

**WEST CONTRA COSTA
UNIFIED SCHOOL DISTRICT**

BOARD OF TRUSTEES



MISSION STATEMENT

We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

MEETING OF
October 6, 2010

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
OCTOBER 6, 2010**

BOARD AGENDA PACKETS AND INFORMATION:

Complete Board meeting packets are available for review at the Administration Building, the District's six high schools, and at public libraries throughout West County.

Complete Board agendas and packets are available online at: www.wccusd.net/Documents/Board/boardinformation.aspx

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 1108 Bissell Avenue, Richmond, CA 94801 during normal business hours. In addition, such writings and documents may be posted on the District's website as noted above.

VIEWING THE BOARD MEETINGS:

Television:

Live television broadcast of regularly scheduled Board meetings is available by the City of Pinole on PCTV Channel 26/28, the City of Richmond KCRT Channel 28 and the City of Hercules Cable Channel 28. Please check the city websites for local listings of broadcast schedules.

You may also find the complete meeting available on a tape-delay basis through the Richmond City Web Page at: <http://www.kcrt.com> within a few days of the recording date.

Audio tapes of Board meetings are kept on file at the Administration Building, 1108 Bissell Avenue, Richmond, CA 94801 (510-231-1101).

The Board of Education would like to acknowledge Comcast, the cities of Pinole and Richmond, and WCCUSD staff for their generosity and efforts in helping to televise WCCUSD Board of Education meetings.

ATTENDING BOARD MEETINGS:

The public is warmly invited to attend and participate in all WCCUSD Board of Education meetings.

Location: **LOVONYA DEJEAN MIDDLE SCHOOL
3400 MACDONALD AVENUE
RICHMOND, CA 94805**

Time: The **Board of Education's Open Session meeting will begin at 6:30 PM.** The Board will convene at **5:30 PM** in the Multi-Purpose Room to receive comments from anyone wishing to address the Board regarding closed session items (Exhibit A). The Board will then adjourn to closed session and reconvene in open session to address the regular agenda (Exhibits B-G) at 6:30 PM.

Special Accommodations: Upon written request to the District, disability-related modifications or accommodations, including auxiliary aids or services, will be provided. Please contact the Superintendent's Office at 510-231-1101 at least 48 hours in advance of meetings.

"of children be more careful than anything."
e.e. cummings

B. OPENING PROCEDURES

B.1 Pledge of Allegiance

B.2 Welcome and Meeting Procedures

B.3 Roll Call

B.4 Presentation of Student Board Representative Suzanna Tran, El Cerrito College High School

Comment:

Student Board Representative Suzanna Tran will be representing El Cerrito High School at the Board of Education on October 6, 2010. We would like to recognize and commend her participation.

Recommendation:

For Information Only

Fiscal Impact:

None

B.5 Report/Ratification of Closed Session

* **B.6 Agenda Review and Adoption (Public Comment)**

* **B.7 Minutes: September 15, 2010**

C. BUSINESS ITEMS

CONSENT ITEMS (Routine Matters)

Consent Calendar Items designated by "CI" are considered routine and will be enacted, approved and adopted by one motion, unless a request for removal, discussion or explanation is received from any Board member or member of the public in attendance. Items the Board pulls for discussion or explanation will be addressed following Section E.

***CI C.1 Grants/Awards/Agreements**

Comment:

Formal acceptance is requested from the Board of Education to accept the grants/awards/agreements as detailed, dated October 6, 2010.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

***CI C.2 Acceptance of Donations**

Comment:

The District has received donations as detailed, dated October 6, 2010. Staff recommends acceptance of these donations.

Recommendation:
Recommend Approval

Fiscal Impact:
As noted per donations summary

***CI C.3 Approval of Fund-Raising Activities**

Comment:
The planned fund-raising events for the 2010-11 school year are detailed, dated October 6, 2010.

Recommendation:
Recommend Approval

Fiscal Impact:
Additional revenue for schools

***CI C.4 Contracted Services**

Comment:
Permission is requested of the Board of Education to approve contracts for services as detailed, dated October 6, 2010.

Recommendation:
Recommend Approval

Fiscal Impact:
As noted per contracts summary

***CI C.5 Adoption of Resolution No. 21-1011: Replacement of Outdated Warrant**

Comment:
Government Code Section 298029(c) allows the governing board, by resolution, to order a replacement check be issued for a warrant that is stale dated. This resolution authorizes the issuance of a check to replace the outdated warrant for Patricia Gangwer. Staff recommends replacement of the stale dated warrant.

Recommendation:
Recommend approval to replace the outdated warrant

Fiscal Impact:
None

***CI C.6 Acceptance of Contracts for Placement of Student Teachers**

Comment:
Teachers in this district provide supervision and evaluation for students seeking credentials to teach in California public school classrooms. These arrangements are made between the institution of higher education and the individual classroom teacher at no cost to the district.

Staff requests approval from the Board of Education to accept Contracts for Placement of Student Teachers as detailed, dated October 6, 2010.

Recommendation:

Recommend Approval

Fiscal Impact:

None

- *CI C.7 Notices of Completion: Bid D06075 Helms New Construction, J068233 Portola Middle School Temp Housing Underground Utilities and Site Work Phase I, J068236 Portola Middle School Temp Housing Underground Utilities and Site Work Phase II, J068243 Richmond College Prep Portable Building Utility Installation & Site Work, J068193 El Cerrito Portable Building Utility Removal & Misc Site Work, E068213 Crespi Exterior Gymnasium Wall Project, W068214 Coronado MP Demolition, E068225 Adams Paving & General Site Work**

Comment:

Substantial completion notices have been received for: Bid D06075, Bid J068233, Bid J068236, Bid J068243, Bid J068193, Bid E068213, Bid W068214 and Bid E068225.

Major construction projects are subject to acceptance by the governing board before a Notice of Completion can be processed, and final payment of the contract made. (BP 7470)

Staff recommends acceptance of the work completed by the following contractors:

West Bay Builders Helms New Construction Bid D06075

Evans Brothers, Inc. Portola Temp Housing Underground Utilities/Site Work Phase I Bid J068233

B Brothers Construction, Inc. Portola Temporary Housing Underground Utilities & Site Work Phase II Bid J068236

Builder-Max, Inc. RCP Portable Building Utility Installation/Site Work Bid J068243

Michael Paul Company, Inc. El Cerrito Portable Housing Utility Removal/Site work Bid J068193

Alpha Restoration Crespi Exterior Gymnasium Wall Project Bid E068213

Evans Brothers, Inc. Coronado MP Demolition Bid W068214

ABSL Construction Adams Paving & General Site Work Bid E068225

Recommendation:

Recommend approval of these notices of completion

Fiscal Impact:

None

- *CI C.8 Resolution No. 25-1011: Local Agency Investment Fund**

Comment:

District funds are kept in the Contra Costa County Treasury. During any given period when there may be excess funds, beyond the immediate cash flow requirements, it is advantageous to invest the funds in the Local Agency Investment Fund (LAIF). These funds would typically be accounted for in the Bond

Fund (21) and the General Fund (01). The State of California, Pursuant to Chapter 730 of the statutes of 1976 Section 16429.1, added to the California Government Code to create a Local Agency Investment Fund (LAIF) in the State Treasury for the deposit of money of a local agency for purposes of investment by the State Treasurer. The District has used the LAIF program for many years, however a new resolution is authorizing this activity is now in order. In the future, this resolution will be part of the annual signatory resolutions for the District.

Recommendation:

Approval of Resolution 25-1011: Local Agency Investment Fund

Fiscal Impact:

None

***CI C.9 Certificated Personnel Changes**

Comment:

Routine personnel changes include actions to hire, promote, or terminate certificated employees in accord with appropriate laws, established policies and procedures.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.10 Routine Personnel Changes – Classified**

Comment:

Routine personnel changes include actions to hire, promote, or terminate classified employees in accord with appropriate laws, established policies and procedures.

Recommendation:

For Information Only

Fiscal Impact:

None

***CI C.11 Certificated Provisional Internship Permit (PIP) Request(s)**

Comment:

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to hire an individual who has not yet met the subject matter competence requirement needed to enter an internship program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully credentialed teacher cannot be found. The PIP is issued for one (1) year and is renewable one time only provided the teacher has taken all appropriate subject matter examinations, but has not yet passed those tests

Recommendation:
Recommend Approval

Fiscal Impact:
None

***CI C.12 Resolution No. 22-1011: Red Ribbon Week**

Comment:

Our District has been involved in Red Ribbon Week for the past twenty years. Congress officially proclaimed the first National Red Ribbon Week October 23 – 31, 1988. The Red Ribbon has now become a symbol for drug-free environments.

This resolution represents the West Contra Costa Unified School District's support of the Red Ribbon Campaign October 25 – 29, 2010. Red Ribbon Week may be celebrated one week during the year, but its effects last throughout the year.

This year, some of the school activities will include prevention curriculum lessons, poster/essay/decoration contests, wear-red days, letter writing, school assemblies, etc. The focus of this week is not only on drug-free youth but also on safe and healthy communities.

Recommendation:
Formal Recognition

Fiscal Impact:
None

***CI C.13 Clarification of Board's Intention**

Comment:

In February 2009, the Board approved a resolution to close three schools at the end of 2008-09 and five other schools at the end of 2010-11 if additional external resources were not available. The resolution included a provision that the Gompers Continuation High School would move to the Kennedy building when Kennedy was closed. Since that resolution was passed the voters approved a bond measure, Measure D 2010, which includes funding to rebuild Gompers and construct a new facility for Leadership High School at the Gompers site at Bissell Avenue & 8th Street in Richmond. In September 2010, the Richmond City Council approved the allocation of an additional \$1.5 million that will keep Kennedy High (along with two elementary schools, Grant and Olinda) open at least through the 2011-12 school year. Since the building of new schools for Gompers and Leadership represents a long term commitment of capital funds, the Board needs to clarify its intention regarding the location of Gompers High School.

Recommendation:

That the Board affirms the decision to co-locate Gompers High School and Leadership High School at the Bissell & 8th Street site and that the Board approves moving ahead with construction of two campuses as funded by the combination of state funds and funding provided by Measure D 2010.

Fiscal Impact:

The Board's Facilities Subcommittee has recommended that up to \$46 million from state and bond funds be allocated for this project.

***CI C.14 Resolution No. 24-1011: In Support of Efforts to Substantially Increase the Ability of Local School Districts to Deliver Content and Services Through the Use of Broadband Technology**

Comment:

The use of technology has the potential to transform classroom instruction, learning and a wide range of student and teacher support activities performed in public schools. The passage of HR 3646, authored by Congresswoman Doris Matsui, seeks to replicate the current federal position for lifeline telephone access using the same eligibility rules. As communities have dramatically greater universal access to broadband, our ability to serve them with educational technology will expand.

Support for this initiative will recognize the significant impact this and similar federal programs will have in schools' efforts to close the achievement gap and accelerate achievement for all students.

Recommendation:

Recommend Approval of Resolution No. 24-1011: Resolution No. 24-1011: In Support of Efforts to Substantially Increase the Ability of Local School Districts to Deliver Content and Services Through the Use of Broadband Technology

Fiscal Impact:

None

***CI C.15 Citizens' Bond Oversight Committee (CBOC) Appointment: Frank Borg representing Citizens Advisory Committee on Special Education (CAC)**

Comment:

The CAC position on the District's Citizens Bond Oversight Committee is currently vacant. The Committee has forwarded a recommendation from a recent meeting. Frank Borg has been recommended for appointment to the Citizens Bond Oversight Committee by the CAC.

Recommendation:

Approve appointment as noted

Fiscal Impact:

None

***CI C.16 Ratification and Approval of Negotiated Change Orders**

Comment:

Staff is seeking ratification of change orders on the following current District construction projects: Kennedy HS Restroom Improvements; Richmond HS ERP; Chavez Exterior Painting; Coronado ES Multipurpose Building Demolition; Portola MS Modular Building Purchase; Crespi MS Exterior Wall Repair; and Ford ES New Campus. Change orders are fully executed by the District upon signature by

the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

In addition to normal ratification, approval of the noted change order for the Richmond College Prep Modular Addition project is required by the Board, with special findings as noted below, because this is in excess of the Public Contract Code limit of 10% of the original contract value. In accordance with Public Contract Code 20118.4, the Board, by approving and ratifying these change orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

Recommendation:

Ratify negotiated Change Orders as noted

Fiscal Impact:

Total ratification and approval by this action: \$116,640.35.

***CI C.17 Ratification and Approval of Engineering Services Contracts**

Comment:

Contracts have been initiated by staff using previously qualified consulting, engineering, architectural, or landscape architectural firms to assist in completion of the referenced projects. Many of the firms are already under contract and the staff-initiated work may be an extension of the firm's existing contract with the District. Public contracting laws have been followed in initially qualifying and selecting these professionals.

Recommendation:

Ratify and approve contracts as noted

Fiscal Impact:

Total for this action: \$689,436. Funding sources as noted

***CI C.18 2010 Developer Fee Justification Study**

Comment:

In September, 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The maximum fee that can be levied is adjusted every two years according to the inflation rate, as listed by the statewide index for Class B construction set by the State Allocation Board.

At the regular meeting of the State Allocation Board in January 2010, the SAB opted to maintain the statutory developer fee of \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction. This action was largely due to the downturn in development throughout the State.

In order to maintain its legal ability to collect the statutory developer fees, the West Contra Costa Unified School District has updated its 2008 developer fee justification in order to collect statutory fees on residential and commercial/industrial development. The current study, prepared by Jack Schreder & Associates, demonstrates that the District is eligible to continue to collect the statutory fees at the SAB adopted rates of January 2010. Therefore, by adopting the current study, the Board of Education affirms the District's ability to continue to collect the current fees.

Recommendation:

Adopt the 2010 Developer Fee Justification Study

Fiscal Impact:

Not known

***CI C.19 Chavez Elementary Window and Door Replacement Project Contract Award**

Comment:

Chavez Elementary School was completed in the mid 1990's. Over time several elements of the schools exterior systems have become severely deteriorated and are creating water intrusion issues. The District has already completed major window, flashing and stucco repairs at the main rotunda area. This current project has been undertaken to remedy two additional elements. First, the window glazing originally installed in the school is a plastic product which has been impacted by sun exposure and is seriously yellowing. Second, the exterior doors originally installed are wood and they are delaminating and deteriorating. The project includes new glass windows and exterior metal doors. HMR Architects has prepared plans and specifications for the project.

The District conducted a public bid process for the project. Bids were opened on September 21, 2010. Three Contractors submitted bids. They are as follows: On Point Construction \$328,075; E.F. Brett & Co. \$302,942; and, Pinguelo Construction \$262,510. The lowest responsive, responsible bidder is Pinguelo Construction at \$262,510.

Recommendation:

Award contract to lowest responsive, responsible bidder

Fiscal Impact:

\$262,510. Funded from the Deferred Capital Projects Budget of the Measure J Bond

***CI C.20 Verde Elementary School and Lupine Hills Elementary School Tile Wall Repairs Projects Contract Award**

Comment:

The initial installation of restroom wall surfaces in several of the Measure M Ph. 1A projects has deteriorated severely since installation. There are cracked surfaces and delaminating epoxy finishes due to improper substrate application and preparation. The District has been involved in a process to determine a suitable repair and has settled on a tile overlay of the walls. These are the first projects to test this repair application and are considered as a prototype for the completion of repairs on the remaining deteriorated walls at other sites. The Board's Facilities Subcommittee has reviewed this approach and recommended proceeding with these repair projects. WLC Architects has prepared plans and specifications for the projects.

The District conducted a public bid process for the project. Bids were opened on September 23, 2010. For the Verde Project eight Contractors submitted bids. They are as follows: Southland Construction, \$143,688; Affordable Painting, \$157,000; Hung Construction, \$182,900; Goldspring Construction, \$199,167; Precision Tile, \$200,000; B-Side, Inc., \$215,000; Romkon, \$220,102; and John Plane, \$275,485. The lowest responsive, responsible bidder is Southland Construction at \$143,688.

For the Lupine Hills Project, eight Contractors submitted bids. They are as follows: Southland Construction, \$152,540; Hung Construction, \$192,000; Affordable Painting, \$197,000; John Plane Construction, \$300,089; Goldspring Construction, \$244,970; B Bros. Construction, \$286,300; B Side, Inc., \$243,000; and EF Brett & Co., \$395,953. The lowest responsive, responsible bidder is Southland Construction at \$152,540.

Recommendation:

Award contract to lowest responsive, responsible bidder for each project as noted.

Fiscal Impact:

\$143,688 for the Verde project and \$152,540 for the Lupine Hills project. Funded from the Measure J Bond.

***CI C.21 Recommendations from Citizens Bond Oversight Committee (“CBOC”) regarding the Annual Performance Audit**

Comment:

The CBOC has approved a recommendation to the Board for the scope of the performance audit for the bond program for period ending June 30, 2010. The CBOC is recommending also that the District staff direct Total School Solutions, the contractor for the audit, to complete the audit in accordance with Government Auditing Standards as required by the contract with Total School Solutions and to include specific focus on the items as approved by the CBOC.

Recommendation:

Accept the report from the CBOC

Fiscal Impact:

The cost of the performance audit and the recommended changes are all within the contract with Total School Solutions. Any items that would increase the scope and thus the cost of the audit would be brought before the Board for approval.

D. AWARDS, RECOGNITIONS, AND REPORTS

*** D.1 Contra Costa County Teacher of the Year (TOY), Michele Lamons**

Comment:

Pinole Valley High School (PVHS) teacher Michele Lamons was named County Teacher of the Year on September 23, 2010 at the annual county TOY dinner. Michele teaches English and American Sign Language at PVHS, coaches the debate and forensics teams, and sponsors the African American Student Union.

Tonight, we will congratulate Mrs. Lamons on a job well done.

Recommendation:

Board celebrates Mrs. Lamons accomplishments

Fiscal Impact:

None

* **D.2 Report on Volunteer Efforts in WCCUSD**

Comment:

Volunteer assistance in schools enriches the educational program, enhances supervision of students and contributes to school safety, while strengthening the schools' relationships with the community. The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with students.

Tonight, we will give a report on our volunteer plans for 2010-2011 school year.

Recommendation:

For Information Only

Fiscal Impact:

None

* **D.3 Report on the Readiness and Emergency Management for Schools (REMS) Grant**

Comment:

The U.S. Department of Education, Office of Safe and Drug Free Schools has awarded the District \$578,262 for use in improving and strengthening school emergency management plans and coordination with local partners. This grant will be supported through July 31, 2012.

Recommendation:

Report Only

Fiscal Impact:

None

* **D.4 Standing Reports**

Representatives of the following committees and employee unions are invited to provide a brief update to the Board. Representatives from these groups need to sign up to speak prior to the beginning of this item on the agenda by submitting a "Request to Address the Board" form. Five minutes may be allowed for each subcommittee or group listed below:

Academic Subcommittee
Bayside Parent Teacher Association
Citizens' Bond Oversight Committee
Community Budget Advisory Committee
Facilities Subcommittee

Public Employees Local 1
School Supervisors Association
United Teachers of Richmond
West Contra Costa Administrators Association

Ivy League Connection
Linked Learning – Multiple Pathways
Safety Committee
Special Education Citizens Advisory Committee
Youth Commission

E. PUBLIC AND COMMITTEE COMMUNICATIONS

(Education Code 35145.5; Government Code 54950 et seq.)

* **E.1 Superintendent’s Report**

* **E.2 WCCUSD Public Comment**

Members of the public are invited to speak to the Board about any matter that is not otherwise on the agenda and is related to issues affecting public education in the WCCUSD. **Approximately 30 minutes will be allocated for this item.** If there are more requests to speak than can be heard within this time limit, “WCCUSD Public Comment” will continue after Item G. Individuals wishing to speak must submit a “WCCUSD Public Comment” form prior to the beginning of this item on the agenda.

Depending on the number of persons who wish to speak, from one to three minutes will be allocated to each speaker at the discretion of the President of the Board in order to accommodate as many speakers as possible. The Board cannot dialogue on any issues brought before it by the public that have not been previously agendized, but may refer these to staff for response and/or placement on future agendas.

F. ACTION ITEMS

* **F.1 Public Hearing: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2010-2011**

Comment:

California Education Code Section 60119 guidelines require the governing board of each California school district to hold a public hearing after which the Board will determine, through a resolution, as to whether each pupil in each school in the District has sufficient textbooks and instructional materials that are aligned with the academic content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in these subjects:

English/Language Arts, including English language development
Mathematics
Science
History/Social Science
Foreign Language (if the student is enrolled in a Foreign Language course);
Health (if the student is enrolled in a Health course).

The governing board shall also determine the availability of science laboratory equipment as applicable to science laboratory courses in grades 9 through 12.

Immediately after this hearing, as a separate action item, the Board is requested to approve Resolution No. 26-1011: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2010-2011.

Recommendation:

The Board conducts the hearing in compliance with the Education Code of the State of California.

Fiscal Impact:

None

* **F.2 Adoption of Resolution No. 26-1011: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2010-2011**

Comment:

The proposed resolution is required under Education Code Section 60119 in order for the District to allocate funding from any state sources for the purchase of instructional materials.

In addition to the proposed resolution, the board is being asked to verify continued approval of the accompanying list of currently adopted texts for the District. Prior to adopting this resolution, the Board will hold a public hearing to discuss textbook sufficiency for all district schools.

Recommendation:

Approve Resolution No. 26-1011: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2010-2011

Fiscal Impact:

None

* **F.3 Pinole Valley High School Reconstruction Site Master Plan and Architectural Services Contract**

Comment:

The Board has previously approved an updated educational programming and master planning process for the reconstruction of Pinole Valley High School in the spring of 2010. WLC Architects was awarded a contract for this phase of services. At this time they have completed work on the educational programming and updated master plan after a series of meetings with the Site Committee. The Site Committee, led by Principal Sue Kahn, has included teachers, staff, parents, community members, and members of the Pinole City Council. The site reconstruction Master Plan has also been reviewed in draft form with the City Council at a meeting in May 2010.

In addition, the architects and the District have met and reviewed the project parameters, including phasing options. The preferred option for the work is construction of a full new campus for the site at the location of the existing campus. The District has also completed a cost estimate which will provide a basis for the District to include within the 2010 Facilities Master Plan.

The architects have prepared a presentation for the Board and community.

At this time it is appropriate to proceed to the next level and authorize preparation of construction documents for the project. This will allow the District to begin design on this signature project of the Measure D 2010 Bond.

Recommendation:

Approve Master Plan and authorize the District to negotiate a full Architectural Services Contract with WLC Architects for the reconstruction of Pinole Valley High School.

Fiscal Impact:

\$120,000,000. Total Project Budget. Funded from the Measure D 2010 Bond

G. DISCUSSION ITEMS

*** G.1 Alvarado Unity High Charter School**

Comment:

Alvarado Unity High Charter School submitted a petition to West Contra Costa Unified School District (WCCUSD) on September 9, 2010 to establish an independent charter school. Pursuant to the Charter School Act of 1992 (the “Act”), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of submission of the petition, to hold a public hearing to receive public comment on the Petition. That is the purpose of this agenda item.

The Act also requires the Board to either grant or deny the Petition within 60 days of submission. Staff and legal counsel are receiving and analyzing information related to the Petition, as well as the operation and potential effects of the proposed charter school, and will make a recommendation as to the petition at a subsequent board meeting.

Recommendation:

Public hearing only at this time

Fiscal Impact:

To be determined

*** G.2 Review of Board Policy 5145.7 – Sexual Harassment**

Comment:

Board Policy 5145.7 has been brought forth for review and revision. The first stage of the process is to bring to the Board the Board Policy for first reading. At that time, the Board provides feedback and suggestions for revision. Next, policy will be distributed widely to the various stakeholder groups for feedback and input. The Superintendent’s Cabinet reviews the feedback and incorporates it into the various policies as appropriate. Once that has been completed, the policy section will come back to the Board for adoption. As the section is approved, the adopted/revised items become the policies of the Board of Education.

Recommendation:

For Review

Fiscal Impact:

None

* **G.3 Status Reports – Facilities Planning and Construction**

Comment:

The following are provided for review of Facilities Planning and Construction in the District's Bond Program and for information regarding individual projects:

- Engineering Officer's Report—Verbal Presentation
- Construction Status Reports—Current Construction Projects

Recommendation:

For information only

Fiscal Impact:

None

H. UNFINISHED REQUESTS TO ADDRESS THE BOARD (continued from Item E)

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING

Lovonya DeJean Middle School – October 20, 2010

K. ADJOURNMENT

At 10:00 PM, any items remaining on the agenda that require immediate attention will be moved to this time. All other items will be tabled to another or the following Board meeting in order to make fair and attentive decisions. The meeting will adjourn at 10:30 PM. The meeting may be extended by a majority vote of the Board of Education.

The public may address items which are marked with an asterisk (*).

A. CLOSED SESSION

A.1 CALL TO ORDER

A.2 DISCLOSURE OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
(Government Code 54957.7)

A.3 RECESS TO CLOSED SESSION AS SCHEDULED

See Exhibit A

(Government Code Section 54954.5)

The **Open Session** will resume at the end of the **Closed Session** in the Multi-Purpose Room at approximately **6:30 PM**.

EXHIBIT A

(Government Code Section 54954.5)

CLOSED SESSION AGENDA

October 6, 2010

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION
[Government Code Section 54956.9(a)]

1. Srago v. WCCUSD
2. WCCUSD v. Orrick

3. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED/POTENTIAL LITIGATION
[Government Code Section 54956.9(b)]

Four cases

4. LIABILITY CLAIMS (Government Code Section 54956.95)

5. CONFERENCE WITH LABOR NEGOTIATORS

a. Superintendent/Dr. Bruce Harter

b. Employee Organizations

- UTR
- Local One
- School Supervisors Association
- WCCAA
-

- c. Unrepresented Employees
 - Confidential and Management

6. PUBLIC EMPLOYEE APPOINTMENT

7. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code Section 54957)

8. STUDENT DISCIPLINE (Education Code Section 35146)

- a. Expulsions

**9. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT
(Government Code Section 54957)**

10. REPORT OF CLOSED SESSION ACTIONS

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Wendell C. Greer 
Associate Superintendent, K – Adult Operations

Agenda Item: B.4

Subject: Presentation of Student Board Representative Suzanna Tran, El Cerrito College High School

Background Information:

Student Board Representative Suzanna Tran will be representing El Cerrito High School at the Board of Education on October 6, 2010. We would like to recognize and commend her participation.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District
Minutes of the Board of Education Meeting
Lovonya DeJean Middle School
3400 Macdonald Avenue
Richmond, CA 94805

September 15, 2010

A. CLOSED SESSION

B. OPENING PROCEDURES

President Madeline Kronenberg called the meeting to order at 5:00 PM. The Board recessed into Closed Session. President Kronenberg called the Public Session to order at 6:33 PM.

B.1 Pledge of Allegiance

President Kronenberg led those in attendance in the pledge of allegiance.

B.2 Welcome and Meeting Procedures

President Kronenberg offered welcome to the public regarding the meeting.

B.3 Roll Call

Board Members Present: Madeline Kronenberg, Antonio Medrano, Audrey Miles, Charles Ramsey, Tony Thurmond

Staff Present: Andre Bell, Executive Director Bonds/Capital Projects; Katie Brady, Principal Lupine Elementary; Linda Cohen, Principal Coronado Elementary; Steve Collins, SELPA Director; Cheryl Cotton, Principal Madera Elementary; Martin Coyne, Director; Susan Dunlap, Coordinator Ed Services; Lisa Erwin, Executive Director Business Services; Otilia Espinosa, Interpreter; Bob Evans, DeAnza Principal; Luis Freese, Executive Director Maintenance and Operations; Sheri Gamba, Associate Superintendent for Business Services; Marco Gonzales, Principal Downer Elementary; Sylvia Greenwood, Principal DeJean Middle School; Wendell Greer, Associate Superintendent K-Adult; Bruce Harter, Superintendent; Debbie Haynie, Executive Secretary; Josh Herrera, Electronics Technician; David Johnston, Director of General Services; Susana Lowery, Principal Grant Elementary; Rosemary Mauldin, Principal Verde Elementary; Joe Mayes, Maintenance Manager; David Ranch, Principal Highland Elementary; Nia Rashidchi, Assistant Superintendent Educational Services; Judith Sanders, Principal Kensington Elementary; Bill Savidge, District Engineering Officer; April Scott, Principal Valley View Elementary; Anne Shin, Principal Collins Elementary; Hattie Smith, Principal Middle College; Denise VanHook, Principal Portola Middle School; Denise Weis, Principal Tara Hills Elementary

B.4 Presentation of Megan Robb, Student Representative from DeAnza High School.

Ms. Robb provided a report of activities at DeAnza High School.

B.5 Report/Ratification of Closed Session

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to expel six (6) students, suspending those expulsions for placement in the West Contra Costa Unified School District.

Motion: Mr. Ramsey moved approval of the expulsions and suspension for placement of six (6) students. Mr. Medrano seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, and President Kronenberg voted yes, with Mr. Thurmond abstaining, and no absences. Motion carried 4-0-1-0.

Superintendent Harter asked the Board to ratify the vote taken in Closed Session for approval of an ACLU settlement agreement.

Motion: Mr. Ramsey moved to ratify the vote taken in Closed Session for approval of an ACLU settlement agreement. Ms. Miles seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond and President Kronenberg voted yes, with Mr. Medrano abstaining, and no absences. Motion carried 4-0-1-0.

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to release four temporary teachers.

Motion: Mr. Medrano moved approval to ratify the vote taken in Closed Session for the release of four temporary teachers. Mr. Ramsey seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, and President Kronenberg voted yes, with Mr. Thurmond abstaining, and no absences. Motion carried 4-0-1-0.

B.6 Agenda Review and Adoption

MOTION: Mr. Ramsey moved approval of the agenda. Mr. Medrano seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Megan Robb (advisory vote only) and President Kronenberg voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

B.7 Minutes: September 1, 2010

MOTION: Mr. Ramsey moved approval the Minutes of September 1, 2010. Mr. Medrano seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Megan Robb (advisory vote only) and President Kronenberg voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

C. BUSINESS ITEMS

C.1 Grants/Awards/Agreements

C.2 Acceptance of Donations

C.3 Approval of Fund-Raising Activities

C.4 Summary of Vendor Warrant Reports

C.5 Notification of Claim Rejected

C.6 Acceptance of Contracts for Placement of Student Teachers

C.7 Notices of completion: Bid E068185 Crespi Kitchen Flooring Demolition & Replacement

C.8 Routine Personnel Changes - Certificated

C.9 Certificated Personnel Changes

C.10 Certificated Provisional Internship Permit (PIP) Request(s)

C.11 Right of Entry Agreement with the West County Wastewater District for Construction Access and Work at Seaview Site

C.12 Richmond High School Security Cameras Project Change Order Approval

Public Comment:

Charles T. Smith

C.13 Ratification and Approval of Engineering Services Contracts

C.14 Ratification and Approval of Negotiated Change Orders

C.15 Citizens' Bond Oversight Committee (CBOC) Appointment: Linda Ruiz-Lozito to represent the Contra Costa Taxpayers Association

C.16 Resolution No. 23-1011: Resolution in Opposition to Proposition 19

MOTION: Mr. Ramsey moved approval of Consent Items C.1 – C16. Ms. Miles seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Megan Robb (advisory vote only) and President Kronenberg voted yes with Mr. Medrano abstaining and no absences. Motion carried 4-0-1-0.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.1 Mexican Independence Day 2010

Mr. Medrano provided information about the history of Mexico's fight for independence from Spain two hundred years ago as well as the Mexican revolution from dictatorship hundred years ago, and the importance of September 15th as Mexican Independence Day.

Ms. Dunlap spoke on behalf of the Multi-lingual District Advisory Committee and thanked the Board for passing the resolution last meeting recognizing Spanish Heritage month. In the spirit of the contributions of the Latino community, Ms. Dunlap introduced students from Coronado Elementary and Richmond High School who performed traditional dances.

Public Comment:

None

Board Comment:

Board members thanked the students, their teachers and parents, for sharing this cultural celebration with the public.

D.2 National Education Association's (NEA) Priority Schools Campaign

Ms. Rashidchi introduced Dr. Sheila Simmons of the National Education Association, who shared information about one of its initiatives called Priority Schools and work to transform the nation's persistently low performing, priority schools into great schools for all students. This collaborative effort is supported by the United Teacher of Richmond, California Teachers Association and NEA.

Public Comment:

None

Board Comment:

Board members thanked Dr. Simmons for her presentation and also asked for further information about the campaign, including questions about tools to measure and evaluate sustainable changes, financial support for the six year campaign, and required commitment.

Dr. Simmons responded with information about external evaluators, length of time for changes to be implemented, and the need for collaboration from the community at large. She also spoke about working toward the district's sustainability and infrastructure so that those elements will be in place at the end of the six year campaign.

D.3 Standing Reports

Ivy League Connection. Mr. Ramsey reported that Yale University plans a college admission workshop at El Cerrito High School in October and will also present a workshop for counselors writing recommendations. Admissions officers from the University of Pennsylvania will be in the District later in September, as well as Vanderbilt University and Caltech in October. Ms. Robb reported on her visits to Ivy League campuses during her summer program at Brown University.

Local One. Mike Washilchin thanked the City of Richmond for its commitment of funds to maintain three Richmond schools. He spoke about misperceptions of how schools were placed on a closure list, and a good outcome to initiate discussion with city councils members and constituents. He said he is looked forward to the safety committee meetings and implementation of protocols establishing training and uniformity for site supervisors. He concluded by urging support of the Measure M parcel tax.

United Teachers of Richmond. President Diane Brown said that she was proud of NEA and Dr. Simmons for presenting information about the Priority Schools Campaign and that she is looking forward to working collaboratively for the benefit of the students. She further announced that the UTR representative council endorsed Measure M.

Citizens' Bond Oversight Committee. Robert Studdiford announced the next meeting planned for September 22, 2010, 6:00 p.m. at 1300 Potrero Ave., Richmond.

Linked Learning – Multiple Pathways. Mr. Medrano said the high school career academies attract many students helping them to stay in school. Mr. Medrano said he hoped that the high schools will have banners displayed announcing each school's academy at Back to School Night. President Kronenberg said the District is a leader in the state in aiding students with pathways into college or careers.

Safety Committee. Mr. Thurmond announced the upcoming meeting planned for September 22, 6:00 p.m. at DeAnza High School. The agenda will include goals and objectives regarding improved safety in the District.

Youth Commission. Mr. Thurmond announced the next meeting scheduled for September 27, 6:00 p.m. at the RYSE Center in Richmond. Applications are being accepted for commissioners. Their goals this year include organizing district wide activities and recruiting classroom volunteers.

Community Budget Advisory Committee. Ms. Gamba announced the next meeting scheduled for September 30th at Alvarado School and invited interested individuals to participate. The committee will delve into the District's budget and complex documents.

Academic Subcommittee. Ms. Rashidchi announced the next meeting planned for September 28, 6:30 – 8:30 p.m. at Helms Middle School.

**D.4 2010 Academic Performance Index Growth (API) Targets – Recognition of Schools
2010 Adequate Yearly Progress (AYP) – Recognition of Schools**

Ms. Rashidchi introduced schools that have achieved academic performance index or adequate yearly progress targets. Seventeen schools were honored and congratulated including: Collins, Downer, Grant, Highland, King, Lincoln, Lupine Hills, Tara Hills, Valley View, Verde, Washington, DeJean, Portola, DeAnza, Middle College, Madera, and Kensington.

Downer Principal, Marco Gonzales, spoke about the school's success and focus on standards, teacher collaboration, targeting areas of intervention, differentiated instruction and a concentration in the language arts. He commended the team effort of the thirty teachers and staff at the school.

Tara Hills Principal, Denise Weis, addressed the Board and spoke about the site's strategic targeting of struggling students with the help of a learning center intervention teacher, bilingual aides, additional teacher tutoring time and teacher collaboration. She commended the students and parents as well. She introduced teacher Geri Auten and SSC member and parent Victor Campos who were in the audience.

DeJean Principal, Sylvia Greenwood, said some of the biggest reasons for the school making significant gains were due to being fully staffed and teachers taking ownership of their teaching practices. Students were given more intense support from teachers on special assignment and graduate tutors. Teacher-student relations were a high priority resulting in a more trusting environment. History teacher Doug Marques spoke about the great teachers, the afterschool program and the in-school tutoring program, as well as a full complement of staff.

DeAnza Principal, Robert Evans, spoke about the work of staff and students at each campus in achieving their target scores. He introduced administrators Phil Johnson and Jessica Smith-Kennan. He said that commitment, collaboration and communication were keys to DeAnza's success. Ms. Paula Raj spoke about the strong instructional leadership team at the school. Ms. Athena Kraus spoke about school's goals for the WASC committee.

Public Comment:

Al Kirkman

Board Comment:

Board members commended the schools, the staff, parents and students for their focus and hard work.

E. PUBLIC AND COMMITTEE COMMUNICATIONS

(Education Code 35145.5; Government Code 54950 et seq.)

Ms. Robb left the meeting.

E.1 Request to Address the Board – Youth Leadership Forum and College Career Options

Ms. Miles introduced Ms. Carol Lee Tolbert and the work of Civic Pride. Ms. Tolbert spoke about the program Knowledge is Power, a youth leadership forum and college and career fair for students sixth grade through high school. She said the event is planned for October 9th, 8:30 – 2:00 p.m. at 10 Washington Square in Jack London Square, Oakland.

Public Comment:

None

Board Comments:

Board members thanked Ms. Tolbert for her work and mentorship. Questions were asked about the program. Ms. Tolbert provided further information and requested support from the District to co-sponsor the forum.

E.2 Superintendent's Report

Superintendent Harter reported activities in the District.

E.3 WCCUSD Public Comment

Public Comment:

Mike Washilchin, John Irminger, Pallop Willairat, William Hamilton, Jennifer Dahme, Rocio Reyes, Laura Brodman Larsen, Brian Tibbet, Robert Studdiford

Mr. Thurmond asked for clarification about funding the QEIA funding that the Helms teachers spoke about under Public Comment. Mr. Ramsey reminded the Board about agenda items for discussion as directed by the Brown Act. Ms. Gamba gave an opinion about direction for providing a statement of fact or scheduling on a future agenda.

Ms. Gamba provided information about the QEIA funding for 2009-10 and state withholding of funds until late in the school year. She said that although funds have been allocated, the state has not yet passed a budget for this year and that funding for QEIA has not been appropriated. Ms. Rashidchi spoke about multiple meetings with Helms staff regarding QEIA targets and funding to meet all targets including API and waivers for class size reduction in secondary schools.

F. ACTION ITEMS

F.1 Adoption of a Mandatory Local Business Capacity Utilization Program for the District's Bond Construction Projects

Mr. Lance Jackson, SGI Program Manager, provided a presentation about recommendations from the Facilities Subcommittee, to adopt an enhanced local capacity building program and attracting workers who live either in or closest to the school district and enhancing the participation of small local business in district bond projects. He said this approach was used in the construction of Helms Middle School with success as a voluntary program. The adoption of the new local utilization program will assure a mandatory level of involvement on each construction job. Each job will be analyzed by staff for a customized level of participation and focus within the local geographic area, distinguishing between a local business and a small local business to assure more local engagement.

Public Comment:

Robert Studdiford

Board Comment:

Mr. Thurmond asked questions about goal for percentages of local business participation, specifics if local hiring does not take place, as well as determination if compliance is not met. Mr. Jackson responded with clarification.

Ms. Miles asked about legal concerns of the issues. Mr. Jackson responded that counsel has reviewed the recommendation which was modeled with the small business administration's regulations in mind and similar to a program in Oakland.

Mr. Medrano spoke about the Facilities Subcommittee vetting the details with local labor, legal counsel, and business organizations.

Mr. Ramsey said he was comfortable with the legalities, implementation, and enforcement and monitoring.

Mr. Jake Sloan spoke in support of the local business capacity program.

Superintendent Harter said that contractor capacity recommendations per construction job will come through the Davallier Sloan organization for analysis, the Local Capacity Committee, and to Mr. Bill Fay, Associate Superintendent for Operations, before going out to bid.

President Kronenberg said that data provides an historical base, with the goal to improve hiring local businesses that will sell products for construction projects, benefiting the community as well as the program.

MOTION: Mr. Ramsey moved approval of the Adoption of a Mandatory Local Business Capacity Utilization Program for the District's Bond Construction Projects. Mr. Medrano seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, Mr. Thurmond, and President Kronenberg voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

F.2 Approval of the 2009-2010 Unaudited Actuals Financial Report

Ms. Gamba provided a presentation for the unaudited actuals financial report of the ending fund balance for 2009-2010.

Public Comment:

None

Board Comment:

None

MOTION: Mr. Ramsey moved approval of the 2009-2010 Unaudited Actuals Financial Report. Mr. Thurmond seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, Mr. Thurmond, and President Kronenberg voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

F.3 Resolution No. 20-1011: Adoption of Gann Limit, 2010-2011

Ms. Gamba provided information about the required resolution that accompanies the unaudited actuals report.

Public Comment:

None

Board Comment:

None

MOTION: Mr. Ramsey moved approval of Resolution No. 20-1011: Adoption of Gann Limit, 2010-2011. Mr. Medrano seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, Mr. Thurmond, and President Kronenberg voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

G. DISCUSSION ITEMS

None

H. UNFINISHED REQUESTS TO ADDRESS THE BOARD (continued from Item E)

None

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

Mr. Ramsey thanked the Richmond City Council for its benevolence to commit funds to support Kennedy, Grant and Olinda schools. He further commented about the demolition of the old Helms building under contract. He concluded by saying that he received a request to agendize an item about adding a sixth grade class at Madera elementary for action at a future meeting.

Mr. Medrano spoke about attending the West County Business Development Center where he reported on schools in San Pablo as well as the local capacity building program. He further said that he attended a meeting of the North Richmond Young Adult Empowerment Center doing exciting work with students in the North Richmond area.

Ms. Miles spoke about clarification of the difference between bond monies and general fund monies. She encouraged individuals to come out in support of Measure M and help with campaign activities.

Mr. Ramsey spoke about budget cuts, reducing the structural deficit, and not using bond construction funds for general District operating costs.

Mr. Thurmond spoke about the new Helms campus and how it has inspired staff and students to excel. He acknowledged the celebration of Mexican Independence Day as well other cultural traditions and holidays this month. He also offered thanks to the City of Richmond for their support and looked forward to a partnership meeting.

Ms. Kronenberg spoke about the City of Richmond setting a standard for cities across the nation and their appreciation of the children as citizens. She reminded the public about Back to School Night events in September and support for Measure M.

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING

Lovonya DeJean Middle School – October 6, 2010

K. ADJOURNMENT

President Kronenberg adjourned the meeting at 10:31 PM.

Motion vote count order: Yes-No-Abstain-Absent

BH:dh

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.1

Subject: Grants/Awards/Agreements

Background Information: Formal acceptance is requested from the Board of Education to accept the grants/awards/agreements, as detailed on the attached sheet dated October 6, 2010.

Recommendation: Recommend Approval

Fiscal Impact: As noted per grants summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

GRANT / AWARD / AGREEMENT NOTIFICATIONS

Project Name	Project Amount for Budget Period	Funding Agency	Comments
TAH - Teaching American History	\$996,368 9/1/10 - 8/31/13	U.S. Department of Education	Teaching American History - Discovering, Identifying, connecting national, state and local history through research and reporting PR/Awarad # U215X100241
After School Education and Safety Program - Core Resource # 6010	\$3,633,638 7/1/10 - 6/30/11	California Department of Education - After School Programs Office	After School Program at 20 schools PCA # 23939-EZ
21st Century Community Learning Centers Program - Core Resource # 4124	\$947,400 7/1/10 - 12/31/11	California Department of Education - After School Programs Office	After School Program at - Ford Grant, Harding, Lake, Mira Vista, Montalvin, Stege, Stewart and Washington Schools PCA # 14349-4A
21st Century Community Learning Centers Program - Core Resource # 4124	\$263,400 7/1/10 - 12/31/11	California Department of Education - After School Programs Office	After School Program at - Chavez and Pinole Middle Schools PCA # 14349-5A
21st Century Community Learning Centers Program - Core Resource # 4124	\$500,000 7/1/10 - 12/31/11	California Department of Education - After School Programs Office	After School Program at - El Cerrito and Kennedy High Schools PCA # 14535-5A
Education for Homeless Children and Youth Program Resource # 5630	\$41,125 7/1/10 - 6/30/11	California Department of Education - District and School Improvement Division	To fund the homeless program PCA # 14332-01

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 20100

From: Sheri Gamba, Assoc. Supt., Business Services

Agenda Item: CI C.2

Subject: Acceptance of Donations

Background Information: The District has received donations as summarized on the attached sheet dated October 6, 20100. The estimated values for any non-cash donations (as indicated by an asterisk) are those provided by the donor. Staff recommends acceptance of these donations.

Recommendation: Recommend Approval

Fiscal Impact: As noted per donations summary.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
 October 6, 2010 Board Meeting

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
Kaiser	School Supplies	\$30.00	Hanna Ranch Elementary
Macy's West G.I.F.T	School Supplies	\$43.00	Hanna Ranch Elementary
Target Take Charge of Education	School Supplies	\$113.86	Hanna Ranch Elementary
United Way Silicon Valley	School Supplies	\$39.20	Hanna Ranch Elementary
United Way Silicon Valley	School Supplies	\$84.00	Hanna Ranch Elementary
Wells Fargo Foundation Education Matching Gift Program	School Supplies	\$240.00	Hanna Ranch Elementary
Wells Fargo Community Support Campaign	School Supplies	\$240.00	Hanna Ranch Elementary
Ms. Jeanne M. Griffith	School Supplies	\$200.00	Kennedy High
Lifetouch National School Studios	School Supplies	\$509.58	Madera Elementary
Target Take Charge of Education	School Supplies	\$647.06	Madera Elementary
Wells Fargo Foundation Education Matching Gift Program	School Supplies	\$60.00	Madera Elementary
Wells Fargo Foundation Community Support Campaign	School Supplies	\$60.00	Madera Elementary
Target	School Supplies	\$855.48	Pinole Valley High
Wells Fargo Foundation	School Supplies	\$156.00	Pinole Valley High
Ron Latteri	*Rewards for Students	\$1183.53	Sheldon Elementary
Philanthropic Ventures Foundation	Study Trip	\$500.00	Wilson Elementary
Steven B. Poster	School Supplies	\$500.00	Wilson Elementary
Target Take Charge of Education	Abatement	\$176.12	Fairmont Elementary
Madera School Petty Cash Fund	Materials & Supplies	\$4002.03	Madera Elementary
Lana Husser	School Supplies	\$3000.00	Richmond High
Wells Fargo Foundation Ed. Matching Gift Program	Materials & Supplies	\$520.00	Madera Elementary
Gina Gardiola-Chin (Wells Fargo Community Support)	School Supplies	\$50.00	Hercules Middle/High
USA Robinson (Wells Fargo Foundation)	School Supplies	\$240.00	Hercules Middle/High
USA Robinson (Wells Fargo Foundation)	School Supplies	\$480.00	Hercules Middle/High
Macy's West Gift	School Supplies	\$52.00	Hercules Middle/High
Target	School Supplies	\$345.00	Hercules Middle/High
AT&T United Way	School Supplies	\$144.05	Hercules Middle/High
Olinda PTA	Purchase Laptop Computer	\$1371.21	Olinda Elementary


*Estimated values for the non-cash donations are provided by the donor

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.3

Subject: Approval of Fund-Raising Activities

Background Information: The planned fund-raising events for the 2010-11 school year are summarized on the attached sheet dated October 6, 2010.

Recommendation: Recommend Approval

Fiscal Impact: Additional revenue for schools

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

APPROVAL OF FUND-RAISERS

School	Fund-Raising Activity	Activity Sponsor
Shannon Elementary	Sale Bars of Chocolate	PTA
Crespi Jr. High	Selling Smencils (pencils w/fragrance)	Leadership Class
Crespi Jr. High	Sell Pre-packaged baked goods.	Leadership Class
Portola Middle	Read/Entertain children @El Cerrito Plaza Barnes and Noble Store.	PTSA
Collins Elementary	Charleston Wraps Holiday Brochure Gift Sale	PTA
Collins Elementary	Charleston Cookie Dough Sale	PTA
Collins Elementary	Jump for Heart American Heart Assoc.	PTA
Collins Elementary	Box Tops Collections	PTA
Collins Elementary	E Scrip Grocery	PTA
Collins Elementary	Target Red Card Grocery	PTA
Collins Elementary	Yearbook Sales	PTA
Collins Elementary	Jamba Juice Collections	PTA
Collins Elementary	Chuck E Cheese Family Night	PTA
Collins Elementary	Spirit Sales Logo Gift Sales	PTA
Collins Elementary	Movie Night Family Night/Food Sales	PTA
Collins Elementary	Santa's Workshop Holiday Gift Sales	PTA
Collins Elementary	Scholastic Book Fair – Book Sales	PTA
Collins Elementary	PTA Membership Drive	PTA
Collins Elementary	Silent Auction Family Night	PTA

Collins Elementary	School Carnival Family Night	PTA
Collins Elementary	Student Dances	PTA
Collins Elementary	Raider's/A's Ticket Sales	PTA
Collins Elementary	USP Brochure Gift Sales	PTA
Collins Elementary	USP Family Pictures	PTA
Collins Elementary	Xmas in the Park Holiday Food/Spirit sales	PTA

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI c.4

Subject: Contracted Services

Background Information: Permission is requested of the Board of Education to approve the following contracts for services as detailed on the attached sheets dated October 6, 2010.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary

DISPOSITION BY BOARD OF EDUCATION		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

CONTRACTED SERVICES

The following professional consultant services are recommended for approval.

<u>DEPARTMENT</u>	<u>DATE OF SERVICE</u>	<u>CONSULTANT NAME</u>	<u>COST & FUNDING</u>	<u>PURPOSE</u>
Curriculum Federal Projects	10/7/10 Thru 6/30/11	YMCA of the East Bay R22851	\$106,023 21 st Century ASSETs	Increase existing contract of \$147,721 is to provide additional administration support of the Kennedy High School After School Program, including academic and homework help, enrichment and recreational activities. The recreation activities will include: various team sports, dance, organized play and other active games. Enrichment activities will include arts and crafts, science and nature activities, cultural awareness, cooking nutrition and health education. In addition to the academic and homework help, YMCA will work with the school in the coordination and participation of students in the academic intervention programs at the school.
Curriculum Federal Projects	10/7/10 Thru 6/30/11	YMCA of the East Bay R22875	\$138,200 21 st Century ASSETs	Increase existing contract of \$113,491 to provide additional administration support of the Kennedy High School After School Program, including academic and homework help, enrichment and recreational activities. The recreation activities will include various team sports, dance organized play and other active games. Enrichment Activities will include arts and Crafts, science and nature activities, Cultural awareness, cooking, nutrition And health education. In addition to the Academic and homework help, YMCA of the East bay will work with the school in The coordination and participation of Students in the additional academic Intervention CAHSEE college prep Programs at the school.
Special Education	10/7/10 Thru 6/30/13	San Joaquin County Office of Education R22907	\$71,015 Data Processing Services	The San Joaquin County Office of Education will provide the Special Education Information System (SEIS) for use by special education programs in formulating, updating, tracking, storing and reporting on student data and individualized education plans (IEP's). This is a three year contract with the first year amount including implementation and set-up fees. In the event that the December 1 st SELPA count is greater than 4,999; the following fees shall be revised according to the new SELPA counts. Year One 2010/2011 - \$39,453 Year Two 2011/2012 - \$15,781 Year Three 2012/2013 - \$15,781

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Date: October 6, 2010

From: Sheri Gamba
Associate Superintendent Business Services 

Agenda Item: CI C.5

Subject: Adoption of Resolution No. 21-1011: Replacement of Outdated Warrant

Background Information: Government Code Section 298029(c) allows the governing board, by resolution, to order a replacement check be issued for a warrant that is stale dated. This resolution authorizes the issuance of a check to replace the outdated warrant for Patricia Gangwer. Staff recommends replacement of the stale dated warrant.

Recommendation: Recommend approval to replace the outdated warrant

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

BOARD OF EDUCATION
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO.21-1011
REPLACEMENT OF OUTDATED WARRANT
October 6, 2010

WHEREAS Government Code Section 29802(c) allows the governing board, by resolution, to order that a replacement check be issued for a warrant that is stale dated.

BE IT RESOLVED, by the Board of Education of the West Contra Costa Unified School District, that we issue a check to replace the following stale dated check:

Type:	Payroll Check
Payee:	Patricia Gangwer
Check No.:	295446
Amount:	\$129.44
Issue Date:	September 09, 2005

PASSED AND ADOPTED on the 6th day of October, 2010, at a regular meeting of the Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I hereby certify that the foregoing is a full, true and correct copy of a resolution passed at a meeting of the Board of Education, of the West Contra Costa Unified School District.

Bruce Harter
Secretary, Board of Education

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Date: October 6, 2010

From: Sheri Gamba
Associate Superintendent Business Services

Agenda Item: CI C.6

Subject: Acceptance of Contracts for Placement of Student Teachers

Background Information: Teachers in this district provide supervision and evaluation for students seeking credentials to teach in California public school classrooms. These arrangements are made between the institution of higher education and the individual classroom teacher at no cost to the district.

Staff requests approval from the Board of Education to accept Contracts for Placement of Student Teachers as detailed on the attached sheet dated October 6, 2010.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
October 6, 2010

ACCEPTANCE OF CONTRACTS FOR PLACEMENT OF STUDENT TEACHERS

The following institutions of higher education have submitted a contract with West Contra Costa Unified School District. These institutions intend to place student teachers in the West Contra Costa Unified School District schools.

Loyola Marymount University Intern Partnership (approved August 18, 2010)

University of Phoenix Internship Contract Agreement (approved September 15, 2010)

Bethany University-Student Teacher/Field Experience Agreement (approved September 15, 2010)

Univ. of San Francisco, Memorandum of Understanding and Agreement (approved September 15, 2010)

University of Idaho, Agreement for Cooperation-Clinical Experience Program

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Sheri Gamba, Assoc. Supt., Business Services

Agenda Item: CI C.7

Subject: Notices of Completion: Bid D06075 Helms New Construction, J068233 Portola Middle School Temp Housing Underground Utilities and Site Work Phase I, J068236 Portola Middle School Temp Housing Underground Utilities and Site Work Phase II, J068243 Richmond College Prep Portable Building Utility Installation & Site Work, J068193 El Cerrito Portable Building Utility Removal & Misc Site Work, E068213 Crespi Exterior Gymnasium Wall Project, W068214 Coronado MP Demolition, E068225 Adams Paving & General Site Work.

Background Information:

Substantial completion notices have been received for: Bid D06075, Bid J068233, Bid J068236, Bid J068243, Bid J068193, Bid E068213, Bid W068214 and Bid E068225.

Major construction projects are subject to acceptance by the governing board before a Notice of Completion can be processed, and final payment of the contract made. (BP 7470)

Staff recommends acceptance of the work completed by the following contractors:

West Bay Builders Helms New Construction Bid D06075
Evans Brothers, Inc. Portola Temp Housing Underground Utilities/Site Work Phase I Bid J068233
B Brothers Construction, Inc. Portola Temporary Housing Underground Utilities & Site Work Phase II Bid J068236
Builder-Max, Inc. RCP Portable Building Utility Installation/Site Work Bid J068243
Michael Paul Company, Inc. El Cerrito Portable Housing Utility Removal/Site work Bid J068193
Alpha Restoration Crespi Exterior Gymnasium Wall Project Bid E068213
Evans Brothers, Inc. Coronado MP Demolition Bid W068214
ABSL Construction Adams Paving & General Site Work Bid E068225

Recommendation: Recommend approval of these notices of completion.

Fiscal Impact: None.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

RECORDING REQUESTED BY
AND WHEN RECORDED MAIL TO
NAME WEST CONTRA COSTA
UNIFIED SCHOOL DISTRICT
STREET
ADDRESS 1108 BISSELL AVENUE
CITY &
STATE RICHMOND, CALIF 94801

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. The completion of work is deemed to be the date of such acceptance by the Governing Board of the District (civil code 3086)

Notice is hereby given that:

1. The undersigned is owner of the property hereinafter described:
2. The full name of the owner is: Governing Board, West Contra Costa Unified School District.
3. The full address of the owner is: 1108 Bissell Avenue, Richmond, Calif. 94801.
4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project D06075 Helms New Construction
6. The name and address of the contractor for such work of improvement was West Bay Builders 250 Bell Marin Keys Blvd, Bldg A Novato, CA 94949 Date of Contract: 03/08/07
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: Safeco Insurance Company of America
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: Helms Middle School 2500 Road 20, San Pablo, CA 94806.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

VERIFICATION

I, the undersigned, say: I am the Director, General Services the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on October 6, 2010, at Richmond, California.

Director, General Services
West Contra Costa USD

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4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project J068233 Portola Temp Housing Utilities & Site Work
6. The name and address of the contractor for such work of improvement was Evans Brothers Inc. 7589 national Drive Livermore, CA 94550 Date of Contract: 05/13/10
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: Safeco Insurance Company of America
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: Portola Middle School 1021 Navellier Street El Cerrito, CA 94530.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

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2. The full name of the owner is: Governing Board, West Contra Costa Unified School District.
3. The full address of the owner is: 1108 Bissell Avenue, Richmond, Calif. 94801.
4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project J068236 Portola Temp Housing Underground Utilities Phase II
6. The name and address of the contractor for such work of improvement was B Brothers Construction Inc. 2988 Teagarden Street San Leandro, CA 94577 Date of Contract: 06/03/10
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: Sure Tec Insurance Company
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: Portola Middle School 1021 Navellier Street El Cerrito, CA 94530.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

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2. The full name of the owner is: Governing Board, West Contra Costa Unified School District.
3. The full address of the owner is: 1108 Bissell Avenue, Richmond, Calif. 94801.
4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project J068243 Richmond College Prep (RCP) Portable Building Utility Installation & Site Work
6. The name and address of the contractor for such work of improvement was Builder-Max, Inc. 278 27th Avenue #304 San Francisco, CA 94121 Date of Contract: 07/08/10
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: Western Surety
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: Richmond College Prep (RCP) 217 South 11th Street Richmond, CA 94804.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

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West Contra Costa USD

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2. The full name of the owner is: Governing Board, West Contra Costa Unified School District.
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4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project J068193 El Cerrito High School Portable Building Utility Removal & Site Work.
6. The name and address of the contractor for such work of improvement was Michael Paul Company, Inc. 1200 Casa Grande Road Petaluma, CA 94954 Date of Contract: 07/08/10
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: International Fidelity Insurance Company
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: El Cerrito High School 540 Ashbury Avenue El Cerrito, CA 94530.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

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3. The full address of the owner is: 1108 Bissell Avenue, Richmond, Calif. 94801.
4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project E068213 Crespi Exterior Gym All Project
6. The name and address of the contractor for such work of improvement was Alpha Restoration 454 So. Airport Blvd So. San Francisco, CA 94080 Date of Contract: 04/29/10
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: First national Insurance Co. of America
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: Crespi Middle School 1121 Allview Avenue El Sobrante, CA 94803.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

VERIFICATION

I, the undersigned, say: I am the Director, General Services the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.

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Director, General Services
West Contra Costa USD

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3. The full address of the owner is: 1108 Bissell Avenue, Richmond, Calif. 94801.
4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project W068214 Coronado Multipurpose Room Demolition
6. The name and address of the contractor for such work of improvement was Evans Brothers, Inc. 7589 national Drive Livermore, CA 94550 Date of Contract: 05/13/10
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: Safeco Insurance Company of America
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: Coronado Elementary School 2001 Virginia Avenue Richmond, CA 94804.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

VERIFICATION

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4. A work of improvement on the property hereinafter described was completed and accepted on 10/06/10.
5. The work done was: Project E068225 Adams Middle School Paving & General Site Work
6. The name and address of the contractor for such work of improvement was ABSL Construction 29334 Pacific Street Hayward, CA 94544 Date of Contract: 06/03/10
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: The Guarantee Company of North America
8. The property on which said work of improvement was completed is located within the West Contra Costa Unified School District, County of Contra Costa, State of California, and is described and located as follows: Adams Middle School 5000 Patterson Circle Richmond, CA 94805.

Dated: October 6, 2010

Director, General Services
West Contra Costa USD

VERIFICATION

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I declare under penalty of perjury that the foregoing is true and correct.

Executed on October 6, 2010, at Richmond, California.

Director, General Services
West Contra Costa USD

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Sheri Gamba *SG* **Agenda Item:** CI C.8
Associate Superintendent for Business Services
Subject: Resolution No. 25-1011: Local Agency Investment Fund

Background Information:

District funds are kept in the Contra Costa County Treasury. During any given period when there may be excess funds, beyond the immediate cash flow requirements, it is advantageous to invest the funds in the Local Agency Investment Fund (LAIF). These funds would typically be accounted for in the Bond Fund (21) and the General Fund (01). The State of California, Pursuant to Chapter 730 of the statutes of 1976 Section 16429.1, added to the California Government Code to create a Local Agency Investment Fund (LAIF) in the State Treasury for the deposit of money of a local agency for purposes of investment by the State Treasurer. The District has used the LAIF program for many years, however a new resolution is authorizing this activity is now in order. In the future, this resolution will be part of the annual signatory resolutions for the District.

Recommendation: Approval of Resolution 25-1011: Local Agency Investment Fund

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

**BOARD OF EDUCATION
OF THE
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
COUNTY OF CONTRA COSTA, STATE OF CALIFORNIA**

Resolution No. 25-1011

**RESOLUTION AUTHORIZING INVESTMENT OF MONIES IN THE LOCAL
AGENCY INVESTMENT FUND**

WHEREAS, Pursuant to Chapter 730 of the statues of 1976 Section 16429.1 was added to the California Government Code to create a Local Agency Investment Fund in the State Treasury for the deposit of money of a local agency for purposes of investment by the State Treasurer; and

WHEREAS, the Board of Education does hereby find that the deposit and withdrawal of money in the Local Agency Investment Fund in accordance with the provisions of Section 16429.1 of the Government Code for the purpose of investment as stated therein as in the best interests of the **WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education does hereby authorize the deposit and withdrawal of **WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT** monies in the Local Agency Investment Fund in the State Treasury in accordance with the provisions of Section 16429.1 of the Government Code for the purpose of investment as stated therein, and verification by the State Treasurer's Office of all Banking information provided in that regard.

BE IT FURTHER RESOLVED, that the following **WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT** officers or their successors in office shall be authorized to order the deposit or withdrawal of monies in the Local Agency Investment Fund:

BRUCE HARTER _____

SUPERINTENDENT

SHERI GAMBA _____

ASSOCIATE SUPERINTENDENT

LISA ERWIN _____

EXECUTIVE DIRECTOR

ANDRE BELL _____

EXECUTIVE DIRECTOR

PASSED AND ADOPTED by the Board of Education this 6th day of October, 2010.

President of the Board of Education

West Contra Costa Unified School District

SECRETARY'S CERTIFICATE

I, Bruce Harter, Secretary of the West Contra Costa Unified School District, County of Contra Costa, California, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly held at the regular meeting place thereof on the 6th day of October, 2010, of which meeting all of the members of said Board of Education had due notice and at which a quorum thereof was present; and at said meeting said resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I further certify that said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of October 2010.

Secretary to the Board of Education
West Contra Costa Unified School District

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION—BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.9

Subject: Certificated Personnel Changes

Background Information: Routine personnel changes include actions to hire, promote, or terminate certificated employees in accord with appropriate laws, established policies and procedures.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

October 6, 2010

Site

Assignment

Waivers

Definition: Variable term waivers provide applicants with additional time to complete the requirements for the credential that authorizes the service or provide employing agencies with time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the assignment options. (Assignment pending fingerprint clearance when applicable)

Consent

Jennifer Rader	El Cerrito	Leadership/Office Experience
Louise Zara	El Cerrito	Work Experience
John Iwawaki	DeJean	Yearbook
Catherine Vanier	DeJean	MESA
Linda Cartwrite	Hercules	AVID

West Contra Costa Unified School District
1108 Bissell Avenue
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Office of the Superintendent

ITEM REQUIRING ATTENTION—BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.10

Subject: Routine Personnel Changes – Classified

Background Information:

Routine personnel changes include actions to hire, promote, or terminate classified employees in accord with appropriate laws, established policies and procedures.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

October 6, 2010

FOR INFORMATION ONLY**Classified Personnel Changes**

NEW HIRES			
HANNA, CHRISTOPHER ANDREW	TECHNOLOGY - OPERATIONAL	IT OPERATIONS MANAGER	8/4/2010
WORTHY, KYRA K	FAMILY COMMUNITY ENGAGEMENT	STUDENT SUPPORT SERVICES SUPV	8/10/2010
VILLAVERDE, DUSTIN C	GROUNDNS DISTRICTWIDE	EQUIPMENT MECHANIC	8/16/2010
RINDNER, JUDITH A	FISCAL SERVICES CENTRAL OFFICE	SENIOR ADMIN SECRETARY	8/23/2010
HUNT, MADELAINE AUDREY	DOWNER	GRADUATE TUTOR	8/23/2010
HUH, JAEANN	KENSINGTON	GRADUATE TUTOR	8/23/2010
MARIN, ROXANNE LYNN	SPECIAL ED	OCCUPATIONAL THERAPIST	8/23/2010
DOWNING, SITAPA	SPECIAL ED	OCCUPATIONAL THERAPIST	8/30/2010

PROMOTION			
PARISH, STACI LYNN	RISK MANAGEMENT	RISK MANAGER	8/2/2010
COLLOR JR, ELIJAH	PORTOLA MIDDLE	CUSTODIAL SUPV JR HIGH SCHOOL	8/2/2010
MYLES, LIONEL JR.	MAINTENANCE DISTRICTWIDE	MAINTENANCE SUPERVISOR	8/2/2010
MORENO, ERIC G.	GEN SVC WH/PRNT/INV/EQUIP/REP	WAREHOUSE WORKER/DRIVER	8/2/2010
WILSON, MARTHA A	DEJEAN MIDDLE	CUSTODIAN	8/2/2010
DEES-WRIGHT, LINDA SUE	CRESPI JUNIOR	ATTENDANCE CLERK	8/2/2010
BRIDGES, JANICE DIANE	DE ANZA HIGH	OFFICE MANAGER SENIOR HIGH	8/9/2010
LA RITA, AUDIE S	GROUNDNS DISTRICTWIDE	FIELD MAINT GROUNDNS KPR	8/9/2010
GERK, THOMAS GALEN	MAINT/OPERATIONS	CARPENTER	8/9/2010
KHANSOUVONG, STEVEN S.	EL CERRITO HIGH	CUSTODIAN	8/11/2010
SELLERS-EDWARDS, DEBBIE A	GEN SVC WH/PRNT/INV/EQUIP/REP	FACILITIES USE TECHNICIAN	8/11/2010
HILL, SAMUEL	RICHMOND HIGH	SCH COMMUNITY WORKER	8/16/2010
ANGUIANO, JUANITA	CAESAR CHAVEZ	SCH COMMUNITY WORKER BIL.	8/16/2010
RESENDIZ, MARIA C	RIVERSIDE	SCH COMMUNITY WORKER BIL.	8/16/2010
WORLD, JACQUELINE	NYSTROM	SCHOOL SECRETARY I	8/16/2010
THIBAUT, SUZANNE	MURPHY	SCHOOL SECRETARY I	8/16/2010
GONZALES, STEPHANIE ANN	SHANNON	SCHOOL SECRETARY I	8/16/2010
DENNY, AMANDA BROOKE	BAYVIEW	SCHOOL SECRETARY I	8/18/2010
HAGSPIEL, CAROLYN FRANCES	KENSINGTON	TYPIST CLERK I	8/20/2010
WICHELMANN, CLAIRE ALENE	PINOLE VALLEY HIGH	OFFICE MANAGER SENIOR HIGH	8/23/2010
DUNN, DIONNE MARIE	OHLONE	GRADUATE TUTOR	8/23/2010
BYRD, BARBARA CARLA	ED SVC ELEM/SEC ASSOC SUPT	ASST TRUANCY PREVENTION	8/23/2010
VITE, BERTILDE T	DOWNER	GRADUATE TUTOR	8/23/2010
KITAOKO, TRACEY	FAIRMONT	GRADUATE TUTOR	8/23/2010
SUAREZ, LUIS	DOWNER	GRADUATE TUTOR	8/23/2010
HERNANDEZ, ANITA D	VERDE	INST AIDE - LIBRARY	8/23/2010
RAMIREZ, FERNANDO	PINOLE MIDDLE	SCH COMMUNITY WORKER BILINGUAL	8/23/2010
BRAVO, MARI L	CORONADO	GRADUATE TUTOR	8/23/2010

PROMOTION			
RIOS HACEGABA, SARAY	CAESAR CHAVEZ	LOWER DIVISION TUTOR BIL.	8/23/2010
OWENS, LYNNETTE FRANCES	CORONADO	GRADUATE TUTOR	8/23/2010
ANDREWS, ASHANNA A	DOVER	GRADUATE TUTOR	8/23/2010
KEYS, SABRINA PEARL	VERDE	GRADUATE TUTOR	8/23/2010
BLACK, CHERYL K	MURPHY	GRADUATE TUTOR	8/23/2010
BELTRAN, BILLY	EL CERRITO HIGH	SECONDARY SCHOOL CASHIER	8/23/2010
DE ARCO, SHIRLEY	EL CERRITO HIGH	TYPIST CLERK II	8/24/2010

RETURN FROM LEAVE			
BUGAS, CARLITO	NUTRITION CENTER	SCHOOL LUNCH WORKER II	8/17/2010
RUSHING, JANICE M.	HIGHLAND	FOOD SERVICE AIDE	8/23/2010

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.11

Subject: Certificated Provisional Internship Permit (PIP) Request(s)

Background Information: The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to hire an individual who has not yet met the subject matter competence requirement needed to enter an internship program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully credentialed teacher cannot be found. The PIP is issued for one (1) year and is renewable one time only provided the teacher has taken all appropriate subject matter examinations, but has not yet passed those tests.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

October 6, 2010

Action Taken

PIP

SITE

ASSIGNMENT

District Interns/Preliminary Education Specialist
Fortune School of Education (Project Pipeline)

Veronica Carlos-Landa

Kennedy High

English

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Wendell C. Greer (W)
Associate Superintendent, K – Adult Operations

Agenda Item: CI C.12

Subject: Resolution No. 22-1011: Red Ribbon Week

Background Information:

Our District has been involved in Red Ribbon Week for the past twenty years. Congress officially proclaimed the first National Red Ribbon Week October 23 – 31, 1988. The Red Ribbon has now become a symbol for drug-free environments.

This resolution represents the West Contra Costa Unified School District's support of the Red Ribbon Campaign October 25 – 29, 2010. Red Ribbon Week may be celebrated one week during the year, but its effects last throughout the year.

This year, some of the school activities will include prevention curriculum lessons, poster/essay/decoration contests, wear-red days, letter writing, school assemblies, etc. The focus of this week is not only on drug-free youth but also on safe and healthy communities.

Recommendation: Formal recognition

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 22-1011
RED RIBBON WEEK
October 23 - October 31, 2010 — National
October 25 – 29, 2010 – WCCUSD

WHEREAS, tobacco, alcohol and other drug use and abuse has reached pandemic stages in California and in the United States; and,

WHEREAS, it is imperative that community members launch unified and visible tobacco, alcohol, and other drug prevention education programs and activities to eliminate the demand for these substances; and,

WHEREAS, Californians for Drug-Free Youth, Inc. (CADFY) coordinates the California Red Ribbon Celebration in cooperation with the National Federation of Parents and the California Parent Teacher Association to offer our citizens the opportunity to demonstrate their commitment to healthy, drug-free and alcohol abuse-free lifestyles; and,

WHEREAS, President George W. Bush is the National Honorary Chairperson, Governor Schwarzenegger and Mrs. Schwarzenegger are California's Honorary Chairpersons to provide this national and state focus on a DRUG-FREE AMERICA; and,

WHEREAS, The Red Ribbon Celebration will be observed across America during RED RIBBON WEEK, October 23 - 31, 2010; and, in WCCUSD, October 25 - 29, 2010; and,

WHEREAS, Parents, Youth, Government, Business, Law Enforcement, Schools, Religious Institutions, Service Organizations, Social Services, Health Services, Media, and the General Public will demonstrate their commitment to drug-free communities by wearing and displaying red ribbons during this week-long celebration; and,

WHEREAS, the community of the West Contra Costa Unified School District further commits its resources to ensure the success of the RED RIBBON CELEBRATION and **year-round** tobacco, alcohol, and other drug prevention efforts; and,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the West Contra Costa Unified School District does hereby support RED RIBBON WEEK, and encourages all citizens to participate in tobacco, alcohol, and other drug prevention programs and activities, making a visible statement and commitment that we are strongly committed to healthy, safe and drug-free communities in which to raise a generation of safe and drug-free youth; and,

BE IT FURTHER RESOLVED, that the Board of Education of the West Contra Costa Unified School District encourages all members of the West Contra Costa Unified School District including staff, faculty, and students and their families to personally pledge: **"NO USE OF ILLEGAL DRUGS AND NO ILLEGAL USE OF LEGAL DRUGS!"**

Ayes _____ Noes _____ Absent _____ Abstain _____

I hereby certify that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, Contra Costa County, at a meeting of said Board on the 6th of October, 2010.

Clerk of the Board of Education

Secretary of the Board of Education

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bruce Harter **Agenda Item:** CI C.13
Superintendent
Subject: Clarification of Board's Intention

Background Information:

In February 2009, the Board approved a resolution to close three schools at the end of 2008-09 and five other schools at the end of 2010-11 if additional external resources were not available. The resolution included a provision that the Gompers Continuation High School would move to the Kennedy building when Kennedy was closed. Since that resolution was passed the voters approved a bond measure, Measure D 2010, which includes funding to rebuild Gompers and construct a new facility for Leadership High School at the Gompers site at Bissell Avenue & 8th Street in Richmond. In September 2010, the Richmond City Council approved the allocation of an additional \$1.5 million that will keep Kennedy High (along with two elementary schools, Grant and Olinda) open at least through the 2011-12 school year. Since the building of new schools for Gompers and Leadership represents a long term commitment of capital funds, the Board needs to clarify its intention regarding the location of Gompers High School.

Recommendation:

That the Board affirms the decision to co-locate Gompers High School and Leadership High School at the Bissell & 8th Street site and that the Board approves moving ahead with construction of two campuses as funded by the combination of state funds and funding provided by Measure D 2010.

Fiscal Impact:

The Board's Facilities Subcommittee has recommended that up to \$46 million from state and bond funds be allocated to this project.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bruce Harter **Agenda Item:** CI C.14
Superintendent
Subject: Resolution No. 24-1011: In Support of Efforts to Substantially Increase the Ability of Local School Districts to Deliver Content and Services Through the Use of Broadband Technology

Background Information:

The use of technology has the potential to transform classroom instruction, learning and a wide range of student and teacher support activities performed in public schools. The passage of HR 3646, authored by Congresswoman Doris Matsui, seeks to replicate the current federal position for lifeline telephone access using the same eligibility rules. As communities have dramatically greater universal access to broadband, our ability to serve them with educational technology will expand.

Support for this initiative will recognize the significant impact this and similar federal programs will have in schools' efforts to close the achievement gap and accelerate achievement for all students.

Recommendation:

Approval of Resolution No. 24-1011: Resolution No. 24-1011: In Support of Efforts to Substantially Increase the Ability of Local School Districts to Deliver Content and Services Through the Use of Broadband Technology

Fiscal Impact:

None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

**West Contra Costa Unified School District
Board of Education**

Resolution No. 24-1011

**In support of Efforts to Substantially Increase the Ability of Local School Districts
To Deliver Content and Services Through the Use of Broadband Technology**

October 6, 2010

WHEREAS, the use of technology has the potential to transform classroom instruction, learning and a wide range of student and teacher support activities performed in public schools; and

WHEREAS, the federal government can play a significant role in dramatically expanding access to broadband by students and their families, without which educational technology will not realize its greatest potential for teaching and learning; and

WHEREAS, the United States Congress, the Federal Communications Commission, the U.S. Department of Commerce and the U.S. Department of Agriculture all play a crucial role in assisting the effort to create greater, affordable access to broadband and eliminate barriers to the use of federal funds for education technology that will expand rich educational opportunities beyond the schoolhouse door; and

WHEREAS, the ability of school districts to use federal E-Rate funds to provide students with wireless communications and home internet access beyond school boundaries, heretofore forbidden by Federal Communications Commission regulation, is central to the educational purpose and vision of the E-Rate program; and

WHEREAS, H.R. 3646, by Representative Doris Matsui, would be an incredibly important step to expand the use of the Universal Service Fund (USF) Lifeline Assistance Program to include discounted broadband internet access, in addition to the discounted telephone service to low-income residents of rural and urban areas the USF now provides; and

WHEREAS, it is vitally important that the Obama administration, through the departments of Commerce and Agriculture, recognize the essential importance of educational uses of broadband as the highest priority for the use of grant funds being made available under the Broadband Technology Opportunities Program (BTOP), under the American Recovery and Reinvestment Act (ARRA); and

WHEREAS, in recognition of the significant impact these federal programs will have in schools' efforts to close the achievement gap and accelerate achievement for all students, the Board of Education of the West Contra Costa Unified School District hereby resolves to urge all locally elected United States Representatives to support these important initiatives.

PASSED AND ADOPTED this 6th day of October, 2010, at the regular meeting of the West Contra Costa Unified School District Board of Education.

AYES _____ NOES _____ ABSTAIN _____ ABSENT _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, in Richmond, California, at a meeting of said Board held on October 6, 2010.

President of the Board of Education

Secretary of the Board of Education



SAN DIEGO COUNTY OFFICE OF EDUCATION

roadband *anywhere*

“Action, Equity, Sustainability”

**A Whitepaper Submitted to:
The Honorable Arnold Schwarzenegger**



“Broadband is the great infrastructure challenge of the early 21st century”
National Broadband Plan, March 2010

California’s Broadband Opportunity

California, the 8th largest economy in the world, is at the forefront of innovation and global success. The “Golden State” ranks 1st among 50 states for patents issued in 2008, 1st in start-up companies, and 1st in new branches of high-tech manufacturing. We are the home of the iPod, Silicon Valley, and multitudes of companies that have changed the world forever.¹ Contributing to this economic growth is the advent of the Internet. The Internet has become a significant enabler of economic growth in the state as corporations and government are able to conduct business anywhere, at any time, around the world.

The California Broadband Task Force Report, January 2008, outlined the tremendous opportunity that broadband Internet access provides to the residents of California. All sectors of the economy benefit from being online. More than any other advance, the Internet has changed the way we conduct business, look for jobs, interact socially, and, possibly more important, the way in which we learn.

The main issue in most states is no longer whether or not online learning is occurring, but rather how it is being implemented. Most states (45 as of September, 2009) have significant supplemental online learning programs, or significant full-time programs, or both². These online programs utilize technology to provide additional opportunities for students and educators. These customized learning opportunities enable individualized instruction that target the unique needs of each student.

For example, a student taking an Advanced Placement (AP) biology course can receive instruction online from a teacher in a different part of the state or even the country. This online opportunity allows for not only lecture, but may also use instant messaging, e-mail, and other Internet tools to communicate learning. The teacher may also steer the student toward interactive tools like digital textbooks that enable students to learn and practice on their own. We have, like never before, the ability to close the achievement gap with tools that are available today. Sadly though, because of our broadband gap, or digital divide, not all students have equal opportunity to access these very powerful learning tools.

Our education system has produced some of the finest inventions and global leaders. The University of California system ranks 2nd, with Caltech ranking 3rd, and Stanford ranking 4th, among all universities in the U.S. for the ability to transfer research-based ideas into commercial uses.³ In order for California to remain competitive in the future, we must enable learning to be flexible to the needs and learning styles of all students. This includes augmenting the traditional teacher-led classroom with online tools such as digital text books

¹ California Assembly Committee on Jobs, Economic Development, and the Economy (2007).

² Federal Communications Commission (2010). *The National Broadband Plan*. United States.

³ California Assembly Committee on Jobs, Economic Development, and the Economy (2007).



SAN DIEGO COUNTY OFFICE OF EDUCATION



and rich technology enabled curriculum through reliable, cost effective, and equitable broadband access for all students.

Today, 100% of California's public classrooms are connected to the Internet⁴. However, only 35% of low-income American

families use broadband internet at home. Broadband is a critical equity issue for families and students. Committing to broadband Internet, and a technology rich curriculum, ensures students the opportunity to acquire the skills vital for their future and sustaining California's success.

The San Diego County Superintendent of Schools, Dr. Randolph Ward, and the San Diego County Board of Education are committed to advancing broadband access for all students. It is our belief that all students should have equal access to the rich educational tools that are available through the Internet. As a result The San Diego County Office of Education (SDCOE) has begun the Broadband Anywhere Initiative and has strategically involved stakeholders from local, state, and federal levels in order to improve awareness to the issue and to change any necessary policy and legislation that may enable the expansion of broadband for students.

The concept of Broadband Anywhere aligns with forward-thinking legislation like the Digital Textbook Initiative. In the words of Governor Schwarzenegger, "This (Digital Textbook Initiative) represents an important step toward embracing *a more interactive learning environment that leverages technology to meet the changing academic needs of California's students.*" There is a clear and direct relationship between digital textbooks and ubiquitous broadband deployment.

San Diego County Office of Education Advocacy

The key to achieving the goal of improved student achievement and ubiquitous and affordable broadband access lies with targeted and sustained awareness and advocacy to legislators, the FCC, and private companies that can make a difference. SDCOE is

Broadband Internet- Key Facts

- **Low-Income:** Americans living in households whose annual income is \$20,000 or less had a 35% broadband adoption
- **Upper-income:** Households with incomes of over \$75,000 have a broadband adoption of 85%
- **Rural:** Rural Americans have a 46% adoption rate
- **African Americans:** 46% of African American's have broadband at home
- **Latinos:** 37% of non- or limited-English speaking Latinos have broadband or dial-up Internet connections

The numbers outlined above show the opportunity gap that many of our students face when it comes to being able to access the rich learning resources available via the Internet.

⁴ California Department of Education, Dataquest (2010). Survey: *2007 California School Technology Survey*



SAN DIEGO COUNTY OFFICE OF EDUCATION

working on a number of fronts to do just that. The efforts at the federal level have garnered broad bi-partisan support with democrats and republicans working to achieve the same goal. Some of the work done to-date includes:

- **Support for and Co-Sponsor of HR3646**

HR 3646 by Congresswoman Doris Matsui (D-CA) seeks to replicate the current federal provision for lifeline telephone access using the same eligibility rules. As communities have dramatically greater universal access to broadband, our ability to serve them with educational technology will expand.

- **Support for HR4619**

HR4619 by Congressman Edward Markey (D-MA) sought to amend the Communications Act of 1934 to create a pilot program to bridge the digital divide by providing vouchers for broadband service to eligible students and establishing a pilot program for discounted electronic books.

- **Support for Universal Service Fund Reform**

U.S. Representatives Rick Boucher (D-VA), Chairman of the Subcommittee on Communications, Technology, and the Internet, and Lee Terry (R-NE) drafted the Universal Service Reform Act of 2009. The measure sought to improve the Universal Service Fund (USF) and ensure its continued viability by broadening the base of contributions into the Fund and controlling distributions from the Fund, allowing use of the Fund for broadband deployment.

- **Creation of the California Education Broadband Initiative (CEBI)**



The San Diego County Office of Education has formed the California Education Broadband Initiative (CEBI). CEBI is a coalition of educational leaders seeking to leverage resources and form partnerships to create affordable broadband access for families and students across the country. Thus far, CEBI has implemented a series of action steps specifically targeting reforming the Federal Universal Service Fund.

The Universal Service Fund (USF) is one fund with four programs. The four programs are:

Online Learning- Key Facts

- Two-thirds of school districts with students enrolled in online or blended courses anticipate their online enrollments will grow.
- The American Digital Schools 2006 Survey reports online learning is currently used by 4 percent of K-12 students and this number is expected to grow to 15% by 2011.
- The overall number of K-12 students engaged in online courses in 2008, is estimated at 1,030,000 nationally, this represents a 47% increase since 2005-2006.
- Respondents report that online learning is meeting the specific needs of a range of students, from those who need extra help and credit recovery to those who want to take Advanced Placement and college-level courses.
- For rural districts, the availability of online learning is a lifeline and enables them to provide students with course choices and in some cases, the basic courses that should be part of every curriculum.



SAN DIEGO COUNTY OFFICE OF EDUCATION

- **High-Cost** - This support ensures that consumers in all regions of the nation have access to and pay rates for telecommunications services that are reasonably comparable to those in urban areas.
- **Low-Income** - This support program provides discounts that make basic, local telephone service affordable for millions of low-income consumers.
- **Rural Health Care** - This program provides subsidies for “tele-health and tele-medicine,” typically a combination of video-conferencing infrastructure and high speed Internet access, to enable doctors and patients in rural hospitals to access specialists in distant cities at affordable rates.
- **Schools & Libraries (E-Rate)**- This program provides subsidies for Internet access, telecommunications services, internal infrastructure and basic maintenance of internal connections to schools and libraries.

In addition the SDCOE and members of CEBI produced and distributed information packets to school district superintendents across the country located in congressional districts of members of the Energy and Commerce Committee who oversee issues dealing with broadband. This letter writing campaign yielded specific results and recommendations contained in the FCC’s National Broadband Plan.

• **Combined Federal Actions**

As of May, 2010 Congressman Markey and Congresswoman Matsui have teamed up with Congressman Rick Boucher (D-VA) to co-author legislation to reform the Universal Service Fund (USF). The SDCOE is very much in support of combined efforts to reform the Universal Service Fund.

Needed Action and Next Steps

We are at a tipping point in education with the opportunity to truly provide individualized instruction and the tools our students need to succeed in an increasingly competitive global economy. We also have the opportunity to provide access to these tools to all students, anytime, anywhere. Broadband is at the forefront of the federal government’s agenda and is a truly bipartisan issue. To achieve our goals we must continue to advocate to legislators and the FCC the importance of this issue from an economic, business, and educational level. California in particular can be the leader in making this happen. When 96% of all households have the ability to have a broadband internet connection, it is unacceptable that some communities have less than a 50% adoption rate. We will never be able to bridge the achievement gap if some students have access to all the tools necessary to learn, and others do not.

With the support of Governor Schwarzenegger, California can be a leader in advocacy for Broadband anywhere and make a leap forward in improving education for all students.

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** CI C.15
Associate Superintendent for Operations
Subject: Citizens' Bond Oversight Committee (CBOC) Appointment: Frank Borg representing Citizens
Advisory Committee on Special Education (CAC)

Background Information:

The CAC position on the District's Citizens Bond Oversight Committee is currently vacant. The Committee has forwarded a recommendation from a recent meeting. Frank Borg has been recommended for appointment to the Citizens Bond Oversight Committee by the CAC.

Recommendation: Approve appointment as noted.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** CI C.16
Associate Superintendent for Operations
Subject: Ratification and Approval of Negotiated Change Orders

Background information:

Staff is seeking ratification of change orders on the following current District construction projects: Kennedy HS Restroom Improvements; Richmond HS ERP; Chavez Exterior Painting; Coronado ES Multipurpose Building Demolition; Portola MS Modular Building Purchase; Crespi MS Exterior Wall Repair; and Ford ES New Campus. Change orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

In addition to normal ratification, approval of the noted change order for the Richmond College Prep Modular Addition project is required by the Board, with special findings as noted below, because this is in excess of the Public Contract Code limit of 10% of the original contract value. In accordance with Public Contract Code 20118.4, the Board, by approving and ratifying these change orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

Recommendation: Ratify negotiated Change Orders as noted.

Fiscal Impact: Total ratification and approval by this action: **\$116,640.35.**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

October 6, 2010 Change Order Ratification Summary

	Project	Company	Original Contract	Previously Approved CO's	Items Pending Board Action		Total CO's	CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers
					CO's Pending Ratification	CO's Pending Approval				
1	Kennedy HS Restroom Improvements	JDS Builders Group, Inc.	\$1,570,000.00	\$35,095.59	\$23,262.86	\$0.00	\$58,358.45	3.72%	\$1,628,358.45	4
2	Richmond HS ERP Project	West Coast Contractors, Inc.	\$4,156,000.00	\$41,045.00	\$38,407.00	\$0.00	\$79,452.00	1.91%	\$4,235,452.00	2
3	Chavez ES Exterior Painting Project	Fairway Painting Assoc.	\$58,300.00	\$0.00	-\$7,245.44	\$0.00	-\$7,245.44	-12.43%	\$51,054.56	1
4	Richmond College Prep	Builder Max	\$99,250.00	\$1,990.00	\$7,935.00	\$4,749.93	\$14,674.93	14.79%	\$113,924.93	2, 4
5	Coronado ES Multipurpose Room Demo	Evans Bros.	\$144,420.00	\$0.00	-\$7,144.00	\$0.00	-\$7,144.00	-4.95%	\$137,276.00	1
6	Portola MS Portable Purchase	Mobile Modular	\$1,967,237.00	\$0.00	\$23,773.00	\$0.00	\$23,773.00	1.21%	\$1,991,010.00	1
7	Crespi MS Exterior Wall Repair	Alpha Restoration	\$206,850.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$206,850.00	1 Allowance
8	Ford ES New School	Alten Construction, Inc.	\$16,734,206.00	\$250,181.00	\$32,902.00	\$0.00	\$283,083.00	1.69%	\$17,017,289.00	10

Pending Board Actions	Ratifications	\$111,890.42
	Approvals	\$4,749.93
	Total Board Action	\$116,640.35

Note: The proposed Board action is to ratify all change orders below ten percent (10%) of the contract value; the change order amounts pending Board approval is the portion of the change order(s) above 10%.

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** CI C.17
Associate Superintendent for Operations
Subject: Ratification and Approval of Engineering Services Contracts - *Corrected*

Background Information:

Contracts have been initiated by staff using previously qualified consulting, engineering, architectural, or landscape architectural firms to assist in completion of the referenced projects. Many of the firms are already under contract and the staff-initiated work may be an extension of the firm's existing contract with the District. Public contracting laws have been followed in initially qualifying and selecting these professionals.

Recommendation: Ratify and approve contracts as noted.

Fiscal Impact: Total for this action: **\$689,436.** Funding sources as noted

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
FACILITIES PLANNING AND CONSTRUCTION**

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Project/Funding	Dates	Firm	Contract Cost	Reference
Nystrom Elementary School Classroom Modernization Measure J Bond	October 2010 thru November 2010	Sandis	\$3,000	Boundary survey work for lot line adjustment.
DeAnza High School Main Campus Construction Measure J Bond	October 2010 thru July 2012	Smith-Emery	\$464,000	Materials testing and inspection required by DSA.
Nystrom Elementary School New Multi-Purpose Building Measure J Bond	October 2010 thru November 2011	RES Engineers	\$92,995	Materials testing and inspection required by DSA.
Nystrom Elementary School Classroom Modernization Measure J Bond	September 2010 thru September 2013	Interactive Resources	\$25,200	Low voltage systems updated, classroom presentation systems updated.
Helms Middle School Demolition Measure J Bond	August 2010 thru January 2011	MS Environmental Solutions	\$80,241	Hazardous materials abatement monitoring, inspection and reporting.
Juan Crespi Middle School Special Reserve for Capital Facilities	October 2010 thru December 2010	Thornton Tomasetti	\$24,000	Seismic, structural evaluation of Gym building. ASCE-31 Tier 2 Analysis.

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** CI C.18
Associate Superintendent for Operations
Subject: 2010 Developer Fee Justification Study

Background Information:

In September, 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The maximum fee that can be levied is adjusted every two years according to the inflation rate, as listed by the statewide index for Class B construction set by the State Allocation Board.

At the regular meeting of the State Allocation Board in January 2010, the SAB opted to maintain the statutory developer fee of \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction. This action was largely due to the downturn in development throughout the State.

In order to maintain its legal ability to collect the statutory developer fees, the West Contra Costa Unified School District has updated its 2008 developer fee justification in order to collect statutory fees on residential and commercial/industrial development. The current study, prepared by Jack Schreder & Associates, demonstrates that the District is eligible to continue to collect the statutory fees at the SAB adopted rates of January 2010. Therefore, by adopting the current study, the Board of Education affirms the District's ability to continue to collect the current fees.

Recommendation: Adopt the 2010 Developer Fee Justification Study.

Fiscal Impact: Not known

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** CI C.19
Associate Superintendent for Operations
Subject: Chavez Elementary Window and Door Replacement Project Contract Award

Background Information:

Chavez Elementary School was completed in the mid 1990's. Over time several elements of the schools exterior systems have become severely deteriorated and are creating water intrusion issues. The District has already completed major window, flashing and stucco repairs at the main rotunda area. This current project has been undertaken to remedy two additional elements. First, the window glazing originally installed in the school is a plastic product which has been impacted by sun exposure and is seriously yellowing. Second, the exterior doors originally installed are wood and they are delaminating and deteriorating. The project includes new glass windows and exterior metal doors. HMR Architects has prepared plans and specifications for the project.

The District conducted a public bid process for the project. Bids were opened on September 21, 2010. Three Contractors submitted bids. They are as follows: On Point Construction \$328,075; E.F. Brett & Co. \$302,942; and, Pinguelo Construction \$262,510. The lowest responsive, responsible bidder is Pinguelo Construction at \$262,510.

Recommendation: Award contract to lowest responsive, responsible bidder.

Fiscal Impact: \$262,510. Funded from the Deferred Capital Projects Budget of the Measure J Bond.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** CI C.20
Associate Superintendent for Operations
Subject: Verde Elementary School and Lupine Hills Elementary School Tile Wall Repairs Projects
Contract Award

Background Information:

The initial installation of restroom wall surfaces in several of the Measure M Ph. 1A projects has deteriorated severely since installation. There are cracked surfaces and delaminating epoxy finishes due to improper substrate application and preparation. The District has been involved in a process to determine a suitable repair and has settled on a tile overlay of the walls. These are the first projects to test this repair application and are considered as a prototype for the completion of repairs on the remaining deteriorated walls at other sites. The Board's Facilities Subcommittee has reviewed this approach and recommended proceeding with these repair projects. WLC Architects has prepared plans and specifications for the projects.

The District conducted a public bid process for the project. Bids were opened on September 23, 2010. For the Verde Project eight Contractors submitted bids. They are as follows: Southland Construction, \$143,688; Affordable Painting, \$157,000; Hung Construction, \$182,900; Goldspring Construction, \$199,167; Precision Tile, \$200,000; B-Side, Inc., \$215,000; Romkon, \$220,102; and John Plane, \$275,485. The lowest responsive, responsible bidder is Southland Construction at \$143,688.

For the Lupine Hills Project, eight Contractors submitted bids. They are as follows: Southland Construction, \$152,540; Hung Construction, \$192,000; Affordable Painting, \$197,000; John Plane Construction, \$300,089; Goldspring Construction, \$244,970; B Bros. Construction, \$286,300; B Side, Inc., \$243,000; and EF Brett & Co., \$395,953. The lowest responsive, responsible bidder is Southland Construction at \$152,540.

Recommendation: Award contract to lowest responsive, responsible bidder for each project as noted.

Fiscal Impact: \$143,688 for the Verde project and \$152,540 for the Lupine Hills project. Funded from the Measure J Bond.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** CI C.21
Associate Superintendent for Operations
Subject: Recommendations from Citizens Bond Oversight Committee ("CBOC")
regarding the Annual Performance Audit

Background Information:

The CBOC has approved a recommendation to the Board for the scope of the performance audit for the bond program for period ending June 30, 2010. The CBOC is recommending also that the District staff direct Total School Solutions, the contractor for the audit, to complete the audit in accordance with Government Auditing Standards as required by the contract with Total School Solutions and to include specific focus on the items as approved by the CBOC.

Recommendation: Accept the report from the CBOC.

Fiscal Impact: The cost of the performance audit and the recommended changes are all within the contract with Total School Solutions. Any items that would increase the scope and thus the cost of the audit would be brought before the Board for approval.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

**Citizens' Bond Oversight Committee, Measures M, D, J and D (2010)
West Contra Costa Unified School District**

**Scope Performance Audit, Total School Solutions, June 30, 2010
As approved by CBOC on September 22, 2010**

**Scope Performance Audit, Total School Solutions
June 30, 2010**

The following recommendations were approved unanimously by the CBOC at their September 22, 2010 meeting.

That Total School Solutions be requested to include the following matters in the scope of their annual performance audit for the fiscal year ended June 30, 2010:

Cost associated with the June 2010 bond issuance

Nystrom project delivered quality review

Status of all prior year recommendations

Update on observations made in the December 31, 2009 performance audit report

Table of historical data regarding vendor payments

Table showing the status of schools on the AB300 list of school requiring seismic review

District employees appointed to CBOC

Source of funding for "The Citizens' Bond Oversight Committee is making sure that happens" – mailer

Measure D as risk of exceeding \$60 per \$100,000 tax rate

Completion of bond arbitrage calculation

Compliance with ballot language

Cost of project management

Citizens' Bond Oversight Committee, Measures M, D, J and D (2010)
West Contra Costa Unified School District

Scope Performance Audit, Total School Solutions, June 30, 2010
As approved by CBOC on September 22, 2010

“Code of Conduct” Board members role on Facilities Subcommittee

Option 1 C Standard

Change orders

Cash flow

SBX2 9 labor compliance services

New staff organization

Update amount to complete all projects

New construction accounting software

Change Order Committee

Review capital projects bond fund

Further, that the District direct Total School Solutions to perform the Performance Audit for June 30, 2010 in accordance with the Government Auditing Standards of the Comptroller General of the United States for performance audits, as required under their agreement with the District (Exhibit A, Scope of Services, Audit Standards, page 11, April 30, 2003).



Anton Jungherr
Secretary, CBOC
September 24, 2010

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 06, 2010
From: Nia Rashidchi, Assistant Superintendent **Agenda Item:** D.1
Educational Services
Subject: Contra Costa County Teacher of the Year (TOY), Michele Lamons

Background Information: Pinole Valley High School (PVHS) teacher Michele Lamons was named County Teacher of the Year on September 23, 2010 at the annual county TOY dinner. Michele teaches English and American Sign Language at PVHS, coaches the debate and forensics teams, and sponsors the African American Student Union.

Tonight, we will congratulate Mrs. Lamons on a job well done.

Recommendation: Board celebrates Mrs. Lamons accomplishments.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 06, 2010
From: Nia Rashidchi, Assistant Superintendent **Agenda Item:** D.2
Educational Services
Subject: Report on Volunteer Efforts in WCCUSD

Background Information:

Volunteer assistance in schools enriches the educational program, enhances supervision of students and contributes to school safety, while strengthening the schools' relationships with the community. The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with students.

Tonight, we will give a report on our volunteer plans for 2010-2011 school year.

Recommendation: Information only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Wendell Greer
Associate Superintendent, K – Adult Education

Agenda Item: D.3

Subject: Report on the Readiness and Emergency Management for Schools (REMS) grant

Background Information:

The U.S. Department of Education, Office of Safe and Drug Free Schools has awarded the District \$578,262 for use in improving and strengthening school emergency management plans and coordination with local partners. This grant will be supported through July 31, 2012.

Recommendation: Report only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Nia Rashidchi
Assistant Superintendent, Educational "Services" **Agenda Item:** F.1
**Subject: Public Hearing: Grades K-12 Textbook and
Instructional Materials Compliance for Fiscal Year 2010-2011**

Background Information:

California Education Code Section 60119 guidelines require the governing board of each California school district to hold a public hearing after which the Board will determine, through a resolution, as to whether each pupil in each school in the District has sufficient textbooks and instructional materials that are aligned with the academic content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in these subjects:

English/Language Arts, including English language development
Mathematics
Science
History/Social Science
Foreign Language (if the student is enrolled in a Foreign Language course);
Health (if the student is enrolled in a Health course).

The governing board shall also determine the availability of science laboratory equipment as applicable to science laboratory courses in grades 9 through 12.

Immediately after this hearing, as a separate action item, the board is requested to approve Resolution No. 26-1011: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2010-2011.

Recommendation: The Board conducts the hearing in compliance with the Education Code of the State of California.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Nia Rashidchi **Agenda Item:** F.2
Assistant Superintendent Educational Services
Subject: **Adoption of Resolution No. 26-1011: Grades K-12 Textbook and
Instructional Materials Compliance for Fiscal Year 2010-2011**

Background Information:

The proposed resolution is required under Education Code Section 60119 in order for the District to allocate funding from any state sources for the purchase of instructional materials.

In addition to the proposed resolution, the board is being asked to verify continued approval of the accompanying list of currently adopted texts for the District. Prior to adopting this resolution, the Board will hold a public hearing to discuss textbook sufficiency for all district schools.

Recommendation: Approve Resolution No. 26-1011: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2010-2011.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 26-1011

**RESOLUTION FOR GRADES K-12 TEXTBOOK AND INSTRUCTIONAL MATERIALS
COMPLIANCE FOR FISCAL YEAR 2010--2011**

WHEREAS, the governing board, in order to comply with the requirements of Education Code Section 60119, is required to hold a public hearing at which the governing board shall encourage participation by parents, teachers, members of the community, and bargaining unit leaders and;

WHEREAS, the governing board is required to make a determination through resolution as to whether each student, including English Learners, has sufficient textbooks or instructional materials, or both, aligned to the academic content standards in Mathematics, Science, History-Social Science, and English/Language Arts, including the English Language Development component of an adopted program, aligned to the academic content standards consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, the governing board is required to make a determination as to whether sufficient textbooks or instructional materials were provided to each pupil enrolled in Foreign Language or Health courses, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, the governing board is required to determine the availability of laboratory science equipment for science laboratory classes offered in grades 9-12, inclusive;

WHEREAS, all necessary textbooks for meeting the requirements of this resolution and the associated Ed. Code have been purchased by the District.

THEREFORE, be it resolved that for the 2010-2011 school year, the West Contra Costa Unified School District held a public hearing on this date that was noticed at least ten days in advance, and has determined that the District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in each of the areas described above, and that sufficient laboratory science equipment is available to students in grades 9-12.

PASSED AND ADOPTED this 6th day of October, 2010, at a regular meeting of the Board of Education by the following vote:

AYES _____ NOES _____ ABSENT _____ ABSTAIN _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, Contra Costa County, at meeting of the Board on October 6, 2010.

Bruce Harter
Board Secretary

Elementary Adopted Core Curriculum Programs

The following table lists the currently adopted core curriculum programs in West Contra Costa Unified School District for grades K-6. These textbooks were adopted by the WCCUSD Board of Education from the California Department of Education approved materials lists, and are the designated tools for addressing the core content standards and curriculum as delineated in the California State Curriculum Frameworks for each subject area.

Elementary Textbook Adoptions including 6th Grade K-8 Schools

Grade Level	RLA	Math	Science	Social Science
Kindergarten through 5th Grade	Open Court Reading 2002 SRA	Everyday Math Wright Group Macmillan McGraw Hill	California Science Scott Foresman- Pearson Prentice Hall	California Vistas McMillan McGraw Hill
Alternative Programs	Foro Abierto SRA *TBE K-3 *DI K-4	Everyday Math Spanish Edition TBE K-1 DI K-6	California Ciencias Spanish Edition TBE K-3 DI K-4	California Vistas Spanish Edition TBE K-3 DI K-5
6th Grade	Prentice Hall Literature: Timeless Voices Timeless Themes Pearson/Prentice Hall Everyday Spelling Pearson/Prentice Hall	Everyday Math Wright Group Macmillan McGraw Hill	California Science Scott Foresman- Pearson Prentice Hall	California Vistas McMillan McGraw Hill History Alive TCI 6 th grade in K-8 schools only

*TBE: Transitional Bilingual Education

* DI: Dual Immersion Program

Supplemental Programs

The following programs are the approved supplemental materials for use in conjunction with the adopted program materials to deliver English Language Development in elementary schools:

K-5 Grades: Moving Into English Publisher: Houghton Mifflin/Harcourt

6th Grade: WRITE Project Publisher: WRITE Project

Middle School Adopted Core Curriculum Programs

The following table lists the currently adopted core curriculum programs in West Contra Costa Unified School District for Middle School. These textbooks were adopted by the WCCUSD Board of Education from the California Department of Education approved materials lists, and are the designated tools for addressing the core content standards and curriculum as delineated in the California State Curriculum Frameworks for each subject area.

Middle Textbook Adoptions

Grade/ELD Level	RLA	Math	Science	Social Science
6th Grade	Prentice Hall Literature: Timeless Voices Timeless Themes Pearson/Prentice Hall Everyday Spelling Pearson/Prentice Hall	Everyday Math Wright Group Macmillan McGraw Hill	Focus on Science: Earth Science Pearson Prentice Hall	History Alive 6th Grade Ancient World TCI
7th Grade	Prentice Hall Literature: Timeless Voices Timeless Themes Bronze Level Pearson/Prentice Hall Everyday Spelling Pearson/Prentice Hall	Prentice Hall Pre Algebra Pearson Prentice Hall	Focus on Science: Life Science Pearson Prentice Hall	History Alive 7th Grade Medieval World and Beyond TCI
8th Grade	Prentice Hall Literature: Timeless Voices Timeless Themes Silver Level Pearson/Prentice Hall Everyday Spelling Pearson/Prentice Hall	Algebra Structure and Method McDougal Littell Algebra 1 Prentice Hall (Helms only)	Focus on Science: Physical Science Pearson Prentice Hall	History Alive The US Through Industrialism TCI
ELD 1-3	High Point Hampton Brown			
ELD 4	English Learner Companion Pearson Prentice Hall			

High School Adopted Core Curriculum Programs

The following table lists the currently adopted core curriculum programs in West Contra Costa Unified School District for High School. These textbooks were adopted by the WCCUSD Board of Education from the California Department of Education approved materials lists, and are the designated tools for addressing the core content standards and curriculum as delineated in the California State Curriculum Frameworks for each subject area.

High Textbook Adoptions

RLA	Math	Science	Social Science	ELD	World Language
<p>Prentice Hall Literature, Pearson Prentice Hall</p> <p>Selected novels by grade level—see below</p>	<p>Algebra 1, Pearson Prentice Hall</p> <p>Discovering Geometry, Key Curriculum Press</p> <p>Advanced Algebra, Key Curriculum Press</p> <p>Advanced Mathematical Concepts: Pre-Calculus with Applications, Glencoe</p> <p>Calculus, Graphical, Numeric, Algebraic, Prentice Hall</p>	<p>Biology, MacDougall Littell</p> <p>Chemistry, Pearson Prentice Hall</p> <p>Foundations of Physics, CPO</p>	<p>World Geography and Cultures, Glencoe (9th grade)</p> <p>The Americans, McDougal Littell (11th grade)</p> <p>Modern World, McDougal Littell (10th grade)</p> <p>Marauder's American Government, Pearson Prentice Hall (12th grade)</p> <p>Economics, McDougal Littell, (12 Grade)</p>	<p>Keys to Learning, Pearson Longman (ELD 1)</p> <p>Bridges, Pearson Longman (ELD 1)</p> <p>Keystone levels D-F, Pearson Longman (ELD 2-3)</p> <p>English Learner Companion, Prentice Hall (ELD 4)</p>	<p>Bon Voyage, Glencoe, McGraw Hill (French)</p> <p>Realidades, Prentice Hall (Spanish)</p> <p>Komm Mit, Holt Rinehart, (German)</p> <p>Learn Japanese, Mirai, University of Hawaii (Japanese)</p> <p>Ecce Romani, Prentice Hall (Latin)</p>

High School Novels and Other Literature for Reading Language Arts

Note that novels are not considered to be Williams compliance textbooks.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
<p><u>Required Novels:</u></p> <p><i>To Kill a Mockingbird</i>, Lee <i>Animal Farm</i>, Orwell <i>Romeo and Julie</i>, Shakespeare</p>	<p><u>Required Novels:</u></p> <p><i>Lord of the Flies</i>, Golding: <i>Julius Caesar</i> or <i>Macbeth</i>, Shakespeare <i>A Raisin in the Sun</i>, Hansberry <i>Of Mice and Men</i>, Steinbeck</p>	<p><u>Required Novels:</u></p> <p><i>The Great Gatsby</i>, Fitzgerald <i>Their Eyes Were Watching God</i>, Hurston: <i>The Crucible</i> or <i>Death of a Salesman</i>, Miller</p>	<p><u>Required Novels:</u></p> <p><i>The Stranger</i>, Camus or <i>Great Expectation</i>, Dickens <i>1984</i>, Orwell <i>Hamlet</i>, or <i>Henry V</i>, or <i>Othello</i>, Shakespeare</p>
<p><u>Optional Novels:</u></p> <p><i>Growing Up in the South</i>, Baker <i>The Odyssey</i>, Homer <i>Les Miserables</i>, Hugo <i>The Sound of Wave</i>, Mishima <i>Alice's Adventures in Wonderland</i>, Carroll <i>The Hobbit</i>, Tolken <i>I Know Why the Caged Bird Sings</i>, Angelou</p>	<p><u>Optional Novels:</u></p> <p><i>The Good Earth</i>, Buck <i>Hiroshima</i>, Hersey <i>Having Our Say: The Delaney Sisters First 100 Years</i>, Delany <i>Black Boy</i>, Wright <i>Bury My Heart at Wounded Knee</i>, Brown <i>Into Thin Air</i>, Krakauer <i>Brave New World</i>, Huxley <i>All Quiet on the Western Front</i>, Remarque</p>	<p><u>Optional Novels:</u></p> <p><i>The Last of the Mohicans</i>, Cooper: <i>The Scarlet Letter</i>, Hawthorne <i>The Adventures of Huckleberry Finn</i>, Twain <i>My Antonia</i>, Cather <i>Fool's Crow</i>, Welch <i>Grapes of Wrath</i>, Steinbeck <i>The Joy Luck Club</i>, Tan <i>The Catcher in the Rye</i>, Salinger</p>	<p><u>Optional Novels:</u></p> <p><i>Siddhartha</i>, Hesse <i>The Metamorphosis</i>, Kafka <i>Hamlet</i>, Shakespeare <i>The Elements of Style</i>, White <i>The Essays of EB White</i>, White <i>This Boy's Life</i>, Wolff <i>Things Fall Apart</i>, Achebe <i>Catch 22</i>, Heller <i>Oedipus</i>, Sophocles <i>Pride and Prejudice</i>, Austen <i>Crime and Punishment</i>, Dostoevsky <i>A Doll's House</i>, Ibsen <i>The Things They Carried</i>, O'Brien <i>Much Ado About Nothing</i>, Shakespeare <i>Heart of Darkness</i>, Conrad <i>Passage to India</i>, Forster <i>The Autobiography of Malcolm X</i>, Malcolm X <i>Gulliver's Travels</i>, Swift</p>

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** F.3
Associate Superintendent for Operations
Subject: Pinole Valley High School Reconstruction Site Master Plan and Architectural Services Contract

Background Information:

The Board has previously approved an updated educational programming and master planning process for the reconstruction of Pinole Valley High School in the spring of 2010. WLC Architects was awarded a contract for this phase of services. At this time they have completed work on the educational programming and updated master plan after a series of meetings with the Site Committee. The Site Committee, led by Principal Sue Kahn, has included teachers, staff, parents, community members, and members of the Pinole City Council. The site reconstruction Master Plan has also been reviewed in draft form with the City Council at a meeting in May 2010.

In addition, the architects and the District have met and reviewed the project parameters, including phasing options. The preferred option for the work is construction of a full new campus for the site at the location of the existing campus. The District has also completed a cost estimate which will provide a basis for the District to include within the 2010 Facilities Master Plan.

The architects have prepared a presentation for the Board and community.

At this time it is appropriate to proceed to the next level and authorize preparation of construction documents for the project. This will allow the District to begin design on this signature project of the Measure D 2010 Bond.

Recommendation:

Approve Master Plan and authorize the District to negotiate a full Architectural Services Contract with WLC Architects for the reconstruction of Pinole Valley High School.

Fiscal Impact: \$120,000,000. Total Project Budget. Funded from the Measure D 2010 Bond.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Wendell C. Greer
Associate Superintendent, K-Adult Operations

Agenda Item: G.1

Subject: Alvarado Unity High Charter School

Background Information:

Alvarado Unity High Charter School submitted a petition to West Contra Costa Unified School District (WCCUSD) on September 9, 2010 to establish an independent charter school. Pursuant to the Charter School Act of 1992 (the "Act"), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of submission of the petition, to hold a public hearing to receive public comment on the Petition. That is the purpose of this agenda item.

The Act also requires the Board to either grant or deny the Petition within 60 days of submission. Staff and legal counsel are receiving and analyzing information related to the Petition, as well as the operation and potential effects of the proposed charter school, and will make a recommendation as to the petition at a subsequent board meeting.

Recommendation: Public hearing only at this time

Fiscal Impact: To be determined

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

ALVARADO UNITY HIGH SCHOOL*

CHARTER PETITION

SEPTEMBER 8, 2010

* The school is named after Juan Bautista Alvarado, Governor of California from 1836 to 1842. The Alvarado Adobe is a California Historical Landmark in the City of San Pablo.

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PETITIONERS

ALVARADO UNITY HIGH SCHOOL

The petition for the establishment of Alvarado Unity High School is developed by Unity Schools, a 501(c)(3) non-profit organization.

The Alvarado Unity High School (AUHS) will operate at one site within the West Contra Costa Unified School District (WCCUSD).

We, the petitioners (teachers who will constitute at least one-half of the number of teachers that AUHS estimates will be employed at AUHS during its first year of operation, 2011-2012), believe that the attached charter merits consideration and hereby petition the governing board of the West Contra Costa Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Alvarado Unity High School. The Alvarado Unity High School agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the school's charter.

Lead Petitioner

Sau-Lim Tsang

Name

Signature

Date

Petitioner:

David Castillo

Name

Signature

Date

Lillian Hsu

Name

Signature

Date

Sam Brewer

Name

Signature

Date

Name

Signature

Date

AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Sau-Lim (Lance) Tsang, hereby certify that the information submitted in this application for a charter for the Alvarado Unity High School to be located within the boundaries of the West Contra Costa Unified School District is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the School:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Sections 47605(c), 47612.5(a)(3)]
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Will admit all students who wish to attend the School and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. [Ref. Education Code Section 47605(d)(2)(B)]
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)]
- Will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Alvarado Unity High School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
 - The Alvarado Unity High School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

- The Alvarado Unity High School shall comply with any jurisdictional limitations to locations of its facilities.
- The Alvarado Unity High School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Alvarado Unity High School shall comply with all applicable portions of the No Child Left Behind Act.
- The Alvarado Unity High School shall comply with the Public Records Act.
- The Alvarado Unity High School shall comply with the Family Educational Rights and Privacy Act.

Signature

Date

Introduction

The impetus of Alvarado Unity High School began with our design team members' discussions with educators and families of West Contra Costa County and faculty members of Contra Costa College. It became clear that the cities of Richmond and San Pablo would greatly benefit from the establishment of Alvarado Unity High School, a college prep high school modeled after our successful Oakland Unity High School (www.unityhigh.org).

We, the design team members, who are experienced educators, teachers, and school leaders with years of experience working with students and families in communities similar to those of Richmond and San Pablo, have designed Alvarado Unity High School with the following features:

- A safe and inclusive school climate—A safe haven, in communities often characterized as troubled inner-city neighborhoods, where children do not feel threatened or marginalized and where their home and culture are honored and respected.
- A rigorous curriculum that allows the students to gain admission to and succeed in colleges and universities.
- A comprehensive support program provided through a partnership between the school, the families, and the community, that assures that students have the support they need to focus on academic growth.
- Learning experiences that allow Unity students to achieve their leadership and academic potential and become creative critical thinkers, compassionate human beings, and effective participants in a multicultural democratic society.
- Extensive college preparatory/counseling program for students and their families on academic requirements and financial assistance, as well as regular college visits beginning from 9th grade, familiarizing Unity students with college life.

Our educational program will respond to the needs of the community and fully align with California State Standards.

Our Vision:

Our vision for Alvarado Unity High School is one where all students acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. The Alvarado Unity High School will provide access to educational excellence, which will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

The following is the charter of AUHS that details the 16 elements required under California Education Codes for the establishment of a charter school.

ELEMENT A: Educational Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

Our Mission:

It is the mission of Alvarado Unity High School ("AUHS") to prepare its students for admission to and success in college. AUHS will offer a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

1. Whom AUHS is Attempting to Educate

AUHS will accept all students grades 9-12 (limited by space) in California who wish to attend AUHS in accordance with admission procedures described in this charter. AUHS will strive to recruit a student population that is reflective of the student population of the cities of Richmond and San Pablo. We estimate that over 80% of our student population will qualify for Free or Reduced Priced Lunch and over 85 % will be of Hispanic, Southeast Asian and/or African American ethnic/cultural background. Of our Hispanic and Southeast Asian students, the majority will be from homes where the primary language is not English.

The school will open in September 2011 with four classes of 25 students. It will grow yearly and will, subject to the availability of an appropriate facility, grow to a 410-student school by its sixth year of operation. The following table illustrates AUHS's annual growth plan.

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
9 th	50	75	110	110	110	110
10 th	50	50	75	105	105	105
11 th		45	45	70	100	100
12 th			40	40	65	95
TOTAL	100	170	270	325	380	410

2. Overview of the Educational Program

AUHS will provide students with a college preparatory curriculum based upon the following goals:

- Through an on-site curriculum that meets or exceeds California state standards, students obtain a solid academic foundation and preparation for college success.
- Students receive intensive preparation in all core subjects; they apply knowledge in these subjects to community service activities that benefit the community or environment, and they are exposed to career options and role models of college graduates.
- As part of the advisory program, all students begin exploring college and career options upon enrolling at AUHS

- Students develop leadership skills and individual talents through participation in extracurricular activities such as sports, arts, community service, and academic enrichment programs offered to all students.
- Student activities and classroom curriculum promote students' appreciation of cultural diversity, gender equity, the environment, and their communities.
- Students develop critical thinking skills and become self-motivated, competent, lifelong learners.
- Through a nurturing and collaborative school culture, parents, staff, and other stakeholders feel a shared responsibility for the education of all students.

3. *Academic Subject Matter and Other Skill Outcomes*

AUHS students will achieve competency in the skills outlined in the California state content and performance standards for each grade. The following outlines California standards-based learning outcomes by academic subject matter and skill area, from which AUHS develops its curriculum:

a. *Core Academic Skills*

- **Language Arts:** Students will read and write competently for a variety of purposes. They will demonstrate strong listening, speaking, and presentation skills. Students will be capable of using multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will also comprehend and critically interpret multiple forms of expression, including literature from their own and other cultures.
- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within basic mathematics, algebra, geometry, statistics, and other mathematical subjects delineated in the California standards. Students will appreciate the applicability of mathematical skills to real life problems.
- **Science:** Students will successfully utilize scientific and inquiry methods to understand the major concepts underlying various branches of science as outlined in the California standards. Students will acquire an ability to apply scientific concepts to real life problems.
- **Social Studies:** Students will comprehend civic, historical and geographical knowledge in order to act as responsible citizens and contribute to positive social change. Students will gain an historical understanding of their own communities. Students will study global and local issues and will be exposed to multiple perspectives in order to allow them to form their own views and opinions.

b. *Additional Academic and Lifelong Learning Skills*

- **Technology:** Students will effectively use technology as a tool to advance academic learning and individual/group projects and goals.
- **Critical Thinking Skills:** Students will increase their ability to analyze and apply knowledge to solve problems.
- **Visual and Performing Arts:** Students will increase their ability to appreciate and/or express ideas and emotions through various forms of arts (e.g. music, visual/studio arts,

drama, and dance).

- **College and Career Preparation:** Students will be familiar with and begin preparation for post-secondary education. They will also explore and learn about a variety of career options.
- **Study Skills:** Students will develop their study and research skills—including note-taking, internet and library research, studying strategies, and test taking skills.

c. *Social and Leadership Skills*

- Students will develop their **citizenship** and **leadership** skills by planning and implementing projects that benefit the school, community, and/or the environment.
- Students will demonstrate the ability to **collaborate** and work effectively with others in cooperative groups.
- Students will demonstrate an **understanding of health issues** and **responsible behaviors** that promote personal and community health.
- Students will demonstrate a **respect for diverse cultures, gender equity, the environment, and their community.**

AUHS has in place reading and language arts standards for students with limited English proficiency (LEP) consistent with the English Language Development standards mandated by state law [Education Code 60811].

In order to best serve our student community, AUHS will continue to examine and refine our list of student outcomes over time to reflect the school's mission and any changes to state or local standards. AUHS will submit to WCCUSD at any time prior to expiration of its existing charter a description of any changes to the above student outcomes as an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

4. *The Curriculum*

AUHS's curriculum meets or exceeds state standards. A rigorous curriculum in English-language arts, mathematics, science, and social studies, and a complementary curriculum in visual and performing arts, physical education, and life skills provide a comprehensive education for all students. The curriculum meets the following guidelines:

- Intensive training in language arts and mathematics includes, but is not limited to, specially designed curriculum, extended instructional time, tutoring, and project learning experience with embedded language arts and mathematics skills. Research findings show that project-based learning experiences build complex skills that students will use in college and in the workplace, such as planning, communicating, problem solving, and decision-making processes (Thomas, 2000).
- Community service projects that enable students to apply language arts, math, science, and other skills to benefit the community (e.g., children's health fairs, environmental education or conservation projects). Research indicates that participating in community based projects contributes to student understanding of and investment in academic subject matter (Schukar, 1997), increasing their capacity to apply learned subject matter in novel, problem-solving contexts (Boaler, 1998).
- Technology is integrated into classroom activities to support teaching and learning.

- Each year, every student is required to participate in at least one arts, athletics, community service, or academic enrichment activity offered. Research shows that extracurricular activities boost educational attainment (Mahoney, et al. 2003).
- Values of respect, self-discipline, leadership, multicultural understanding, cultural pride, and community and environmental responsibility are transmitted through daily school activities and the curriculum.
- A culturally relevant health and life skills education for students facilitates excellent study habits, high aspirations, and four-year college attendance. Research shows that health and life skills training can help students avoid unhealthy lifestyles and behaviors (such as a poor diet, teen pregnancy, and gang involvement) (MacLaury, 2000).
- Based on student assessment outcomes, the curriculum will be modified and personalized as needed to ensure students meet performance benchmarks.

5. Pedagogical Approaches and Instructional Structure

- A “Funds of Knowledge” approach that links the family and the community in the development of curriculum and instruction when appropriate. This approach draws from the existing cultural resources within the student’s person, family, and community and integrates them into the curriculum in the pursuit of meeting academic standards (Gonzalez, et. al., 1993). Such an approach will utilize a constructivist philosophy that assumes that individuals play an active role in the construction of their own knowledge (McCaleb, 1995; Moshman, 1999).
- Pedagogical approaches and instructional structure that are appropriate for adolescents and include educational strategies such as, but not limited to: engaging hands-on activities and projects; cooperative group work; organized dialogue between students and the teacher; clear, consistent, and fair expectations.
- Teaching styles that match the subject matter and are informed by knowledge of multiple intelligences and learning styles (Gardner, 1999).
- Literacy is promoted through 1) explicit teaching of reading strategies, 2) contextual vocabulary and grammar instruction taught in the context of the students’ own writing, 3) instruction and reading of a wide variety of genres and types of texts, and 4) school-wide collaboration of teachers so that literacy skills will be taught in a systematic, progressive manner, 5) targeted support for English learners. All students also participate in a daily Silent Sustained Reading program that allows students to read independently from texts of their own choosing. This practice, which builds student motivation and engagement with reading, has been identified by researchers as a key element of effective adolescent literacy programs (Biancarosa & Snow, 2006).
- Small learning communities create the conditions for high student achievement among even the most disadvantaged students (Henze, Katz, Norte, Sather, & Walker, 2002). AUHS will have an average class size of 25 to maximize attention to individual students. The smaller classes allow teachers to spend more time on instruction and less on classroom management. They also allow teachers to better assess and monitor students’ academic progress (McRobbie, Finn, and Harman, 1998).
- To prepare students for academic success beyond high school, AUHS teachers will work with community college, CSU, and UC professors to align our high school course content with the expectations of college level work. Historically, more than 60 percent of

freshmen admitted to the CSU system each year have needed remedial classes in English, math, or both (Morain, 2009). AUHS teachers will participate in ongoing professional development and collaborations with university faculty to develop new strategies for equipping our students with strong college readiness skills.

- AUHS provides structured opportunities for the development of personalized relationships between students and a caring adult advisor. Each new student is assigned a teacher who will serve as his/her advisor for the student's entire stay at AUHS. The advisor ensures that each student meets his/her academic potential and develops a plan to explore college and career options. Advisors also serve as the primary liaison between the school and students' families, ensuring strong family-school relationships, which are crucial to student achievement (Cotton, 2001).
- Pedagogical strategies and instructional structure are continuously modified in response to student learning needs and assessment data.
- AUHS offers, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (1) of Education Code Section 46201 for the appropriate grade levels.

6. Intensive Support to Ensure Success for All Students

The AUHS educational program addresses the needs of students of all abilities—ranging from those who require remedial attention to those who are performing above grade level. AUHS will employ the following strategies to support the academic success of all students:

- Advisors monitor students' academic progress and provide interventions as necessary.
- Since individual and family needs and challenges can hinder academic success, AUHS will partner with local community service agencies to provide students and their families with social services.
- AUHS, partnering with parent and other volunteers and with state support, will provide after-school tutoring for students who need additional assistance with academic work.
- A culturally relevant health and life skills education for students will facilitate excellent study habits and high aspirations. Health and life skills training will help students avoid unhealthy lifestyles and behaviors.

a. Plan for Academically Low-Achieving Students

AUHS will seek early identification of low-achieving students through formal and informal assessments and observations. Low-achieving students are those performing below grade level in core academic subjects. AUHS will notify parents of low-achieving students so that they can be actively involved in assisting the students' academic work. Students at risk of failing to meet state adopted standards will receive extra attention in and outside the classroom. An Academic Success Team will be designed by the school administration and community partners to identify academic tutoring and other interventions for the lowest performing or at-risk students.

b. Plan for Academically High-Achieving Students

High-achieving students will be provided with supplemental challenging curriculum to meet their learning potential. Teachers will work with parents to outline strategies to use at home and

in the classroom that adequately challenge high achieving students. The School Advisory Council will approve policies and procedures for identifying and providing programs and services for gifted and talented students that reflect any applicable laws governing charter schools.

c. Plan for English Learners

AUHS will meet all applicable legal requirements for English Learners (“ELs”) relative to annual notification to parents, student identification, placement, program options, English language development (“ELD”) and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirements. AUHS shall implement policies to effectuate proper placement, evaluation, and communication regarding the rights of ELs and their parents.

ELs will have daily access to the core curriculum and will be taught in English with additional support as necessary, such as CLAD and BCLAD instructors, tutors and peer support.

Instructional techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELD and Content Standards) in all areas of the curriculum. EL students will receive ELD and core content instruction appropriate for their English proficiency and grade levels.

In addition, the AUHS instructional program is designed to promote language acquisition and proficiency, oral language and literacy development, and enriched learning opportunities for all ELs.

Home Language Survey

The Home Language Survey (“HLS”) shall be administered upon a student’s initial enrollment into a California public school. If AUHS is not a student’s first California public school, then AUHS will attempt to retrieve a copy of the student’s HLS from the prior school(s) of attendance. Nonetheless, all students will be asked about their primary language using AUHS enrollment paperwork to ensure an HLS is completed.

Annual Assessments

AUHS shall follow all CELDT testing timelines to ensure students receive proper instruction. AUHS shall comply with the applicable requirements of the No Child Left Behind Act with regards to EL pupils.

Reclassification to FEP Status

AUHS will develop criteria to determine fluent English proficiency (“FEP”) for ELs consistent with legal requirements regarding standardized testing and other required assessments. In addition, AUHS will monitor student performance to ensure on-going academic success for reclassified students. Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test (“CELDT”), on an annual basis as required by law.
- Participation of the pupil’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parent’s opportunity to participate, and encouragement of the participation of parents or guardians in the school’s reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of EL Program Effectiveness

The AUHS evaluation for the program effectiveness for ELs will include:

- Adherence to AUHS -adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

d. Plan for Special Education

AUHS will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Act (“IDEA”), its amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”). All students will be given equal access to the school, regardless of disabilities, and AUHS will not discriminate against any student based on his or her disabilities. The school shall not require the modification of an IEP or 504 plan as a condition of acceptance at AUHS.

AUHS recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, AUHS pledges to work in cooperation with WCCUSD to ensure that the students enrolled in AUHS are served in accordance with applicable federal and state law.

AUHS will identify special education students and develop their IEPs in two ways:

1. When a student enrolls at AUHS, his/her parents/guardians will be asked if he/she has received special education services and, if yes, to provide the school with the student's Individual education plan (IEP) or to provide a release for the school to access the

student's IEP. AUHS will also review the cumulative education records received from the students' previous schools and identify the students with existing IEPs. For these identified students, the WCCUSD resource specialist will convene a meeting with the student's parents and the appropriate teachers to review the IEP and to update the plan (to integrate the services with AUHS's support curriculum) and to conduct reassessment if necessary.

2. Instructional staff, through their daily interactions with the students, may identify students who may need extra assistance. For every identified student, the staff will hold a Student Success Team meeting to develop a special intervention program or to recommend the student for special education assessment. For the latter case, the WCCUSD assigned resource specialist will meet with the parents to seek approval for the assessment. If the assessment recommends special education services, the WCCUSD resource specialist will develop, together with the parents and the appropriate teachers, an IEP for the student. The IEP services will be designed to take advantage of AUHS's support curriculum.

Written plans and records will be maintained for all students with IEPs. Students will receive services as prescribed in the IEP, as determined by local agreements. The students will be reassessed and their IEP updated periodically as prescribed in the IEP and in compliance with the State and Federal regulations.

IDEA

AUHS shall be deemed to be a public school of WCCUSD (serving as a SELPA) for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school shall receive special education instruction and related services in accordance with the individualized educational program ("IEP") in the same manner as a child with disabilities who attends another public school within WCCUSD.

AUHS will enter into a MOU with WCCUSD, which spells out in detail the responsibilities for provision of special education services by AUHS and the manner in which special education funding will flow through WCCUSD to the students of AUHS. This MOU will stipulate:

- WCCUSD shall receive and retain all State and Federal special education funds due to AUHS.
- WCCUSD shall provide special education instruction and related services to charter school students in the same manner as provided to other WCCUSD students.
- WCCUSD shall provide funding to AUHS for any special education instruction or related services provided by AUHS in the same manner as is currently provided to other WCCUSD schools.
- AUHS shall pay a pro-rata share of District-wide special education costs that is in excess of State and Federal special education funds.

7. *How Learning Best Occurs*

To meet our mission and objectives and best serve the target population, AUHS adopts the following philosophy and educational practices.

Learning best occurs when:

- The curriculum is dynamic, flexible, challenging, well-rounded, and personalized;
- High expectations and behavior guidelines are clear, consistent, and fair (Rist, 1970);
- The teacher is passionate about what she/he teaches, takes responsibility for the design and implementation of the curriculum, and receives training and resources to help students achieve performance benchmarks;
- Students receive access to the support and skills necessary for overcoming barriers to personal and academic success (i.e. language barriers, peer pressure, low-self esteem, poverty-related challenges);
- Students' self-esteem and pride in their individual and group identity is fostered through praise, positive reinforcement, role models, and classroom activities;
- Parents are informed about and encouraged to support the educational process (Noguera, 2003; Valdes, 1996).

8. *An "Educated Person" of the 21st Century*

Our philosophy of what it means to be an educated person in the 21st century will focus our educational program and instructional design. An educated person is one who:

- experiences a well-rounded education, including liberal arts, scientific processes, character development, social development, and leadership development;
- has internalized learning as a life-long passion;
- knows how to communicate effectively and can emanate empathy, compassion, and concern for others regardless of individual background;
- can envision and execute creative solutions to complex problems;
- possesses the confidence to act individually or work with others for positive social/community change;
- appreciates cultural diversity and has an in-depth understanding of his/her community/cultural background;
- understands how mathematical and scientific processes impact daily life. Such a person uses this understanding to meet personal goals, seek a healthy lifestyle, and contribute to the physical and social environment around him/her;
- is capable of utilizing regular advances in technology to more effectively or efficiently meet goals;
- appreciates a variety of art forms and can express himself/herself creatively.

ELEMENT B: Measurable Pupil Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

1. Measurable Outcomes for Student Performance

- a. Average school state testing scores will be at or above parity with schools of similar socio-economic ranking [Data Source: CAHSEE, STAR];
- b. At least 50% of students scoring "below basic" or "far below basic" levels on the California Standards Tests in English-Language Arts will improve their performance on the same tests by at least one level after two years of study [Data Source: STAR];
- c. The percentages of students who score at the "proficient" or "advanced" levels on the California Standards Tests in English-Language Arts and Mathematics will exceed the percentages of students of same ethnic/racial backgrounds attending other WCCUSD schools, who score at the "proficient" or "advanced" levels on the same tests [Data Source: STAR];
- d. English Learner students will either achieve a Level 5 on the CELDT or improve on the CELDT by one level after two years of study at AUHS (Data Source: CELDT);
- e. AUHS will meet API growth targets and AYP each year [Data Source: API, AYP];
- f. At least 90% of AUHS 12th graders will express an interest in college education as indicated by school survey results. At least 90% of its 12th graders will submit applications for admissions to four-year colleges [Data Source: Annual student survey].
- g. AUHS will achieve Average Daily Attendance of 95% or higher [PowerSchool database records].
- h. AUHS will achieve a graduation rate of 90% [Data Source: PowerSchool database].
- i. 65% of AUHS's graduating classes will be accepted to four-year colleges [Data Source: PowerSchool database].

2. Documenting Outcomes for Academic Subject Matter and Other Skills

The AUHS academic curriculum shall consist of the basic concepts, content goals, and skills instruction reflected in the California State Content Standards. Academic skills and concepts proposed by the California State Frameworks will be linked directly and specifically to concepts and themes explored in the classroom. AUHS is dedicated to documenting student achievement of the state content standards each year through state-mandated assessments and local assessments and evaluations as further described below. AUHS will also evaluate and document whether students are meeting other skill outcomes outlined in Element A of this charter.

ELEMENT C: How WUCCH Measures Pupil Outcomes

The method by which pupil progress in meeting those pupil outcomes is to be measured.

AUHS uses data and statistics obtained from standardized tests, report cards, other student achievement records, attendance records, discipline records, enrollment in extracurricular activities, service-learning project evaluations, teacher and parent surveys to continuously monitor and improve the school's educational program. Results on standardized tests are used to modify curriculum in order to meet API and AYP growth targets. Collected data are analyzed at faculty, School Advisory Council, and Board of Directors meetings.

AUHS will perform and compile an annual Programmatic Audit. This Programmatic Audit includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- A summary of major decisions and policies established by the school's governing board during the year.
- Data on the level of parent involvement in the school's governance and other activities.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Information demonstrating whether or not the school implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The Programmatic Audit is a public document and is shared with faculty, parents, and other school stakeholders. The Principal will develop, with input from staff, parents, students, and partner agencies, a plan to remedy any shortcomings and address difficulties.

Additionally, AUHS produces the School Accountability Report Card (SARC) annually for AUHS parents, WCCUSD, and other stakeholders.

ELEMENT D: AUHS Governance Structure

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

1. Legal Status and Liability

In accordance with Education Code Section 47604, AUHS will operate as an unit of Unity Schools, a 501(c)(3) California Non-Profit Public Benefit Corporation (Attachment A). AUHS will be governed by Unity Schools, its Board of Directors, and its Bylaws, which will not conflict with any element of this charter.

The Unity Schools Board members will have a legal fiduciary responsibility for the well being of AUHS. AUHS will operate autonomously from WCCUSD, with the exception of the supervisory oversight, special education services, or any other district oversight as required by law. Pursuant to the Education Code Section 47604(c), WCCUSD will not be liable for the debts and obligations of AUHS or for claims arising from the performance of acts, errors, or omissions by the charter school as long as WCCUSD has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Section 47604.32 and subdivision (m) of Education Code Section 47605.

The governance of AUHS will include the Unity Schools Board of Directors, the Unity Schools Executive Director, and the School Principal. Additionally, Unity Schools will provide business and other administrative services for AUHS.

2. Unity Schools Board of Directors

The Unity Schools Board is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the school. The members have, among other assets, experience in education, business, technology, facilities management, leadership development, and organizational development. See Attachment B for the listing and qualifications of Board members.

Prior to the opening of the school, the Unity Schools Bylaws will be amended to provide for a WCCUSD appointed representative to serve as a member of the Unity Schools Board.

The Board of Directors has a responsibility to solicit input from, and opinions of AUHS parents regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the development and adoption of policies and procedures to ensure that the school is fulfilling its mission and that its operations are in compliance with the charter and the applicable federal and state regulations.

The Directors will meet regularly and as needed and will be responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring, evaluating, and if necessary, terminating the AUHS Principal.
- Hiring all AUHS teaching employees after consideration of a recommendation by the Principal.
- Overseeing the compliance of hiring policies/procedures for other AUHS staff members.
- Approving contractual agreements.

- Approving and monitoring the implementation of AUHS general policies. These will include facilities plans and effective human resource policies for career growth and compensation of the staff.
- Approving and monitoring an operational business plan that focuses on student achievement.
- Approving the AUHS annual budget and monitoring its expenditures.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with charter school laws and the receipt of grants and donations consistent with the AUHS mission.
- Regularly measuring progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the School's accountability and mission.
- Reviewing requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Developing Board policies and procedures.
- Approving charter amendments.
- Approving personnel discipline (suspensions or dismissals) as needed.
- Appointing an Administrative Panel to act as a hearing body and take action on recommended student expulsions.
- Creating external or sub-committees as needed, including but not limited to, an audit committee.
- Contracting an external auditor to conduct an annual financial audit according to generally accepted accounting practices.

The Board may initiate and carry on any program or activity or may otherwise act in any manner that is not in conflict with or inconsistent with or preempted by any law and that are not in conflict with the purposes for which schools are established.

Unity Schools governance policies are aligned with the principles of the Brown Act and the Political Reform Act.

Unity Schools Board members abide by the adopted policies and procedures regarding self-dealing and conflicts of interest and do not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate any of those duties to the Unity Schools Executive Director, AUHS Principal, or other responsible parties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Unity Schools Bylaws as revised and approved in 2009 are included as Attachment C of this charter. Unity Schools Bylaws will be amended prior to opening the school to facilitate effective governance of AUHS and adherence to applicable laws.

3. The Principal

The day-to-day management and operation of AUHS will be the responsibility of the school Principal, who will be authorized to act within the parameters set by the Unity Schools Board. He or she will supervise and evaluate teachers and other school staff members according to school procedures. The Principal will be advised and supported by the School Advisory Council. The Principal will be responsible for establishing a Communication System to facilitate communication among the school's stakeholders including the Unity Schools Board, School Advisory Council, teachers, parents, WCCUSD, and partnering agencies.

Key responsibilities and qualifications of the Principal are outlined in ELEMENT E of this charter, and a detailed Principal Job Description and Proposed Hiring Process are included in Attachment E and F.

4. School Advisory Council

The School Advisory Council (SAC) will participate in proposing school policies, monitoring charter compliance, school facilities planning, and making budget recommendations. A committee of the SAC will work with the Principal to recommend teachers and other school staff for employment.

The SAC will consist of AUHS teachers, parents, and other AUHS staff. Students and other community members may also participate in the SAC. AUHS employees on the SAC will be selected by other AUHS employees and will not exceed 50% of the seats on the SAC. Parents of AUHS students will comprise at least 40% of seats on the SAC and will be selected by other AUHS parents. Either the SAC or other appropriately configured subcommittees of the SAC will constitute the School Site Council or English Language Advisory Committee when the Charter School receives categorical funds with these requirements.

During the first year of school operations, the SAC will have at least five members and will include at least one teacher and at least two parents. The number of SAC members may increase as the school population increases. The SAC will develop bylaws that will specify, among other matters: 1) the number of members; 2) the means of selecting members; 3) ground rules; and 4) a decision-making process. The Principal will be responsible for reporting SAC recommendations to the Unity Schools Board.

5. Parent Involvement

AUHS recognizes that students learn best when parents are engaged in their education. Every school year, AUHS will host well-publicized meetings for all AUHS parents. Parents may participate in the District Advisory Council if permitted by WCCUSD.

Parents will be encouraged to express their concerns, visit the school, and meet with the staff. Additionally, through parent meetings, surveys, or parent-teacher conferences, AUHS shall request parent opinions on student performance and seek suggestions on how the school might improve its services.

Parents will be asked to dedicate at least two volunteer hours a month to assist with the successful operation of the school's programs. To encourage additional parent involvement, AUHS shall at a minimum do the following:

- Develop an ongoing list of extensive participation opportunities for parents.
- Offer extra-curricular activities for both student and parent/family participation.

No student will be denied enrollment or dis-enrolled for a failure of the parent or guardian to complete volunteer hours. However, in all cases, to give the student the maximum opportunity to succeed, AUHS will work with parent/guardians to consider all possible opportunities for parent involvement.

6. District/County Involvement

WCCUSD may appoint one member to the Unity Schools Board. WCCUSD representatives will facilitate communications and mutual understanding between AUHS and WCCUSD. Contra Costa County Office of Education will be involved to the extent that it is involved in the fiscal oversight of WCCUSD.

7. Business and Operations Management

Unity Schools will provide business and operations management services, detailed in ELEMENT H of this Charter. Unity Schools staff will operate under the direction of the Unity Schools Board and the Executive Director and will work closely with the Principal.

8. Non-Discrimination

AUHS shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, or disability.

ELEMENT E: Staff Qualifications

The qualifications to be met by individuals to be employed by the school.

AUHS will recruit and employ professional, effective and qualified personnel that believe in the mission and educational philosophy of the school for all administrative, instructional, instructional support, and non-instructional support capacities. In accordance with Education Code 47605(d)(1), AUHS shall be nonsectarian in its employment practices and all other operations. AUHS shall not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, or disability.

The School Principal

The principal supervises the schoolteachers and non-instructional staff and will be responsible for implementing the charter and its philosophies and practices. Other responsibilities include:

- Providing leadership for the development of school programs and curricula
- Managing the day-to-day operations of the school site
- Supervising and evaluating teachers and non-instructional staff members according to school procedures
- Engaging parents in school programs and the development of their children
- Coordinating with collaborating agencies
- Reporting to and communicating with the school's governing bodies
- Overseeing the preparation of the Annual Programmatic Audit

Candidates for this position will, at minimum, possess:

- Excellent communication and community-building skills
- Administrative and educational experience
- Demonstrated leadership, decision-making, and managerial skills
- Minimum of 5-years experience working with youth and/or young adults, with a preference for experience with youth who share a similar background as the target school population
- Passionate about working with youth and their families
- Bilingual proficiency in English and Spanish (preferred)
- Masters Degree or PhD (preferred)

The Unity Schools Board shall establish a Hiring Committee that includes, but is not limited to, members of the Oversight Team and parents. The Hiring Committee will make recommendations regarding the selection of the Principal. The Unity Schools Board will make the final hiring decision. See Attachment L for a Principal Job Description and Hiring Process.

Teachers

Teachers will be primarily responsible for implementing the school's educational program. (See Attachment E: Day in the Life of a Unity Teacher.) In addition to their classroom instructional role, the duties of teachers will include, but are not limited to:

- Understanding the Charter and its philosophies and practices
- Overseeing the students' academic progress
- Student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents

Teachers will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history/social studies will meet applicable definitions of the "highly qualified" requirements outlined in the No Child Left Behind Act and Education Code Section 47605(l).

AUHS may also employ or retain non-certificated staff to teach non-core classes, non-college preparatory classes in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully as a teacher.

All AUHS teachers will be expected to demonstrate the following abilities, experiences, and attitudes:

Philosophy

- Belief that all of our students can and should go to college
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Firmness and assertiveness
- Ability to communicate promptly and clearly
- Willingness to do "whatever it takes" to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to AUHS Measurable Student Outcomes

Academic Rigor

- Desire to collaborate with other disciplines

- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes

Student Support

- Dedicated to being an advisor in addition to subject teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

AUHS will seek to hire teachers who have experience and/or knowledge of the student populations at the school, including Spanish-English bilingual teachers with BCLAD or CLAD credentials.

Non-instructional staff

All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and personnel policies. AUHS will develop, as needed, the job descriptions, job qualifications, selection processes, and evaluation tools appropriate for non-instructional staff that may be employed at the school.

Minimum requirements for office administrative staff will include, but not be limited to, computer skills (Including working knowledge of word processing, spreadsheets, and internet communication management), written and verbal communication skills in English, Spanish-language verbal communication skills, filing skills, and excellent organizational abilities. Office administrative staff will be expected to promote a welcoming school culture for parents.

AUHS will work with local community organizations to enhance staffing and programming for the school's extra-curricular activities.

Selection of Teachers and other AUHS Staff

For the first year of school operations, the Principal and a Staff Hiring Committee will select teachers and administrative staff, subject to approval by the Unity Schools Board. The first year Staff Hiring Committee will include Design Team Members and parents. After the first year of operations, the Principal and a Committee of the School Advisory Council will be responsible for selecting teachers and other school staff, subject to the approval, when required by Unity Schools policies, of the Unity Schools Board.

ELEMENT F: *Ensuring Health And Safety of Pupils and Staff*

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

The Alvarado Unity High School (AUHS) will adopt and implement a comprehensive set of health, safety, and risk management policies 30 days before the operation of the school. These policies will be developed in consultation with the West Contra Costa Unified School District (WCCUSD) and the school's insurance carriers. At a minimum, the policies shall include the following:

Procedures for Background Checks

AUHS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with AUHS pupils. The AUHS Principal shall monitor compliance with this policy and report to the Unity Schools Board on a quarterly basis.

Role of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the WCCUSD.

TB Testing

AUHS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Immunizations

AUHS will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

AUHS will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

AUHS shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by AUHS.

Emergency Preparedness

AUHS will create a complete guide of emergency procedures to follow in case of fire, bomb threat, earthquake, flooding, crash, intrusion, pandemics, or any other disaster. The purpose of

the Handbook is to be prepared to handle any emergency with the safety of students and staff our top priority.

Bloodborne Pathogens

AUHS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff will follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

AUHS shall maintain a drug and alcohol and smoke free environment.

ELEMENT G: *Achieving Racial/Ethnic Balance Reflective of WCCUSD*

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

AUHS will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements to ensure a racial and ethnic balance among students reflective of the WCCUSD student population as required by Education Code 47605(b) 5(G).

- An enrollment process that is scheduled and adapted to include a timeline that allows for a broad-based recruiting and application process.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the local population.
- Outreach meetings in local schools to reach prospective students and parents.

ELEMENT H: *Student Admission Policies*

AUHS will actively recruit a student population from the local area who generally reflect the racial and ethnic balance of the territorial jurisdiction of the District. During recruitment it will be made clear that parents will be asked to volunteer three hours a month at the school, or, if necessary, at home or other appropriate locations, to contribute to the operations of the school. Promotional materials will be made available in English and Spanish (and other languages if necessary), and will be distributed at multiple locations throughout WCCUSD and shall be aimed equally to all pupils regardless of ethnicity, race, gender, disability, national origin, or sexual orientation.

AUHS will accept all students up to its capacity.

Applications will be accepted during a publicly advertised open enrollment period from January 1 to March 31 for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, AUHS will hold a public random drawing no later than April 15 to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. Preference in the public drawing shall be given to siblings of currently enrolled 9th, 10th, and 11th graders.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

The wait list will not be carried over to the following school year.

AUHS seeks a commitment from both students and parents to the mission and vision of the school's charter. Prior to admission, all parents or guardians will be required to complete an application packet and asked to sign a statement indicating they understand the school's philosophy and program.

ELEMENT I: *Suspension/Expulsion Process*

The procedures by which pupils can be suspended or expelled.

AUHS Suspension and Expulsion Policies are outlined in Attachment D. These policies may be amended from time to time by the Unity Schools Board to address student conduct issues that may arise during the charter term that were not contemplated in the drafting of the charter. Suspension and Expulsion Policies will be printed and distributed as part of the school's student handbook and will clearly describe the AUHS expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will receive the student handbook upon enrollment.

ELEMENT J: Financial Audit

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

The Unity Schools Board will form an Audit Committee each fiscal year to oversee the selection of an independent auditor and the completion of an annual independent fiscal audit of the school's financial affairs. The auditor will be a CPA and approved by the California Department of Education to conduct financial audits for public schools. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted as required under the Charter Schools Act, Section 47605(b)(5)(l). To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable U.S. Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the chief financial officer of WCCUSD, the Contra Costa County Superintendent of Schools, the State Board of Education, the State Controller, and to the CDE by December 15 each year. The Audit Committee will review any audit exceptions or deficiencies and report them to the full Unity Schools Board with recommendations on how to resolve them. The Audit Committee will report to WCCUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. The school's financial audit report will be a public document.

ELEMENT K: Retiring System

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

All employees of the AUHS who qualify for membership in STRS will contribute at the rate established by the STRS. All employees who are not members of STRS must make contributions to the social security system. AUHS will make all employer contributions as required by STRS and federal social security. AUHS will also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

AUHS may choose to offer the Public Employees Retirement System or another retirement plan to its non-teaching staff.

ELEMENT L: Public School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

We recognize that WCCUSD shall not require any pupil enrolled in the school district to attend AUHS.

All students in the West Contra Costa Unified School District attendance area who opt not to attend the AUHS will be free to attend their school of residence or request an intra-district transfer to another school in the district. Intra-district transfer requests will be processed in accordance with existing enrollment and transfer policies of WCCUSD or Contra Costa County.

ELEMENT M: *Employee Rights*

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

AUHS employees who were previously employees of a School District shall have only those benefits and rights afforded to any other employee in their collective bargaining unit or employment status who leave the district for employment with any private employer.

The right of AUHS employees who were previously WCCUSD employees to return to WCCUSD employment will be specified in WCCUSD policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code section 47604.

ELEMENT N: Dispute Resolution Process

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

In the event that the school or granting agency has a dispute regarding the terms of this charter or any other issue regarding AUHS and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between AUHS and the grantor, AUHS and WCCUSD representatives agree first to frame the issue in written format and refer the issue to the WCCUSD Superintendent and Unity Schools Executive Director in the "dispute statement." The dispute statement shall set forth the essential facts and provisions of charter or governing law. Each party shall have five days from receipt of the dispute statement to respond. In the event that WCCUSD believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Unity Schools Executive Director and WCCUSD superintendent or designee shall informally meet and confer within ten days of receipt of the dispute statement to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, within twenty-one (21) days of receipt of the dispute statement the superintendent or designee and Unity Schools Executive Director shall identify two members of each governing board to participate in a joint meeting to attempt to resolve the dispute. If this does not resolve the dispute, the superintendent or designee and Unity Schools Executive Director shall identify a neutral, third party mediator to facilitate resolution of the dispute. The mediation shall be held within two months of the joint meeting. The superintendent (or designee), Unity Schools Executive Director, and mediator shall jointly develop the format of the mediation session. All timelines under this section may be extended by written mutual agreement of the Parties. If the dispute is not resolved in mediation, both Parties shall have any applicable right of recourse specified in law.

ELEMENT O: *Education Employment Relations Act*

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

AUHS shall be deemed the exclusive public school employer of the employees of the West Contra Costa AUHS High School for the purposes of the Education Employment Relations Act (EERA).

ELEMENT P: Closure Protocol

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

The following procedures shall apply in the event AUHS closes. The following procedures apply regardless of the reason for closure.

Closure of AUHS will be documented by official action of the Unity Schools Board. The action will identify the reason for closure.

The Unity Schools Board will promptly notify WCCUSD of the closure and of the effective date of the closure.

The Unity Schools Board will ensure notification to AUHS parents and students of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Unity Schools Board's decision to close AUHS.

As applicable, AUHS will provide parents, students and WCCUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"). AUHS will ask WCCUSD or the county office of education to store original records of AUHS students. All AUHS records shall be transferred to WCCUSD upon closure.

As soon as reasonably practical, AUHS will prepare final financial records. AUHS will also have an independent fiscal audit completed as soon as reasonably practical, which period is generally no more than six months after closure. AUHS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by AUHS and will be provided to WCCUSD promptly upon its completion.

On closure of AUHS, all of the charter school's assets, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending AUHS, remain the sole property of AUHS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, Unity Schools shall remain solely responsible for all liabilities arising from the operation of AUHS.

As AUHS is organized by a nonprofit public benefit corporation, the Unity Schools Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

DISTRICT IMPACT STATEMENT

West Contra Costa AUHS High School and West Contra Costa Unified School District

1. *Potential Civil Liability Effects*

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of AUHS on WCCUSD.

Civil Liability

AUHS shall be operated by a California non-profit public benefit corporation, Unity Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by AUHS if the authority has complied with all oversight responsibilities required by law. AUHS shall work diligently to assist WCCUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure WCCUSD shall not be liable for the operation of AUHS.

Further, AUHS and WCCUSD shall enter into a memorandum of understanding ("MOU"), which shall provide for indemnification of WCCUSD.

Unity Schools has in place general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of the insurance company for schools of similar size, location, and type of program. WCCUSD shall be named an additional insured on the general AUHS liability insurance.

The Unity Schools Board of Directors will institute appropriate risk management practices, including screening of employees; establishing codes of conduct for students, staff, and participating families; and procedures governing financial transactions and dispute resolution.

MISCELLANEOUS CLAUSES

Good Faith

The Unity Schools Board and WCCUSD will maintain open and ongoing relationships in good faith to ensure compliance and excellence in this educational program as it evolves and grows.

Term

The term of this charter shall expire five years after the approval of the charter by WCCUSD.

Amendments

In accordance with Education Code Section 47607, material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Unity Schools Board and WCCUSD. WCCUSD and AUHS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Student Records

Our students' records will be maintained and used in the manner required by law so as to conform to WCCUSD requirements to facilitate our students' transfers to WCCUSD schools. Both AUHS and WCCUSD will transfer records between them when students move. Reasonable efforts will be made to notify WCCUSD when students transfer from AUHS to WCCUSD schools. AUHS will maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

Applicable Laws

AUHS will comply with all applicable federal, state and local laws

Communications

All official communications between AUHS and WCCUSD will be sent via First Class Mail or other appropriate means to the following addresses:


Alvarado Unity High School
C/o Unity Schools
6038 Brann Street
Oakland, CA 94605

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, CA 94801


References

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Attachment A

 **IRS** Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077552422
May 01, 2009 LTR 4168C 0
75-3107384 000000 00 000
00027061
BODC: TE

 UNITY SCHOOLS
% SAU-LIM LANCE TSANG
428 13TH STREET SECOND FLOOR
OAKLAND CA 94612

029120

Employer Identification Number: 75-3107384
Person to Contact: Mr. R. Malloy
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Mar. 18, 2009, regarding your tax-exempt status.

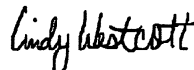
Our records indicate that a determination letter was issued in October 2003, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,



Cindy Westcott
Manager, EO Determinations

Attachment B

Unity Schools Board of Directors August 2010

Andrew Noble, Chair

nobleaw@yahoo.com

Attorney

March 2008 - February 2012

Jesse Hahnel, Vice Chair

jhahnel@youthlaw.org

Attorney

March 2009 – February 2013

Ignacio Barragan, Treasurer

iggy@ashlockco.com

Parent of Oakland Unity High School student

March 2009 – February 2013

Damon Grant, Secretary

dgrant@unityhigh.org

Teacher at Oakland Unity High School

September 2008 to August 2011

Wendy Jan

wjan@unityhigh.org

Attorney (on maternity leave)

September 2006 to August 2010

Sau-Lim (Lance) Tsang, Executive Director

stsang@unityhigh.org

Non-profit management

August 2003 to August 2013

Gilberto Arriaza

garriaza@gmail.com

Professor

March 2009 – February 2013

Mandy Bratt

mbratt@unityhigh.org

Parent of Oakland Unity High School alumnus

April 2004 to August 2013

Attachment C
BYLAWS
OF
UNITY SCHOOLS
A California Nonprofit Public Benefit Corporation

SECTION 1
NAME

The name of this corporation is UNITY SCHOOLS.

SECTION 2
OFFICES

The principal office of the Corporation for its transaction of business is located at 6038 Brann Street, Oakland, County of Alameda, California 94605.

The Board of Directors is granted full power and authority to change the location of the principal office by an amendment of these Bylaws.

The Board may at times establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

SECTION 3
CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

SECTION 4
PURPOSES

This corporation is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose of this corporation shall be to organize and support public charter schools that offer a rigorous, affirming, and culturally relevant curriculum and to carry on other charitable and educational activities associated with this goal as allowed by law. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person.

This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law. Despite any other provision in these bylaws, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law, or (b) a corporation, contributions to which are deductible under

Internal Revenue Code §170(c)(2) or the corresponding provision of any future United States internal revenue law.

**SECTION 5
POLICY OF NONDISCRIMINATION**

This corporation is non-sectarian in its programs, policies, employment practices, and all other operations. It does not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

**SECTION 6
DEDICATION OF ASSETS**

This corporation's assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision of payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that has established its exempt status under Internal Revenue Code §501(c)(3) (or the corresponding provisions of any future internal revenue law), and that has established its exempt status under California Revenue and Taxation Code §23701(d) (or the corresponding provisions of any future California revenue and taxation law).

**SECTION 7
NO VOTING MEMBERS**

The Corporation shall have no voting members within the meaning of the Nonprofit Public Benefit Corporation Law. The corporation's board of directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the board finds appropriate.

Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the Board of Directors. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members will vest in the Directors.

**SECTION 8
DIRECTORS**

NUMBER

The Corporation may not have less than seven (7) nor more than twenty-five (25) Directors except in its first year of operation or as a result of the resignation of one or more Directors. The number of Directors, within the range above, will be fixed by the Board from time to time.

QUALIFICATIONS

The Directors of the Corporation must be residents of the State of California.

TERM OF OFFICE

Each Director will be elected to hold office for the term of two (2) years or until a successor Director has been elected and qualified.

NOMINATION

Any person qualified to be a Director under this section of these Bylaws may be nominated by the method of nomination authorized by the Board or by any other method authorized by law.

ELECTION

The Directors will be elected at each regular meeting of the Board of Directors as prescribed by this section of these Bylaws. The candidates receiving the highest number of votes up to the number of Directors to be elected are elected. Directors are eligible for reelection, provided they continue to meet the qualifications required by this section of these Bylaws.

COMPENSATION

Directors shall received no compensation for services as a Director.

SECTION 9 MEETINGS OF BOARD OF DIRECTORS

CALL OF MEETINGS

Meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors.

PLACE OF MEETINGS

All meetings of the Board will be held at the principal office of the Corporation or at any location specified by resolution of the Board.

REGULAR MEETINGS

Regular meetings of the Board of Directors will be held at least once per quarter. Notice of each meeting of the Board shall be given to each Director, and notice of each public meeting of the Board shall be posted at the principal office and other offices of the Corporation and on its Internet web site, if possible. Such notices will indicate the location, date and time of the meeting.

SPECIAL MEETINGS

Special meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors. Special meetings may be held on notice, reasonably in advance in the circumstances, delivered by any means available.

Notice of the special meeting need not be given to any Director who signs a waiver of notice or written consent to holding the meeting, or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to that Director either before or at the commencement of the meeting. All waivers, consents, and approvals must be filed with the corporate records or made a part of the minutes of the meetings.

QUORUM

A majority of the Directors constitutes a quorum of the Board for the transaction of business, except as otherwise provided in these Bylaws.

TRANSACTIONS OF BOARD

Except as otherwise provided in the Articles, in these Bylaws, or by law, every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board; provided, however, that any meeting at which a quorum was initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for that meeting, or such greater number as is required by the law, the Articles, or these Bylaws.

CONDUCT OF MEETINGS

The Board Chair or, in his or her absence, any Director selected by the Directors then present will preside at meetings of the Board of Directors. The Secretary of the Corporation or, in the Secretary's absence, any person appointed by the presiding officer will act as Secretary of the Board. Members of the Board may participate in a meeting through use of conference telephone or similar communications equipment, so long as all members participating in the meeting can hear one another. This participation constitutes personal presence at the meeting.

CLOSED SESSION

Board member who is the staff representative will not attend the closed sessions of the meetings of the Board of Directors except when invited by the Board President or the Executive Director, in consultation with the Principal.

ADJOURNMENT

A majority of the Directors present at the meeting, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of the adjournment to another time or place must be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

ACTION WITHOUT MEETING

Any action required or permitted to be taken by the Board may be taken without a meeting, if a majority of all members of the Board individually or collectively consent in writing to that action and if there are no written dissents. Written consents must be filed with the minutes of the proceedings of the Board. Action by written consent has the same force and effect as a similar vote of the Directors in a meeting.

SECTION 10
REMOVAL OR RESIGNATION OF DIRECTORS; VACANCIES ON BOARD

REMOVAL FOR CAUSE

The Board may declare vacant the office of a Director on the occurrence of any of the following events: (1) The Director has been declared of unsound mind by a final order of court. (2) The Director has been convicted of a felony. (3) The Director has failed to attend three (3) consecutive meetings of the Board.

REMOVAL WITHOUT CAUSE

Any Director may be removed without cause if removal is approved by the Board of Directors.

RESIGNATION OF DIRECTOR

Any Director may resign effective on giving written notice to the Board Chair or the Secretary. The notice may specify a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be elected to take office when the resignation becomes effective. A Director may not resign if the Corporation would then be left without a duly elected Director in charge of its affairs.

BOARD VACANCIES

Vacancies on the Board of Directors occur (a) on the death, resignation, or removal of any Director; (b) whenever the number of authorized Directors is increased; and (c) on the failure of the members in any election to elect the full number of authorized Directors.

Except as otherwise provided in the Articles or these Bylaws and except for a vacancy created by the removal of a Director pursuant these Bylaws, vacancies on the Board of Directors may be filled by approval of the Board of Directors, or, if the number of Directors then in office is less than a quorum, by (a) the unanimous written consent of the Directors then in office; (b) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice as provided in these Bylaws; or (c) a sole remaining Director.

SECTION 11
OFFICERS

The officers of the Corporation shall be a Board Chair a Secretary, a Treasurer, and those other officers with such titles and duties as determined by the Board and as may be necessary to enable it to sign instruments. Any number of offices may be held by the same person.

SECTION 12
APPOINTMENT, REMOVAL, OR RESIGNATION OF OFFICERS

The officers will be chosen by the Board and serve at the pleasure of the Board. Any officer may resign at any time on written notice to the Corporation without prejudice to the rights,

if any, of the Corporation under any contract to which the officer is a party. Officers may be removed with or without cause at any meeting of the Board of Directors by the affirmative vote of a majority of all of the Directors.

SECTION 13 DUTIES OF OFFICERS

BOARD CHAIR

The Board Chair will perform all duties incident to the office of Board Chair and any other duties as may be required by law, by the Articles of Incorporation of the Corporation, or by these Bylaws, or that may be prescribed from time to time by the Board of Directors. The Chair will preside at all meetings of the Board of Directors.

The Board Chair or the Treasurer is hereby authorized to exercise any right to vote or execute a proxy to vote shares of stock of, any bonds, debentures, or other evidences of indebtedness of, any other corporation or corporations owned or possessed by the Corporation upon approval of such vote or execution by the Board.

SECRETARY

The Secretary will keep or cause to be kept at the principal office of the Corporation, or other place as the Board of Directors may order, a book of minutes of all meetings of the Board of Directors. The Secretary will perform any other and further duties as may be required by law or as may be prescribed or required from time to time by the Board of Directors.

TREASURER

The Treasurer of the Corporation will cause to be kept and maintained in written form, or any other form capable of being converted into written form, adequate and correct books and records of account of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, surpluses and deficits. The books and records of account will at all times be open to inspection by any Director of the Corporation. The Treasurer will cause to be deposited all moneys and other valuables in the name of and to the credit of the Corporation with depositaries as may be designated by the Board of Directors. The Treasurer will cause to be disbursed the funds of the Corporation as ordered by the Board of Directors, and will render to the Directors, on request, an account of all financial transactions of the Corporation and of the financial condition of the Corporation. The Treasurer will perform any other and further duties as may be required by law or as reasonably may be prescribed or required from time to time by the Board of Directors or these Bylaws.

SECTION 14 CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this corporation, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the board prior to the board's

consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction is entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

SECTION 15 **LOANS TO DIRECTORS AND OFFICERS**

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the corporation.

SECTION 16 **INDEMNIFICATION**

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code §5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code §5238(b) or (c), the Board shall promptly decide under Corporations Code §5238(e) whether the applicable standard of conduct set forth in Corporations Code §5238(b) or (c) has been met and, if so, the Board shall authorize indemnification.

To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification under this section of these Bylaws in defending any proceeding covered by this section shall be advanced by the Corporation before final disposition of the proceeding, on receipt by the Corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately found that the person is entitled to be indemnified by the Corporation for those expenses.

SECTION 17 **INSURANCE**

This corporation shall have the right, and shall use its best efforts, to purchase and maintain insurance, to the extent permitted by law, on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

SECTION 18
CORPORATE RECORDS AND REPORTS

The Corporation must keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. The Corporation must also maintain minutes in written form. Other books and records will be kept in either written form or in any other form capable of being converted into written form.

SECTION 19
AMENDMENT OF BYLAWS

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended or repealed and new Bylaws adopted as follows:

(a) Subject to the power of members, if any, to change or repeal these Bylaws under Section 5150 of the Corporations Code, by approval of the Board of Directors unless the Bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this Corporation has admitted any members, then a Bylaw specifying or changing the fixed number of directors of the Corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of this Corporation.

SECTION 20
AMENDMENT OF ARTICLES

Before any members have been admitted to the Corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

After members, if any, have been admitted to the Corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of this corporation.

Notwithstanding the above sections of this Article, this Corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

**CERTIFICATE OF SECRETARY
OF UNITY SCHOOLS,
A California Nonprofit Corporation**

I hereby certify that I am the duly elected and acting Secretary of Unity Schools, a California nonprofit public benefit corporation; that these Bylaws, consisting of nine (8) pages, are the Bylaws of this corporation as adopted by the Sole Incorporator on April 4, 2003; and that these Bylaws have been amended by unanimous vote of the Board of Directors on March 10, 2010.

Executed on 3/17/2010 at Oakland, California.
Date City

Signature: _____

Printed Name: Damon Grant
Secretary

Attachment D

PRINCIPAL Job Description

The Alvarado Unity High School (AUHS) principal is the school's chief educational officer. AUHS is a small, safe, high-expectation and intensive-support school with a mission to prepare its students for admission to and to succeed in colleges. The school attends to the individual developmental and academic needs of West Contra Costa County's historically underserved students, embracing them with a comprehensive support program through a partnership between the school, families, and community.

Responsibilities

- Implement the mission of the school
- Provide leadership for the development of school programs and curricula
- Manage the day-to-day operations of the school site
- Manage the school's expenditures according to budget approved by Unity Schools board
- Hire, supervise, and evaluate staff members according to school procedures
- Engage parents in school programs and the development of their children
- Coordinate with collaborating agencies
- Serve as the school's contact with WCCUSD and California Department of Education (CDE)
- Prepare and submit all required deliverables to WCCUSD and CDE
- Report to and communicate with the board of directors of Unity Schools

Qualifications

- Minimum of 5-years experience working with underserved youth and community
- Successful experience as an instructional leader
- Successful management experience with increasing responsibilities
- Demonstrated ability to work collaboratively in team settings and as team leader
- Ability to participate in shared decision-making
- Possesses excellent oral and written communication skills Passionate in working with diverse youth, families, and community
- Proficient in technology
- California School Administrative Credential (preferred)
- Master Degree in Education or PhD/EdD (preferred)
- Bi-lingual in English and Spanish (preferred)

Attachment E

Day in the Life of a Unity Teacher

7:30 am- As I get out of my car, holding my materials, coffee, and excited about my lesson for today, I notice two students waiting by my classroom door. The day has begun!

No sooner have I set down my materials on my desk than I'm fielding questions from my two students, one who is making sure that her Cornell notes are done correctly, and one student who has arrived early for extra help, as per the action items agreed upon at her most recent Student Study Team meeting (SST).

Before my first class of the day, I check my advisory class' individual grades, making notes to remind me to check in with students whose grades are in danger of falling below a C in any class. Next, I review the roster of my first class, reminding myself of different students' individual needs, SST action items (if any), and/or IEPs. Finally I check my school email for any updates from the administration or other teachers. I also check to see if one of the other teachers has responded to the ideas I emailed to him about a collaborative project that we decided to develop at our last faculty collaboration meeting.

First bell rings! I open my door, greeting my students, and keeping an eye on the activity in the school courtyard. Time to take attendance and being the teaching and learning!

After finishing my first two classes, during my prep, I check email again and touch base with my student climate committee colleague about the next student government meeting and upcoming activities that we have planned. I also need to write up two in our electronic PowerSchool system students for discipline infractions (chewing gum, and tardiness, respectively). I also shoot out a quick email to the advisors of a handful of students who I have concerns about in class, asking questions about their background, the advisor's history with that students, and approaches that have been effective with that student in the past.

After lunch, I meet with my advisory class for 30 minutes. This is my opportunity to really roll up my sleeves and provide the individual attention, support, and intervention that my advisory students require. After reading through the day's updates and reminding students of upcoming school events, assignments, and expectations, I'm free to roam and help students who need it. I also get a chance to check my advisees' organizational habits, check their planners, and find out what's going well for them in their classes, or what they're struggling with. This is also the time to get a chance and briefly ask students about their lives, and form that all-important personal relationship with them that will build the trust necessary to become a truly effective mentor and advisor.

Completing some grading has revealed that two students in my 9th grade classes are not understanding some of the most recent material in class, and have not done well on their last two assessments. Since these two students are also my advisees, I check their grades in their other classes, and then set up an SST meeting for one of the students the student when I notice that he has fallen below a C in two different classes.

After an energetic and exhilarating activity in my afternoon classes, I'm back in my email as my p7 homework center class settles into their work. Today, my U.S. History students in need of extra help and time are staying with me after school for extra help. After leading them through an activity designed to recall and then ask questions about our most recent curriculum, I give them time to complete homework Cornell notes as I provide extra help and walk around the room, checking work individually.

After my p7 class is out, I conference with a student who has seemed disengaged in class lately, trying to find out how I can help the student. After the student leaves, I check email and end the day with some lesson planning, specifically, trying to find ways to implicitly and explicitly incorporate the "Habits of Heart and Mind" into my curriculum.

Attachment F

PROPOSED SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy aims to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

AUHS staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, community service, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom AUHS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. AUHS will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom AUHS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

- 1) "Expulsion" means disenrollment from AUHS.
- 2) "Schoolday" means a day upon which AUHS is in session or weekdays during the summer recess.
- 3) "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at AUHS where the pupil will receive continuing instruction for the length of day prescribed by the UNITY SCHOOLS Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Principal to advise pupils.

c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.

4) "Parent" includes a pupil's parent or guardian or legal counsel or other representative.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at AUHS or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Stole or attempted to steal school property or private property.
- 7) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 8) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- 9) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 10) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 11) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 12) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

13) Committed sexual harassment.

14) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) Informal Conference

Suspension will be preceded, if possible, by an informal conference between the Principal or the Principal's designee and the student. Parents will be requested to attend the conference.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a AUHS employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or

danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled following a hearing by an Administrative Panel appointed by the Unity Schools Board. The Administrative Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by an appointed Administrative Panel Chair. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of AUHS disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Unity Schools Board who will make a final determination regarding the expulsion. The final decision by the Unity Schools Board shall be made within ten (10) school days following the conclusion of the hearing.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to

expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Written Notice to Expel

The Principal or designee following a decision of the Unity Schools Board to expel shall send written notice of the decision to expel, including the Unity Schools Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AUHS. The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include:
 - a) the student's name, and
 - b) the specific expellable offense committed by the student.

J. Disciplinary Records

AUHS shall maintain records of all student suspensions and expulsions at AUHS. Such records shall be made available for the WCCUSD's review upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

L. Rehabilitation Plans

Students who are expelled from AUHS may be given a rehabilitation plan upon expulsion as developed by the Unity Schools Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AUHS for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or AUHS shall be in the sole discretion of the Unity Schools Board following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Unity Schools Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon AUHS's capacity at the time the student seeks readmission or admission.

ATTACHMENT G

6-Year Budget

			YEAR	Start-up	Year 1 2011-2	Year 2 2012-3	Year 3 2013-4	Year 4 2014-5	Year 5 2015-6	Year 6 2016-7	
			ENROLLMENT		100	170	270	325	380	410	
A. REVENUES	Eligibility	Per Student	Object Code								
1. Revenue Limit Sources											
Charter Schools Gen. Purpose Entitlement - State Aid	95%	\$5,092.00	8015		483,740	830,582	1,319,159	1,587,877	1,856,594	2,003,167	
Total, Revenue Limit Sources				0	483,740	830,582	1,319,159	1,587,877	1,856,594	2,003,167	
2. Federal Revenues											
No Child Left Behind	85%	\$492.00	8290		41,820	71,094	112,914	135,915	158,916	171,462	
Other Federal Revenues			8110, 8260-8299	175,000	100,000	100,000	0	0	0	0	
CDE PCS Grant				175,000	100,000	100,000	0	0	0	0	
Total, Federal Revenues				175,000	141,820	171,094	112,914	135,915	158,916	171,462	
3. Other State Revenues											
Charter Schools Categorical Block Grant	95%	\$400.00	8480		38,000	65,246	103,626	124,735	145,844	157,358	
EIA Block Grant			StateRevSE		41,976	59,466	94,446	113,686	132,924	143,418	
EL	25%	\$318.00			9,540	13,515	21,465	25,838	30,210	32,595	
ED	85%	\$318.00			32,436	45,951	72,981	87,848	102,714	110,823	
All Other State Revenues			StateRevAO	0	43,485	74,438	118,226	142,309	166,391	179,528	
California Lottery	95%	\$140.00			13,300	22,610	35,910	43,225	50,540	54,530	
Supplemental Instr. Hrs (Fundable hrs: 850)		\$4.08									
ASES					0	0	0	0	0	0	
Teacher Recruitment & Student Support					0	0	0	0	0	0	
Facility Reimbursement					30,185	51,828	82,316	99,084	115,851	124,998	
Total, Other State Revenues				0	123,461	199,150	316,298	380,730	445,159	480,304	
4. Other Local Revenues											
All Other Local Revenues			LocalRevAO		0	0	0	0	0	0	
Total, Local Revenues					0	0	0	0	0	0	
5. Other Grants, Awards & Contributions											
Other					0	0	0	0	0	0	
Total, Other Grants, Awards & Contributions					0	0	0	0	0	0	
6. TOTAL REVENUES					175,000	749,021	1,200,826	1,748,371	2,104,522	2,460,669	2,654,933
B. EXPENDITURES											
1. Certificate Staff											
Teachers' Salaries			1100	16,666	222,500	386,000	577,582	729,912	840,910	955,227	
Certificated Pupil Support Salaries			1200								
Certificated Supervisors' and Administrators' Salaries			1300	5,833	70,000	99,600	159,263	193,141	198,936	204,905	
Other Certificated Salaries			1900		0	0	0	0	0	0	
Total, Administrators/Teachers				22,499	292,500	485,600	736,845	923,053	1,039,846	1,160,132	
2. Classified Staff											
Classified Supervisors' and Administrators' Salaries											
Custodian, Clerical and Office Salaries			2400	3,333	53,800	72,914	105,864	109,040	145,957	150,336	
Total, Support Staff				3,333	53,800	72,914	105,864	109,040	145,957	150,336	
3. Employee Benefits											
STRS			3101-3102	1,856	24,131	40,062	60,790	76,152	85,787	95,711	
OASDI / Medicare / Alternative/Pension			3301-3302	575	8,249	12,473	18,571	21,507	25,951	28,022	
Health and Welfare Benefits (\$6,000/person)			3401-3402	4,200	67,200	109,200	151,200	176,400	210,000	226,800	
Unemployment Insurance			3501-3502	258	3,463	5,585	8,427	10,321	11,858	13,105	
Workers' Compensation Insurance (\$1200/month x 12 months)			3601-3602	1,033	13,852	22,341	33,708	41,284	47,432	52,419	
Total, Employee Benefits				7,922	116,895	189,661	272,696	325,664	381,028	416,057	
4. Instructional Materials and Supplies											
a Approved Textbooks and Core Curricula Materials		\$250.00	4100	25,000	0	17,500	25,000	13,750	13,750	7,500	
b Books and Other Reference Materials		\$100.00	4200		10,000	17,000	27,000	32,500	38,000	41,000	
c Supplies		\$100.00	4300		10,000	17,000	27,000	32,500	38,000	41,000	
d Other Supplies		\$20.00			2,000	3,400	5,400	6,500	7,600	8,200	
Total, Instructional Materials & Supplies				25,000	22,000	54,900	84,400	85,250	97,350	97,700	

		YEAR	Start-up	Year 1 2011-2	Year 2 2012-3	Year 3 2013-4	Year 4 2014-5	Year 5 2015-6	Year 6 2016-7
		ENROLLMENT		100	170	270	325	380	410
5.	Services and Other Operating Expenditures								
a	Dues and Memberships	5300		1,500	1,500	1,500	1,500	1,500	1,500
b	Insurance	5400		20,000	20,600	21,218	21,855	22,511	23,186
c	Facility & Occupancy Expenditures	5500	64,800	86,848	121,870	187,500	223,596	259,691	278,391
1	Utilities (Water/Electricity/Waste Management) (10% Of lease)		4,000	4,837	8,306	13,192	15,879	18,566	20,032
2	Site Leases/Rent (1% of General Purpose Revenue)		12,000	48,374	83,058	131,916	158,788	185,659	200,317
3	Equipment Rental (Postage meter)			800	800	800	800	800	800
4	Repair & Maintenance (10% of lease)		1,200	4,837	8,306	13,192	15,879	18,566	20,032
5	Communications (Postage, phone & internet access)	\$20.00		2,000	3,400	5,400	6,500	7,600	8,200
6	Reprographic/Copying	\$25.00		2,500	4,250	6,750	8,125	9,500	10,250
7	Security Monitoring (3% of lease)			7,000	7,000	7,000	7,000	7,000	6,010
8	Office Supplies (\$800/month x 12 months)	\$25.00	1,500	2,500	4,250	6,750	8,125	9,500	10,250
9	Furnitures/Equipment		46,100	14,000	2,500	2,500	2,500	2,500	2,500
d	Professional/Consulting Services and Operating Expend.	5800	8,500	93,837	189,503	220,072	263,413	304,254	328,689
1	Back Office Support (\$200/student)		2,500	20,000	34,000	54,000	65,000	76,000	82,000
2	Auditing (Annual audit and Information return preparation)			4,500	47,050	5,000	5,250	5,500	5,750
3	Special Education (\$400/student)			40,000	68,000	108,000	130,000	152,000	164,000
4	Staff Development		4,500	8,000	10,000	12,000	14,000	16,000	18,000
7	Other professional service (Substitute/Legal)			9,800	15,000	20,000	25,000	27,500	30,000
8	Bank, Payroll & Other Fiscal Services (\$450/month x 12 months)			5,400	5,400	5,400	5,400	5,400	5,400
9	District Oversight Fees (1% of General Purpose Block Grant)			5,637	9,553	15,172	18,263	21,354	23,039
10	Recruitment/Publicity		1,500	500	500	500	500	500	500
e	Student Support & Enrichment Programs		0	19,000	25,650	35,150	40,375	45,600	48,450
1	Sports Progrm (\$20/student + \$2000 training & coaching expenses)			4,000	5,400	7,400	8,500	9,600	10,200
2	Field trips (\$25/student)			2,500	4,250	6,750	8,125	9,500	10,250
3	Testing			7,500	7,500	7,500	7,500	7,500	7,500
4	Student Counseling?	\$20.00		2,000	3,400	5,400	6,500	7,600	8,200
5	Club Programs?	\$10.00		1,000	1,700	2,700	3,250	3,800	4,100
6	Workshops & Conferences?	\$20.00		2,000	3,400	5,400	6,500	7,600	8,200
f	Information Technology		2,000	15,400	12,900	12,900	12,900	12,900	12,900
1	Computer Equipment & Supplies		2,000	5,000	2,500	2,500	2,500	2,500	2,500
2	Software Licensing (PowerSchool and Microsoft software etc.)			2,000	2,000	2,000	2,000	2,000	2,000
3	PowerSchool System support (\$500/month x 12 months)			6,000	6,000	6,000	6,000	6,000	6,000
4	IT Support (\$200/month x 12 months)			2,400	2,400	2,400	2,400	2,400	2,400
	Total, Services and Other Operating Expenditures		75,300	236,585	372,023	478,340	563,639	646,456	693,116
6.	Capital Outlay								
	Sites and Improvements of Sites	6100	40,000	5,000	1,000	10,000	30,000	50,000	50,000
	Depreciation Expense	6900							
	Total, Capital Outlay		40,000	5,000	1,000	10,000	30,000	50,000	50,000
7.	Other Outgo								
	Total, Other Outgo		0	0	0	0	0	0	0
8.	TOTAL EXPENDITURES		174,054	726,780	1,176,098	1,688,145	2,036,646	2,360,637	2,567,341
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND		946	22,241	24,728	60,226	67,876	100,032	87,592
D.	OTHER FINANCING SOURCES / USES								
E.	NET INCREASE (DECREASE) IN FUND BALANCE		946	22,241	24,728	60,226	67,876	100,032	87,592
F.	FUND BALANCE			22,241	31,317	64,668	89,860	138,514	166,033
F.	RESERVE (3% of GP & CBG REVENUE)			(15,652)	(26,875)	(42,684)	(51,378)	(60,073)	(64,816)
G.	FUND BALANCE AFTER RESERVES			6,589	4,442	21,984	38,482	78,441	101,217

JOHN A. BAKER

5337 San Simeon Place • Castro valley, CA 94552
E-Mail: logicmathematics@yahoo.com

PROFESSIONAL EXPERIENCE

8/05- Present Mathematics and Physics Teacher

Unity High School, Oakland, California

- Taught calculus, geometry and advance placement physics to college preparatory students.
- Managed and supervised 110 students throughout the day.
- Produced dynamic geometry and physics power point presentations to teach effectively.
- Team leader and meeting facilitator.
- Constructed reports on the results of business meetings.
- Highly proficient in communicating with people of other cultures.
- Recognized by the administration for excellence in teaching.
- Formulated the a-g calculus and physics course outlines for Western Association of Schools and Colleges accreditation.

08/03- 06/05 Assistant Math Instructor / Tutor

College Of Alameda, Alameda, California

- Assisted students in basic math courses through college level math courses.
- Assisted students with learning disabilities toward success in their college program.
- Assumed all responsibilities of a regular classroom teacher, including assessment of students, and participation in staff meetings.

6/00- 1/03 Electrical Design Engineer

Civtel Incorporated, Alameda, California

- Member of a design team developing and designing fiber optic networks using AutoCAD 2000.
- Performed project estimating and permit applications. Projects ranged from network service laterals to network backbone segments. Projected ranged from \$20,000 to \$10,000,000.
- Served as liaison between clients and contractors for the designing team.
- Developed excellent team building, organizational, and multi-tasking skills.
- Researched and verified utility plans at the public works of various cities and public utilities to facilitate project planning of future network designs.
- Performed construction surveys and transferred data into drafting plan using AutoCAD software.
- Conducted field inspections of existing structures prior to construction.

8/00- 1/03 Telecommunication Engineer

Point-to-Point Incorporated, Alameda, California

- Designed multiple telecommunications plans using AutoCAD 2000.
- Member of team designing Sprint Corporation "Distributed Antenna Systems" enhancements.
- Specified and selected power meter for Sprint Corporation installations.
- Performed job-site installation estimates and project budgeting.

EDUCATION

Bachelor of Science, Electrical Engineering

San Francisco State University, 2003.

Concentration in Power, Analog, Computer Hardware and Software.

Single Subject Credential in Physics

National University, 2009.

TECHNICAL SKILLS

Computer Languages: Knowledge of C++, Matlab, Microprocessor 68000, IA32, and Arm.

Software: Proficient in MS Word, MS PowerPoint, MS Excel, Netscape, Adobe Acrobat, AutoCAD 14/2000/2002, Power Tool, OrCAD P-Spice 9.2, ActiveCAD 2.2.

Operating Systems: Excellent knowledge of Windows XP and Macintosh.

LANGUAGES

Bilingual in French and English.

Samuel M. Brewer
16012 Via Cordoba
San Lorenzo, CA 94580

EDUCATION

CA Single Subject Teaching Credential, CLAD, 10/06

Clear Credential awarded 6/08

Project Pipeline District Intern Teacher Credentialing Program

B.A. degree in American Studies, 8/03

University of California at Berkeley, CA

EXPERIENCE

Assistant Principal/Cultural Geography teacher

Oakland Unity High School, 8/10-present

- Assist with day-to-day school management, including discipline and student services.
- Serve as acting Principal during Principal's absence.
- Provide needed staff development and support to staff.
- Maintain and Develop effective discipline / conflict resolution procedures

U.S. History, Cultural Geography teacher, ninth grade student advisor

Oakland Unity High School, 8/09- 6/10, Oakland, CA

- Develop and implement dynamic, active, and rigorous lessons for 9th and 11th graders.
- Act as an advisor to 22 ninth grade students-providing academic and organizational support, as well as appropriate academic and behavioral interventions.
- Work with colleagues to design cross-curricular learning opportunities and performance assessments for students.

World History, Civics, Global Studies, Academic Support Teacher

Amador Valley High School, 8/08-6/09, Pleasanton Unified School District, Pleasanton, CA

- Develop & implement dynamic, academically rigorous/standards-based lessons for four different courses and over 100 students.
- Conceive ways to form a constructive and individualized relationship with each student, involving open communication with students, parents, and collaboration with colleagues.

World History Teacher, Oakland Technical High School, 8/04-6/08.

Oakland Unified School District, Oakland, CA

- Develop, plan, and implement standards-based lessons for 100 students.
- Manage challenging classroom environments involving underachieving "at risk" students.

Geometry Teacher

Summer School, Alameda High School, 6/04-7/04, Alameda Unified School District, CA.

- Taught Geometry course at an accelerated pace for 28 students of mixed grade levels.

ADDITIONAL INFORMATION

2006-2008- Member of OUSD History DBQ Writing Assessment Committee. Our committee created rigorous document-based writing assessments for all 10th and 11th grade students in the district. OUSD is pleased with our work and has chosen to designate our history assessments as the formal district-level writing assessments for English classes as well as social studies.

2007- One of 18 teachers selected nationally to participate in a three week, five-city study tour of China in summer of 2007, sponsored by the Program for Teaching East Asia and the University of Colorado at Boulder. Our group of World History and Geography teachers toured various historical and cultural sites, and visited with students, teachers, professors, and administrators at the primary, secondary, and university levels in China.

Nominated by current and former students for inclusion in the 2005-06 and 2006-07 editions of National Honor Roll's Outstanding American Teachers.

SELECTED HIGHLIGHTS

- Unity High School founding faculty
- Commitment to high academic expectations for all students with a strong track record of graduates attending college
- Emphasis on Unity's continued improvement, growth and development
- Consistent physical presence in the classroom, after school, during lunch, and during off campus activities
- Led Unity's WASC Self Study process
- Established new protocol for disruptive and problematic behavior resulting in a safe, calm learning environment
- Development of school-wide policies and standards
- Cultivate strong relationships with parents, dramatically increasing parent involvement in the educational process

EDUCATION California Administrative Services Credential, CSUEB, June 2010
MS, Educational Leadership, CSUEB, August 2010
Single-Subject Teaching Credential Program, Social Sciences with CLAD Emphasis, SFSU, 2002
BA, Political Science, University of California at San Diego, 1995

EMPLOYMENT HISTORY

OAKLAND UNITY HIGH SCHOOL, Oakland, CA www.UnityHigh.org

2007-2010, Principal

- Promotes and maintains safe and inviting school facility for students to learn and develop
- Encourages school culture that allows teachers to innovate and improve performance of the school
- Successful management of all aspects of school operation
- Supporting college-attending culture on Unity campus (over 80% of senior classes accepted to 4-year colleges/universities)
- Successful engagement of parents in schools programs and the development of their children
- Promotes the effective use of student achievement data to inform classroom instruction
- Serving as leader for development of school programs and curricula
- Established relationships with Peralta Community Colleges to provide early college courses at Unity
- Managed successful implementation of Unity After School Program (ASES)
- Established clear and effective communication with Unity High School Board of Directors

2006-2007, Assistant Principal

- Implementation of new discipline procedures and documentation using PowerSchool
- Unity High School Site Coordinator for WASC Self Study Process
- Establishment of program collaborations with Youth Law Academy, CollegeWorks, University of California ELC Program, People's Test Prep Service, YEAH Program, and Digital Arts Alliance
- Management of school-wide UC course outline submissions
- Recruitment for new Unity 9th grade class
- Successful integration of Unity Habit's of Mind & Heart into Unity curriculum
- Establishment of Unity High Community Council
- Facilitating communication to bring/propel projects and proposals to fruition and completion
- Providing high level of support to staff
- Successful implementation of new procedures for Student Support Plans
- Establishment of UC Berkeley-run SAT Test Preparation classes for Unity's juniors
- Heavy involvement in Unity Charter renewal
- Direct, rapid attention to sensitive and challenging personnel and student matters
- Revision of Unity employee policies

- Working closely with Executive Director to identify new school site
- Traveled to and participated in Atlanta, GA college tours with African American juniors
- Proactive approach to meet and exceed state testing standards
- Continued participation with American Bar Association Annual Law Day Program, among others
- Hiring decisions for new, qualified staff
- Oversaw organization of Unity after school program
- Worked closely with human resources to ensure all staff have appropriate teaching credential

2005-2006, Instructor, Social Science Dept. Chair, Senior Class Advisor, and Board of Directors Member

- Instruction of U.S. History and American Government/Economics courses
- Mentor Teacher for two staff members
- Incorporation of current technology into class projects
- Social Science curriculum development (grades 9-12)
- Evaluation of Unity High School charter
- Preparation for WASC Visiting Committee
- Initiation and management of college application process for senior advisees
- Facilitation of financial aid (FAFSA) process for senior advisees
- Management of UC course approval process
- Facilitation of student participation at Weekend Wake Up at Youth Uprising
- Extensive technical assistance for students and staff

2004-2005, Instructor, Junior Class Advisor

- Instruction of U.S. History and Algebra I courses
- Students from above History class outscored state of CA in US History STAR exams
- Establishment of DJ Project after school program
- Establishment of monthly outings with Trips For Kids <http://www.TripsforKids.org/>
- Participation in Open Door Court Day, Oakland Federal Courthouse
- Development of college preparation program for junior class
- Staff PowerSchool Lead

2003-2004, First year founding faculty, Sophomore Class Advisor

- Establishment of school wide student expectations (ESLR'S)
- Curriculum development for Social Science and Mathematics departments
- Development of student advisory program
- Direct involvement in establishing school-wide policies including student/parent handbook
- Responsibility for DVD Project in conjunction with Youth Sounds <http://www.YouthSounds.org/>

HAVENSCOURT MIDDLE SCHOOL, Oakland, CA, Winter & Spring 2003, College Mentor

MISSION HIGH SCHOOL, San Francisco, CA, Fall 2002, Student Teacher

HORACE MANN MIDDLE SCHOOL, San Francisco, CA, Fall 2002, Student Teacher

MISSION HIGH SCHOOL, San Francisco, CA, 2000-2002, Volunteer Tutor

HORACE MANN MIDDLE SCHOOL, San Francisco, CA, Spring 2002, Teaching Assistant

MISSION HIGH SCHOOL, San Francisco, CA, Spring 2002, Teaching Assistant

RELEVANT SKILLS: Spanish Proficiency, Mac OSX, Microsoft Office, Google docs, PowerSchool (Teacher & Administrator), ZOOM Data Source, iLife 09, iWork 09

LILLIAN L. HSU

1240 Johnson Avenue
San Diego, California 92103
(510) 910-4138
lillian.hsu@gmail.com

EDUCATION

Brown University, Providence, RI
M.A.T., Secondary English Education, May 2003
Honors: Rose Writing Fellowship

Yale University, New Haven, CT
B.A., Psychology, May 2002, Magna Cum Laude
Honors: Angier Prize for Best Senior Thesis in Psychology

EXPERIENCE

High Tech High, San Diego, CA (2009-2010)

School Leadership Fellow

Apprenticed with the principal of a leading project-based charter school. Mentored new teachers. Facilitated staff meetings and professional development workshops. Created a web resource showcasing video clips of exemplary teaching practices. Developed expertise in school budgeting, data-driven assessment, and instructional leadership.

Oakland Unity High School, Oakland, CA (2003-2008)

Founding Teacher

Participated in the design and development of an urban charter school. Taught ninth, tenth, eleventh, and twelfth grade English; journalism; College Prep; and advisory. Collaborated with science, history, and art teachers to develop interdisciplinary, project-based curricula. Successfully applied for three educational grants to fund innovative classroom projects. Served on the hiring committee, WASC leadership team, master schedule committee, and curriculum and instruction team. Mentored first-year teachers. Advised the yearbook and school newspaper.

Tri-state Consortium, Stamford, CT (Spring 2003)

Intern

Attended meetings with district superintendents, principals, and school board members from public school districts in New York, Connecticut, and New Jersey. Discussed ways schools could use student performance data to develop a rigorous framework for systemic planning, assessment, accreditation, and continuous improvement. Compiled notes from study group meetings and distributed notes to member schools.

Nathanael Greene Middle School, Providence, RI (Spring 2003)

Student Teacher

Taught two classes of seventh grade students at a large urban public school. Engaged students in performing arts activities based on the Brown Arts/Literacy Project to enhance student literacy. Designed and implemented a curriculum unit on the I-Search research and writing process. Conducted daily observations of different classroom environments.

Brown English Department, Providence, RI (Fall 2002)

Teaching Assistant, Seminar in the Teaching of Writing

Trained Brown undergraduates with outstanding writing skills to serve as university writing tutors. Taught students fundamental theories of teaching writing and strategies for peer tutoring. Responded to multiple sets of student papers with extensive internal and final comments to inspire and facilitate revision. Helped students address challenges encountered in the course of their peer tutoring. Held mid-semester and final one-on-one conferences with students to discuss growth and set new goals.

Yale Psychology Department, Lab of Geoffrey Cohen, New Haven, CT (Fall 2002)

Grant Writer

Helped write a successful grant application for a research project investigating barriers to minority achievement in secondary schools. Conducted literature searches on issues of collaboration among researchers and teachers in school-based interventions. Revised and edited relevant section of grant application to reflect current research on teacher training and support.

**Lawrence Family Development Charter School, Lawrence, MA &
South Shore Charter School, Hull, MA (Spring recess 2001)**

Extern

Learned about the founding and current operations of an urban bilingual charter school and a suburban project-based learning charter school. Observed a wide range of classes and extracurricular activities. Engaged in extensive conversations with administrators, teachers, and students. Attended trustee, faculty, and parent-teacher meetings.

Sesame Workshop, New York, NY (Summer 2000)

International Education Intern

Participated in brainstorming sessions for new Sesame Street productions in China and Taiwan. Conducted studies with pre-school aged children to assess appeal and comprehensibility of newly produced Sesame Street segments. Interviewed high school students to support concept development and planning of an educational television program targeted at Latina girls. Screened segments and reviewed scripts for age appropriateness.

Johns Hopkins University, Center for Talented Youth, Baltimore, MD (Summer 1999)

Teaching Assistant

Worked with lead teacher in developing lesson plans for and teaching creative writing class of high school students. Wrote detailed analyses in response to multiple drafts of students' essays. Conducted nightly study hall sessions. Tutored students individually. Organized "Writing Festival" of free-writing games and improvisational exercises.

Metropolitan Museum of Art, New York, NY (1997-98)

Education Department Apprentice

Collaborated with other apprentices to design weekly presentations for elementary school students, acquainting them with the distinct style and artistic techniques of various painters and sculptors. Created hands-on studio art projects to enhance students' understanding of the ideas presented.

RESEARCH

Bridgeport After-School Research Project, Bridgeport, CT (Fall 2001)

Research Assistant

Recruited students for a longitudinal study examining the effects of extracurricular involvement on the well-being of children from disadvantaged urban backgrounds. Investigated the potential of after-school programs to increase children's connectedness to school and community, improve psychological and social competence, and reduce antisocial behavior.

Yale Psychology Department, Lab of Geoffrey Cohen, New Haven, CT (Fall 2000)

Research Assistant

Assisted with development of procedure for a study investigating how the fear of confirming racial stereotypes affects the academic performance of minority students. Recruited subjects and conducted study. Explored how research results could be used to facilitate the development of intervention strategies to alleviate feelings of stigmatization on the part of minority students.

SKILLS

Language: Fluent Chinese, Proficient French and Spanish

Computer: Proficient with Microsoft Office, Apple iLife Suite, Adobe InDesign, HTML

SAU-LIM TSANG
ARC Associates
428 13th Street, #200, Oakland, CA 94612, 510-834-9455

Employment

Executive Director, ARC Associates (ARC), Oakland, CA (1980-present)

Executive Director, Unity Schools, Oakland, CA (2004-present)

Highlights of Experience

Organization Development

- 2002 Founded Oakland Unity High School (www.unityhigh.org), a charter school serving Oakland's low-income community.
- 1999 Established ARC in Southern California to provide educational services to seasonal agricultural workers in the San Gabriel Valley and Antelope Valley.
- 1998 Collaborate with two other community based agencies to establish and operate the Computer Street Academy, a community learning providing free computer instruction and Internet access to youth and adults in Oakland's low-income neighborhood.
- 1986 Secured funding (for ten years) from the U.S. Department of Education and developed the Pacific Region Multifunctional Resource Center with offices in Honolulu and Palau to provide training and consultation to schools on improving programs for English language learners.
- 1977 Founded ARC Associates (www.arcassociates.org), a non-profit group that promotes quality education practices for under-served children and youth and their communities.

Research

Developed ARC's research agenda that emphasize studies that inform practice. Initiated two seminal works in minority education: (1) a study that documented the features of successful high schools for Latino students (Lucas, Henze, and Donato. Promoting the success of Latino language minority students: An exploratory study of six high schools, *Harvard Educational Review*, 66(3), 1990.); and (2) a study that examined how schools mired in ethnic/racial conflicts change to become ones that are successful (Special Focus: Leading for Diversity. *The Journal of Negro Education*, 68(4), 1999). Recently completed a study examining the appropriateness of administering achievement tests written in English to limited-English-proficient students.

Program Development

- 2002 In collaboration with California State University, East Bay, developed the Urban Teacher Leadership Master Degree program based on ARC's experience in developing teacher leadership for school change.
- 2002 Initiated the incubation program where new community groups would receive support and mentoring at ARC to develop into independent non-profit agencies.

Curriculum Development

- 1975- Led a team of writers, artists, and linguists to develop and evaluate a K-8 Chinese language arts curriculum for bilingual education programs. The project was funded by the U.S. Department of Education

Project Management

- 1985- Served as the project director of the Multifunctional Resource Center for Northern California
- 1991 to provide training and consultant services to schools to improve their services for English Language Learners. The project is funded by the U.S. Department of Education.

1987- Served as associate director of the Equity Assistance Center for California, Nevada, and
1994 Arizona. The center provided training and consultation services to schools on resolve race and language equity issues. The center was funded by the U.S. Department of Education.

Other Experience

Member (2006-2009): California Governor's Advisory Committee on Education Excellence.

Principal Investigator (2001-2004): "A Study of Content Area Assessment for English Language Learners." Funded by the U.S. Department of Education.

Principal Investigator (1996-2000): "Leading for Diversity: A Study of How School Leaders Achieve Racial and Ethnic Harmony." A study of the National Center for Research on Cultural Diversity and Second Language Learning. Funded by the U.S. Department of Education.

Director (1992-95): "Innovative Research and Development Project: Multimedia U.S. History Curriculum for Students of Diverse Language and Cultural Backgrounds." Funded by the California Department of Education and Encyclopaedia Britannica Educational Corporation.

Coordinator (1983-1986): "Exemplary Vocational Education Programs for Special Populations." Funded by the Chancellor's Office, California Community College District.

Director (1983-1984): "Summer Institute for Educational Research on Asian and Pacific Americans." Funded by the National Institute of Education.

Principal Investigator (1981-1982): "Mathematics Learning Styles of Chinese Immigrant Students." Research funded by the National Institute of Education.

Principal Investigator (1980-1982): "An Ethnographic and Sociolinguistic Study of Bilingual Education in a Chinese Community." Research funded by the National Institute of Education.

Site Principal Investigator (1980-1983): "Significant Bilingual Instructional Features." Research funded by the National Institute of Education.

EDUCATION

Ph.D. Mathematics Education, Stanford University, 1976

M.S. Statistics, Stanford University, 1974

M.A. International Education Development, Stanford University, 1974

A.B. Mathematics, University of California, Berkeley, 1971

CA Teaching Credential, Mathematics and Physics, 1974

SELECTED PUBLICATIONS

"Achievement testing for English Language Learners, ready or not?." (With Katz, A., & Stack, J. (2008). *Education Policy Analysis Archives*, 16(1), 2008, <http://epaa.asu.edu/epaa/v16n1/>.

"Asian American Education and the National Education Goals." In Proceedings of the 1992 Center for Applied Linguistics Symposium on Language Minority Education and National Education Goals, Washington, DC, 1993.

"The National Education Longitudinal Study of 1988, Asian Pacific, and language minority students." (With M. Hirano-Nakanishi and T. Saka.) Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1991.

"Mathematics achievement profiles of Asian American students." In Cocking, R. and Mestre, J. (eds.) *Language perspective on mathematics learning*. New Jersey: Erlbaum Press, 1988.

Beyond Angel Island: The Education of Asian Americans. (with L. Wing). New York: Institute for Urban and Minority Education, Teachers College, Columbia University, 1985.

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 6, 2010

From: Wendell C. Greer
Associate Superintendent, K – Adult Operations

Agenda Item: G.2

Subject: Review of Board Policy 5145.7 – Sexual Harassment

Background Information:

Board Policy 5145.7 has been brought forth for review and revision.

The first stage of the process is to bring to the Board the Board Policy for first reading. At that time, the Board provides feedback and suggestions for revision. Next, policy will be distributed widely to the various stakeholder groups for feedback and input. The Superintendent's Cabinet reviews the feedback and incorporates it into the various policies as appropriate. Once that has been completed, the policy section will come back to the Board for adoption. As the section is approved, the adopted/revised items become the policies of the Board of Education.

Recommendation: For Review

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

BP 5145.7

Students

Sexual Harassment

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and ~~the~~ **Administrative Regulation 5145.7. A definition of sexual harassment, examples of conduct that may constitute sexual harassment and the procedure the District will follow to investigate and resolve reported or suspected incidents of sexual harassment are included in Administrative Regulation 5145.7, a copy of which is available in the District's administrative offices or on the District's website.**

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that he or she is being or has been subjected to sexual harassment shall immediately contact his or her teacher or any other employee. **Students may, but are not required to use the Incident Report Form attached to this policy to make complaints of sexual harassment.**

A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the **Non**discrimination **e**Coordinator, **who the District has designated to coordinate its compliance with Title IX on matters other than athletics**, or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with **Administrative Regulation 5145.7**. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school sponsored or school-related activity is in violation of this policy and **may** ~~shall~~ be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.
(5CCR4964)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX. Discrimination

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Adopted:
Richmond, California

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 6, 2010
From: Bill Fay **Agenda Item:** G.3
Associate Superintendent for Operations
Subject: Status Reports – Facilities Planning and Construction

Background Information:

The following are provided for review of Facilities Planning and Construction in the District's Bond Program and for information regarding individual projects:

- Engineering Officer's Report—Verbal Presentation
- Construction Status Reports—Current Construction Projects

Recommendation: For information only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

PROJECT STATUS REPORT

De Anza High School - Replacement Campus

Period Ending: 9/22/2010

Scope: Replacement Campus

Construction Status:

Architect: DLM Architects
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Marc Alojepan, SGI Construction Management
 Contractor: Wright Contracting Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr:

Contract Status:

Notice to Proceed:	05/17/2010	Original	Approved	Projected
Construction Schedule (days):	1,080			
Original Completion Date:	05/01/2013			
Projected Completion:	05/01/2013			

Buildings:

Building 1	Administration & Library
Building 2 & 3	Theater & Arts/Delta School
Building 4	Special Education
Building 5	Science
Building 6 & 7	Classrooms
Building 8	Gymnasium
Building 9	Cafeteria
Building 11, 12, & 13	Lobby, Breezeway, & Entrance Structure

Progress This Period:

- Sewer Underground Utilities Installation
- Storm Drain Underground Utilities Installation
- Building 1--Excavate Footings & Install Footing Rebar
- Building 2--Install Footing Rebar & Footing Templates
- Building 2--Pour Footings for Seating Pit
- Building 2--Layout, Form, & Rebar Walls for Seating Pit
- Building 3--Excavate Footings & Install Footing Rebar
- Building 8--Excavate Footings & Install Footing Rebar
- Building 8--Install Footing Templates/Curb Forms
- Building 8--Pour Footings, Curbs, & Grade Beams
- Building 9--Pour Footings, Curbs, & Grade Beams
- Building 9--Install Deep MEP Piping & Under-Slab Utilities
- Building 9--Pour Slab on Grade & Interior Wall Curbs
- Building 9--Erect Structural Steel

Anticipated Progress Next Period:

- Building 1--Install Footing Templates/Curb Forms
- Building 2--Layout, Form, & Rebar Walls for Seating Pit Continuation
- Building 3--Install Footing Templates/Curb Forms
- Building 8--Install Deep MEP Piping & Under-Slab Utilities
- Building 8--Form Slab on Grade & Curb Edge
- Building 9--Erect Structural Steel Continuation

Schedule Assessment/Update:

Construction Duration (Calendar Days):	1,080
Construction Calendar Days Elapsed:	128
Construction Calendar Days Remaining:	952
Percent of Contract Calendar Days Elapsed:	11%
Percent of Construction Completed:	8%

Percentage of Work Done 8% Total Project

Proposed Changes:

- None to Date.

General Comment:

- Notice of Award issued on April 14, 2010.
- Notice to Proceed issued on May 17, 2010.

Progress Photos: 9/22/2010



Building 9 Under-Slab Gravel Installation



Building 9 Structural Steel Installation



Building 2 Form and Rebar Walls

PROJECT STATUS REPORT

De Anza High School - Baseball Field Improvements

Period Ending: 9/22/2010

Scope: Baseball Field Improvements

Construction Status:

Architect: Vallier Design Associates & DLM Architects
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Marc Alojepan, SGI Construction Management
 Contractor: Bay Cities Paving & Grading, Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr:

Contract Status:

Notice to Proceed:	10/28/2009		
		Original	Approved
Construction Schedule (days):	210		Projected
Original Completion Date:	5/28/2010		
Projected Completion:	10/13/2010		

Buildings:

Progress This Period:

- Installation of New Playing Field Sod
- Installation of Anti-Graffiti Coating on Brick Veneer
- Installation of Anti-Graffiti Coating on Keystone Wall
- Tree Planting and Landscaping
- Installation of Metal Railings & Guard Rails
- New Scoreboard Testing & Training
- New Irrigation System Testing

Anticipated Progress Next Period:

- Installation of Base Plates
- Installation of Bat Racks
- Project Punch-List and Close-Out Documentation

Schedule Assessment/Update:

Construction Duration (Calendar Days):	210
Construction Calendar Days Elapsed:	329
Construction Calendar Days Remaining:	-119
Percent of Contract Calendar Days Elapsed:	156%
Percent of Construction Completed:	99%

Percentage of Work Done **99%** **Total Project**

Proposed Changes:

- None to Date.

General Comment:

- Notice of Award issued on October 12, 2009.
- Notice to Proceed issued on October 28, 2009.
- Construction Schedule impacted due to Rain and Wet-Soil Condition.

Progress Photos: 9/22/2010



Playing Field Sod Installation



Installation of Guard Rails



Anti-Graffiti Installation on Keystone Wall

PROJECT STATUS REPORT

Dover Elementary School - Increment 2

Period Ending: 9/22/2010

Scope: Increment 2

Construction Status:

Architect: HY Architects, Inc.
 Project Manager: Joe Cavanagh, SGI Construction Management
 Project Engineer: Rod Sias, SGI Construction Management
 Contractor: Alten Construction, Inc.
 Inspector: Kris Gilbert
 WCCUSD Mgr:

Contract Status:

Notice to Proceed: 06/15/2009
Original Approved Projected
 Construction Schedule (days): 1,110
 Original Completion Date: 06/29/2012
 Projected Completion: 06/29/2012

Buildings:

Phase 2 Building "A" Classroom Building

Progress This Period:

- Hang Duct Work – COMPLETED.
- Electrical Rough In/Hang Cable Tray – COMPLETED.
- Insulate and Pressure Test Duct Work – COMPLETED.
- Prime and Paint Walls – COMPLETED.
- Frame Drop Ceilings – COMPLETED.
- Barrel Roof/Roof Panels Monitor Roofs – COMPLETED.
- Install Storefronts – COMPLETED.
- PG & E Power Up – COMPLETED.
- Backflow & Domestic Irrigation, Fire – COMPLETED.
- Install Electrical and Comcast Pull Boxes – COMPLETED.
- Install Conduit to Sign – COMPLETED.
- Install Power and Data to Bldg C2 – COMPLETED.
- Extend Water and Gas on Site – COMPLETED.
- Hard Lid Framing of Elevator Machine Room – COMPLETED.
- Caulk Bldg Exterior and Windows – COMPLETED.
- Fire Sprinkler Rough-in (COMPLETED)(DSA Approved).

Anticipated Progress Next Period:

- Begin Case Work – IN PROGRESS.
- Final Painting – IN PROGRESS.
- Installation Exterior Siding – IN PROGRESS.
- Demo, Grade Curb and Gutter Sidewalk – IN PROGRESS.
- Install Storm Drain - IN PROGRESS.
- Install T Bar Ceilings – IN PROGRESS.
- Light Weight Concrete Floor – IN PROGRESS.

Schedule Assessment/Update:

Construction Duration (Calendar Days): 1,110
 Construction Calendar Days Elapsed: 475
 Construction Calendar Days Remaining: 635
 Percent of Contract Calendar Days Elapsed: 42%
 Percent of Construction Completed: 51%

Percentage of Work Done

36%

Total Project

Phase 1--Demolition & Site Work	Increments 1 & 1A	100%
Phase2--Building "A"	Increment 2	51%
Phase 3--Building "B" & "C"	Increment 2	0%
Phase 4--Demo & Playground	Increment 2	0%

Proposed Changes:

- None

General Comment:

- Construction of Roof in Building "A" (North & South) impacted by adverse weather (February, March April).
- Formal Schedule Recovery to be submitted after the rain season.

Progress Photos: 9/22/2010



Bldg "A" Color Coat, Stucco, Siding, and Metal Roof



Bldg "A" (North) Install-Gyp Board, Mud &Tape, Int. Paint



Bldg "A" (South) Install Siding and Sitework

PROJECT STATUS REPORT

Ford Elementary School - Building

Period Ending: 9/21/2010

Scope: Pre-K, K-5 Elementary School with Computer Laboratory, Library, Administration, Kitchen, Multi-Purpose Room & Stage; with Playgrounds & Parking

Construction Status:

Architect: Kathleen Wong, Jim Fruit, Shao Chen; Sally Swanson Arch
 Project Manager: Lewis Brower, SGI Construction Management
 Project Engineer: Rod Sias, SGI Construction Management
 Contractor: Heather Chierici, Chris Chierici; Alten Construction, Inc.
 Inspector: Mark Eriksen

Contract Status:

Notice to Proceed: 10/12/2009

	Original	Approved	Projected
Construction Schedule (days):	600	18	618
Original Completion Date:	06/04/2011		
Projected Completion:	6/22/2011		

Buildings:

Site Development	Rough Site Work & Underground Utilities
Building; Area A	Classrooms, Administration, Library, Computer Lab
Building; Area B	Pre-Kindergarten, Kindergarten, Classrooms
Building; Area C	Kitchen, Multi-Purpose Room, Stage
Site Finish	Hardscape, Landscape, Irrigation, Accessories

Progress This Period:

- Area A; Overall Wood Framing nears completion.
- Area B; Wood Framing continues on 1st and 2nd Floors, Roof Framing is underway.
- Areas A & B; Electrical, Mechanical, Plumbing and Fire Sprinkler Rough-Ins continue as areas are developed.
- Area C; Slab-On-Grade and Stage Floor Slab complete; Concrete Recessed Floor Curbing complete; Nailer, Glue-Laminated Beam Placement, and Wall Plate Placement underway.
- Site; Retaining Wall #1 complete and Retaining Wall #2 underway; Flow-Through Planter Construction continues.

Anticipated Progress Next Period:

- Area A; complete Wood Framing. Commence Roof Underlayment and Placement of Window Flashing Assemblies.
- Area B; Wood Framing nears completion.
- Areas A & B; Continue Electrical, Mechanical, Plumbing and Fire Sprinkler Rough-Ins..
- Area C; Nailers & Glue-Laminated Beam Placement complete. Commence Roof Framing.
- Site; complete Retaining Wall #2 and Flow-Through Planters

Schedule Assessment/Update:

Construction Duration (Calendar Days):	618
Construction Calendar Days Elapsed:	354
Construction Calendar Days Remaining:	264
Percent of Contract Calendar Days Elapsed:	57%
Percent of Construction Completed:	47%

Percentage of Work Done

Total Project

Site Development	20%
Building; Area A	57%
Building Area B	25%
Building; Area C	15%
Site Finish	3%

Proposed Changes:

- Miscellaneous issues resulting from AOR issued ASI's and GC RFI Process.
- Impact of Adverse Weather & Site Conditions and possible relationship with Dimensional issues.

General Comment:

- Schedule Recovery continues.

Progress Photos: 9/15/2010



Area A - Library & Tower Roof Framing Near Completion



Area C - Wall Plate Placement @ Concrete Floor Curbing



Area C; Glue-Laminated Beam Over Stage is Placed

PROJECT STATUS REPORT

Kennedy High School - Restroom Improvements

Period Ending: 9/22/2010

Scope: Restroom Improvements

Construction Status:

Architect: HMC Architects, Inc.
 Project Manager: Herman Blackmon Jr., Amanco, Inc.
 Project Engineer:
 Contractor: JDS Builders Group, Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr:

Contract Status:

Notice to Proceed:	10/12/2009			
		Original	Approved	Projected
Construction Schedule (days):	424			
Original Completion Date:	12/10/2010			
Projected Completion:	12/10/2010			

Buildings:

300-1, 300-2, 600-1,... Buildings 100-800 Restrooms
 Phase 2 Restrooms

Progress This Period:

- Substantial Completion - Phase 2
- Punchlist - Phase 2 - 80%
- Rough MEP - Phase 3 - 100%
- Wood Framing - Phase 3 - 100%
- Mortar Bed Placement - Phase 3 - 100%
- Concrete Pour - Phase 3 - 100%
- Rough MEP - Phase 3 - 100%
- Ceramic Tile - Phase 3 - 100%
- Plumbing Fixtures - Phase 3 - 10%
- Bathroom Accessories - Phase 3 - 10%

Anticipated Progress Next Period:

- Complete Project

Schedule Assessment/Update:

Construction Duration (Calendar Days):	424
Construction Calendar Days Elapsed:	355
Construction Calendar Days Remaining:	69
Percent of Contract Calendar Days Elapsed:	83%
Percent of Construction Completed:	90%

Percentage of Work Done **90%** **Total Project**

Proposed Changes:

- Replace Privacy Locks in Staff Bathrooms with Keyed Locks
- Add Deadbolt Lock to Public Gym Bathrooms

General Comment:

Progress Photos: 9/22/2010



Coaches bathroom shower



Grout work in coaches bathroom



Daycare toilet room

PROJECT STATUS REPORT

King Elementary School - Increment 2 New Construction

Period Ending: 9/22/2010

Scope: Phase 1: Construction of new school buildings and site work

Construction Status:

Architect: Quattrocchi Kwok Architects
 Project Manager: Alaric Robinson
 Project Engineer: Eddie Law, SGI Construction Management
 Contractor: West Bay Builders
 Inspector: Mark Eriksen
 WCCUSD Mgr:

Contract Status:

Notice to Proceed: 03/25/2009

	Original	Approved	Projected
Construction Schedule (days):	720	9	129
Original Completion Date:	03/15/2011		
Projected Completion:	7/22/2011		

Buildings:

A Single Story - classrooms, library and admin areas
 B Two Story - classrooms
 C Single Story - multi-use with stage and kitchen

Progress This Period:

- Building A:
- Stucco completed; sun shades; canopy; interior painting; install & tape tack-walls; paint interior & exterior wood trims; cabinets; furnaces; pull electrical & data wires; interior door & hardware install; ceiling grid; light fixtures; sprinklers
- Building B:
- Stucco completed; sun shades; interior painting; install tack-walls; cabinets; furnaces; elevator; ceiling grid & tiles; gypcrete; sprinklers; tile & grout bathrooms
- Building C:
- Stucco completed; interior painting; ducts; sprinklers; kitchen floor urethane; FRP panels; food service equipments; stage chair lift, handicap ramp forms
- Site:
- Remove scaffold, site clean-up & grading; seat walls, mow band & courtyard colored concrete; electrical signage board & light pole bases; irrigation lines; PG&E transformer; EBMUD water line connection; data line

Anticipated Progress Next Period:

- Building A:
- Door install and hardware; flooring; wall coverings; light fixtures; permanent power; start-up of furnaces; sprinkler drops and trims; cabinet accessories; drop ceiling tiles; asphalt shingles; low slope roof punch-list
- Building B:
- Door install and hardware; flooring; tape tack-boards and wall coverings; complete furnace install and start-up; sprinkler drops and trims; cabinets; elevator; ceiling grids; pull data and electrical wires; light fixtures
- Building C:
- Interior painting; ducts; sprinkler drops and trims; connect food service equipments; FLP panels; light fixtures
- Site:
- Storm drain tie-in; irrigation lines; exterior light fixtures; soil amendments; flatwork; mow bands and planters

Schedule Assessment/Update:

Construction Duration (Calendar Days):	720
Construction Calendar Days Elapsed:	546
Construction Calendar Days Remaining:	174
Percent of Contract Calendar Days Elapsed:	75%
Percent of Construction Completed:	70%

Percentage of Work Done 70% Total Project

Proposed Changes:

General Comment:

Progress Photos: 9/22/2010



Building A Main Entrance: Canopy



Building B 2nd Floor: Ceiling Tiles & Tack-wall



Site: Courtyard, Shades, Play Structure Curb

PROJECT STATUS REPORT

Nystrom Elementary School - Multipurpose Room

Period Ending: 9/22/2010

Scope: Construction of a new 13,800 SF Multipurpose Room, demolition of existing upon completion, related site work and playground.

Construction Status:

Architect: Interactive Resources
 Project Manager: Sonya Perkins, SGI Construction Management
 Project Engineer: Eddie Law, SGI Construction Management
 Contractor: John Plane Construction
 Inspector: Kris Gilbert / Brad Williamson
 WCCUSD Mgr:

Contract Status:

Notice to Proceed:	07/26/2010	Original	Approved	Projected
Construction Schedule (days):	515			
Original Completion Date:	12/23/2011			
Projected Completion:	12/23/2011			

Buildings:

Single Story Multi-use - library, classroom, computer lab & kitchens

Progress This Period:

Mobilized; grade and paved teacher's temporary parking lot; perimeter fencing; demolition of storage shed; underground sewer and storm drain; lime treat and grade building pad; survey; main underground plumbing excavation

Anticipated Progress Next Period:

Install main underground plumbing; excavate and install UG electrical; layout and excavate footings; rebar and pour footings; form slab; under slab electrical and plumbing; rebar and pour slab

Schedule Assessment/Update:

Construction Duration (Calendar Days):	515
Construction Calendar Days Elapsed:	58
Construction Calendar Days Remaining:	457
Percent of Contract Calendar Days Elapsed:	11%
Percent of Construction Completed:	8%

Percentage of Work Done **8 %** **Total Project**

Proposed Changes:

Unforeseen underground conditions at sanitary sewer and storm drain lines, premium time for lime treatment activities

General Comment:

Strive to minimize noise disruption to adjacent LPS High and Nystrom Elementary school. Inform and alert principals of upcoming construction activities

Progress Photos: 9/22/2010



Storm Drain Line Install



Building Pad Lime Treatment



Underground Plumbing Excavation

PROJECT STATUS REPORT

Pinole Middle School - Modernization Phase II

Period Ending: 9/23/2010

Scope: Modernization Phase II

Construction Status:

Architect: Powell and Partners
 Project Manager:
 Project Engineer: Jeffery Feldman
 Contractor: Alpha Bay Builders, Inc.
 Inspector: Kris Gilbert
 WCCUSD Mgr: Karim Nassab

Contract Status:

Notice to Proceed:	10/05/2009			
		Original	Approved	Projected
Construction Schedule (days):	425			
Original Completion Date:	12/04/2010			
Projected Completion:	3/30/2011			

Buildings:

Building A	Buildings A-1 thru A-5
Building M	Kitchen

Progress This Period:

- Retaining wall complete
- Storm drain system complete
- Insulation complete
- Sanitary sewer system complete
- Fire access road complete

Anticipated Progress Next Period:

- Complete parking lot Complete
- Dry wall complete
- Electrical, data, fire alarm and PA systems complete
- Concrete flat work in Court yard Complete
- Concrete flat work at building exterior complete

Schedule Assessment/Update:

Construction Duration (Calendar Days):	425
Construction Calendar Days Elapsed:	365
Construction Calendar Days Remaining:	60
Percent of Contract Calendar Days Elapsed:	85%
Percent of Construction Completed:	65%

Percentage of Work Done **65%** **Total Project**

Proposed Changes:

Ceiling type changes in building A-1 administration area.
 3 additional fire dampers required in building A-1.

General Comment:

Pushing to get buildings water tight and parking lot paved prior to rainy season.

Progress Photos: 9/23/2010



sub grade prep for courtyard



Footing for concrete ramp at Band Room



Power and data systems conduit installation

PROJECT STATUS REPORT

Richmond High School - HVAC (ERP)

Period Ending: 9/23/2010

Scope: Richmond High School ERP Project

Construction Status:

Architect: HMR Architects
 Project Manager: Hector DeLeon, SGI Construction Management
 Project Engineer:
 Contractor: West Coast Contractors
 Inspector: Brad Williamson
 WCCUSD Mgr: Joe Mayes

Contract Status:

Notice to Proceed: 5/24/2010

	Original	Approved	Projected
Construction Schedule (days):	258		258
Original Completion Date:	2/6/2011		
Projected Completion:	12/9/2010		

Buildings:

Main Building	New HVAC units in each classroom
Nothern Parking Lot	New trash enclosure and asphalt parking lot
Boys Gym	New Bleachers and Drinking fountains
Girls Locker Room	New Boiler and Windows
Site Furnishing	Tables and Benches

Progress This Period:

Completion of HVAC units in each classroom. Roof patching and roof coating nearly complete. Girls gym boiler installed. Speaker renovation in main building. Approved differed approval of New Bleachers from DSA.

Anticipated Progress Next Period:

Contractor is has scheduled the installation of the bleachers upon delivery on November 12, 2010. The windows in Girls locker room windows and completion of the trash enclosure will be complete during this time

Schedule Assessment/Update:

Construction Duration (Calendar Days):	258
Construction Calendar Days Elapsed:	178
Construction Calendar Days Remaining:	80
Percent of Contract Calendar Days Elapsed:	68%
Percent of Construction Completed:	85%

Percentage of Work Done **85%** **Total Project**

HVAC units in each classroom	100%	65%
Northern Parking lot	85%	7%
Boys Gym	5%	15%
Girls Locker Room	85%	10%
Site Furnishing	95%	3%

Proposed Changes:

Trash enclosure modified.

General Comment:

The Contractor is ahead of schedule, completing the interior work on all classrooms for the start of classes on Aug 24, 2010. The Roof coating is nearly complete. The bleachers have been approved by DSA and are in production.

Progress Photos: 9/23/2010



New Heating units in each classroom



New Condensing Units (Air Conditioning) to each classroom



New Trash Enclosure under construction

PROJECT STATUS REPORT

Richmond High School - Security Fencing and Gates

Period Ending: 9/23/2010

Scope: Security Fencing and Gates

Construction Status:

Architect: Baker Vilar Architects
 Project Manager: Hector DeLeon, SGI Construction Management
 Project Engineer:
 Contractor: CF Contracting
 Inspector: Mark Eriksen
 WCCUSD Mgr:

Contract Status:

Notice to Proceed: 03/29/2010
Original Approved Projected
 Construction Schedule (days): 210
 Original Completion Date: 10/25/2010
 Projected Completion: 10/15/2010

Buildings:

Perimeter fencing and gates
 Southern parking lot

Progress This Period:

Installed Southern Parking Lot front ornamental fencing and gates. Installed new concrete sidewalks and driveways.

Anticipated Progress Next Period:

Completion of all pedestrian and vehicular gates. Project punch list will be completed.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	210
Construction Calendar Days Elapsed:	178
Construction Calendar Days Remaining:	32
Percent of Contract Calendar Days Elapsed:	84%
Percent of Construction Completed:	94%

Percentage of Work Done	94%	Total Project
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Perimeter Fencing	96%	60%
Southern Parking lot	100%	20%
Vehicular Gates	80%	10%
Pedestrian Gates.	80%	10%

Proposed Changes:

Northwestern gate at Hayes street entrance changed from swinging to sliding gate due to new asphalt grade changes. Gate added to the ornamental gate which will provide students access to the Art room building from the main parking lot

General Comment:

Contractor is ahead of schedule and has worked overtime to complete the front parking lot for staff and parents drop off before school started Aug 24, 2010

Progress Photos: 9/23/2010



New ornamental fence at 23rd street



New pedestrian sidewalk



New reconfigured main parking lot