

Friday Memo
September 15, 2017

Upcoming Events – Matthew Duffy

September 16: Volunteer Fingerprinting for Parents, Collins, 9:00 – 12:00
September 16: El Cerrito Showcase Parade, Safeway Parking Lot, 10:00 AM
September 17: El Sobrante Stroll, Parade 11:00 AM, Stroll to 4:00 PM
September 18: Safety-Climate Committee, DeJean, 4:00 PM
September 18: Youth Commission, Helms Library, 6:30 PM
September 19: Facilities Subcommittee, FOC, 4:00 PM
September 19: Academic Committee DeAnza Media Center, 5:30 PM
September 20: Board of Education Meeting, DeJean, 6:30 PM
September 22: State of the Schools Breakfast, DeJean, 7:30 AM
September 23: Volunteer Fingerprinting for Parents, Lupine Hills, 9:00 – 12:00
September 25: Agenda Setting, Superintendent’s Office, 4:00 PM
September 27: DLCAP Meeting, Helms, 6:00 PM
September 28: 2017 Teacher of the Year Awards, Concord Hilton, 6:00 PM
September 30: Volunteer Fingerprinting for Parents, DeJean, 9:00 – 12:00

Next Week’s Board Meeting – Matthew Duffy

Closed Session for the September 20 meeting will begin at 5:00 PM.

2017 GO Refunding Bonds Press Release – Christopher Mount-Benites

The 2017 GO Refunding Bonds successfully closed last week. Attached is a copy of the press release. A historical summary of the District’s prior refundings depicting taxpayer savings is also included for your information.

ProcureAmerica Statement of Work – Christopher Mount-Benites

ProcureAmerica provides cost reduction consulting services for waste, recycling, utilities, telecommunication and document management by analyzing policies, procedures, supplier contracts, past invoices and other pertinent information. We have authorized them to analyze our services and based on the results will determine whether or not we proceed with a contract. We are bringing this to the Board on September 20 as the terms of the contract will be much different than normal, i.e. % of realized savings vs. flat amount plus compensation for the savings proposal, should we elect to move forward. A copy of the Statement of Work is attached for your reference.

Illuminate Technology Integration #1 - Nia Rashidchi

During the September 6 meeting, Board members had several questions about Illuminate. This update is to share with the Board a clear description of what illuminate DNA is, why we selected it, and how some of our major technology applications integrate with it. Please note that as we continue to create our “**One-stop Data Shop**”, the process of aligning all of our systems will take time. We continue to evaluate what systems are in use and what information should be held centrally.

What is Illuminate?

Illuminate is an online data and assessment platform that allows us to:

For the District Office:

- Securely access, input, and analyze data from any computer with internet access
- Automatically (and manually) load data from various sources for analysis individually or jointly
- Populate reports with any data the district has
- Seamlessly work with current systems to meet all assessment and data management needs

For Schools and Departments:

- Access a selection of pre-built reports
- Easily compare data sets and subgroups of students with simple demographic filters
- Access easy-to-read graphs and visuals to identify trends and inform decision making
-

For Teachers:

- Create, upload, scan, add, and administer standards-based assessments
- Immediately receive results and use data for flexible grouping of students, Response to Intervention (RtI) protocol, judging how to pace and plan the next lesson, and more
- Be able to create formative assessments to provide instant formative feedback mid-lesson to ascertain lesson plan success, as well as inform next steps

Why did we select Illuminate?

Illuminate is among the best aligned tools with common core aligned resources. Despite all of its options, it is the lowest cost tool of its type on the market, and it can be learned through a variety of avenues including:

- District provided in-person professional development (With Illuminate Trainer)
- Self selected PD options, including regional in-depth training opportunities and user conferences
- Webinar training opportunities
- Embedded self-paced tutorials through Illuminate University
- Searchable help documentation with easy-to-follow lessons and handouts to find answers to questions users might be too embarrassed to ask
- A help desk that is accessible to all users, not just the systems administrator.

How will we integrate our current systems with Illuminate?

Publisher: Renaissance Learning- Currently in Illuminate

Technology Application	Purpose	Grade Range	Data to be housed in Illuminate.
STAR Early Literacy English/Spanish	Assess Early Literacy Skills of First Grade Students	1	Fall, Winter and Spring Benchmark Data
STAR Reading	Assess Reading Fluency	2-8	Fall, Winter and Spring Benchmark Data

Publisher: Edmentum- Planned to be Integrated into Illuminate

Technology Application	Purpose	Grade Range	Data to be housed in Illuminate.
HS. Plato Courseware	Credit Recovery for HS Students	9-12	Courses and Credits Completed
Extended Learning	Classroom Blended Learning	9-12	N/A
EDOptions	Virtual Teacher Online Courses	9-12	Course and Credit Completion
MS. Plato Courseware	Supplemental Units for Core Courses	7-8	N/A
Exact Path	Differentiated/ Supplemental in-class instruction for tier 2 and 3 intervention.	Elem.	Hours of student use per course
Mafanikio- Study Island	After School Intensive intervention in ELA and Math	K-8	Pre and Post Test

Organization Chart – Matthew Duffy

Enclosed is an updated 2017-2018 organization chart for the Pre K-Adult Educational Services Division.

The Smarter Balanced Assessment Consortium (SBAC) English Language Arts and Mathematics Results Still Embargoed - Nia Rashidchi

We are planning to have a presentation on the SBAC results during the September 20 Board meeting.

Currently, the SBAC assessment results are still embargoed by the state, and we cannot publicly share the data. The most current information from the state is that the data could be released from embargo status during the week of September 18.

For this reason, we will not post the SBAC presentation until the state has officially released the data. We will keep the Board updated as we hear more detailed information from the state.

College Board College Readiness and Success Contract - Nia Rashidchi

At the September 20 Board meeting, the College Board contract will be on the agenda for approval. This contract ensures early access for all of our students to the college going process, while there is still time to inform instruction and learning and increase student readiness for college expectations.

This contract provides testing materials, scoring services and administration of professional development for the PSAT 8/9, the PSAT 10, the PSAT NMSQT (National Merit Scholarship

Qualification Test) grade 11, and the SAT for grade 12. The administration date will be on College Day, October 11, 2017 with a makeup day on October 25, 2017.

Contract Information for Lydia Stack and Steven Weiss- Nia Rashidchi

A contract for Lydia Stack and Steven Weiss from Proximal Path will be on the Board agenda for September 20. The consultant contract is for strategic support at four key sites (Bayview, Nystrom, Peres, and Verde elementary schools). The focus of the work is to continue support from the 2016-2017 school year.

We aim to accomplish the following:

- Implementation of the English Language Development (ELD) Standards across the schools,
- Increase teachers' use of Constructive Conversations in the classroom to increase student dialogue during both Integrated and Designated ELD, and
- Improve the quality of student talk as measured by oral language sampling and verbatim script analysis using a pilot web app created by the consultant to record student conversations.

Anecdotal data shows a positive impact on teaching and learning at the four school sites. Principals shared the following:

Thank you for the ELD support this year. We definitely would like to continue to work with Steven next year! His work was not confined to the designated ELD time, but other areas such as writing and math. We began discussing how EL's communicate with one another during partner or group work, and which approaches yield the most progress for EL's.

One of the tasks that the PD focused on was teachers recording students discussions during assigned group work. This enabled discussions regarding how students held academic conversations. They then worked on strategies to teach meaningful conversations as opposed to parallel talk. This was extremely helpful!!

We would benefit from reviewing ELD standards and embedding strategies into lessons that address the ELD standard throughout the day. Other areas we would benefit receiving support is reviewing the new ELPAC and how EL's are reclassified in our district. All of the teachers who worked with Steven this year gave a big thumbs up and expressed interest in continuing on next year. In addition to a whole staff session, Steven met with individual teachers and grade level teams. Teachers were encouraged to record and analyze their EL students' interactions and everyone involved found this to be very valuable.

In addition to the aforementioned goals, we will increase the alignment of our goals with strategic progress monitoring and evaluation of the work and use those sites as models site for the future growth and development of ELD.

Reclassification Update Part I – Nia Rashidchi

During the September 6 Board of Education meeting, staff was asked to provide more detailed information on the reclassification content and process. We will be sharing reclassification

information throughout the school year. Consider this Part I of the detailed information on our districtwide reclassification work.

To support our Reclassification Campaign the Multilingual and Multicultural Services department is engaged in the following three critical strategies:

- 1. Disseminate school reclassification data that is accurate, timely, and actionable**
 - Data disseminated on general school progress toward reclassification
 - Data is disseminated on individual student progress toward reclassification
 - School site leaders and teachers receive support in data use to impact instruction, student learning, and increase reclassification rates
 - Progress monitor reclassification throughout the year
- 2. Implement Integrated and Designated English Language Development (ELD) Standards across the District**
 - Schools receive the necessary materials and resources via an ELD Toolkit to understand and implement the ELD Standards
 - Schools have access to several forms of professional development to implement the ELD Standards
 - Use of strategic coaching via teaching teams to build capacity and communities of practice across the district
- 3. Family and Community based organization partnership, awareness, advocacy, and action regarding the classification process**
 - Central Multilingual District Advisory Committee (MDAC) and Site-based English Learner Advisory Committees (ELAC) receives training on reclassification to increase their awareness of the steps to reclassification, actions they can take to support reclassification, and how to advocate for action and awareness across the system.
 - Increase partnerships with community based organizations to increase their awareness of reclassification process and how they can take action and advocate to support the reclassification of students across WCCUSD.

Needs Assessment

Before diving into key actions to impact reclassification rates across the District, we spent time learning about the current system-wide reclassification context, analyzed site level student data, analyzed content of Single Plans for Student Achievement, and formally and informally assessed the needs of staff across the District. Several key themes arose that informed and continue to inform our work:

- Schools had intermittent support to strategically impact reclassification. They requested general information regarding the process of reclassification, the goals of reclassification, accurate data, and actions to impact reclassification rates at their schools.
- Schools, families and students did not clearly understand the criteria for reclassification and impact of reclassification on their children, including actions they could take to support students being reclassified.
- There were many work streams across departments regarding reclassification, but alignment was needed to increase the impact.

Steps to Date: Spring 2017 to Fall 2017

- **In-depth data analysis.** We looked at trends and patterns across the District and better understand specific school contexts.
 - [Feeder Family Analysis](#)
- **Creation of a data dissemination plan.** We identified key data sets needed to impact reclassification rates. We started with reclassification criteria and CELDT levels.
 - [School Site Data Folders](#)
 - [Kennedy Feeder Family RFEP Data](#)
 - [Richmond Feeder Family RFEP Data](#)
 - [Hercules Feeder Family RFEP Data](#)
 - [Pinole Feeder Family RFEP Data](#)
 - [DeAnza Feeder Family RFEP Data](#)
- **Creation of an ELD Standards Toolkits.**
 - [ELD Toolkits](#)
- **Access to high quality expert training.** We compile a detailed list of trainings aligned to our goals and facilitate the registration and fund training attendance. In some cases, for economy of scale, we bring experts to us. Here is a sample of those trainings:
 - California Association for Bilingual Education
 - [CABE PD Secondary Immersion](#)
 - [CABE Bilingual Education Institutes](#)
 - [ELPAC Training PowerPoint](#) (In house)
 - Center for Applied Linguistics (CAL)
 - [WCCUSD Dual Language Foundations](#)
 - [WCCUSD Dual Language Leadership](#)
 - [WCCUSD Foundations of Spanish Literacy](#)
 - Santa Clara Multilingual Education Services
 - [Charting ELD](#)
 - [Educating Long-term English Learners and Newcomers](#)

Ongoing reclassification work for Fall 2017 and Spring 2018 will be shared in upcoming Friday memos.

Contracts on the September 20, 2017 Board Agenda - Nia Rashidchi

On the agenda for the September 20 Board meeting, there are several continuing contracts with UC Berkeley up for renewal. The following information gives a snapshot of the programs and data that provide the rationale for renewals.

UC Regents Destination College Advising Corps (DCAC) Program

Overview – Nia Rashidchi

In partnership with UC Berkeley Early Academic Outreach Program (EAOP), Destination College Advising Corps (DCAC) looks to increase college going rate by working collaboratively with target schools and partner programs focused on research-based best practices that enable low-income and first generation to college students to access post-secondary education.

DCAC increases the college-going rate of students at El Cerrito High School, Hercules High School, John F. Kennedy High School, Pinole Valley High School, Richmond High School, and De Anza High School and provides comprehensive college awareness, mentorship, resources, preparation, advising, and information through the efforts of a dedicated College Adviser Fellow. The College Adviser Fellows participate in the local and national research and data collection as specified by State and Federal agreements, including the provision of intensive program activities, by using evidence-based best practices of highly successful college access programs and strategies that build college going culture through one-to-one, small group, classroom, and whole school efforts.

2016--2017 OUTCOMES

The six DCAC College Advisers at our six comprehensive high schools:

- Saw more than **1700 9th– 12th graders** in at least one advising session
- Delivered **602 college knowledge workshops** and presentations across 6 school sites
- Assisted **619 seniors and their families in submitting FAFSA** on time
- Worked with 761 seniors to submit **679 UC applications, 914 CSU applications and 349 community college applications**
- Supported seniors in applying for and winning **\$2,034,182** in scholarship funds
- Delivered **30 college knowledge lessons** and activities to each of the 4 **Rising Scholars** cohorts
- Prepared over **600 juniors for Higher Ed Week**, giving them the opportunity to engage with nearly 80 college representatives
- Organized and/or collaborated to provide additional **college--going experiences** for all students such as BerkeleyGO Field Trip, Achieve UC, First Steps Summit & Next Steps Summit, College Nights (ECMC Partnership), East Bay Higher Education Week (HEW), Sacramento Area Youth Speaks (SAYS) Summit
- DCAC/EAOP Regional Field Mentor provided expert guidance and training on **A--G and course validation** to counselors in the district.

**[Click on the link below for comprehensive data report:
DCAC Data Report](#)**

UC Regents PRE-COLLEGE ACADEMY (PCA)

PROGRAM OVERVIEW

The Pre-College Academy (PCA) is a six-week college-preparatory summer program hosted by the Early Academic Outreach Program (EAOP) at the University of California, Berkeley. For 30 years, PCA has provided intensive academic enrichment for EAOP students from partner high schools in the Bay Area. PCA prepares students for their academic and professional future by providing them with the opportunity to participate in the University of California's tradition of educational excellence and diversity. PCA prepares students for academic success in the rigorous coursework that meets the standards of the University of California's and California State University's A- G subject requirements.

As part of a community of college-bound scholars, PCA students take two courses: a theme-based College Writing course and choice of a Math (Geometry, Algebra II or Pre-Calculus),

Engineering or Web Application Design course. Co-curricular weekly activity sessions include team building, leadership activities, college advising, and field trips. Nearly half of PCA’s student enrollment was from WCCUSD. PCA enrolled 250 students from 18 partner high schools in the Bay Area.

**WCCUSD
 participation in
 PCA**

SCHOOL	Applications	Enrolled
De Anza	74	25
El Cerrito	31	23
Hercules	23	20
Kennedy	17	16
Pinole	20	16
Richmond	25	20
TOTALS	190	120

SUMMARY of STUDENT MATH OUTCOMES

All PCA students participate in a pre and post Mathematics Diagnostic Testing Project assessment. Below are the increases demonstrated between the pre and post- test:

- Geometry- 25.3% increase
- Advanced Algebra - 19.6% increase
- Advanced Algebra - 22% increase
- Pre-Calculus - 15% increase
- Calculus - 12.4% increase

**[Click on the link below for comprehensive data report:
 PCA Data Report](#)**

African American Male Pipeline and Women in STEM

PROGRAM OVERVIEW

The UC Berkeley African American Male Pipeline (AAMP) project and the Women in STEM Education (WISE) under the Pre--College Trio Programs increases the college--going rate and preparation for careers in STEM for African American male students and women of color by

West Contra Costa Unified School District
Office of the Superintendent

providing comprehensive college awareness and advising, mentorship, mental and emotional empowerment, academic preparation, and workforce development.

During the 2016-2017 academic year, 35 African American male students and 15 young women of color participated in AAMP and WISE, respectively- based on academic potential in math/science, parent/guardian commitment, and teacher/staff recommendations. Students not selected for AAMP and WISE continue to be served by the UC Berkeley Pre-College TRIO Talent Search Programs. Students attend DeAnza, Kennedy, Middle College, Pinole Valley, El Cerrito, and Leadership High Schools.

2016-2017 OUTCOMES

AAMP programming engaged with 27 partners and thought leaders from hospitals and health organizations, UC Berkeley faculty, tech companies and engineering consultant firms. The WISE advisory council included 12 professional women from NASA, UC Berkeley, and PG&E.

Objective 1. *For AAMP Cohort 2019, 71% of students reached academic goal of cumulative GPA of 2.5 or better, almost reaching the intended 75%.*

Objective 2. *With target of 80%, nearly 60% of participants successfully completed Algebra with a C or better during the project year.*

Objective 4. The goal of 90% was superseded. One hundred percent of the AAMP Cohort 2019 continued in school for the next academic year and more than 64% of AAMP and WISE students attended the 17 Saturday Academy sessions.

The three 4-day East Coast College Tours in Spring 2017 gave 38 students and 5 parents the opportunity to shadow medical students and various health programs at 9 different institutions in Washington DC, Houston TX, and Atlanta GA.

The AAMP/WISE Workplace Readiness component held 3 workshops, provided all students with professional clothing from Macy's, JCPenney and the Men's Warehouse.

All students participated in the Three-pronged Mentoring Approach, experiencing 2 Chat and Chews, 9 Fade to Black Barbershop Talks, and 4 professional mentorship sessions.

Family Engagement rose to 47% during six Saturday Academy workshops. Four students and their families requested and participated in group therapy during the academic year.

**[Click on the link below for comprehensive data report:
AAMP/WISE Data Report](#)**

Friday Memo for Rising Scholars Contract - Nia Rashidchi

At the September 20 Board meeting, we have the Rising Scholars contract on the agenda. This is a continuing program up for renewal. The following information gives a snapshot of the program and data that provide the rationale for renewal.

Program Overview

Rising Scholars is a subsidiary of the Young Scholars Program (YSP). It is YSP's in-school based initiative goal is to increase the number of Young Men of Color who matriculate to and graduate from college. The Rising Scholars have joined the YSP community of College Bound Young Men with the after-school project, Prince 2B King. Two hundred young men of color Grades 9-12 from the six comprehensive high schools participate in the program. The program began in February of 2014 and will begin its fourth year in the fall of 2017.

2016-17 Outcomes

- 98% attendance rate for Rising Scholars participants.
- 97% of our Rising Scholars Seniors graduated in 2016-2017
- 90% of Rising Scholars applied to a minimum of 3 colleges last school year; and 75% applied to 4 colleges.
- 89% of Rising Scholars completed the Free Application for Federal Student Aid (FAFSA)
- Zero suspensions for Rising Scholars over three years (2014-15 & 2015-16 & 2016-2017)
- 100% of Rising Scholars from El Cerrito High matriculated to college
- 80% of Seniors from De Anza, Hercules, and Pinole matriculated to college
- 60% of parents participated in one or more Rising Scholars Activities
- 28 Parents went on overnight college tour to UC Santa Barbara sponsored and paid for by UC Santa Barbara
- 2 New Colleges are scheduled to join the Partnership with Young Scholars: University of Wisconsin, Madison and University of the Pacific bringing more college choices to the Rising Scholars.
- Over 60 Rising Scholars were able to participate in the college tour for 2016-2017; an important fact because 75% of graduating seniors select their college as a result of attending a college tour.
- Over 50 Rising Scholars were able to participate in Career Exploration and enrichment trips. Students were introduced to careers and learned the importance of internships and networking;
- Financial Barrier for college was greatly reduced or removed for over 60 % of the graduating seniors.

Click on the link below for comprehensive data presentation:

[Rising Scholars Data](#)

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.

DRAFT

**West Contra Costa Unified School District
Announces Successful Sale of
\$59 Million in General Obligation Refunding Bonds**

The West Contra Costa Unified School District (the “District”) is pleased to announce the successful sale of \$59.48 million of 2017 General Obligation Refunding Bonds, including both the Series A-1 (Tax-Exempt) and Series A-2 (Federally Taxable) (collectively the “Bonds”). The Bonds were sold at fixed interest rates and included no capital appreciation bonds.

Through the issuance of the refunding bonds, the District saved its taxpayers \$11.78 million over the full term of the bonds, equal to approximately \$10.62 million of present value savings or 18.66% of bonds refunded. The savings achieved through the refunding far exceeded the District’s minimum 4% threshold outlined within the Board adopted Refunding & Restructuring Policy (B.P. 7214.3).

The District received over \$173 million in orders from more than 17 different institutional investors. Strong investor demand during the pricing allowed for a reduction of yields throughout the bonds. Yields on the financing ranged from 1.04% to 3.54%. The All-in True Interest Cost for the financing was 3.53%. The District’s sale coincided with strong demand for highly-rated fixed-income securities.

In July, the Contra Costa County Assessor released the assessed valuation of the District, showing strong year-over-year growth of 5.39%. The District expects to be at or below its tax-rate targets for all of its bond measures for at least the next two fiscal years through the combination of current and future growth in assessed values and through the savings achieved through the issuance of the Refunding Bonds.

The District selected a financing team earlier this year to manage a negotiated sale of the bonds. The underwriting syndicate was led by JP Morgan as book-running senior manager with Piper Jaffray serving as co-manager. KNN Public Finance, served as Municipal Advisor for the transaction. Nixon Peabody LLP served as Bond and Disclosure Counsel for the transaction.

The District’s 2017 General Obligation Refunding Bonds were rated Aa3 by Moody’s Investors Service and AA- by Standard & Poor’s.

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Summary of Prior Refunding Bonds

- The District has refinanced its bonds 6 times since 2009 for interest savings and to manage tax rates.
- These refundings are saving taxpayers a total of **\$71 million** over the life of the bonds, or **\$50 million** on a net present values basis.

Issuance Date	Amount	Series	Actual Savings	Present Value Savings*	PV Savings %*
9/3/2009	\$57,860,000	2009 GO Refunding Bonds	\$14,129,245	\$2,516,407	4.4
8/25/2011	\$85,565,000	2011 GO Refunding Bonds	\$8,130,709	\$7,370,086	8.6
7/10/2012	\$98,200,000	2012 GO Refunding Bonds	\$12,545,510	\$9,511,400	9.8
8/13/2014	\$77,460,000	2014 GO Refunding Bonds	\$10,305,384	\$9,602,569	11.1
3/15/2016	\$65,940,000	2016 GO Refunding Bonds	\$14,086,164	\$10,430,284	16.1
9/6/2017	\$59,480,000	2017 GO Refunding Bonds	\$11,786,877	\$10,616,352	18.6
TOTAL			\$70,983,889	\$50,047,098	

*Present value savings on respective dates of issue as percent of refunded par amount



PROCUREAMERICA
BUSINESS INTELLIGENCE SERVICES

Statement of Work

1.) STATEMENT OF WORK: Procure America (PA) is pleased to provide the following cost reduction consulting services to Client (as selected by Client) with the resolve and purpose of reducing or recovering costs.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Waste & Recycle | <input checked="" type="checkbox"/> Utilities |
| <input checked="" type="checkbox"/> Telecommunications | <input checked="" type="checkbox"/> Document Management |
| <input type="checkbox"/> Financial Services | <input type="checkbox"/> Treasury Services |

PA shall use its best efforts to obtain cost savings for Client's benefit by analyzing Client's policies, procedures, supplier contracts, past invoices and other pertinent information as it relates to the above selected expense categories set for review. PA will further gather information as to Client's needs (past, present and future) from Client's service providers so as to build a solution that not only lowers cost, but also matches Client's operational and corporate requirements and expectations. After analyzing Client's current spending patterns, PA shall provide Client with a full report outlining PA's observations. PA's report will include a review of operations, cost reduction recommendations and potential service level enhancements.

2.) POST REVIEW PHASE: For the entire balance of the relationship with Client, PA will continue to consult with Client in an effort to continuously look for efficiencies in the chosen areas of focus. Periodically the PA team will review Client's invoicing and deliverables to ensure accountability by Client's service providers with respect to the spirit and intent of the agreement between Client and the third party service provider. This review will take into account service levels, cost controls and overall client satisfaction. Further, PA will continuously consult with Client to anticipate changes in service needs to ensure that the proper service provider, contract and procedures are in place to address Client's go forward requirements.

3.) REVENUE SHARE: Client has in place certain existing costs as it pertains to the requested expense categories selected for review ("Established Rates"). PA's report will document the Established Rates for each service or product chosen for review and outline the methodology for PA's findings. Client and PA will then discuss, agree and document the Established Rates for the targeted service or product. After the initial review is completed, PA will produce an addendum to this agreement that outlines the Established Rates, billing cycles and other operational details associated to the go forward strategy. If Client agrees with PA's recommendations and elects to proceed with the recommendations as set forth in PA's report, Client agrees to compensate PA for the savings associated with the proposal. The Revenue Share to PA is fifty percent or half of the actual realized savings measured by the difference between the agreed upon Established Rates and Client's new costs as set forth in PA's report and documented through actual realized savings.

In some cases, the PA staff may discover over billing, credits, rebates or other sources of revenue. This income is to be considered expense reduction for purposes of this Agreement and will be accounted for in the same manner as the expense reduction savings. This revenue shall be shared with PA after the refunds or other credits are realized by Client. In other cases, PA may have the ability to recover rebates or other compensation by contractors or service providers. PA shall disclose this compensation to Client and both parties shall share this revenue as savings at the time the revenue is received. It may be necessary to institute cost reduction strategies within a specific expense category in stages. If this occurs, then each stage of implementation will be viewed with its own billing cycle.

4.) CLIENT PARTICIPATION: Client shall give its full cooperation to PA in providing all required documents, invoices, contracts and staff consultation time to PA's evaluation team in order to conduct the expense reduction review. During the review process, Client agrees not to renegotiate, amend or extend in place contracts or introduce operational procedures/changes that will effect cost/pricing and or contractual obligations of the Client to the supplier. During the course of the relationship between PA and Client, Client and PA understand that despite PA's recommendations, suggestions, potential suppliers and other proposals, Client has the right not to proceed with said proposals. However, if Client does pursue any or all of the documented review recommendations (with or without PA's further assistance), that are outside of client's current process & procedures for identifying cost savings, PA is entitled to the appropriate revenue share as outlined in Section 3 above. PA is authorized to obtain information relating to the provider accounts directly from the providers personnel and provider websites. Any additional Client request or engagements, written or otherwise to review supplementary expenses or income streams will also be governed by this agreement.

This Agreement shall commence with the Client's first PA invoice per expense category and will be in effect for an initial 36-month term. Each expense reduction category carries its own 36 month term/billing cycle commencing on the first invoice for that particular practice group. All invoices are due upon receipt. If the savings is implemented in stages, each stage will carry its own 36 month term. PA and Client shall have the option to terminate this Agreement after the initial term with a 30 day prior written notice to the other party.

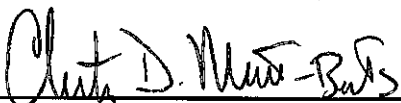
5.) CONFIDENTIALITY: Each party shall maintain in strict confidence all information received from the other party in the performance of this Agreement. Client acknowledges and agrees that any intellectual property developed or used by PA shall be the property of PA.

IN WITNESS WHEREOF, Client has executed this Agreement to be effective on the date below.

Client: West Contra Costa Unified School District

By: Christopher Mount-Benites

Title: Associate Superintendent Business Services

Signature: 

Date: 8/21/2017

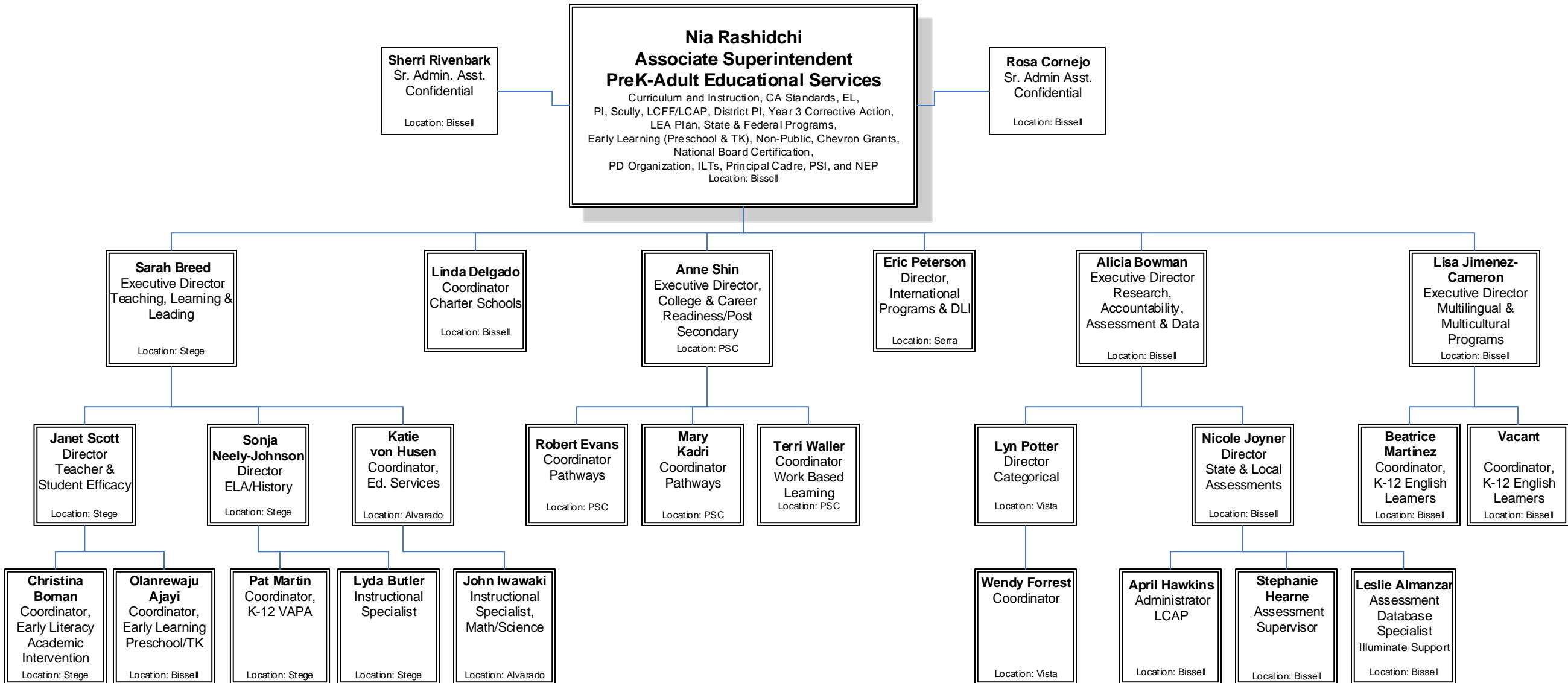


PROCUREAMERICA
BUSINESS INTELLIGENCE SERVICES

Procure America 31103 Rancho Viejo Road #D2102 San Juan Capistrano CA 92675

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

PRE K-ADULT EDUCATIONAL SERVICES 2017 – 2018 rev 8/2/17



Public Records Request Log 2017 - 2018
Week Ending September 14, 2017

	Date of Receipt	Requestor	Requested Records/Information	Current Status
3	7/18/17	Kyra Kocis Transparent California	WCCUSD 2016 Employee Compensation Report	Reviewing Data for Report
6	8/8/17	Kyra Worthy For Richmond	Approved Contracts with Invoices and Individuals Served for 2016-2017 School Year	Gathering Documents 9/29/17 Documents to be ready for review
8	8/17/17	Kyra Worthy For Richmond	Electronic Communications / Various – Beginning January 1, 2015 – November 1, 2017	Marcus to check with Legal counsel
11	8/24/17	Jenna Reeve Edge Point	Uncashed checks/warrants (outstanding) / Unclaimed funds	9/14/17 Report sent via email COMPLETED
13	8/29/17	Jorge Palacios	Washington Elementary Mtg. Minutes of 8/29; Contractors hired to assess quality of services rendered by HR Dept.; Quality Improvement reports in relationship to BCLAD Teacher recruitment; and Success stories of WCCUSD recruitment practices of BCLAD Teachers	9/12/17 Documents sent via email COMPLETED
15	9/12/17	Lindsay Volle Herrig & Vogt Attorneys	Pinole Valley High School / New Campus Project	9/12/17 Acknowledgement letter sent
16	9/12/17	Brandi Bier Axiom	CBO's Contract	9/12/17 No Responsive Docs / Emailed COMPLETED
Public Records Request Log / Ongoing 2016 - 2017				
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 3/31/17 Documents sent via email 5/5/17 Documents sent via email 7/13/17 Documents sent via email Gathering/Reviewing additional Docs