

Friday Memo
October 14, 2016

Upcoming Events – Matthew Duffy

October 15: 11th Annual Parents as Partners Conference, DeJean Middle, 9:00 – 2:30
October 16: Young Scholars Program-Help A Brother Go 2 College Day, DeAnza, 2:30 PM
October 17: Technology Advisory Committee, IT Center, 4:00 PM
October 17: San Pablo City Council Meeting, 6:00 PM
October 18: Solutions Team, UTR Office, 1:00 PM
October 19: College & Career Day, All Schools
October 19: Board of Education Meeting, DeJean Middle, 6:30 PM
October 20: Cash for College Night, Pinole Valley High, 6:30 PM
October 22: Free Volunteer Fingerprinting for Parents, DeJean Middle, 9:00 – 12:00
October 24: Board Candidate Forum, Korematsu Middle School, 6:30 PM

Next Week's Board Meeting – Matthew Duffy

Closed Session for Wednesday's October 19th meeting begins at 5:30 PM.

WCCUSD's College Day is Coming...October 19, 2016! – Nia Rashidchi

On Wednesday, October 19, WCCUSD will host College Day throughout the district. There will be multiple College and Career activities in the K-7 grade levels and PSAT and SAT testing at the 8 – 12 grade levels. WCCUSD pays for all our secondary students to take these tests to ensure access for all.

For more information on College and Career Day, please visit:

www.ccusd.net/collegeday. We have included an English/Spanish flyer in this Friday memo packet.

What's Happening with Visual and Performing Arts (VAPA)? – Nia Rashidchi

On Saturday, October 8, 2016, the WCCUSD Visual and Performing Arts Dept. hosted an event called the **VAPA Kickoff**. This morning was planned to:

1. Provide the rationale for including the arts as a vehicle for reaching all of our students while speaking to each students' unique story in the teaching of core curriculum in ELA, Math, Social Studies, and Science.
2. Open our eyes to culturally responsive practices and the ability of the arts to facilitate implementation in the classroom.
3. Celebrate our colleagues' arts integration and lessons at the elementary and high school levels through a brief presentation of PowerPoint Slides and verbal descriptions.
4. Introduce teachers to specific lessons and activities for integration through workshop participation with our community partners.
5. Introduce teachers to the WCCUSD Visual and Performing Arts Master Plan v. 1.0 and its current state of implementation.
6. Introduce teachers to the Integrated learning Specialist Program (ILSP) from the Alameda County Office of Education that is being brought to our district to support our Site Arts Liaisons.

West Contra Costa Unified School District
Office of the Superintendent

The day began with a presentation by Molly Raynor and Donte Clark (former WCCUSD student) of the RYSE Center in Richmond. Through a spoken word poetry performance and discussion, it was made clear that historically we have implemented instruction without really knowing our students and that we need to see and hear all of our students and get in touch with each one's unique life challenges in order to support them in academic and social/emotional growth while in our classrooms. A discussion of culturally related practices through the arts was initiated.

We continued with a "Curriculum Slam" in which David Flores from Grant School, Avilee Goodwin from De Anza H.S., and Juanita Flores Mejia from Ford School presented a powerpoint and spoken word descriptions of their approaches to teaching the arts, while relating to other academic areas and the ways that arts are integrated into their lessons to affect behavior and learning on multiple levels.

The third component was a group of concurrent workshops given by community partners and the ILSP representatives.

The East Bay Center for Performing Arts presented "African Dance and Storytelling" as a means of accessing K-2 ELA curriculum. The Richmond Art Center presented: "Making Meaning Through the Arts" in connection with the 3-4 curriculum. The ACOE ILSP Instructors presented "Arts Integration in the Upper Grade Curriculum" for 4th-6th grades. Our secondary teachers were given time to collaborate and plan or to attend one of the workshops.

We ended the morning by providing a brief presentation of the VAPA Plan and an introduction of the ILSP program to be implemented this winter.

Feedback was overwhelmingly positive and we accomplished our goal of generating excitement for the work and for developing site support for Arts Integration while providing our teachers with tools to proceed.



Special Education Disproportionality Data – Steve Collins

At the October 5th School Board Meeting, it was requested that I provide the actual data and calculations used to determine if a district is disproportionate by ethnicity and/or disproportionate by disability. This is determined by two tests called the “E-formula” and the “Alternate Risk Ratio”. You must fail both tests in one category to be “Disproportionate”. To be “Significantly Disproportionate” you must fail both tests in one category three or four years.

Attached is an explanation of the “E-Formula” and “Alternate Risk Ratio” and the data for the West Contra Costa Unified School District (WCCUSD) Special Education Local Plan Area (SELPA).

Purchase of projectors and computers – Mary Phillips

Each year, the Information Technology Department performs an inventory to determine the following:

- 1) The number of new teachers needing equipment
- 2) The number of outdated equipment needing to be replaced
- 3) The number of broken equipment needing to be replaced

As a result of the inventory, we are requesting the purchase of 203 projectors from D&D for a total of \$98,939.03 and lockdowns for a total of \$20,084. We will be using a CMAS contract for these purchases. We are also requesting the purchase of 220 Laptops for a total of \$272,526.00 and 104 Desktops for a total of \$99,314.80 from Lenovo. We will be using a WISCA contract for these purchases. These purchases will ensure teachers have the tools they need to teach the Common Core. This purchase request is on the Consent Agenda for Wednesday’s Board Meeting. This equipment will be purchased using General Funds.

Budget and Parcel Tax Committees – Mathew Duffy

Two new committees are starting this year as an outcome of the Governance Committee work and subsequent approval of the Board (Board Policy 1221 and Administrative Regulation 3000, attached). The committee memberships are provided through identified organizations and groups that represent a broad constituency within our school district. Toward the end of last school year several of these organizations provided names for committee positions, however some of the committee slots could not be filled until school started. The Youth Commission will be submitting a name after their next meeting and school Principals with Parent Teacher Organizations (PTO) are notifying the PTOs that representation on the committee is available. Committee membership rosters for both committees will be presented to the Board on October 19. The committee submission forms are available for review in my office. It is important for the District to move forward with the committee activities, so it is recommended that the committees begin their work and fill in any vacant membership slots as the year progresses.

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.

Weekly Update from the Superintendent – Matthew Duffy
Week of October 10th

Major Activities:

Visiting schools
In-Service Day visits
Cabinet Meeting at Stege
Weekly 1:1 meeting with each Exec. Cabinet member (6 meetings @ 30-90 minutes each)
Board Agenda Prep and Board Meeting and Board Debrief
Coaching Don Iglesias
Parcel tax prep (non-work hours)
Phone Call Town Hall with Chevron regarding Richmond Promise
Next steps for Caliber long-term facility
County Office of Ed. Superintendent Meeting

Get to know you meetings with staff and partners:

Tyler Hester, TFA
Men of Valor
Richmond Promise
Anti Defamation League
Young Scholars program
Rogér Fahr-grant writing
Dr. Waters, LPS



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

2016 COLLEGE & CAREER DAY

Wednesday, October 19, 2016

Each year, WCCUSD's College & Career Day helps students prepare for the future!



Each school hosts activities to prepare students:

- **K-7th graders** participate in college and career activities like college t-shirt day and special guest events.
- **8-9th graders** take the **PSAT 8/9**, which helps determine what each student needs to work on most.
- **10-11th graders** take the **PSAT/NMSQT**, which connects students with scholarships and prepares them for the SAT.
- **12th grade** students take the **SAT**, used as a college admission test, and prepares students for careers.

For more information about WCCUSD's College & Career Day, please visit: wccusd.net/collegeday.

WCCUSD
students take
the PSAT and
SAT tests
free of charge!



DISTRITO ESCOLAR UNIFICADO DE WEST CONTRA COSTA

2016 DÍA UNIVERSITARIO Y DE PROFESIÓN

Miércoles, 19 de Octubre del 2016

¡Cada año, el Día Universitario y de Profesión de WCCUSD ayuda preparar a estudiantes para el futuro!



Cada escuela anfitriona actividades para preparar estudiantes:

- **Grados K-7** participan en actividades universitarias y de profesión tales como vistiendo playeras de universidades y eventos con invitados especiales.
- **Grados 8-9** toman el **PSAT 8/9**, el cual les ayuda determinar en lo que cada estudiante necesita esforzarse mas.
- **Grados 10-11** toman **PSAT/NMSQT**, el cual conecta a estudiantes con becas y los prepara para el examen **SAT**.

Para mas información sobre el Día Universitario y de Profesión de WCCUSD, por favor visite:

Estudiantes de
WCCUSD
toman las pruebas
PSAT y SAT
GRATIS!

Indicator 9 – Disproportionality Overall

The methodology for Indicator 9 uses two types of measures, the E-formula and the Alternate Risk Ratio. Data used in calculations for Indicator 9 are for the 2014-15 school year and are extracted from the December 2014 CASEMIS.

E-Formula

The E-formula, which falls under the broad category of measures known as Composition, has, among others, the following unique properties: (1) It is based on statistical principles of sampling theory; (2) it is sensitive to the size of districts; (3) it allows proportionately more tolerance for disproportionality for smaller districts than larger districts; (4) it has the lowest number of exclusions of cells from disproportionality calculations; (5) its results are not affected by external factors, such as state demographics; (6) it is least affected by small fluctuations of enrollments; and (7) it is applicable to racially homogeneous as well as heterogeneous districts.

The E-formula and calculates a maximum E-formula value for each ethnic group. The E-formula establishes an “acceptable” range of values using the distribution of those ethnic groups in the overall special education population. The percent of a particular ethnic group is compared to the maximum percentage value calculated using the e-formula. A district fails the E-formula test if the percent of the students exceeds the maximum value.

The E-formula maximum is calculated using the formula:

$$E = A + 3*(\text{SQRT} [(A*(100-A))/N])$$

Where:

E = Maximum percentage of the total special education enrollment in a district allowed for a specific ethnic group

A = Percentage of the same ethnic group in general education in the district

N = Total special education enrollment in a district, as defined in E

Table 1 shows an example of the results of the E-formula calculations for various racial/ethnic groups:

Table 1
Example of E-formula Results for Various Racial/Ethnic Groups

Enrollment	Native American	Asian	African American	Hispanic	White	Total
District GE (percent)	0.72	43.80	11.98	12.29	31.21	100.00
District SE (percent)	0.79	23.99	15.79	22.61	36.82	100.00
Maximum E-formula value	2.85	56.27	20.14	20.54	42.86	NA
Over Represented	--	--		Over	--	

NA = Not applicable.

In the above example, Hispanic students constitute 12.29 percent of general education enrollment in the district, and the maximum E-formula value allowed for Hispanics not to be overrepresented is 20.54 percent of the total number of SE students. The actual percentage of Hispanic students in SE is 22.61 percent, which is 2.07 percentage points above the allowed maximum; therefore, they are overrepresented.

Alternate Risk Ratio

The Alternate Risk Ratio, which falls under the broad category of measures known as Risk, has the following properties: (1) Its results are comparable across the districts in a state; (2) It is sensitive to very high or very low district rate of disability, compared to the state rate.

The general equation for the Alternate Risk Ratio for identification is:

$$\text{Alternate risk ratio} = \text{District-level risk for racial/ethnic group} / \text{State-level risk for comparison group}$$

Where:

$$\text{District risk} = (\text{Number of students in a specific race/ethnicity group in special education} / \text{Number of students in the same race/ethnicity group in general education}) \times 100$$

$$\text{State risk} = (\text{Number of students statewide in the race /ethnic category in special education} / \text{Number of students enrolled statewide in general education}) \times 100$$

Alternate Risk Ratio Maximum = 5

Final Determination of Disproportionate Representation for Indicator 9

If the district exceeds the Alternate Risk Ratio Maximum (i.e., has a value of 5 or greater) **AND** the district is determined to have disproportionate representation using the E-formula, the district is identified as having disproportionate representation for Indicator 9.

Indicator 10 Disproportionality by Disability

The calculation methodology and final determination of disproportionate representation for Indicator 10 is the same as used in Indicator 9 (as described above). If the district exceeds the Alternate Risk Ratio Maximum **AND** the district is determined to have disproportionate representation using the E-formula for the specific race/ethnicity and disability category, the district is identified as having disproportionate representation for Indicator 10. Data used in calculations for Indicator 10 are for the 2014-15 school year and are extracted from the December 2014 CASEMIS.

Disproportionality Data for Indicator 9 and 10 for WEST CONTRA COSTA UNIFIED School District
 2015–2016

CDS Code	0761796	Special Education Local Plan Area	0712	Focused Monitoring and Technical Assistance Region	2
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Spec Ed Enrollment	2	262	955	1,785	125	19	362
Percent Spec Ed	NC	7.46	27.21	50.85	3.56	NC	10.31
E-formula MAX	0.40	17.72	20.38	54.29	3.32	1.16	12.07
Alt. Risk Ratio (MAX 5)	NC	0.51	1.76	1.18	1.62	NC	1.14
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Spec Ed Enrollment	0	57	75	114	20	2	47
Percent Spec Ed	0.00	18.10	23.81	36.19	6.35	0.00	14.92
E-formula MAX	0.90	22.05	24.97	60.21	5.17	2.16	15.71
Alt. Risk Ratio (MAX 5)	0.00	0.99	1.11	0.47	2.14	0.00	1.33
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Spec Ed Enrollment	0	0	38	16	3	1	16
Percent Spec Ed	0.00	0.00	51.35	0.00	0.00	0.00	0.00
E-formula MAX	1.66	28.61	31.94	69.19	7.99	3.69	21.22
Alt. Risk Ratio (MAX 5)	0.00	0.00	2.08	0.00	0.00	0.00	0.00
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Spec Ed Enrollment	1	31	104	137	7	2	13
Percent Spec Ed	0.00	10.51	35.25	46.44	0.00	0.00	0.00
E-formula MAX	0.92	22.25	25.19	60.49	5.26	2.21	15.88
Alt. Risk Ratio (MAX 5)	0.00	1.01	3.15	1.63	0.00	0.00	0.00
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Spec Ed Enrollment	0	2	56	61	5	1	30
Percent Spec Ed	0.00	0.00	36.13	39.35	0.00	0.00	19.35
E-formula MAX	1.20	24.68	27.76	63.80	6.30	2.77	17.91
Alt. Risk Ratio (MAX 5)	0.00	0.00	0.89	0.26	0.00	0.00	0.91
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Spec Ed Enrollment	1	88	542	1,024	61	9	167
Percent Spec Ed	0.00	4.65	28.65	54.12	3.22	0.00	8.83
E-formula MAX	0.47	18.39	21.09	55.21	3.60	1.31	12.64
Alt. Risk Ratio (MAX 5)	0.00	0.37	2.27	1.88	1.76	0.00	1.11
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Spec Ed Enrollment	0	55	101	301	21	2	68
Percent Spec Ed	0.00	10.04	18.43	54.93	3.83	0.00	12.41
E-formula MAX	0.72	20.55	23.39	58.16	4.53	1.81	14.45
Alt. Risk Ratio (MAX 5)	0.00	0.65	1.05	1.14	1.61	0.00	1.29
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

West Contra Costa USD

Board Policy

Parcel Taxes

BP 1221

Community Relations

Distribution of Parcel Tax Revenue / Citizens Oversight Committee for Parcel Taxes

The Board believes that all public school students who live in the West Contra Costa Unified School District (WCCUSD) boundaries, whether they attend neighborhood schools or public charter schools within the district, should benefit from the proceeds of Measure G of 2012 and further measures that the voters may approve. An equal share of the proceeds from parcel tax measures approved after January 2016 will be distributed on a WCCUSD resident per pupil basis to the charter schools located within the WCCUSD boundaries.

The Board of Education recognizes that public trust depends upon transparent expenditure of voter-approved parcel tax proceeds. The Board appoints the Citizens Oversight Committee for Parcel Taxes to ensure that tax funds are spent according to ballot measure language and to report annually to the Board and to the public regarding the expenditure of such monies.

The membership of the Committee shall represent the diversity of the community and a variety of perspectives. The Committee will be comprised of eleven members appointed by the Board from recommendations of the following groups:

Two parents with one recommended by the PTA and one recommended from a PTO organization with one coming from a school with an unduplicated count of greater than 80%

- * One student recommended by the WCCUSD Youth Commission
- * One teacher recommended by the United Teachers of Richmond
- * One business person recommended by one of the west county Chambers of Commerce
- * One youth program leader recommended by one of the community based organizations in west county serving youth
- * One classified employee recommended by the classified employee unions
- * One representative recommended by the California Charter Schools Association
- * One representative of a west county taxpayers association
- * One principal recommended by the West Contra Costa Administrators Association
- * One member representing the West County Mayors Association.

The terms of the nominees shall be two years in duration with members eligible to serve two consecutive two-year terms.

If a Committee member resigns before the end of her/his two year term, the recommending group shall provide a new nomination to complete the remainder of the term.

The Board shall approve appointments to the Committee in June of each year, and other times as needed.

A Committee member may be removed by majority vote of the Board for just cause.

The Board shall receive the report of the Committee at a regular public meeting in January of each year.

Staff Responsibility

The annual parcel tax expenditure budget shall be displayed by program as specified in Exhibit B of the Measure G 2012 full ballot text and then by object code for each program. Actual expenditures versus the budget reports and the annual audit report of expenditures shall be displayed in the same manner as the budget.

In advance of each meeting of the Committee, Superintendent or designee shall provide members a copy of this policy, the full ballot language for parcel tax measures currently in effect together with any related Board resolutions, and financial documents related to parcel tax expenditures including actual expenditures with specified allocation of funds. Upon meeting to confer, the Committee may request additional information deemed necessary to fulfill their responsibility to the Board and the community.

Staff shall record summary minutes of meetings, to be approved by the Committee.

Committee membership, meeting minutes and reports to the Board shall be posted on the District website.

Committee Responsibility

The Committee, consisting of eleven (11) members, shall meet to prepare an annual report to the Board that reconciles parcel tax expenditures with programs and positions funded by the tax measure(s). The Committee will review the annual audit of the parcel tax expenditures. The Committee will review enrollment and expenditure data from charter schools to ensure that those schools are also in compliance with authorizing provisions of the measure. The following meeting cycle is recommended, with additional meetings scheduled as needed:

- * September: preliminary meeting to review adopted budget and Committee scope of work, and to orient new members
- * November: working meeting to analyze data and prepare report to the Board
- * January: presentation to Board at a regularly scheduled public meeting

The Committee shall annually appoint a chair from among the citizen members. The chair with assistance from staff will schedule meetings, conduct Committee business, and present the annual report to the Board. The Committee will develop and implement bylaws aligned with Board policy.

The Committee shall serve as a resource to the community for information related to District parcel taxes.

Meetings

To assure a quorum, meetings shall be scheduled with reasonable advance notice and at a time determined to be most convenient for most members. A quorum is required to conduct business.

All meetings shall be conducted in accordance with public meeting laws. Agendas shall be posted and include time, place of meeting, discussion items, and opportunity for public comment. Minutes shall be taken and made publicly available.

Decisions shall be made by majority vote when consensus cannot be achieved. Votes shall be recorded in the minutes.

Policy West Contra Costa Unified School District
adopted: May 25, 2016 Richmond, California

West Contra Costa USD

Administrative Regulation

Concepts And Roles

AR 3000

Business and Noninstructional Operations

District Budget Engagement Committee

The Board believes that community participation is essential in the development of the District's annual budget. The size and complexity of the budget makes it challenging to gain authentic engagement. While public comment at meetings, town-hall type gatherings, and public hearings are all important components of the work of the Board in developing and approving the budget, the Board believes that the process would be enhanced through a District Budget Engagement Committee.

The mission of the District Budget Engagement Committee (DBEC) is to review and understand the impact of federal, state and local funding on the District's budget and to make recommendations to the Board regarding budget priorities, efficiency or cost reduction strategies, consider the reserve level that is best for the District as well as reviewing the most effective means of presenting budget information to the public.

The DBEC is composed of one representative selected by the following groups:

- PTAs or Parent Clubs, one from a PTA and one from a PTO
- Philanthropic Funders of WCCUSD
- Citizen Oversight Committee for the Parcel Tax
- Labor-Management Solutions Team
- Multilingual District Advisory Committee
- School Site Councils, one Elementary, one Middle and one High School
- District Local Control Accountability Plan Committee
- Youth Commission

The size of the committee is intentionally kept small to facilitate face-to-face authentic communication between district budget stakeholders selected by their groups and the Board of Education.

The charge to the DBEC is to meet with District budget staff as needed prior to each of the key events on the Board budget development calendar including the report on unaudited actuals, the first interim report, the Board's workshop sessions on the budget in January and February of each year, the second interim report and the public hearing on the Local Control Accountability Plan. The DBEC will join the Board at each of the seven key Board meetings each year (unaudited actuals, first interim, Board study sessions, second interim, and the LCAP hearing) to share members' perspectives and insights as the Board reviews the milestone information in the budget

development process.

The purpose of the meetings with District budget staff is to assist DBEC members in gaining insight and understanding of the complex documents that come before the Board.

DBEC members are selected by the groups they represent and serve 2-year terms to facilitate official engagement of multiple members from each group. The groups will develop and implement their own processes for selecting the DBEC representative. When the DBEC convenes the members will develop and implement bylaws for the committee in alignment with current Board Policy and Administrative Regulations.

Regulation WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
adopted: May 11, 2016 Richmond, California

Public Records Request Log 2016 - 2017
Week Ending October 13, 2016

	Date of Receipt	Requestor	Requested Records/Information	Current Status
6	7/25/16	Leisa Johnson	Contracts, Proposals and Payments between WCCUSD and Interactive Resources, Tom Butt or Any Employee working for Interactive Resources	9/21/16 Letter of Extension emailed 10/31/16 Response due
10	8/5/16	Nicole Williams	WCCUSD Contract with African American Male Pipeline Project / Data	8/23/16 Contract mailed Data Being Reviewed
11	8/5/16	Nicole Williams	WCCUSD Contract with African American Support Collaborative / Data	8/23/16 Contract mailed Data Being Reviewed
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	10/10/16 Response / Extension letter emailed Response due on 12/1/2016
30	9/20/16	Jacqueline Sessa Onvia, Inc.	WCCUSD Active Contracts Listing	10/12/16 Contracts Listing sent via email COMPLETED
32	9/29/16	Mary Selva Richmond Annex Neighborhood	Number of Annex students attending El Cerrito and Korematsu Middle School	Gathering Records
33	10/5/16	Richard Dobbert	Purchasing history of Playground Fiber (Bark) for Calendar year 2014, 2015 and 2016	Gathering Records
34	*9/27/16	Greg Visineau	Bond Fund Measure Information	10/13/16 Documents sent via email COMPLETED
35	10/12/16	Susan Garea Beeson, Tayer & Bodine	WCCUSD & Local 1 MOUs / 2 MOUs preceding current one	Acknowledgement email sent
Public Records Request Log / Ongoing 2015 – 2016				
116	6/17/16	Don Driscoll Driscoll & Omens	CAL200 v. SFUSD Settlement Documents, Agreements and/or Reports	Gathering / Reviewing Documents