Mary Phillips and Lisa LeBlanc

The CBOC agenda included a report regarding the appropriateness and legality of spending Bond funds for technology. The PowerPoint and letter from our attorneys are attached.

Richmond High Vermin Control - Lisa LeBlanc

The District was made aware of possible vermin at Richmond High School at a recent board meeting. Maintenance and Operations contacted site administration who reported nonspecific anecdotal accounts of vermin on site. No work orders requesting vermin control services have been made in several months, which was confirmed by the District pest control contractor. Food Services has not requested additional pest control support.

The District will continue to implement an integrated vermin management strategy process which includes:
Design
Buildings are secure from pest infiltration and
Install nontoxic traps to collect vermin when identified
Monitor
Staff to maintain vigilance.
Exclude
Identify access points and secure.
Communicate

Staff to contact Maintenance and Operations if there is evidence of pest infiltration. Maintenance and Operations to contact pest control contractor to address target areas.

El Cerrito Facility Repair- Lisa LeBlanc
Trustee Kronenberg requested an update with regard to a damaged column adjacent to the El Cerrito High School Multi-Purpose Building. The damage occurred several months ago as a result of a minor vehicle collision with the column facade. The damage is cosmetic and is no threat to the structural integrity of the building. The District is in the process of completing the contract to repair the column facade with the anticipated completion during Presidents' week recess of February 20-24th.

Fairmont Play Box Mushrooms - Lisa LeBlanc
Fairmont Elementary School contacted Maintenance and Operations expressing concerns regarding mushrooms growing in the Kindergarten play area wood chips. Conditions are ideal for mushroom growth in these areas due to our recent wet weather. The Grounds department was notified to remove the mushrooms and will work closely with site staff to monitor and address conditions should they return.

The District has requested a quote to replace the existing Fibar ground cover with a rubber surfacing that is consistent with the District standard for play matting under play structures. MRAD funding will be allocated to fund the replacement and installation of the play mat at Fairmont.

The FISCAL REPORT an informational update

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New CalPERS Employer Rates Released

Later this week, the California Public Employees' Retirement System (CalPERS) will officially release new employer contribution rates for school agencies to take effect in the 2018-19 school year. Previously projected at 17.7%, the employer contribution rate in 2018-19 will now be 1% higher at 18.7%, starting a steep upward climb to the projected rate of 28.2% in 2023-24. CalPERS reports that the revised projected employer contribution rates are based upon a new analysis of the fund.

CalPERS stated that increase in the projected employer contribution rates are ". . . based on the June 30, 2015 annual valuation for the Schools Pool. The Projected Rates assume CalPERS earns 0% for fiscal year 2015-16, and no future demographic or asset gains or losses. Assumes a discount rate change to 7.375% effective for 2018-19, 7.25% for 2019-20 rates and a discount rate change to 7.00% effective for 2020-21 rates and beyond. Assumes that all other actuarial assumptions will be realized and no other changes to assumptions, contributions, benefits or funding will occur during the projection period. Aside from the projected 2017-18 contribution rate, these projections do not take into account the positive impact PEPRA is expected to gradually have on the normal cost."

CalPERS School Employer Contribution Rates

Fiscal Year	Previously Released Employer Contribution Rates	Projected Employer Contribution Rate
2016-17	13.888%	13.888%
2017-18	15.8%	15.8%
2018-19	17.7%	18.7%
2019-20	19.7%	21.6%
2020-21	21.1%	24.9%
2021-22	N/A	26.4%
2022-23	N/A	27.4%

2023-24	N/A	28.2%

School agencies will need to update their financial projections, including the multiyear projection, with the increased rates and evaluate the squeeze on base revenues, as no additional funding is provided from the state through the Local Control Funding Formula to absorb the climbing contribution rates. For some perspective, the projected employer contribution rate of 28.2% for 2023-24 is 2.4 times that of the employer contribution rate of 11.847% in 2015-16, an increase of 138% in just eight years.

—Matt Phillips, CPA; Kathleen Spencer; Michelle McKay Underwood; and Sheila G. Vickers

posted 01/18/2017

West Contra Costa Unified School District

African-American Site Advisory Team

What is the WCCUSD African-American Site Advisory Team?

The WCCUSD African-American Site Advisory Team (AASAT) is an advisory group made up of Parent and District Leaders dedicated to promoting quality education for African-American students. The purpose of AASAT is to advise the WCCUSD school and District staff on strategies that will improve academic outcomes for African-American students and increase the engagement of African-American families.

Why is AASAT so Important?

Significant achievement and opportunity gaps separate low-income, black, Latino, or American Indian students from other young Americans. In WCCUSD, the gap is widest for African-American students. It is a moral, social, and economic imperative to ensure that future generations of students are prepared for success in college, career, and life. Our African American students, as a group, have been underserved, and we need to change this in WCCUSD.

Substantial evidence exists to show that children whose parents are involved in their education have significantly increased academic achievement and cognitive development.

The AASAT Parent Leaders will not only advise the District on ways to improve outcomes for African-American students, but will also work with their school site to improve climate and culture and increase family engagement.

Who is on AASAT?

AASAT members are parents/guardians of African-American students attending a public school in WCCUSD. There is one AASAT Leader representing each of the 52 school sites. Staff members representing District Leadership also attend AASAT meetings.

What is the Role of AASAT?

- Advise on the goals, programs and services for African American student achievement and family engagement that should be considered for the Single Plan for Student Achievement and the District Local Control Accountability Plan
- Work with school Principal to ensure that their child's school has a functioning African-American Parent Advisory Council (AAPAC)
- Support school staff in conducting a climate and culture needs assessment at their child's school site
- Review and advise on the communication and outreach efforts that WCCUSD uses to engage African American families
- Advocate for programs and services that will increase African-American students' preparation for college and career
- Attend AASAT capacity-building meetings regularly and share information with school Principal

When does AASAT Meet?

AASAT meets once each month. For the 2016-2017 school year, AASAT will meet on the following dates at DeJean Middle School or DeAnza High School:

Tuesday, January 24, 2017	Thursday, April 13, 2017
Thursday, February 9, 2017	Thursday, May 18, 2017
Thursday, March 16, 2017	Thursday, June 1, 2017

Meeting Times: 6:00 – 8:00 p.m.

Public Records Request Log 2016 - 2017
Week Ending January 26, 2017

	Date of Receipt	Requestor	Requested Records/Information	Current Status
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	12/2/16 Documents sent via email Gathering/Reviewing additional Docs
47	12/20/16	Chansell Evans-Green	2015-2016 WCCUSD Student Data on Student Attendance / Absences for Grades K-12	Gathering Records / Data
50	*12/14/16	Mary Selva Richmond Annex Neighborhood	Number of Students attending Public Schools in Richmond Annex	12/22/16 Acknowledgement email sent 1/19/17 Email Sent Response due on 2/17/2017
51	1/3/17	Anton Jungherr	Revolving Cash Account Payments July 1, 2016 through November 30, 2016	1/13/17 Documents sent via email **COMPLETED**
52	1/3/17	Anton Jungherr	Authorization to sign Agreements/Contracts less than $50,000	1/13/17 Documents sent via email **COMPLETED**
53	1/17/17	Ivan Kranjcec Smart Procure	WCCUSD MUNIS Purchase Order Report / August 19, 2016 – Present	1/23/17 Acknowledgement email sent
54	1/17/17	Anton Jungherr	Superintendent's Friday Memo / January 6 and January 13, 2017	1/24/17 Documents sent via email **COMPLETED**
55	1/17/17	Anton Jungherr	District Budget Engagement Committee Meeting / January 12, 2017 – AGENDA, Handouts, Meeting Minutes and Schedule of future Meetings	1/23/17 Acknowledgement email sent
56	1/19/17	Melissa Huckaby CSLB Quality Assurance	El Cerrito High School / New Stadium Project Hauzen, Inc. Contractor's records	1/23/17 Acknowledgement email sent
57	1/24/17	Rachael Tillman Law Offices of Young, Minney & Corr. LLP	All High Schools' Football Season Schedules and/or Calendars / July 1, 2015 – June 30, 2016	1/25/17 Acknowledgement email sent

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January 25, 2017

Sheri Gamba
Associate Superintendent for Business Services
West Contra Costa Unified School District
1108 Bissell Avenue
Richmond CA 94801-3135

Lisa LeBlanc
Associate Superintendent
Operations & Bond Program
West Contra Costa Unified School District
1108 Bissell Avenue
Richmond CA 94801-3135

Re: District Wide Educational Technology Project

Dear Ms. Gamba and Ms. LeBlanc

This letter confirms that the use by the West Contra County School District (the "**District**") of proceeds of each bond issue (each a "**Bond Issue**") issued pursuant to its Measure D, which passed at an election held on June 8, 2010 by 62.6% of the eligible voters in the District and which authorized the District to issue up to $380 million of general obligation bonds (the "Measure D Election") , and Measure E, which passed at an election held on November 6, 2012 by 64.4% of the eligible voters in the District and which authorized the District to issue up to $360 million of general obligation bonds (the "Measure E Election" and, together the "Elections")) , to pay the costs of certain technology infrastructure and equipment, as further described on the respective project list presented to the voters in connection with each Election (collectively "**Technology**") meets all applicable state and federal tax law requirements relating to the timing of the repayment of principal, based on our understanding of the facts.

First, Technology-related expenditures are authorized to made with proceeds of each Bond Issue pursuant to the project lists approved by the voters in each of the Elections and pursuant to California Constitution Article XIIIA, Section 1(b)(3) which allows the use of general obligation bond funds for the "furnishing and equipping of school facilities." The District's Technology expenditures unquestionably qualify as and constitute the furnishing and equipping of school facilities.

Second, as the District's bond counsel, for each Bond Issue we can confirm that the federal tax law requirement that compares the life of the financed-assets to the life of the Bond Issue has been satisfied. Specifically, federal tax law requires that the weighted average amortization of a Bond Issue not exceed 120% of the weighted average expected life of the financed-assets. For example, if 50% of a Bond Issue financed Technology with an expected life of 5 years and the

other 50% finances modernization expenditures with an expected life of 20 years, then the average life of all of the financed assets is 12.5 years, and the Bond Issue must be amortized over not more than 15 years on average (120% of 12.5 years). For each Bond Issue, the District provided its project list and the amounts expected to be expended on each project list component, including Technology. With that information and information regarding "safe harbor" lives published by the Internal Revenue Service (e.g., the useful life is generally 3 to 5 years for Technology), we confirmed at the time of each Bond Issue that the foregoing federal tax law requirement was met.

Last, though there is no specific state law mandate, in light of the relative short functional life of Technology, many California school districts, including the District, directly or indirectly implement a bond structuring approach that ensures the repayment or amortization of the principal of each Bond Issue in the first several years after issuance in an amount not less than those amounts of the Bond Issue used for Technology or other short-lived project components. This approach is consistent with the general notion that a debt's repayment should be commensurate with the expected functional life of the items financed by that debt. Based on information available to us, we believe the District has structured principal repayment over the first 5 years of each of its Bond Issues in amounts that exceeds, and in most cases significantly exceeds, the amount of proceeds of each respective Bond Issue expended for Technology or other short-lived assets.

Please let me know if you have questions..

Sincerely,

Travis C. Gibbs
Partner

TCG

CBOC Technology Report

District-Wide Technology Project
Expenditures from 2011-2016

January 25, 2017

CBOC REQUEST FROM DECEMBER 21, 2016:

"That the District be requested to provide information on how IT supplies are financed by bond monies, the legal basis for paying for IT supplies with bond monies, and the policy rationale for using bond funds to pay for IT supplies"

The District is authorized to spend bond funds on technology by both the language of the California Constitution and the direct language of Measures D & E

The California Constitution allows the expenditures of bond funds for purposes specified in Article XIII A, Section 1(b)(3). **This Article allows use of bond funds for the "furnishing and equipping of school facilities." Technology and information systems and hardware is considered furnishing and equipping the facilities for their intended educational use.**

Furthermore, in developing the specific school facilities projects that will be funded, **Article XIII A, Section 1(b)(3)(B) directs the District to consider "information technology needs" in developing the list of projects.**

Finally, the language of both Measures D & E as approved by the voters, defines projects as including technology upgrade and District-wide wiring and instructional technology projects.

The District is authorized to spend bond funds on technology by both the language of the California Constitution and the direct language of Measures D & E

INCURRING BONDED INDEBTEDNESS

Cal. Const., art. XIIIA, §18, subd. (b)(3):
Bonded indebtedness incurred by a school district, community college district, or county office of education for the construction, reconstruction, rehabilitation, or replacement of school facilities, **including the furnishing and equipping of school facilities**, or the acquisition or lease of real property for school facilities, approved by 55 percent of the voters of the district or county, as appropriate, voting on the proposition on or after the effective date of the measure adding this paragraph. This paragraph shall apply only if the proposition approved by the voters and resulting in the bonded indebtedness includes all of the following accountability requirements:

(A) A requirement that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3), and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

(B) A list of the specific school facilities projects to be funded and certification that the school district board, community college board, or county office of education has evaluated safety, class size reduction, **and information technology needs** in developing that list.

The District is authorized to spend bond funds on technology by both the language of the California Constitution and the direct language of Measures D & E

MEASURES D & E BALLOT OR RESOLUTION LANGUAGE:

Measure D: "To make schools safe, complete essential health/safety repairs, qualify for State matching grants, shall West Contra Costa Unified School District upgrade schools for earthquake safety/handicap accessibility, remove asbestos, upgrade restrooms, vocational classrooms/**technology**/energy systems to reduce costs, install lighting and security systems, acquire, repair, construct, equipment/sites/facilities, by issuing $380,000,000 in bonds within legal rates and bonding capacity limits with independent audits, citizen oversight, and no money for administrators' salaries?"

Project List: "Upgrade classrooms to support core academics, math, science, reading and writing; Upgrade computer and science labs; **District-wide Wiring and Instructional Technology For Effective Learning and Job Training Projects"**

The District is authorized to spend bond funds on technology by both the language of the California Constitution and the direct language of Measures D & E

MEASURES D & E BALLOT OR RESOLUTION LANGUAGE:

Measure E: "To make schools safe, complete essential health/safety repairs, qualify for State matching grants, shall West Contra Costa Unified School District upgrade schools for earthquake safety and handicap accessibility, remove asbestos, upgrade science labs, restrooms, vocational classrooms, **technology** and energy systems to reduce costs, install lighting and security systems, and acquire, repair, construct, equipment, sites and facilities, by issuing $360,000,000 in bonds within legal rates and bonding capacity limits with independent audits, citizen oversight, and no money for administrators' salaries?"

Exhibit B (Full Text Ballot Proposition): "To make schools safe, complete essential health and safety repairs, qualify for State matching grants, shall West Contra Costa Unified School District:…upgrade restrooms, vocational classrooms, **technology** and energy systems to reduce costs?...

Project List: **"**Upgrade classrooms to support core academics, math, science, reading and writing; Upgrade computer and science labs; **District-wide Wiring and Instructional Technology For Effective Learning and Job Training Projects"**

The District is authorized to spend bond funds on technology by both the language of the California Constitution and the direct language of Measures D & E

Goal and Purpose: To upgrade computer technology, improve both current instruction methods and to expand job training programs by applying modern technology infrastructure such as:

- Provide and maintain upgraded technology, data and communication equipment.
- Upgrade and expand wireless systems, telecommunications, Internet and network connections.
- Upgrade and replace computers, hardware and software systems.
- Upgrade and replace classroom furniture, equipment and instructional aids.
- Upgrade media and audio/visual equipment.
- Expand bandwidth to allow students greater access to the Internet.
- Install up-to-date learning technology and equipment used in job training programs.

Technology Plan and Budget

- Our WCCUSD Technology Plan was approved by the Board on March 26, 2014.
- The WCCUSD Technology Plan supports upgrading district infrastructures, increasing capacity and the use of tablet technology to enhance and support the Common Core curriculum. These projects are in alignment with the goals and objectives contained within the WCCUSD LCAP and Strategic Plan.
- The Board approved the preliminary budget for the District-wide Technology Project on Feb. 6, 2013 and increased it to $35M on June 15, 2016.

Early Payback on Principal

- Measures D and E have had principal paid off within a five-year time frame which is similar to how Ed-Tech bonds are structured to finance technology projects
- Principal in the amount of $69M between 2011 and 2016 was paid within the five-year time frame on Measures D & E
- General fund dollars will be utilized for technology replacement costs, not bond dollars

District-Wide Technology Project Bond Principal Paid within 5 years

Measure/Series	Issue Date	Principal Paid in 5 Years	Principal Paid by
Measure D Series A1	November 2011	$12,155,000	August 2013
Measure D Series B	October 2013	$8,675,000	August 2017
Measure D Series C	March 2015	$2,020,000	August 2019
Measure D Series D	March 2016	$10,000,000	August 2017
Measure E Series A	October 2013	$14,000,000	August 2015
Measure E Series B	March 2015	$10,000,000	August 2019
Measure E Series C	March 2016	$12,500,000	August 2017
"Short" Bonds Issued		$69,350,000	

Technology Expenditures to Date

TECH EXPENSES			
FY 2014 Actuals			$ 9,804,394.21
FY 2015 Actuals			6,881,649.41
FY 2016 Actuals			7,868,302.89
FY 2017 Actuals -Dec. 31, 2016			6,196,643.00
TOTAL			$ 30,750,989.51

Questions?