

**WEST CONTRA COSTA  
UNIFIED SCHOOL DISTRICT**

**BOARD OF TRUSTEES**



**MISSION STATEMENT**

WCCUSD, in partnership with the community, serves the whole child, preparing every student to succeed in higher education, career, and life by pairing high quality academics with social, emotional, and wellness support.

*“Whole Child, Whole Community”*

**MEETING OF  
March 4, 2015**

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
MEETING AGENDA  
MARCH 4, 2015**

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**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](http://www.wccusd.net).

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.

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**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 recordings 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.

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**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.

**Order of Business:** **ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

**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.

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"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 from Gateway High School**
- B.5 Report/Ratification of Closed Session**
- \* **B.6 Agenda Review and Adoption** (Public Comment)
- \* **B.7 Minutes:** February 11, 2015
- \* **B.8 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.

**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 Acceptance of Donations**

Comment:

The District has received donations as summarized, dated March 4, 2015.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

\*CI **C.2 Approval of Fund-Raising Activities**

Comment:

The planned fund-raising events for the 2014-15 school year are summarized, dated March 4, 2015.

Recommendation:

Recommend Approval

Fiscal Impact:

Additional revenue for schools

**\*CI C.3 Contracts**

Comment:

Permission is requested of the Board of Education to approve the contracts as detailed, dated March 4, 2015.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per contracts summary

**\*CI C.4 Notice of Completions: Bid 1151201-05 Dover Elementary School Parking Improvements & Site Work, Bid 1461206-10 Ohlone Elementary School Playground & Parking Lot Completion Phase 4**

Comment:

Substantial completion notices have been received for: Bid 1151201-05 and Bid 1461206-10.

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:

EVRA Construction, Bid 1151201-05 Dover Elementary School Parking Improvements & Site Work.  
BHM Construction, Bid 1461206-10 Ohlone Elementary School Playground & Parking Lot Completion Phase 4.

Recommendation:

Recommend approval of these notices of completion

Fiscal Impact:

None

**\*CI C.5 Resolution No. 60-1415: Directing Preparation of Annual Engineer's Report - MRAD**

Comment:

In order to make a determination of improvements and any substantial changes proposed to be made to the existing improvements of the district's public recreational facilities, a resolution directing preparation of an annual engineering report is required, including a list of schools for which the improvements will be made during the fiscal year 2015-2016.

Staff recommends approval of this resolution for purposes of the Maintenance Recreation and Assessment District in accordance with Sections 22565 et seq., of the Landscaping and Lighting Act of

1972, (Streets and Highways Code Section 22565 et seq.). Once the report has been completed, it will be presented to the Board for preliminary approval.

Recommendation:

Recommend approval of this resolution for MRAD

Fiscal Impact:

Revenue for MRAD Fund

**\*CI C.6 Routine Personnel Changes – Classified**

Comment:

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

Recommendation:

Ratify and Approve Classified Personnel Changes

Fiscal Impact:

None

**\*CI C.7 Uniform Complaint Procedures - Board Policy 1312.3 – Community Relations**

Comment:

The Human Resources Department has worked to revise Board Policy 1312.3 – Community Relations; specifically to meet the federal and state requirements on how the District processes the UCP complaints.

Included in the updated language is the requirement to allow for uniform complaints as they pertain to the procedural implementation of the Local Control Accountability Plan (LCAP).

For background information the Administrative Regulation is provided outlining procedures to be followed in following through on Uniform Complaints.

Recommendation:

That the Board approve the modifications to Board Policy 1312.3

Fiscal Impact:

None

**\*CI C.8 Secondary Extended Learning Online Curriculum Grades 6 -12**

Comment:

The online curriculum “Edmentum” will be used in the 2015 Extended Learning (Summer School) Program for grades 6 -12. The Common Core-aligned program is interactive and integrates the use of technology. The platform provides instruction in the core content areas of English, History/SS, Math, Science, Spanish, CAHSEE, CTE and intervention programs. The blended learning approach provides students opportunity to engage with technology and is customized to meet student’s individual learning needs.

Edmentum is also used for the Credit Recovery online program for American Government for the 2014-15 school year, and DeAnza High School is piloting the intervention program during the 2014-15 school year.

Recommendation:

Recommend Approval

Fiscal Impact:

\$140,138 (Title 1, General Fund, School Improvement Grant)

**\*CI C.9 Resolution No. 61-1415: Arts in Education Month – March 2015**

Comment:

This resolution proclaims the month of March as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

Recommendation:

Recommend Approval

Fiscal Impact:

None

**\*CI C.10 Resolution No. 62-1415: Women’s History Month – March 2015**

Comment:

This resolution proclaims the month of March as Women’s History Month and encourages all educational communities to commemorate this time with appropriate instructional activities.

Recommendation:

Recommend Approval

Fiscal Impact:

None

**\*CI C.11 Resolution No. 65-1415: California Adult Education Week – March 24-27, 2015**

Comment:

The administration, teachers and students of the West Contra Costa Adult School are recognized for their efforts and accomplishments.

Recommendation:

Recommend Approval

Fiscal Impact:

None

**\*CI C.12 Oregon Shakespeare Festival, March 6th-March 8th, 2015**

Comment:

The El Cerrito High School's Advanced Theatre class will have the chance to go to the Oregon Shakespeare Festival. While there they will attend professional productions of Guys and Dolls and Much Ado About Nothing, and they will have the opportunity to have discussions during the retreat about the inner workings of theatre, career paths and networking. The students will be able to analyze each piece and compare and contrast as they are seeing each work side by side.

Recommendation:

Recommend Approval

Fiscal Impact:

No fiscal impact, money has been raised through various school fundraisers and donations.

**\*CI C.13 Upgrade infrastructure at Kennedy HS, Crespi MS and Richmond HS**

Comment:

The current infrastructure at Kennedy HS, Crespi MS and Richmond HS is antiquated and will not support newer technologies. In addition, the current infrastructure does not have the capability to take advantage of our new 10 Gbps network which hampers teachers as they try to take advantage of streaming video or other internet applications relevant to the curriculum. A recent inventory of these sites found that the wiring was not up to standard, the equipment was antiquated and there were many “band-aide” approaches to keep the network operational. In addition, the wireless coverage at Richmond HS and Crespi MS is poor and there are not enough connections “drops” per classroom for the amount of phones and computers needed. All lab wiring will be updated as well. This initiative was discussed with the Technology Subcommittee on both January 12 and February 9, 2015.

The District solicited competitive bids for the project. The RFP was advertised on December 1, 2014 and closed February 9, 2015. Four vendors submitted bids through the ERATE 470 process. Of these four vendors, two were deemed unresponsive as they did not follow the guidelines of the RFP. The two remaining vendors were DecoTech Systems and Development Group Inc. The bids are as follows: DecoTech System \$2,306,529.29; Development Group Inc \$2,433,735.01.

ERATE will fund \$332,662.50 of the project based on the following funding formula: Site enrollment x \$150 x district free and reduced meal discount. Bond funds will be used for the remaining amount of \$1,973,866.79.

The lowest responsive, responsible bidder is DecoTech Systems.

Recommendation:

Ratify the award to the lowest responsive, responsible bidder: DecoTech System.

Fiscal Impact:

\$1,973,866.79. Funded from Bond Funds.

**\*CI C.14 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

Fiscal Impact:

Total for this action: \$253,946. Funding sources are Bond Fund and Fund 40.

**\*CI C.15 Approval of Negotiated Change Orders**

Comment:

Staff is seeking approval of Change Orders on the following current District construction projects: Coronado ES New School; Kennedy HS Richmond Swim Center; Korematsu MS New Building; Sylvester Greenwood Academy & LPS Richmond School; Montalvin Manor ES New Classroom Building; Ohlone ES Phase 1 New Classroom. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board approval is the final step required under state law in order to complete payment and contract adjustment.

In accordance with Public Contract Code 20118.4, the Board, by approving 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:

Approve negotiated Change Orders as noted

Fiscal Impact:

Total approval by this action: \$407,219.18

**\*CI C.16 Approval of Negotiated Change Orders – M&O**

Comment:

Staff is seeking approval of Change Orders on the following current District construction project: ITC Roof and HVAC Renovation. Change Orders are fully executed by the District upon signature by the Superintendent's designee. The Board approval is the final step required under state law in order to complete payment and contract adjustment.

In accordance with Public Contract Code 20118.4, the Board, by approving 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 to have this work completed by the contractor on the project.



Recommendation:

Approve negotiated Change Orders as noted

Fiscal Impact:

Total approval by this action: \$2,763.00

**\*CI C.17 Ratification of Memorandum of Understanding with City of El Cerrito to complete renovation project of the athletic field located at Castro Park**

Comment:

The construction of the Fred T. Korematsu (formerly Portola at Castro) Middle School commenced in May 2013. Scope included the installation of a new storm water line that crossed north through Castro Park. The property is owned by WCCUSD, and used by the City through a Joint Use Agreement. The work at the field was completed in September 2014, however, new and existing field conditions are now inconsistent, creating a desire by the City to improve playing surface and environment for baseball, softball, and other athletic programs offered. WCCUSD has agreed to contribute to the costs of these improvements. The field will be used by the students of Korematsu for their athletic programs during the school day.

Project improvements include: replacement of irrigation system, grading, new sod, landscaping, fencing, paths, bleachers, and backstops.

Recommendation:

Ratification of Memorandum of Understanding

Fiscal Impact:

\$200,000 (from Portola/Korematsu Middle School Bond Budget)

**\*CI C.18 Approval of Board Member Travel**

Comment:

Board Bylaw 9250 stipulates members of the board shall be reimbursed for allowable expenses incurred in attending any meetings or in making any trips on official business of the school district when so authorized in advance by the Board of Education. (Education Code 35044). Board Member Madeline Kronenberg has expressed interest in attending the following:

- California Charter Schools Conference, Sacramento, CA, March 16-19, 2015

Costs of \$1,136.82 for this travel include registration and hotel. This will leave a remaining balance of \$1,060.31 in the In-State Travel budget.

The beginning budget for Out of State Travel was \$28,000. The current balance is \$13,666.07. The beginning budget for In-State Travel was \$20,000. The current balance is \$1,060.31.

Recommendation:

Recommend Approval

Fiscal Impact:

\$1,136.82 from the General Fund

**\*CI C.19 Resolution No. 57-1415: In Support of the Implementation of the Common Core State Standards**

Comment:

There is a need to reaffirm the District's commitment to implementing the Common Core State Standards

Recommendation:

Recommend Approval

Fiscal Impact:

None

**\*CI C.20 Citizens' Bond Oversight Committee (CBOC) Appointment: Antonio Medrano**

Comment:

With the resignation of Mr. James Oakley, Superintendent Harter nominates Mr. Antonio Medrano to fill the Senior Citizen position on the Citizens' Bond Oversight Committee. Mr. Medrano previously served on the CBOC as well as on the Board of Education.

Recommendation:

Recommend appointment as noted.

Fiscal Impact:

None

**D. AWARDS, RECOGNITIONS, AND REPORTS**

**\* D.1 National Board for Professional Teaching Standards (NBPTS) Certification Recognition**

Comment:

The National Board for Professional Teaching Standards (NBPTS) is a professional development program which seeks to elevate the status, voice and role of accomplished teachers in shaping a true profession. This advanced teaching credential compliments our teachers' California teaching credential. This credential requires submission of extensive portfolio entries, including video recordings and examples of student work. In addition, teachers must demonstrate in-depth content knowledge in response to rigorous exercises for chosen certificate areas.

Tonight the following teachers will be recognized for accomplishing this significant achievement:

Maria Aguila	Shannon Elementary
Pat Simon	Montalvin Elementary

Recommendation:

For Recognition

Fiscal Impact:

None

\* **D.2 Update on District After School Programs**

Comment:

An update will be given to the Board on the services provided to the students in our district by the After School Program. Staff will share on the progress and achievements of the program.

Recommendation:

For Information Only

Fiscal Impact:

None

\* **D.3 Report on the Full Service Community Schools**

Comment:

In an ongoing effort to provide Full Service Schools to the students and community of West Contra Costa Unified School District, staff will report on the programs and services that are currently being offered.

Recommendation:

For Information Only

Fiscal Impact:

None

**E. COMMITTEE COMMUNICATIONS**

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

\* **E.1 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  
Citizens’ Bond Oversight Committee  
College and Career Readiness Academies  
Community Budget Advisory Committee  
Facilities Subcommittee  
Ivy League Connection  
Public Employees Local 1

Safety and School Climate Committee  
School Supervisors Association Local 21  
Technology Subcommittee  
United Teachers of Richmond  
West Contra Costa Administrators Association  
Youth Commission

\* **E.2 Superintendent’s Report**

\* **E.3 In Memory of Members of the School Community**

Comment:

The District would like to take time to recognize the contributions of members of our school community who have passed away. The District requests the community to submit names to be reported as a regular part of each agenda.

Mr. Gene Trepagnier taught junior high and middle school students for 33 years from 1968 to 2001 spending most of his career at Juan Crespi Middle School. He will be remembered as a special teacher.

Vivienne Richardson, retired School Secretary from Cesar Chavez School and mother of former teacher Donald Richardson, passed away. Ms. Richardson worked for the District from 1974 to 2009.

Reverend Wallace Riches, former pastor of Pt. Richmond Methodist Church and father of DeAnza Instructional Specialist Tamea Enos and father-in-law of Board Member Randy Enos, passed away. Reverend Wallace was ordained in 1966 and pastored churches throughout the Bay Area and Central California.

Mr. Willie Calvin worked as a District Police Officer from 1972 through 1995, retiring with 23 years of service. Mr. Calvin served with twelve officers policing District schools. He was very involved in youth sports activities.

Our thoughts go out to the family and friends in the loss of their loved one.

Recommendation:

For Information Only

Fiscal Impact:

None

**F. ACTION ITEMS**

\* **F.1 Richmond College Preparatory (RCP) School Renewal Hearing**

Comment:

In July 2005, an initial Charter Petition was submitted to open Richmond College Preparatory Charter Elementary. A revised petition was submitted in October, and approved by the Governing Board in November of 2005. In July of 2010 the Board voted to grant a renewal. On January 21, 2015 the Board heard a presentation from the petitioners, and public comment concerning a renewal.

Staff reviewed evidence, and made a formal visit to evaluate the program.

This hearing is to consider and vote on a renewal.

Recommendation:

Staff recommends a renewal for the Richmond College Preparatory School for 5 years.

Fiscal Impact:

Cost recovery for charter operation and lost ADA for students attending the charter school.

\* **F.2 2015 CSBA Delegate Assembly Election**

Comment:

The California School Boards Association (CSBA) has issued its ballot for candidates for Delegate Assembly, Subregion 7-A (Contra Costa County), to serve a two-year term beginning April 1, 2015 to March 31, 2017. The ballot provides for the Board to vote for three candidates.

The Board of Education is recommending casting votes for Valerie Cuevas and Madeline Kronenberg as representatives from Subregion 7-A (Contra Costa County) for the CSBA 2015 Delegate Assembly.

Recommendation:

Cast ballot for Subregion 7-A representatives to the CSBA 2015 Delegate Assembly.

Fiscal Impact:

None

**G. DISCUSSION ITEMS**

\* **G.1 Manzanita Charter Middle School Renewal Hearing**

Comment:

The District approved the Manzanita charter petition in the year 2000 for a term of 5 years. The Board renewed the Charter petition for 5 years in March 2005, and again in March of 2010.

This hearing is to consider the level of community support, preliminary data and pertinent information to support renewal of a charter petition. Following review of the Charter petition and supporting documents, and a written staff recommendation, the Board will make a decision concerning renewal at the April 1, 2015 meeting.

Recommendation:

For the Board to consider the renewal application for Manzanita Charter Middle School.

Fiscal Impact:

Cost recovery for charter operation and lost ADA for students attending the charter school.

**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 – March 18, 2015

**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**

**March 4, 2015**

**1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR**

**2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION**

[Government Code Section 54956.9(d)(1)]

- a. California Charter School Association v. WCCUSD
- b. Contra Costa County Superior Court Case No. C13-01676

**3. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION/SIGNIFICANT EXPOSURE TO LITIGATION**

[Government Code Section 54956.9(d)(2) or (d)(3)]

Three cases

**4. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION/INITIATION OF LITIGATION**

[Government Code Section 54956.9(d)(4)]

One case

**5. LIABILITY CLAIMS (Government Code Section 54956.95)**

**6. 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

**7. PUBLIC EMPLOYEE APPOINTMENT**

Reassignment of Administrators

**8. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code Section 54957)**

**9. STUDENT DISCIPLINE (Education Code Section 35146)**

Expulsions

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

Resolution No. 59-1415 Non-Reelection of Probationary Certificated Employees  
Release of Temporary Certificated Employees

**11. 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:** March 4, 2015

**From:** Bruce Harter  
Superintendent

**Agenda Item:** A.7

**Subject:** Reassignment of Administrators

**Background Information:**

The staff recommends to the Governing Board that notice be given to reassign fourteen (14) Administrators for the 2015-2016 school year, pursuant to California Education Code Section 44951.

Vice Principal	3.00 FTE
Assistant Principal	1.00 FTE
K-12 Instructional Specialist	2.00 FTE
Principal, Alternative Education	2.00 FTE
Principal, Elementary School	3.00 FTE
Principal, Middle/Junior High School	1.00 FTE
Executive Director K-12	2.00 FTE

**Recommendation:** Recommend Approval

**Fiscal Impact:** To be determined

**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**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

**From:** Kenneth L. Whittemore, *KLW*  
Assistant Superintendent Human Resources

**Agenda Item:** A.10

**Subject:** Resolution No. 59-1415 Non-Reelection of Probationary Certificated Employees

**Background Information:** In order to non-reelect probationary teachers, the Board must take action pursuant to Education Code Section 44929.21. Thereafter the Superintendent is authorized to send a notice to the identified probationary teachers.

**Recommendation:** Recommend Approval

**Fiscal Impact:** None

**DISPOSITION BY BOARD OF EDUCATION**

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

**RESOLUTION OF THE BOARD OF EDUCATION OF  
THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT REGARDING NON-REELECTION  
OF  
PROBATIONARY CERTIFICATED EMPLOYEES**

**RESOLUTION NO. 59-1415**

WHEREAS, Education Code section 44929.21 permits a governing board of a school district to notify an employee serving the district in a position requiring certification qualifications, on or before June 30 of the employee's first complete consecutive school year of employment of the decision not to reelect the employee to such a position for the next succeeding school year.

WHEREAS, Education Code section 44929.21 requires a governing board of a school district to notify an employee serving the district in a probationary position requiring certification qualifications, on or before March 15 of the employee's second complete consecutive school year of employment of the decision not to reelect the employee to such a position for the next succeeding school year.

NOW, THEREFORE, it is hereby resolved and ordered by the Board of Education:

The Board of Education hereby determines that the following employees be and hereby are not reelected for employment for the next succeeding school year.

The Board of Education hereby directs the Superintendent or designee to send the appropriate written notices in accordance with the provisions of Education Code section 44929.21 which shall be served in accordance with those laws.

PASSED AND ADOPTED this 4<sup>th</sup> day of March 2015 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed, and adopted at the time and place and by the vote stated.

\_\_\_\_\_  
Secretary to the Board of Education

Date: \_\_\_\_\_

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

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

**From:** Kenneth L. Whittemore, *KLW*  
Assistant Superintendent Human Resources

**Agenda Item:** A.10

**Subject:** Release of Temporary Certificated Employees

**Background Information:** In order to release temporary teachers, the Board must take action pursuant to Education Code Section 44954. Thereafter the Superintendent must notice the identified temporary teachers.

**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  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

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

**Agenda Item:** B.4

**Subject:** Presentation of Student Board Representative from Gateway High School

**Background Information:**

A Student Board Representative from Gateway High School will attend the Board of Education on March 4, 2015. We would like to recognize and commend their 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

Agenda Item B.7

February 11, 2015

**A. CLOSED SESSION**

**B. OPENING PROCEDURES**

President Groves called the meeting to order at 5:30 P.M. The Board recessed into Closed Session. President Groves called the Public Session to order at 6:37 P.M.

**B.1 Pledge of Allegiance**

President Groves led the Pledge of Allegiance.

**B.2 Welcome and Meeting Procedures**

President Groves offered welcome and instructions to the public regarding the meeting

**B.3 Roll Call**

**Board Members Present:** Liz Block, Valerie Cuevas, Randall Enos, Todd Groves, Madeline Kronenberg

**Staff Present:** Mark Bonnett, Executive Director Bond Finance; Steve Collins, SELPA Director; Linda Delgado, Vista High School Principal; Julio Franco, Executive Director K-12; Luis Freese, District Engineer; Sheri Gamba, Associate Superintendent Business Services; Wendell Greer, Associate Superintendent K-Adult Schools; Bruce Harter, Superintendent; Debbie Haynie, Executive Secretary; Joshua Herrera, Electronics Technician; Charles Johnson, Campus Safety Officer, Renee Lama, Hercules Middle School Principal; Lisa LeBlanc, Associate Superintendent M & O/Bond Program; Mimi Melodia, Coordinator EL Services; Sonja Neely-Johnson, Coordinator Education Services; Mary Phillips, Chief Technology Officer; Nia Rashidchi, Assistant Superintendent Educational Services; Liz Torio, Director Education Services; Reyna Touriel, Translator; Ken Whittemore, Assistant Superintendent Human Resources

**B.4 Presentation of Student Board Representative from Vista High School**

Ms. Nichole Aiwaz provided a report of activities at Vista High School.

**B.5 Report/Ratification of Closed Session**

Superintendent Harter asked the Board to ratify action taken in Closed Session to appoint Mr. Vincent Meyer to the position of Executive Director Maintenance & Operations.

**MOTION: Mr. Enos moved to ratify action taken in Closed Session to appoint Mr. Vincent Meyer to the position of Executive Director Maintenance & Operations. Ms. Kronenberg seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

Superintendent Harter asked the Board to ratify action taken in Closed Session to approve a settlement agreement regarding the Cal200 case.

**MOTION: Ms. Cuevas moved to ratify action taken in Closed Session to approve a settlement agreement regarding the Cal200 case. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**B.6 Agenda Review and Adoption**

President Groves asked the Board to consider amending the agenda by moving items D.1, D.2 and F.5 to follow B.6.

**MOTION: Ms. Kronenberg moved approval of the agenda as amended. Ms. Block seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Nichole Aiwaz (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**D.1 African-American History Month School Presentations and Celebrations**

Superintendent Harter introduced Dr. Desmond Carson, physician with Doctors Medical Center, who provided a motivational speech about African American History and living in the community. Ms. Rashidchi introduced Hercules Middle School Principal Ms. Renee Lama who served as mistress of ceremonies for the Black History program events of the evening.

Student performers from Ford Elementary, the Bright Futures Center, DeJean Middle, Hercules Middle, El Cerrito High, Pinole Valley High, and Richmond High Schools presented a diverse Black History celebration.

**Public Comment:**

None

**Board Comment:**

None

Student Board Representative Nichole Aiwaz left the meeting for the evening.

**D.2 Report on Rising Scholars a partnership with the Young Scholars Program**

Mr. Greer introduced Ms. Jacqueline Rushing who spoke about the Rising Scholar program. She spoke of the five year commitment with District high schools in supporting young men of color to go to college. She detailed the various levels of support including scholarship, family, counseling and social/emotional support to students. Ms. Rushing talked about the association with the District as a part of a cohort of five districts. Mr. Thomas Scott spoke of his work with students in the program since 2012 and introduced several young men. He detailed the pullout program, as well as working with counselors and students to assist young men to get to and through college successfully. DeAnza Senior James Carter spoke about what the program has offered him.

**Public Comment:**

None

**Board Comment:**

Ms. Kronenberg offered congratulations to Ms. Rushing and spoke of the incredible work with young men, and the commitment of their families. She wished the students success on their upcoming college tour trip.

Mr. Enos spoke about the importance of supporting the young men and asked them to share the information they learn with the community upon return. He wished them well.

Ms. Cuevas wished the young people a successful trip. She said she hoped to see some of them seated on the Board of Education one day.

President Groves thanked Ms. Rushing and Mr. Scott, as well as those who support the young men and the investment in the community. He wished them a successful trip.

**F.5 Renaming of Gompers High School**

Superintendent Harter spoke about the recommendation from a Board subcommittee regarding the renaming of Gompers High School. Mr. Enos explained the process and the three public hearings held throughout the District. He said that selecting Mr. Sylvester Greenwood as the namesake of the school was a good idea and was supported throughout the process. Ms. Cuevas said that this issue had come to the Board and she was enlightened by speakers at the public hearings. She spoke about honoring a local hero who made a significant contribution to the students of the community.

**Public Comment:**

None

**Board Comment:**

None

**MOTION: Mr. Enos moved approval of Renaming of Gompers High School as the Sylvester Greenwood Academy. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

President Groves asked the Board to consider moving item F.1 up to next on the agenda.

**MOTION: Ms. Kronenberg moved approval of amending the agenda to move item F.1 up. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0.**

**F.1 Consider the Bid for Valley View Elementary School Interim Housing Project**

Ms. LeBlanc provided a report about the planned replacement of the Valley View campus including temporary housing. She detailed the bond funds spent since 1998 and remaining bond authority to be available at some point in the future. She provided information about current construction projects as well as actively pending projects.

**Public Comment:**

Sherrod Blankner, Tracy LaFreniere, Mike Parker, Steve Chamberlain, Alexandra Buckner, Tony Aquilino, Saidah Said, Bill Lindsay, Alton Chinn, Ben Gill, Jeanine Cutino, Veronica Garcia-Luis, Robert Studdiford

**Board Comment:**

Ms. Cuevas asked about completed projects. Superintendent Harter responded that 41 construction projects were completed or currently under construction with a total \$1.2 billion expended. She continued to discuss the cost of the proposed projects as well as the pending bonding authority and the need across the community. She spoke of fiscal prudence when assessing and prioritizing construction projects. Superintendent Harter said the Citizens' Bond Oversight Committee (CBOC) had requested a scenario showing the funds now available and additional funds required to complete current projects as well as completing remaining schools. He said a preliminary report will be presented to the CBOC at their February 25th meeting. Superintendent Harter said this would be the first stage of a larger process involving the CBOC, the community and ultimately the Board in setting priorities about construction projects.

Ms. Gamba explained that an item coming up on the agenda addressed the preliminary statement regarding the March 2015 scheduled sale of bonds and noted that these funds were included in Ms. LeBlanc's presentation. Ms. Gamba detailed the upcoming bond sale as well as another bond sale in two years, explaining cash flow availability.

Ms. Block said she felt badly about the position of families at Valley View, Stege and Fairmont schools awaiting new campuses. She spoke of responsible Board members making fiscally sound decisions. She said that she had visited the sites and seen how much work was needed. She supported delaying action at Valley View and setting clear criteria for prioritization of rebuilding in order to make decisions in a fair, transparent way.

Ms. Kronenberg spoke about being a longtime advocate for rebuilding schools. She said the community has banked \$592 million in funds to rebuild schools. She said she was confident that the funds will be able to rebuild Fairmont, Stege, and Valley View. She spoke about tracking actual costs for construction at Pinole Valley High School verses estimated costs. She said she supported listing projects, matching to bond fund issuances with a time line. She said she supported moving forward with Valley View temporary campus project.

Mr. Enos recalled being a recreation leader at Valley View School in 1971. He said that he supported improving the Valley View campus.

President Groves asked about cost of leasing portables. Ms. LeBlanc addressed a possible delay in building the campus as well as accumulated lease costs for a temporary campus. She said that staff has drafted a list of needs at the current campus in order to keep it operational should the Board decide to delay the project. Ms. LeBlanc detailed the costs of leasing portables including delivery, installation and shut down costs for old campus.

Ms. Cuevas asked whether there was an assumption that a portable campus meant the site was next for rebuilding. Ms. Kronenberg said that a temporary campus would be an improvement for the deteriorating Valley View site.

Ms. Block said that she felt that approving a temporary campus would be driven by an inability to say no. She wanted to consider the District's reputation with the community and demand for transparency to show operating in good faith with tax dollars.

Ms. Gamba spoke about the assumptions that drive cash flow, increased assessed property values and tax rates. She explained that the prioritization should be a Board policy level decision.



**MOTION:** Ms. Kronenberg moved approval of the Bid for Valley View Elementary School Interim Housing Project. Mr. Enos seconded. A roll call vote was taken with Mr. Enos, Ms. Kronenberg, and President Groves voting yes, Ms. Block, and Ms. Cuevas voting no, with no abstentions and no absences. Motion carried 3-2-0-0.

**B.7 Minutes: January 21, 2015; January 28, 2015**

**Public Comment:**

None

**Board Comment:**

None

**MOTION:** Ms. Kronenberg moved approval of the Minutes of January 21, 2015 and January 28, 2015. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

**B.8 Request to Address the Board – Anton Jungherr**

Mr. Anton Jungherr spoke of proposals he presented to the Board at its January 10 retreat and the positive feedback. He recommended that his proposals be placed on the April agenda for approval and acceptance.

**Public Comment:**

None

**Board Comment:**

None

**B.9 WCCUSD Public Comment**

Joanna Pace, Robert Studdiford, Steve Chamberlin, Jen Kamoroni, Ben Steinberg, Lupita Villanueva, Ingrid Lopez, Dulce Galicia, Saray Rios-Hacegaba, Yolanda Lopez, Becky Raikow, Saidah Said, Bobbi Dowling, Jocelyn Rohan, Kristiana Schmidt, Jacqueline Tank, Abbie Schultz, Michael Levy, Mary Flanagan, Jennifer Kelso, Tomasa Espinoza, Dan Romero

Ms. Cuevas left the dais.

**C. BUSINESS ITEM**

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

**C.2 Acceptance of Donations**

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

**C.4 Contracts**

**C.5 Summary of Payroll and Vendor Warrant Reports**

**C.6 Adoption of Resolution No. 55-1415: Replacement of Outdated Warrant**

**C.7 Notice of Completions: Bid 1421223-14 Murphy Elementary School Skylight Replacement, Bid 2101101-08**

**Helms Middle School Environment & Recycling Center, 3621377-02**

**Pinole Valley High School Interim Campus Site Work**

**C.8 Request for Allowance of Attendance and Days – Form J13A**

**C.9 Certificated Provisional Internship Permit (PIP) Request(s)**

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

This item was pulled for a separate vote.

**C.11 Approval of Sabbatical Leave requests for 2015-2016**

**C.12 Approval of School Calendars for 2015-2016, 2016-2017 and 2017-2018**

This item was pulled for discussion and separate vote.

**C.13 New York Wind Band Festival, March 6-March 10, 2015**

**C.14 Certification of Athletic Coaches – Winter Sports**

**C.15 Ratification and Approval of Engineering Services Contracts**

**C.16 Approval of Negotiated Change Orders**

This item was pulled for discussion and separate vote.

**C.17 Citizens' Bond Oversight Committee (CBOC) Appointment: Christine Kelley**

**C.18 Citizens' Bond Oversight Committee (CBOC) Appointment: Madeleine Jen Kin**

- C.19 Citizens' Bond Oversight Committee (CBOC) Appointment: Anton Jungherr**  
This item was pulled for discussion and separate vote.
- C.20 Resolution No. 53-1415: Disability Awareness Month – March 2015**
- C.21 Resolution No. 54-1415: Read Across America - March 2, 2015**
- C.22 Resolution No. 58-1415: Resolution on Local Reserves Cap SB 858, Section 27/California Education Code 42127.01**
- C.23 Approval of Board Member Travel**

**MOTION:** Ms. Kronenberg moved Approval of Consent Items C. 1 – C.9, C. 11, C.13-15, C.17-C.18, and C.20 - C.23. Ms. Block seconded. Ms. Block, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and Ms. Cuevas absent. Motion carried 4-0-0-1.

Ms. Cuevas returned to the dais.

- C.10 Routine Personnel Changes – Classified**  
President Groves asked for a separate vote on this item where he could abstain.

**Public Comment:**  
None

**Board Comment:**  
None

**MOTION:** Ms. Kronenberg moved Approval of Consent Item C. 10, Routine Personnel Changes - Classified. Ms. Block seconded. Ms. Block, Ms. Cuevas, Mr. Enos, and Ms. Kronenberg, voted yes, President Groves abstained, with no absences. Motion carried 4-0-1-0.

Ms. Block left the dais.

- C.12 Approval of School Calendars for 2015-2016, 2016-2017 and 2017-2018**

**Public Comment:**  
Ellen Hartigan-O'Connor

**Board Comment:**  
None

Ms. Block returned to the dais.

**MOTION:** Ms. Kronenberg moved Approval of Consent Item C. 12, Approval of School Calendars for 2015-2016, 2016-2017 and 2017-2018. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Ms. Kronenberg, and President Groves voted yes, Mr. Enos abstained, with no absences. Motion carried 4-0-1-0.

- C.16 Approval of Negotiated Change Orders**

**Public Comment:**  
None

**Board Comment:**  
Ms. Cuevas had questions about change orders and how often the District might receive a credit for change orders. Ms. LeBlanc provided details for clarification.

**MOTION:** Ms. Kronenberg moved Approval of Consent Item C. 16, Approval of Negotiated Change Orders. Mr. Enos seconded. Ms. Block, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, Ms. Cuevas voted no, with no abstentions and no absences. Motion carried 4-1-0-0.

**C.19 Citizens' Bond Oversight Committee (CBOC) Appointment: Anton Jungherr**

**Public Comment:**

Don Gosney, Robert Studdiford, Mike Mahoney, Dan Romero, Brant Fetter, Ben Steinberg

**Board Comment:**

Ms. Cuevas asked if any of the public speakers would currently serve with Mr. Jungherr. She also asked about his public records requests and whether making documents publically available would reduce the number of requests. She said that she supported the appointment as part of the democratic process of engagement.

Ms. Block spoke of high standards and suggestions for improvement. She said that Mr. Jungherr was a good representative to raise CBOC standards. She said she would like to see her nomination to go forward.

Ms. Kronenberg spoke about a previous Board that did not support Mr. Jungherr's appointment to the committee. She said that she did not support renewing his appoint to the committee.

**MOTION: Ms. Block moved Approval of Consent Item C. 19, Citizens' Bond Oversight Committee (CBOC) Appointment: Anton Jungherr. Ms. Cuevas seconded. A roll call vote was taken with Ms. Block, Ms. Cuevas Mr. Enos, and President Groves voting yes, Ms. Kronenberg voting no, with no abstentions and no absences. Motion carried 4-1-0-0.**

**D. AWARDS, RECOGNITIONS, AND REPORTS**

**D.1 African-American History Month School Presentations and Celebrations**

This item was moved to follow item B.6.

**D.2 Report on Rising Scholars a partnership with the Young Scholars Program**

This item was moved earlier on the agenda.

**D.3 College and Career Readiness Update**

Ms. Rashidchi introduced Executive Director Cecilia Mendoza who presented information regarding college and career readiness initiatives. She introduced Mr. Brad Stam, Vice President of Connect Ed, a college and career initiative in the State of California. He spoke of the District being on the leading edge of career technology for school district funding. Ms. Mendoza detailed the Linked Learning pillars to include rigorous academics and integration with technical skills courses, work base learning and support services. Ms. Becky Ross presented information regarding academy advisories and business partners. Ms. Sonja Neely-Johnson spoke about A-G process and courses. Ms. Finy Prak detailed high school counselor support for students.

**Public Comment:**

Ben Gill

**Board Comment:**

Ms. Block spoke about visiting classrooms at DeAnza and seeing engaged students. She said she learned that technology students held a community event promoting free computer repair. She continued to speak about attending the recent linked learning conference and commended Connect Ed for their support. She asked how the Board might support stability in developing academies as promoted through the Local Control Funding Plan. Ms. Mendoza provided further information.

Ms. Kronenberg spoke about Linked Learning and the California partnership academies. Ms. Mendoza spoke about expanding the base of the partnership academies in order to identify at risk students. The intention is that the District's programs are desirable and accessible to all students, providing skills for all students. Ms. Mendoza spoke about the sunseting of current SB70 funding in June 2015. Ms. Mendoza also spoke about the articulation of programs with community colleges.

Ms. Cuevas asked questions about program outcomes. Ms. Mendoza spoke about the A-G courses and students progressing steadily with 85% completion of pathways. Ms. Cuevas continued with remarks about supporting Common Core Standards. Ms. Mendoza said the District is ahead with performance tasks, problem solving, and team development as these activities are already actively taking place. She said it is important to align curriculum with 21<sup>st</sup> century skills.

**D.4 Local Control Accountability Plan (LCAP) Actions/Services Report #3**

Superintendent Harter asked Ms. Rashidchi to present the third report on updates of actions and services from LCAP. Ms. Rashidchi introduced staff who presented information regarding ten areas of the LCAP plan. Ms. Liz Torio and Mr. Julio Franco presented information regarding actions and services regarding assessment and use of data. They discussed ongoing training to support classroom teachers as well as new teacher support. Ms. Selena Jackson spoke about social emotional support for students and teacher training to assess. Mr. JG Larochette spoke about the Mindful Life Project used to empower students with skills to gain confidence, self-regulation and resilience. Mr. Franco also spoke about English Learner reclassification criteria and reclassification for students with the use of full service learning centers and the EL master plan.

**Public Comment:**

None

**Board Comment:**

Ms. Block commended staff's hard work. She remarked on the importance of social emotional health regarding student's ability to learn, as well as bench mark data and tablets used by students in classrooms.

Mr. Enos addressed the lateness of the hour for an already long meeting.

Ms. Cuevas thanked staff for the progress updates.

**E. COMMITTEE COMMUNICATIONS**

**E.1 Standing Reports**

**Citizens' Bond Oversight Committee.** Chairperson Ivette Ricco provided an update to the Board representing activities of committee duties. She reported that an election of officers was held in January when she was reelected as Chair. Mr. Orlandus Waters was elected Vice Chair, and Peter Chau was elected Secretary. She provided subcommittee updates and spoke of a recent training video that was developed. The committee has recommended scheduling upcoming joint meetings with the Board. The next meeting of the CBOC is scheduled for February 25, 2015.

**United Teachers of Richmond.** President Robert Mann spoke about teacher issues at various sites and valuing teachers.

A brief recess for technical purposes was taken at this time.

**E.2 Superintendent's Report**

This item was postponed due to the lateness of the hour.

**E.3 In Memory of Members of the School Community**

This item was postponed.

**F. ACTION ITEMS**

**F.1 Consider the Bid for Valley View Elementary School Interim Housing Project**

This item was moved to follow item F.5 earlier on the agenda.

**F.2 Resolution No. 56-1415 - Preliminary Official Statement for the Sale of the District's General Obligation Bonds, 2010 Election, 2015 Series C and its General Obligation Bonds, 2012**

David Leifer of KNN Public Finance provided information regarding approval of the preliminary official statement, and further details about the upcoming bond sale. He affirmed the obligation to assure that information in Preliminary Official Statement was accurate, updated and current. He said once approved, it will be released to the investor community.

He addressed a question from Ms. Block about interest payments over a 40 year period.

Ms. Cuevas has questions about length of program and how funding will be used. Both Ms. Gamba and Mr. Leifer responded with clarification.

Mr. Enos left the meeting for the evening at 12:33 AM

**Public Comment:**

Steve Chamberlin

**Board Comment:**

Ms. Block expressed concern about the 40 year bond and additional interest asking what benefit there was. Mr. Leifer responded with information about assessed value limit and debt service in order to maintain the \$48 tax rate at 4% growth. He explained that stretched out over a longer period of time allows access to principal earlier. Mr. Jeff Baratta of Piper Jaffrey Investment Bankers said that the goal has been to deliver funds within the tax rate standard in order to lower annual costs. He spoke of the benefit to have access to funds in a low interest rate environment.

Ms. Cuevas asked about the recommendation before the Board. Ms. Gamba responded that the recommendation is to update the Preliminary Official Statement for the sale that had been approved by Board in November 2014.

**MOTION: Ms. Kronenberg moved approval of Resolution No. 56-1415 - Preliminary Official Statement for the Sale of the District's General Obligation Bonds, 2010 Election, 2015 Series C and its General Obligation Bonds, 2012 Election, 2015 Series B. Ms. Block seconded. Ms. Block, Ms. Cuevas, Ms. Kronenberg, and President Groves voted yes, with no abstentions and Mr. Enos absent. Motion carried 4-0-0-1.**

**F.3 Procurement of Tablets and Carts to Support the Common Core Curriculum**

Ms. Philips presented an overview of the District Technology Plan approved March 16, 2014 and the use of computer tablets to integrate support for students in mastering Common Core State Standards. She said the purchase and use of tablets was also in alignment with the Local Control Accountability Plan. Tablets are being purchased and implemented in phases. Since technology changes very quickly staff has rigorously assessed the equipment currently available and based on pricing, features and user feedback recommends the Acer SW-5 for the phase two procurement.

**Public Comment:**

None

**Board Comment:**

None

**MOTION: Ms. Kronenberg moved approval of Procurement of Tablets and Carts to Support the Common Core Curriculum. Ms. Block seconded. Ms. Block, Ms. Cuevas, Ms. Kronenberg, and President Groves voted yes, with no abstentions and Mr. Enos absent. Motion carried 4-0-0-1.**

**F.4 Appoint a Board Member to Serve on the Richmond Promise Committee**

Superintendent indicated that the City of Richmond is seeking two representatives to serve on the Richmond Promise steering committee.

**Public Comment:**

None

**Board Comment:**

Board members held discussion about serving on the committee. – Kronenberg and Cuevas nominated.

**MOTION: Ms. Block moved to appoint Ms. Kronenberg and Ms. Cuevas to serve on the Richmond Promise Committee. Ms. Kronenberg seconded. Ms. Block, Ms. Cuevas, Ms. Kronenberg, and President Groves voted yes, with no abstentions and Mr. Enos absent. Motion carried 4-0-0-1.**

**F.5 Renaming of Gompers High School**

This item was moved to follow item D.2 earlier on the agenda.

**F.6 Resolution No. 57-1415: In Support of the Implementation of the Common Core State Standards**  
This item was postponed.

**G. DISCUSSION ITEMS**

**G.1 Reducing the Number of Members on the Citizens Bond Oversight Committee**  
This item was postponed.

**G.2 Project Status Report**  
This item was postponed.

**H. UNFINISHED REQUESTS TO ADDRESS THE BOARD** (continued from Item E)  
None

**I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT**

Ms. Cuevas thanked her colleagues for the nomination to the Richmond Promise Committee. She also thanked staff for staying late.

Ms. Block expressed appreciation for the hard work of her colleagues and staff.

Ms. Kronenberg spoke about the meeting being productive and showing how hard everyone worked together. She hoped the public saw the commitment of the Board.

President Groves commended staff on an extraordinary meeting and how deeply the Board was able to work.

**J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**  
Lovonya DeJean Middle School – March 4, 2015

**K. ADJOURNMENT**  
President Groves adjourned the meeting at 1:17 AM.

*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:** March 04, 2015

**From:** Sheri Gamba *SG*  
Associate Superintendent Business Services

**Agenda Item:** CI C.1

**Subject:** Acceptance of Donations

**Background Information:** The District has received donations as summarized on the attached sheet dated March 04, 2015. 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.

<b>DISPOSITION BY BOARD OF EDUCATION</b>		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

West Contra Costa Unified School District  
 March 04, 2015 Board Meeting

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
Contra Costa County	Materials & Supplies	\$4,550.00	Cameron School
Chamberlin Family Foundation	Materials & Supplies	\$249.00	Fairmont Elementary
Chamberlin Family Foundation	Materials & Supplies	\$217.00	Fairmont Elementary
Chamberlin Family Foundation	Materials & Supplies	\$249.00	Fairmont Elementary
Chamberlin Family Foundation	Materials & Supplies	\$249.00	Fairmont Elementary
Chamberlin Family Foundation	Materials & Supplies	\$236.00	Fairmont Elementary
Chamberlin Family Foundation	Materials & Supplies	\$213.00	Fairmont Elementary
Schoola	Materials & Supplies	\$23.15	Fairmont Elementary
SaveMart	Materials & Supplies	\$5.88	F. Korematsu Middle
Wells Fargo Foundation Matching Gift Program	Materials & Supplies	\$350.00	State Pre-School

\*Estimated values for the non-cash donations are provided by the donor  
 Donation Précis 030415



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

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 04, 2015

**From:** Sheri Gamba *SG*  
Associate Superintendent Business Services

**Agenda Item:** CI C.2

**Subject:** Approval of Fund-Raising Activities

**Background Information:** The planned fund-raising events for the 2014-15 school year is summarized on the attached sheet dated March 04, 2015.

**Recommendation:** Recommend Approval

**Fiscal Impact:** Additional revenue for schools

<b>DISPOSITION BY BOARD OF EDUCATION</b>		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

West Contra Costa Unified School District  
March 04, 2015 Board Meeting

APPROVAL OF FUND-RAISERS

<u>School</u>	<u>Fund-Raising Activity</u>	<u>Activity Sponsor</u>
DeAnza High School	Sale of Chocolate Grams After School and During Lunch.	DeAnza Shimada Club
Hercules High School	Sale of Tickets During Entertainment, Acknowledging the Vast Cultural Diversity at Hercules High School.	Hercules High Interact Club

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

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

**From:** Sheri Gamba *SG*  
Associate Superintendent Business Services

**Agenda Item:** CI C.3

**Subject:** Contracts

**Background Information:** Permission is requested of the Board of Education to approve the following contracts as detailed on the attached sheets dated March 4, 2015.

**Recommendation:** Recommend Approval

**Fiscal Impact:** As noted per contracts summary

<b>DISPOSITION BY BOARD OF EDUCATION</b>		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

West Contra Costa Unified School District  
March 4, 2015 Board Meeting

CONTRACTS

The following contracts are recommended for approval.

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<u>DEPARTMENT</u>	<u>Effective Date</u>	<u>VENDOR NAME</u>	<u>COST &amp; FUNDING</u>	<u>PURPOSE</u>
Curriculum-Federal Project	3/5/15 Thru 6/30/15	YMCA of the East Bay	\$30,000 Title 1	Increase existing \$45,000 contract to provide additional part time counseling services by an experienced mental health clinician, coordinated through the Richmond High School student health center. The clinician will provide: crisis intervention intake assessments and psycho-social assessment of students.
Ed Services	7/1/14 Thru 6/30/15	New Leaders, Inc.	\$100,000 Title II	New Leaders operates a multi-year program for instructional leaders who are dedicated to serving the needs of all children, particularly those who live in poverty and those of color. This begins with the Emerging Leaders Program, a leadership program for teachers and other site instructional leaders. Through the Aspiring Principals Program, New Leaders will train, support and develop aspiring principals in a year-long residency program. New Leaders will continue to support and develop leaders who are principals and assistant principals through the Principals Institute 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:** March 4, 2015

**From:** Sheri Gamba   
Associate Superintendent Business Services

**Agenda Item:** CI C.4

**Subject:** Notice of Completions: Bid 1151201-05 Dover Elementary School Parking Improvements & Site Work, Bid 1461206-10 Ohlone Elementary School Playground & Parking Lot Completion Phase 4.

**Background Information:**

Substantial completion notices have been received for: Bid 1151201-05 and Bid 1461206-10.

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:

EVRA Construction, Bid 1151201-05 Dover Elementary School Parking Improvements & Site Work.

BHM Construction, Bid 1461206-10 Ohlone Elementary School Playground & Parking Lot Completion Phase 4.

**Recommendation:** Recommend approval of these notices of completion.

**Fiscal Impact:** None.

<b>DISPOSITION BY BOARD OF EDUCATION</b>		
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 March 4, 2015.
5. The work done was: Project 1151201-05 Dover ES Parking Improvements & Site Work Phase 2.
6. The name and address of the contractor for such work of improvement was EVRA Construction, 100 North Hill Drive #45, Brisbane, CA 94005. Date of Contract: 5/15/2014.
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: SureTec 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: Dover Elementary School, 1870 - 19<sup>th</sup> Street, San Pablo, CA 94806.

Dated: March 4, 2015

\_\_\_\_\_  
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 March 4, 2015, at Richmond, CA.

\_\_\_\_\_  
Director, General Services

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 March 4, 2015.
5. The work done was: Project 1461206-10 Ohlone ES Playground & Parking Lot Completion Phase 4.
6. The name and address of the contractor for such work of improvement was BHM Construction, 522 Walnut Avenue, Vallejo, CA 94592. Date of Contract: 7/23/2014.
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: Travelers Casualty and Surety 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: Ohlone Elementary School, 1616 Pheasant Dr., Hercules, CA 94547.

Dated: March 4, 2015

\_\_\_\_\_  
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 March 4, 2015, at Richmond, CA.

\_\_\_\_\_  
Director, General Services  
West Contra Costa USD

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

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

**From:** Sheri Gamba *SG*  
Associate Superintendent Business Services

**Agenda Item:** CI C.5

**Subject:** Resolution #60-1415 Directing Preparation of Annual Engineer's Report - MRAD

**Background Information:** In order to make a determination of improvements and any substantial changes proposed to be made to the existing improvements of the district's public recreational facilities, a resolution directing preparation of an annual engineering report is required, including a list of schools for which the improvements will be made during the fiscal year 2015-2016.

Staff recommends approval of this resolution for purposes of the Maintenance Recreation and Assessment District in accordance with Sections 22565 et seq., of the Landscaping and Lighting Act of 1972, (Streets and Highways Code Section 22565 et seq.). Once the report has been completed, it will be presented to the Board for preliminary approval.

**Recommendation:** Recommend approval of this resolution for MRAD

**Fiscal Impact:** Revenue for MRAD Fund

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_



BOARD OF EDUCATION  
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 60-1415

A RESOLUTION DIRECTING PREPARATION OF THE ENGINEER'S REPORT  
FOR THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
MAINTENANCE AND RECREATION ASSESSMENT DISTRICT

MARCH 4, 2015

RESOLVED, by the Board of Education (the "Board") of the West Contra Costa Unified School District (the "District"), County of Contra Costa, State of California, that

1. On August 3, 1994, the District Board ordered the formation of and levied the first assessment within the West Contra Costa Unified School District Maintenance and Recreation Assessment District (the "Maintenance District") pursuant to the provisions of the Landscaping and Lighting Act of 1972 (commencing at Section 22500 of the California Streets and Highways Code) (hereinafter "the Act").
2. Sections 22620 et seq., of the Act provide for the levy of annual assessments after formation of the Maintenance and Recreation Assessment District.
3. Within the Maintenance District, the existing and proposed improvements and any substantial changes proposed to be made to the existing improvements are generally as described on Exhibit "A" attached and by this reference made a part of this Resolution.
4. SCI Consulting Group having been designated as Engineer of Work for purposes of the Maintenance Assessment District, is hereby ordered to prepare and file an annual report in accordance with Section 22565 *et. seq.*, of the Act.

PASSED AND ADOPTED on March 4, 2015, at a regular meeting of the Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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Bruce Harter, Ph.D.  
Secretary, Board of Education

EXHIBIT A

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
Maintenance and Recreation Assessment District

The improvements consist of the installation, maintenance and servicing of public recreational facilities, including but not limited to landscaping, playgrounds, basketball courts, tennis courts, sprinkler systems, swimming pools, running tracks and turf areas, as applicable, at each of the following locations:

Bayview Elementary	3001 - 16 <sup>th</sup> St	San Pablo
Cameron Elementary	7140 Gladys Ave	El Cerrito
Cesar E Chavez Elementary	960 - 17 <sup>th</sup> St	Richmond
Collins Elementary	1224 Pinole Valley Rd	Pinole
Coronado Elementary	2001 Virginia Ave	Richmond
Dover Elementary	1870 19 <sup>th</sup> Street	San Pablo
Downer Elementary	1231 - 18 <sup>th</sup> Street	San Pablo
Ellerhorst Elementary	3501 Pinole Valley Rd	Pinole
Fairmont Elementary	724 Kearney St	El Cerrito
Ford Elementary	2711 Maricopa Ave	Richmond
Grant Elementary	2400 Downer Ave	Richmond
Hanna Ranch Elementary	2480 Refugio Valley Rd	Hercules
Harbour Way Elementary	2465 Dolan Way	San Pablo
Harding Elementary	7230 Fairmount Ave	El Cerrito
Highland Elementary	2829 Moyers Rd	Richmond
Kensington Elementary	90 Highland Blvd	Kensington
King Elementary	4022 Florida Avenue	Richmond
Lake Elementary	2700 - 11 <sup>th</sup> St	San Pablo
Lincoln Elementary	29 - 6 <sup>th</sup> St	Richmond
Lupine Hills Elementary	1919 Lupine Rd	Hercules
Madera Elementary	8500 Madera Dr	El Cerrito
Mira Vista Elementary	6397 Hazel Ave	Richmond
Montalvin Elementary	300 Christine Dr	San Pablo
Murphy Elementary	4350 Valley View Rd	Richmond
Nystrom Elementary	230 Harbour Way South	Richmond
Ohlone Elementary	1616 Pheasant Dr	Hercules
Olinda Elementary	5855 Olinda Rd	El Sobrante
Peres Elementary	719 - 5 <sup>th</sup> St	Richmond
Riverside Elementary	1300 Amador St	San Pablo
Shannon Elementary	685 Marlesta Rd	Pinole
Sheldon Elementary	2601 May Rd	Richmond
Stege Elementary	4949 Cypress Ave	Richmond
Stewart Elementary	2040 Hoke Dr	Pinole
Tara Hills Elementary	2300 Dolan Way	San Pablo
Valley View Elementary	3416 Maywood Dr	Richmond

Verde Elementary	2000 Giaramita St	Richmond
Washington Elementary	565 Wine St	Richmond
Wilson Elementary	629 - 42 <sup>nd</sup> St	Richmond
Crespi Middle	1121 Allview Ave	El Sobrante
DeJean Middle	3400 Macdonald Ave	Richmond
Helms Middle	2500 Road 20	San Pablo
Korematso Middle (temporary campus)	1021 Navellier St	El Cerrito
Pinole Middle	1575 Mann Dr	Pinole
De Anza High	5000 Valley View Rd	Richmond
El Cerrito High	540 Ashbury Ave	El Cerrito
Hercules Middle/High	1900 Refugio Valley Rd	Hercules
Kennedy High	4300 Cutting Blvd	Richmond
Pinole Valley High	2900 Pinole Valley Rd	Pinole
Richmond High	1250 - 23 <sup>rd</sup> St	Richmond
Gompers Continuation	715 Chanslor Avenue	Richmond
North Campus	2465 Dolan Way	San Pablo
Vista High	2625 Barnard Road	San Pablo
Alvarado	5625 Sutter Ave	Richmond
Serra	6028 Ralston Ave	Richmond
Adams	5000 Patterson Circle	Richmond
Castro (Future Korematsu MS Site)	7125 Donal Ave	El Cerrito
Coronado (temporary campus)	4301 Berk Ave.	Richmond
El Sobrante	1060 Manor Rd	El Sobrante
Seaview	2000 Southwood Dr	San Pablo
Vista Hills	2625 Barnard Rd	Richmond
Harmon/Knolls Center	2853 Groom Dr	Richmond
Central District	1108 Bissell Ave	Richmond
Nutrition Center	750 Bissell Ave	Richmond
Electronics & Glazier	2336 Welcome Ave	Richmond
Facilities Operations Center	1300 Potrero Ave	Richmond
Gardeners Warehouse	2550 Moraga Ave	San Pablo
Kerry Hills (PSC)	2465 Dolan Way	San Pablo
Maintenance & Operations	125 So 8 <sup>th</sup> St	Richmond
Paint	125 So 8 <sup>th</sup> St	Richmond
Vehicle Garage	260 So 23 <sup>rd</sup> St	Richmond
Warehouse-Furniture	600 So. 6 <sup>th</sup> St	Richmond
Warehouse-Stores	810 Ohio Ave	Richmond

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

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

**From:** Kenneth L. Whittemore,  
Assistant Superintendent Human Resources

**Agenda Item:** CI C.6

**Subject:** Routine Personnel Changes – Classified

**Background Information:**

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

**Recommendation:** Ratify and Approve Classified Personnel Changes

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

March 4, 2015

**Classified Employee Ratification**

<b>PROMOTION</b>				
Alfonso	Renato	Classroom Support Aide	Ohlone Elementary	01/05/2015
Austria	Silver	Instructional Aide	Pinole Middle	01/06/2015
Austria	Silver	Instructional Assistant Special Education	Pinole Middle	01/06/2015
Castrejon	Maru	Classroom Support Aide	Kensington Elementary	01/05/2015
Cejudo	Guillermo	Graduate Tutor	Ford Elementary	01/20/2015
Contreras	Karina	EL Preschool Instructional Assistant Bil.	Chavez Elementary	01/12/2015
Cuellar	Irene	Instructional Aide	Nystrom Elementary	01/06/2015
French	Kymerli	Campus Security Officer I	Helms Middle	01/08/2015
Gil	Maria	Classroom Support Aide	Tara Hills Elementary	01/07/2015
Green	Tierra	Classroom Support Aide	Fairmont Elementary	01/20/2015
Gwathney	Andria	EL TK Instructional Assistant	Lupine Hills Elementary	01/05/2015
Hackler	Carol	Instructional Assistant Special Education	Fairmont Elementary	01/05/2015
Holm	Beatriz	Classroom Support Aide	Ohlone Elementary	01/05/2015
Jackson	Larhonda	Behavioral Tech	Pinole Middle	01/08/2015
Leanos	Joyce	Food Service Worker I	De Jean Middle	01/26/2015
Leon	Michael	Classroom Support Aide	Madera Elementary	01/06/2015
Marshall	Miyon	Head Custodian Elementary	Nystrom Elementary	01/20/2015
Nikolic Olson	Emily	Classroom Support Aide	Peres Elementary	01/08/2015
O'neal	Natasha	Classroom Support Aide	Riverside Elementary	01/05/2015
Patton	Duane	Instructional Assistant Special Education	De Anza High	01/26/2015
Powers	James	Gardener Lead Worker	Grounds Districtwide	01/05/2015
Serhan	Sophia	School Community Outreach Worker Bil.	Juan Crespi Middle	01/05/2015
Sims	Leopold	Classroom Support Aide	Kensington Elementary	01/05/2015
Stallings	Aralyn	School Community Outreach Worker	Kennedy High	01/06/2015
Stevenson	Sterling	Classroom Support Aide	De Anza High	01/07/2015
Stewart	Wanda	Office Manager Senior High	Adult Education	12/31/2014
Vasquez Gonzalez	Norma	El Preschool Instructional Assistant Bil.	Nystrom Elementary	01/06/2015
Vaughn	Deevya	Instructional Assistant Special Education	Sheldon Elementary	01/15/2015
Walker	Lonnell	Instructional Assistant Special Education	De Anza High	01/14/2015
Wivagg	Bernice	Graduate Tutor	Lake Elementary	01/20/2015

<b>DEMOTION - VOLUNTARY</b>				
Savitala	Mani	Instructional Aide	Nystrom Elementary	01/05/2015

<b>UNPAID LEAVE</b>				
Brice-Broadway	Charnikka	Instructional Assistant SP Ed Visually Impaired	Hercules High School	01/01/2015
Wafer	Giovanni	Classroom Support Aide	Shannon Elementary	01/05/2015
Lozoya	Viviana	Classroom Support Aide	Fairmont Elementary	01/14/2015
Tippett	Laura	Information Literacy Assistant	De Jean Middle	01/21/2015

**RETURN FROM LEAVE**

Banta	Stacy	Special Education Assistant	Collins Elementary	01/12/2015
Dixon	Tamika	Instructional Assistant Special Education	Hercules High School	01/05/2015
Maciel	Esmeralda	Instructional Aide Bil.	Wilson Elementary	01/05/2015
Rivera-Flores	Elizabeth	EL Preschool Instructional Assistant Bil.	Peres Elementary	01/05/2015
Scott	Sara	Special Education Assistant	Transition	01/09/2015
Williams	Ray	Head Custodian Elementary	Custodial Districtwide	01/08/2015

**TERMINATION - EXHAUSTION OF LEAVE**

Valadez	Maria	Typist Clerk II Bilingual	De Jean Middle	01/15/2015
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**RESIGNATION**

Abdalla	Magdy	Executive Director Of M&O	M&O Central	01/01/2015
Arteaga	Nelida	School Comm. Outreach Worker Bil.	Highland Elementary	01/16/2015
Butler	Donniell	Special Education Assistant	Transition	11/10/2014
Choi	Hayong	Instructional Assistant SpEd	Kennedy	12/31/2014
Cose	Cheyenne	EL Preschool Instructional Assistant	Lincoln Elementary	01/08/2015
Grantham	Brejenae	Special Education Assistant Autistic	Tara Hills Elementary	01/16/2015
Hickson	Maryann	Food Service Worker I	Food Services	01/13/2015
Hill	Steve	Behavioral Technician	Tara Hills Elementary	12/31/2014
Mcclendon	Sophia	Classroom Support Aide	De Anza High	12/30/2014
Russell	Ja'nee	Food Service Aide/Clerk	Food Services	11/18/2014

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

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Kenneth L. Whittemore, **Agenda Item:** CI C.7  
Assistant Superintendent Human Resources  
**Subject:** Uniform Complaint Procedures - Board Policy 1312.3 – Community Relations

**Background Information:**

The Human Resources Department has worked to revise Board Policy 1312.3 – Community Relations; specifically to meet the federal and state requirements on how the District processes the UCP complaints.

Included in the updated language is the requirement to allow for uniform complaints as they pertain to the procedural implementation of the Local Control Accountability Plan (LCAP).

For background information the Administrative Regulation is attached outlining procedures to be followed in following through on Uniform Complaints.

**Recommendation:** That the Board approve the modifications to Board Policy 1312.3.

**Fiscal Impact:** None

**DISPOSITION BY BOARD OF EDUCATION**

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

# West Contra Costa USD

## Board Policy

### Uniform Complaint Procedures

BP 1312.3

Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. ~~The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees in accordance with the district's uniform complaint procedures.~~ The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

~~The district shall use uniform complaint procedures to resolve any complaints alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.~~

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)

~~Uniform complaint procedures shall also be used to address any complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs and special education programs.~~

2. Any complaint alleging unlawful discrimination, including discriminatory harassment,



intimidation, or bullying, in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

~~In regards to complaints of noncompliance with laws relating to pupil fees, if the district finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by the Superintendent or designee to ensure full reimbursement to all affected pupils, parents and guardians.~~

4. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

~~A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupils fees.~~

5. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

6. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

~~The Board encourages the early, informal resolution of complaints at the site level whenever possible.~~

~~The Board acknowledges and respects every individual's right to privacy. Any complaint alleging discrimination, harassment, intimidation, or bullying shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case by case basis. In filing and investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation, unlawful discrimination, or bullying, the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.~~

~~The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.~~

~~The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to~~

all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations. When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

#### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following: textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

1. ~~Sufficiency of textbooks or instructional materials~~

2. ~~Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff~~

3. ~~Teacher vacancies and misassignments~~

4. ~~Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination.~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

37254 Intensive instruction and services for students who have not passed exit exam

41500-41513 Categorical education block grants

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52060-52077 Local control and accountability plan

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

~~54000-54028 Economic impact aid programs~~

~~54100-54145 Miller Unruh Basic Reading Act~~

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
12101-12213 Title II equal opportunity for individuals with disabilities  
6301-6577 Title I basic programs  
~~6601-6777 Title II preparing and recruiting high quality teachers and principals~~  
6801-6871 Title III language instruction for limited English proficient and immigrant students  
7101-7184 Safe and Drug-Free Schools and Communities Act  
7201-7283g Title V promoting informed parental choice and innovative programs  
7301-7372 Title V rural and low-income school programs

Management Resources:

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: November 7, 2007 Richmond, California

revised: April 16, 2008

revised: November 6, 2013

revised: January 8, 2014

revised:

## **West Contra Costa USD**

### **Administrative Regulation**

#### **Uniform Complaint Procedures**

AR 1312.3

#### **Community Relations**

Except as the Governing Board may otherwise specifically provide in other district policies, these general uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

#### **Compliance Officers**

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in BP 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Assistant Superintendent  
Human Resources  
1108 Bissell Avenue  
Richmond, CA 94801  
Telephone: (510) 231-1167  
Facsimile: (510) 620-2074

The compliance officer who receives a complaint may assign another compliance officer to investigate the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is designated to investigate the complaint.

In no instance shall a compliance officer be designated to investigate a complaint if he/she is mentioned in the complaint or has a conflict of interest that would prohibit him/her from fairly investigating the complaint. Any complaint filed against or implicating a compliance officer may be filed with the Superintendent or designee.

The Superintendent or designee shall ensure that employees designated to investigate complaints receive training and are knowledgeable about the laws and programs which they are assigned to investigate. Training provided to such designated employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating complaints, including those involving alleged discrimination, applicable standards for reaching decisions on complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more of the interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications:

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013, 52075; 5 CCR 4622)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination.
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.

- b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
- c. A complaint alleging retaliation, unlawful discrimination, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- d. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- e. The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- f. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
- g. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision
- h. Copies of the district's uniform complaint procedures are available free of charge.

#### District Responsibilities:

The following procedures shall be used to address all UCP-related shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

The compliance officers shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation, unlawful discrimination, or bullying confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

## Step 1: Filing of Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013, 52075)
3. A complaint alleging unlawful discrimination, discriminatory harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 calendar days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant or alleged victim of unlawful discrimination or bullying requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.
6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)



## Step 2: Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation, shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To resolve a complaint alleging retaliation, unlawful discrimination, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

## Step 3: Response/Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

#### Step 4: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In other all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
  - a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. Conclusion(s) of law
3. Disposition of the complaint
4. The rationale for such a disposition

For complaints of retaliation or unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education

- b. The type, frequency, and duration of the misconduct
  - c. The relationship between the alleged victim(s) and offender(s)
  - d. The number of persons engaged in the conduct and at whom the conduct was directed
  - e. The size of the school, location of the incidents, and context in which they occurred
  - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600.

For complaints of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the notice may, as required by law, include:

- a. The corrective actions imposed to and prevent recurrence
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal.

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, and bullying complaint based on state law, the decision shall include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE . (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

#### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate

corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

7. Disciplinary action, such as suspension or expulsion, as permitted by law

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, including discriminatory harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 49013, 52075)

For complaints alleging noncompliance with the laws regarding student fees, such remedies, where applicable, shall include reasonable efforts to ensure full reimbursement to affected students and parents/guardians. (Education Code 49013; 5 CCR 4600)

#### Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 days of receiving the district's decision. (Education Code 49013, 52075; 5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Appeals to the Superintendent of Public Instruction

A complainant not satisfied with the decision of a school district in regards to LCFF procedures may appeal the decision to the Superintendent of Public Instruction (Superintendent).

Regulation	WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
approved:	April 4, 2012 Richmond, California
revised:	April 8, 2013
revised:	August 26, 2013
revised:	

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:** March 4, 2015

**From:** Nia Rashidchi  
Assistant Superintendent, Educational Services

**Agenda Item:** CI C.8

**Subject:** Secondary Extended Learning Online Curriculum Grades 6 -12

**Background Information:**

The online curriculum "Edmentum" will be used in the 2015 Extended Learning (Summer School) Program for grades 6 -12. The Common Core-aligned program is interactive and integrates the use of technology. The platform provides instruction in the core content areas of English, History/SS, Math, Science, Spanish, CAHSEE, CTE and intervention programs. The blended learning approach provides students opportunity to engage with technology and is customized to meet student's individual learning needs.

Edmentum is also used for the Credit Recovery online program for American Government for the 2014-15 school year, and DeAnza High School is piloting the intervention program during the 2014-15 school year.

**Recommendation:** Approval

**Fiscal Impact:** \$140,138 ( Title 1, General Fund, School Improvement Grant)

**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**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Nia Rashidchi **Agenda Item:** CI C.9  
Assistant Superintendent for Educational Services  
**Subject:** Resolution No. 61-1415: Arts in Education Month – March 2015

**Background Information:** This resolution proclaims the month of March as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

**Recommendation:** Approval

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_



**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 61-1415**

**ARTS EDUCATION MONTH  
MARCH 2015**

**WHEREAS**, Arts Education, which includes dance, theater, music, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

**WHEREAS**, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-evaluation, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understandings; and

**WHEREAS**, many national and state professional arts education associations hold celebrations in March focused on students' participation in the arts; and

**WHEREAS**, these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, and to enhance public support for this important part of our curriculum; and

**WHEREAS**, the California State Board of Education stated in its Arts Education Policy that each student should receive a high quality comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*;

**NOW, THEREFORE BE IT RESOLVED**, that the California State Board of Education, as does the West Contra Costa Unified School District, proclaims the month of March 2015 as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding the visual and performing arts.

**PASSED AND ADOPTED**, this fourth day of March 2015 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 members of the Governing Board of the West Contra Costa Unified School District at a public meeting of said Board held on March 4, 2015.

\_\_\_\_\_  
President of the Board of Education

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

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Nia Rashidchi **Agenda Item:** CI C.10  
Assistant Superintendent for Educational Services  
**Subject:** Resolution No. 62-1415: Women's History Month – March 2015

**Background Information:** This resolution proclaims the month of March as Women's History Month and encourages all educational communities to commemorate this time with appropriate instructional activities.

**Recommendation:** Approval

**Fiscal Impact:** None

<b>DISPOSITION BY BOARD OF EDUCATION</b>		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 62-1415**

**WOMEN'S HISTORY MONTH  
MARCH 2015**

**WHEREAS**, Women of every race and ethnic background contributed to our country's triumphs and accomplishments in countless ways as wives, mothers, homemakers, teachers, reformers, industrial workers, lawyers, doctors, engineers, other professionals, mentors, soldiers, pioneers, nuns, indentured servants, and slaves; and

**WHEREAS**, Women have played and continued to play a critical economic, cultural, social role in every sphere of our nation's life by constituting a significant portion of the labor force working in and outside the home and as elected officials; and

**WHEREAS**, Women have played a unique role throughout our history by providing the majority of the nation's volunteer labor force and have been particularly important in the establishment of early charitable, philanthropic, and cultural institutions in the country; and

**WHEREAS**, Women of every race and ethnic background served as leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement, and the modern civil rights movement; and

**WHEREAS**, the role of women in history has been overlooked and undervalued and is now an important part of the body of American and world history; and

**WHEREAS**, the *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* state that the history of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups and that these studies be integrated at every grade level in the curriculum, now therefore, be it

**RESOLVED**, that the California State Board of Education, as does the West Contra Costa Unified School District, proclaim the month of March 2015 Women's' History Month and encourages all educational communities to commemorate this time with appropriate instructional activities.

**PASSED AND ADOPTED** this fourth day of March 2015 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 members of the Governing Boards of the West Contra Costa Unified School District at a public meeting of said Board held on March 4, 2015.

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President 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**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

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

**Agenda Item:** CI C.11

**Subject:** Resolution No. 65-1415: California Adult Education Week – March 24-27, 2015

**Background Information:**

The administration, teachers and students of the West Contra Costa Adult School are recognized for their efforts and accomplishments.

**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  
Resolution No. 65-1415**

**Adult Education Week  
March 24 through March 27, 2015**

**WHEREAS**, from March 24 through March 27, 2015, the State of California will observe Adult Education Week; and

**WHEREAS**, West Contra Costa Adult School serves the changing economic and cultural needs of a vigorous, expanding community and provides for the unique needs of individuals in a diverse population; and

**WHEREAS**, West Contra Costa Adult School provides instruction to those in our community who need English as a Second Language and citizenship courses; and

**WHEREAS**, West Contra Costa Adult School, recognizing that to break the cycle of illiteracy we must focus on educating parents, provides programs in Family and Adult Literacy; and

**WHEREAS**, West Contra Costa Adult School provides a way for adults to complete high school studies in their own time and pace; and

**WHEREAS**, West Contra Costa Adult School provides instruction for parents and families, ranging from pre-birth classes through a wide spectrum of parent education and family literacy courses; and

**WHEREAS**, West Contra Costa Adult School provides career and technical education reflective of economic and regional opportunities and health, fitness and safety training improving quality of life concerns; and

**WHEREAS**, West Contra Costa Adult School provides programs especially designed for our older adult and disabled population; and

**NOW THEREFORE, BE IT RESOLVED**, that the Governing Board of the West Contra Costa Unified School District does hereby proclaim the week of March 24, 2015, Adult Education Week, salutes the administration, teachers and students of the West Contra Costa Adult School and honors their efforts and accomplishments.

**PASSED AND ADOPTED**, by the Board of Education of the West Contra Costa Unified School District on the 4<sup>th</sup> day of March 2015, by the following vote:

AYES \_\_\_\_\_ NOES \_\_\_\_\_ ABSENT \_\_\_\_\_ ABSTAIN \_\_\_\_\_

**I HEREBY CERTIFY** that the foregoing resolution was duly introduced, passed, and adopted by the Board of Education at a meeting held on March 4, 2015.

\_\_\_\_\_  
Todd Groves  
President, 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**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

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

**Agenda Item:** CI C.12

**Subject:** Oregon Shakespeare Festival, March 6th-March 8th, 2015

**Background Information:**

The El Cerrito High School's Advanced Theatre class will have the chance to go to the Oregon Shakespeare Festival. While there they will attend professional productions of Guys and Dolls and Much Ado About Nothing and they will have the opportunity to have discussions during the retreat about the inner workings of theatre, career paths and networking. The students will be able to analyze each piece and compare and contrast as they are seeing each work side by side.

**Recommendation:** Recommend Approval

**Fiscal Impact:** No fiscal impact, money has been raised through various school fundraisers and donations.

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

**WCCUSD STUDY TRIP REQUEST FORM (Form must be typed)**

<b>SCHOOL:</b> El Cerrito High School	<b>Date of Submission:</b> 1/16/15
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**TYPE OF TRIP:**

**OVERNIGHT TRIP**

Submissions must be received in the Executive Director's office by the following timeline:

<input checked="" type="checkbox"/> Chartered Transportation (Bus reserved by school/PTA/Transportation Office)	25 school days prior to trip date
Automobile (Driving to destination)	25 school days prior to trip date
<input type="checkbox"/> Public Transportation (Plane, Amtrak, etc.)	25 school days prior to trip date
Out of Country (Plane, Amtrak, Automobile, etc.)	45 school days prior to trip date

**ALL trips must start AND end at the school site.**

**TRIP AND CHAPERONE INFORMATION:**

**Minimum of 2 Chaperones per study trip**

**Adult to Student Ratio: Pre-School (1:3), K-3 (1:5) & 4-12 (1:10)**

Date of Trip: <b>March 6 - March 8, 2015</b>	Time Leave: 8:00 am Return: 11:30 am	Grade/Group: 9th grade to 12th grade	Total number of students participating: <b>30</b>
Trip Destination: (Include Address/phone) Oregon Shakespeare Festival 15 South Pioneer St. Ashland OR 97520	Teacher in Charge of Group: (Name, phone, e-mail) Carmen Bush 530-863-0235 cbush@wccusd.net		Other Teachers Accompanying Group:
Total Number of Chaperones accompanying the group <b>5</b>		* Names of Chaperones and Position/Title form attached	
List of student names attached-District provides insurance coverage for all students. (PowerSchool printout or typed list)			

**TRANSPORTATION ARRANGEMENTS:**

<b>Chartered Transportation</b>	<b>CHARTERED TRANSPORTATION REQUEST FORM.</b> All requests using district funds must be booked through the Transportation Office. Completed Chartered Transportation request must be attached to study trip request.	* Completed form attached. (Funding Source Account Code provided on form)
	<b>FUNDING SOURCE</b> Requests using other funding sources (i.e. PTA) must be booked by trip organizer and paid for at the site level. Funding source MUST be indicated.	FUNDING SOURCE/ACCOUNT CODE <b>SAF</b>
	<b>COMPANY</b> Must be from District approved list as indicated on Bulletin. <u>Attach confirmation from chartered transportation company.</u>	COMPANY NAME AND CONTACT: Peninsula Tour 415-282-1988
<b>Automobile</b>	<b>AUTOMOBILE TRANSPORTATION FORM</b> Form must be completed with driver's information attached. Valid California Driver's license and insurance requirements are mandatory.	Completed form attached. Valid driver's license and insurance attached
<b>Public Transportation</b>	<b>TYPE OF PUBLIC TRANSPORTATION (BART, BUS, AMTRAK, FERRY)</b> Funding source required if transportation tickets/arrangements are to be purchased using District funds. Funding source MUST be indicated even if using other funding, i.e., PTA, Approved Fundraiser, etc. <b>PR's should be initiated at least 8 weeks in advance of the trip.</b>	Funding Source Account Code: <b>MUNIS Req/PO #</b>
<b>Admission Fees</b>	<b>FEES TO DESTINATION, I.E., ZOO, THEATER, MUSEUM, ETC.</b> Funding source required if tickets are to be purchased using District funds. Funding source MUST be indicated even if using other funding, i.e., PTA, Approved Fundraiser, etc. <b>PR's should be initiated at least 8 weeks in advance of the trip.</b>	Funding Source Account Code: *Funds paid by schools non-profit -SAF <b>MUNIS Req/PO #</b>

**EDUCATIONAL VALUE**

Must include standards reference number and a brief explanation of how the trip relates to the classroom activity. Attach additional sheet if necessary.  
Standards Number(s):  
**See Section 7 attached**

<b>Substitute(s) Requested</b>	<b>FOR SECONDARY SITES ONLY:</b> SUBSTITUTES NEEDED FOR TEACHERS ON STUDY TRIPS.	Funding Source Account Code: * Funds paid by schools non-profit - SAF Substitutes Needed for _____ paid periods
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**LAST DATE FOR SUBMISSION OF STUDY TRIP: APRIL 17, 2015 (3<sup>RD</sup> Friday in April)**  
**LAST DATE FOR STUDY TRIP TO BE TAKEN: MAY 29, 2015 (5<sup>TH</sup> Friday in May)**

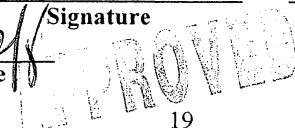
\* No late or incomplete requests will be accepted. Study trips need pre-approval during CST testing periods.

STUDY TRIP REQUEST FORM MUST HAVE PRINCIPAL SIGNATURE AND FUNDING SOURCE INDICATED BEFORE SENDING TO THE EXECUTIVE DIRECTOR'S OFFICE. INCOMPLETE STUDY TRIP REQUESTS WILL BE RETURNED AND MAY RESULT IN DELAY IN PROCESSING OR DENIAL OF REQUEST. APPROVALS WILL BE SENT BACK VIA EMAIL TO SECRETARY/OFFICE MANAGER AND PRINCIPAL.

**APPROVALS:**

*[Signature]*  
Principal Signature      1-21-15      Date

Funding Authorization Dept.      Signature      Date  
*[Signature]*      *[Signature]*      *[Signature]*  
Executive Director      Date      Date



<b>EXECUTIVE DIRECTOR OFFICE USE ONLY</b>	
Received:	<b>JAN 28 2015</b>
Approval Sent:	
Date: <b>2/3/15</b>	By: <i>[Signature]</i>

Oregon Shakespeare Festival Retreat  
ECHS Advanced Theatre

Friday, March 6 2015 - Sunday, March 8 2015

**Section 3: Trip Destination & Daily Schedule:**

**Hotel:**

The Bard's Inn (Best Western) **Address:** 132 North Main Street, Ashland, OR  
97520 **Phone:** (541) 482-0049

*Sleeping arrangements are included in Section 1.*

**Theatre:** Oregon Shakespeare Festival  
15 South Pioneer Street  
Ashland, OR 97520

**Friday itinerary:**

**7-7:30 Meet at ECHS**

**8:00 Depart for Ashland by (Travel time approx 5.5 Hours)**

~2:00 Arrive at the Bard's Inn

3-4:45 Free time to explore downtown boutiques

5:00 Meet in hotel lobby to go to dinner

5:30 Group Dinner @ Caldera Tap House

7:00 Retire to hotel

10:00 Lights out

**Saturday March 7, 2015 itinerary:**

8:00 Wake up call (Continental Breakfast served downstairs)

10:00 Meet in lobby to walk to tour:

**10:30 Backstage tour**

12:00 Lunch downtown (Student choice; Student groups must be accompanied by  
1 chaperone per group)

1:00 Meet at theatre for show

1:30 *Fingersmith*; Discussion following show

5:45 Dinner (Student choice; Student groups must be accompanied by 1 chaperone  
per group)

7:15 Meet in hotel lobby

7:30-45 Arrive at theatre

8:00 *Guys and Dolls*

10:00 Return to hotel

10:30 Lights out

**Sunday itinerary:**

8:30 Wake up call

8:30-9:00 Breakfast at the hotel

9:00-10:00 Check out of rooms (Bags will be stored in one room until departure)

10:00 Meet in lobby to walk to theatre

10:30 Prologue for *Much Ado*



Oregon Shakespeare Festival Retreat  
ECHS Advanced Theatre

12:00-12:45 Lunch (Student choice; Student groups must be accompanied by 1 chaperone per group)

1:00 Meet at theatre

1:30 *Much Ado About Nothing*,

4:30 Return to Hotel to gather belongings

5:00 Depart for El Cerrito:

**Return to El Cerrito High School Theatre: 11:30 PM**

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:** March 4, 2015  
**From:** Mary Phillips **Agenda Item:** CI C.13  
Chief Technology Officer  
**Subject:** Upgrade infrastructure at Kennedy HS, Crespi MS and Richmond HS

**Background Information:**

The current infrastructure at Kennedy HS, Crespi MS and Richmond HS is antiquated and will not support newer technologies. In addition, the current infrastructure does not have the capability to take advantage of our new 10 Gbps network which hampers teachers as they try to take advantage of streaming video or other internet applications relevant to the curriculum. A recent inventory of these sites found that the wiring was not up to standard, the equipment was antiquated and there were many "band-aide" approaches to keep the network operational. In addition, the wireless coverage at Richmond HS and Crespi MS is poor and there are not enough connections "drops" per classroom for the amount of phones and computers needed. All lab wiring will be updated as well. This initiative was discussed with the Technology Subcommittee on both January 12<sup>th</sup> and February 9<sup>th</sup>, 2015.

The District solicited competitive bids for the project. The RFP was advertised on December 1, 2014 and closed February 9, 2015. Four vendors submitted bids through the ERATE 470 process. Of these four vendors, two were deemed unresponsive as they did not follow the guidelines of the RFP. The two remaining vendors were DecoTech Systems and Development Group Inc. The bids are as follows: DecoTech System \$2,306,529.29; Development Group Inc \$2,433,735.01.

ERATE will fund \$332,662.50 of the project based on the following funding formula: Site enrollment x \$150 x district free and reduced meal discount. Bond funds will be used for the remaining amount of \$1,973,866.79.

The lowest responsive, responsible bidder is DecoTech Systems

**Recommendation:** Ratify the award to the lowest responsive, responsible bidder: DecoTech Systems

**Fiscal Impact:** \$1,973,866.79. Funded from Bond Funds.

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**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Lisa LeBlanc **Agenda Item:** CI C.14  
Associate Superintendent of Operations  
**Subject:** Ratification and Approval of Engineering Services Contracts

**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.

**Fiscal Impact:** Total for this action: \$253,946. Funding sources are Bond Fund and Fund 40.

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**

<b>Project/Funding</b>	<b>Dates</b>	<b>Firm</b>	<b>Contract Cost</b>	<b>Reference</b>
Adams Middle School  Bond Measure Funded	March 2015	Left Coast Architectural History	\$500	Historical Assessment Letter
<b>Scope of Work:</b> Assessment of the physical character of the property and an overview of any provided historical information.				

Cameron Special Education Center Master Planning Project  Bond Measure Funded (PID:10810038-00)	March 2015	Silva Cost Consulting	\$4,455	Cost Estimating Services.
<b>Scope of Work:</b> Third party cost estimate for planning and cost saving purposes.				

Coronado Elementary School Campus Replacement Project  Bond Measure Funded (PID:1121341-00)	January 2015 through June 2015	RMA Group	\$128,791	Material and Geotechnical Testing and Inspection Services.
<b>Scope of Work:</b> Material Testing and Construction Inspection Services for Reinforcing Steel, Structural Steel, Concrete, Shop Fabrication and Fireproofing.				

De Anza High School Linked Learning Building and Athletic Field Project  Bond Measure Funded (PID:3521208-02)	March 2015	Clark Civil Engineering	\$2,000	Boundary Services.
<b>Scope of Work:</b> Title research for drainage easement.				

De Anza High School Linked Learning Building and Athletic Field Project  Bond Measure Funded (PID:3521208-02)	March 2015 through November 2015	Grossmann Design Group	\$30,000	Waterproofing Consulting Services.
<b>Scope of Work:</b> Provide Full-Time reviews of application of the roofing system.				

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**March 4, 2015**

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

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

<b>Project/Funding</b>	<b>Dates</b>	<b>Firm</b>	<b>Contract Cost</b>	<b>Reference</b>
Highland Elementary School Campus Replacement Project  Bond Measure Funded (PID:1221357-04)	March 2015 through June 2015	Conestoga-Rovers & Associates	\$14,700	Environmental Engineering Services.
<b>Scope of Work:</b> Hazardous Materials investigations including Phase 1 & 2 Environmental Assessment and Report.				
Nystrom Elementary School Modernization Project  Bond Measure Funded (PID:1441205-02)	February 2015 through March 2015	RGA Environmental	\$14,700	Environmental Engineering Services.
<b>Scope of Work:</b> Environmental Oversight and Monitoring during roofing installation.				
Pinole Valley High School Campus Replacement Project  Bond Measure Funded (PID:3621377-05)	March 2015	Mercurial Consulting	\$14,400	Cost Estimating Services.
<b>Scope of Work:</b> Third party cost estimate for planning and cost saving purposes.				
Richmond Swim Center  Bond Measure Funded (PID:3601364-01)	March 2015	Architects MA	\$1,860	Design Services.
<b>Scope of Work:</b> Bathhouse design improvements.				
Richmond High School Fire Alarm Replacement Project  Bond Measure Funded (PID:36410084-00)	March 2015	WHM, Inc.	\$10,000	Electrical Engineering Services.
<b>Scope of Work:</b> Additional electrical engineering services to include fire alarm system design for existing building. Buildings originally omitted because they were to be replaced prior to or concurrently with this project.				

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**March 4, 2015**

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

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

<b>Project/Funding</b>	<b>Dates</b>	<b>Firm</b>	<b>Contract Cost</b>	<b>Reference</b>
Richmond High School Intrusion Alarm System Project  Fund 40	March 2015 through June 2015	WHM, Inc.	\$25,000	Electrical Engineering Services.
<b>Scope of Work:</b> Electrical Engineering services to design the new intrusion alarm system with existing conditions.				

Stege Elementary School Campus Replacement Project  Bond Measure Funded (PID:1571381-02)	March 2015	Kister, Savio & Rei	\$7,540	Boundary and Topographic Survey Services.
<b>Scope of Work:</b> Survey existing conditions and utilities to accurately amend Topographic survey to reflect current conditions.				

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

**ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Lisa LeBlanc **Agenda Item:** CI C.15  
Associate Superintendent of Operations  
**Subject:** Approval of Negotiated Change Orders

**Background information:**

Staff is seeking approval of Change Orders on the following current District construction projects: Coronado ES New School; Kennedy HS Richmond Swim Center; Korematsu MS New Building; Sylvester Greenwood Academy & LPS Richmond School; Montalvin Manor ES New Classroom Building; Ohlone ES Phase 1 New Classroom. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board approval is the final step required under state law in order to complete payment and contract adjustment.

In accordance with Public Contract Code 20118.4, the Board, by approving 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:**

Approve negotiated Change Orders as noted.

**Fiscal Impact:** Total approval by this action: \$407,219.18

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

**March 4, 2015 Change Order Approval Summary**

	Project	Company	Original Contract	Previously Approved CO's	CO's Pending Approval	Change Percent	Total CO's	Total CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers
1	Coronado ES New School	Lathrop Construction Associates, Inc.	\$26,974,910.00	\$477,925.00	\$3,264.00	0.012%	\$509,469.00	1.89%	\$27,484,379.00	17
					\$14,000.00	0.052%				18
					\$2,753.00	0.010%				19
					\$11,527.00	0.043%				20
2	Kennedy HS Richmond Swim Center	Artnz Builders, Inc.	\$7,642,921.00	\$39,759.71	\$1,208.20	0.02%	\$193,486.40	2.53%	\$7,836,407.40	6
					\$26,048.44	0.34%				7
					\$5,470.05	0.07%				8
					\$121,000.00	1.58%				9
3	Korematsu MS New Building	Arntz Builders, Inc.	\$42,762,406.00	\$678,355.20	\$14,400.23	0.03%	\$704,448.69	1.65%	\$43,466,854.69	47
					\$11,693.26	0.03%				48
4	Sylvester Greenwood Academy & LPS Richmond School	Lathrop Construction Associates, Inc.	\$53,887,350.00	\$1,719,964.00	\$76,985.00	0.14%	\$1,796,949.00	3.33%	\$55,684,299.00	68
5	Montalvin Manor ES New Classroom Building	W.A. Thomas Co., Inc.	\$2,843,000.00	\$209,786.55	-\$18,440.00	-0.65%	\$194,107.55	6.83%	\$3,037,107.55	19
					\$2,761.00	0.10%				20
6	Ohlone ES Phase 1 New Classroom	Zovich Construction	\$16,961,000.00	\$2,301,376.51	\$134,549.00	0.79%	\$2,435,925.51	14.36%	\$19,396,925.51	125

<b>Total Board Action</b>	<b>\$407,219.18</b>
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Note: the proposed Board Action is to Approve all Change Orders below ten percent (10%) of the Contract Value.



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

**ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Lisa LeBlanc  **Agenda Item:** CI C.16  
Associate Superintendent, Operations  
**Subject:** Approval of Negotiated Change Orders – M&O

**Background information:**

Staff is seeking approval of Change Orders on the following current District construction project: ITC Roof and HVAC Renovation. Change Orders are fully executed by the District upon signature by the Superintendent's designee. The Board approval is the final step required under state law in order to complete payment and contract adjustment.

In accordance with Public Contract Code 20118.4, the Board, by approving 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 to have this work completed by the contractor on the project.

**Recommendation:**

Approve negotiated Change Orders as noted.

**Fiscal Impact:** Total approval by this action: \$2,763.00

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

**March 4, 2015- Change Order Approval Summary - M&O**

	<b>Project</b>	<b>Company</b>	<b>Contract Number</b>	<b>Original Contract</b>	<b>Previously Approved CO's</b>	<b>CO's Pending Approval</b>	<b>Change Percent</b>	<b>Total CO's</b>	<b>Total CO Percent of Original Contract</b>	<b>Adjusted New Contract</b>	<b>Change Order Numbers</b>
1	ITC Roof and HVAC Renovation	JUV, Inc.	1000001513	\$760,000.00	\$28,189.96	-\$3,035.00	-0.399%	\$30,952.96	4.07%	\$790,952.96	6
						\$5,798.00	0.763%				7

<b>Total Board Action</b>	<b>\$2,763.00</b>
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Note: the proposed Board Action is to Approve all Change Orders below ten percent (10%) of the Contract Value.

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:** March 4, 2015  
**From:** Lisa LeBlanc *LL* **Agenda Item:** CI C.17  
Associate Superintendent, Operations  
**Subject:** Ratification of Memorandum of Understanding with City of El Cerrito to complete renovation project of the athletic field located at Castro Park

**Background Information:**

The construction of the Fred T. Korematsu (formerly Portola at Castro) Middle School commenced in May 2013. Scope included the installation of a new storm water line that crossed north through Castro Park. The property is owned by WCCUSD, and used by the City through a Joint Use Agreement. The work at the field was completed in September 2014, however, new and existing field conditions are now inconsistent, creating a desire by the City to improve playing surface and environment for baseball, softball, and other athletic programs offered. WCCUSD has agreed to contribute to the costs of these improvements. The field will be used by the students of Korematsu for their athletic programs during the school day.

Project improvements include: replacement of irrigation system, grading, new sod, landscaping, fencing, paths, bleachers, and backstops.

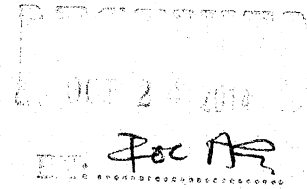
**Recommendation:**

Ratification of Memorandum of Understanding.

**Fiscal Impact:** \$200,000 (from Portola/Korematsu Middle School Bond Budget)

**DISPOSITION BY BOARD OF EDUCATION**

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_



**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**  
**And**  
**CITY OF EL CERRITO**

The City of El Cerrito (City) and the West Contra Costa Unified School District (WCCUSD) have entered into this Memorandum of Understanding (MOU) to complete a renovation project of the athletic field located at Castro Park, in El Cerrito (Project). This Project will result in a new athletic field for use by the school, sports programs, and community.

The MOU confirms a commitment between WCCUSD and the City to completely renovate Castro Park athletic field, directly adjacent to the new middle school being constructed at 7125 Donal Ave., El Cerrito. This Project is scheduled to occur in conjunction with the opening of the new school facility scheduled for the fall semester 2015, in keeping with the proposed schedule included in Exhibit A. The Project will include replacement of the irrigation system, grading work, and replacement of the outfield turf area with new sod as further described in the attached Castro Athletic Field Scope of Project document. Additionally, the Project will enhance other elements of the field such as landscaping, fencing, paths, bleachers, backstops, and other features associated with the athletic field grounds. This MOU shall become effective upon execution, and shall continue through December 31, 2015 or upon completion of the Project, whichever occurs first.

The City agrees that it:

- Will complete the elements detailed in Section 2 (Project) of the attached Castro Athletic Field Project Scope (Exhibit B) by the start of the 2015 WCCUSD school year.
- Will provide management of the Project without compensation from WCCUSD.
- Will direct all work related to the Project, including selecting and managing the landscape architect, certified irrigation designer, and landscape contractor, and other contractors necessary to the completion of the work.
- Obtain the District's written approval of the Project design before commencement of any work of the Project.
- Will complete all Primary Project Scope, as identified in exhibit B (Primary Project Scope), including payment of all costs, fees, and other expenses associated with the Project, within the budget of Two Hundred Thousand Dollars (\$200,000) ("Project Budget"). City will discuss any deductions from Project scope of work that are necessary to keep the project within budget and obtain written consent of the District.
- The Project Budget shall only be used for Project related costs as approved by the District. City



**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**  
**And**  
**CITY OF EL CERRITO**

shall provide the District with a detailed accounting of all expenditures of the Project Budget. The District shall approve of the expenditures before payment of the final amount as detailed herein.

- Will comply with any city, state, or local code, covenant, ordinance, or regulation applicable to the Project.
- Will submit to the District a certification that: (1) the Project is Complete; (2) completed in accordance with the terms of this MOU, and (3) the City's expenditures of the Project Budget are in accordance with this MOU.
- To the furthest extent permitted by California law, City shall defend, indemnify, and hold harmless the District, its representatives, officers, employees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, arising out of any personal injury, bodily injury, loss of life, or damage to property, or any violation of any federal, state, or municipal law or ordinance, to the extent caused by the willful misconduct or negligent acts or omissions of City or its employees, subcontractors, or agents. The District shall have the right to accept or reject any legal representation that City proposes to defend the District.

**WCCUSD:**

- Will pay the City Two Hundred Thousand Dollars (\$200,000) for all costs, expenses and fees associated with the Project. District will pay the City as follows:
  - Fifty Thousand Dollars (\$50,000) on or before October 31, 2014;
  - Fifty Thousand Dollars (\$50,000) within thirty (30) days of commencement of construction of the Project; and
  - One Hundred Thousand Dollars (\$100,000) within thirty (30) days of receiving the City's self-certification.
- Will complete the elements detailed in section 1) of the attached Castro Athletic Field Project Scope by December 31, 2014.
- Will review and provide written approval of the Project design within three weeks of receiving the Project design from the City. City shall not commence any work of the Project prior to receipt of District's written approval of the Project design.

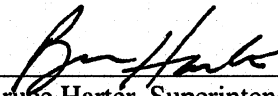


**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**  
**And**  
**CITY OF EL CERRITO**


- Will review and provide written consent regarding any deductions from Project scope of work that are necessary to keep the Project within budget, within a reasonable timeframe as agreed between District and City staff to ensure timely completion of the Project. The Parties acknowledge and agree that priority will be given to completion of the Primary Project scope of work relating to the removal and replacement of the sod and irrigation. Deductions from Project scope of work, if necessary, shall first be made to the scope of work related to other Project site enhancements to non-sod landscaped areas.
- To the furthest extent permitted by California law, District shall defend, indemnify, and hold harmless the City, its representatives, officers, employees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, arising out of any personal injury, bodily injury, loss of life, or damage to property, any violation of any federal, state, or municipal law or ordinance, to the extent caused by the willful misconduct or negligent acts or omissions of District or its employees, subcontractors, or agents. The City shall have the right to accept or reject any legal representation that District proposes to defend the City.

The City and District further agree that except as the City and District may specify in writing, no Party shall have authority, express or implied, to act on behalf of any other Party in any capacity whatsoever as an agent. No Party shall have any authority, express or implied, pursuant to this MOU, to bind any other party to any obligation whatsoever.

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\_\_\_\_\_  
Dr. Bruce Harter, Superintendent, WCCUSD

10/29/14  
Date

  
\_\_\_\_\_  
Scott Hanin  
City Manager, City of El Cerrito

10/22/14  
Date

EXHIBIT B

City of El Cerrito - Department of Public Works

CASTRO ATHLETIC FIELD RENOVATION   PROJECT SCOPE		
10/7/2014	PROJECT COSTS	DETAILS
<b>CONSTRUCTION</b>		
<p>1) Trench Repair - Fill and re-compaction WCCUSD by 12/31/2014</p>	<p>WCCUSD WCCUSD WCCUSD WCCUSD</p>	<p>Verify that trench fill compaction tests were completed, on what size lifts, at what %. If not to appropriate standards, trench may require repair prior to field renovation work. This may include removal of existing fill and recompacting with appropriate lifts and testing. Continue to correct for any continued subsidence that may occur after recompacting.</p>
<p>2) Field Renovation and Enhancement Project City of El Cerrito by August 30, 2015</p>		<p><b>PRIMARY PROJECT SCOPE</b></p> <p>Design and construction documents by qualified athletic field and irrigation designer. Design approval by licensed landscape architect. Remove and replace sod and irrigation: Apply lowest toxicity herbicide to kill existing sod. Mechanically remove 52,500 sf of existing sod and irrigation system. Soil scarification and minor grading of 52,500 sf to +/- 1/10" for proper drainage. Assumes rough grading and compaction of trench area done by others in #1 above. Install drainage channels if necessary. Soil testing, preparation, organic amendments. Install new irrigation system: Schedule 40 main and lateral lines. Remote control valves - Rain Bird EFB-CP Series PRS-D or equivalent. Quick coupler valves - Rain Bird 44DLRC or equivalent. Schedule 80 triple swing joints and Hunter I-40 heads or equivalent. Toro Sentinel satellite controller with stainless steel cabinet (SSAMN) or equivalent. Pre-water and re-apply lowest toxicity herbicide. Final grading work. Install 52,500 sf of new sod, turf type tall fescue (90/10).</p> <p><b>SECONDARY PROJECT SCOPE</b></p> <p>Enhancements to non-sod landscaped areas at playfield perimeter. Enhancements to other site elements such as paths, bleachers, backstop.</p>
<b>TOTAL PROJECT BUDGET</b>	<b>\$ 200,000</b>	Project Budget pertains to #2 "Field Renovation and Enhancement Project" only. City will complete the largest Project scope feasible that fits within the \$200,000 Project Budget.

## EXHIBIT A

### 2015 Castro Field Renovation Project Proposed Schedule

Proposed Date	Item	Notes
October 15, 2014	Execute MOU	District and City execute MOU for Castro Field Renovation.
October 31, 2014	First Payment Issued to City	District pays first installment of \$50,000 to the City.
November - December, 2015	Select Designer	City selects qualified athletic field and irrigation designer.
January, 2015	Develop Design and Construction Documents	Development of design and construction documents
February, 2015	Complete Design and Construction Documents	Design approval by licensed landscape architect. City seeks WCCUSD written approval of Project design.
March, 2015	Construction Bids	City receives District's written approval of Design. City conducts appropriate bidding process to select installer.
April, 2015	Contract Negotiations	City enters contract negotiations with selected bidder(s).
May, 2015	Approval of Contract	City Council approves construction contract.
June 1, 2015	Installation Begins	
July 1, 2015	Second Payment Issued to City	District pays second installment of \$50,000 to the City.
July 14, 2015	Finish Installation	City contractors to complete installation of turf; establishment period begins.
August 14, 2015	Project Completion	Project complete and field ready for use. City submits self-certification to District. District has 30 days to review and approval City's self-certification.
September 14, 2015	Final Payment Issued to City	District completes review of self-certification. District releases final \$100,000 payment to City.



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:** March 4, 2015

**From:** Bruce Harter  
Superintendent

**Agenda Item:** CI C.18

**Subject:** Approval of Board Member Travel

**Background Information:**

Board Bylaw 9250 stipulates members of the board shall be reimbursed for allowable expenses incurred in attending any meetings or in making any trips on official business of the school district when so authorized in advance by the Board of Education. (Education Code 35044). Board Member Madeline Kronenberg has expressed interest in attending the following:

- California Charter Schools Conference, Sacramento, CA, March 16-19, 2015

Costs of \$1,136.82 for this travel include registration and hotel. This will leave a remaining balance of \$1,060.31 in the In-State Travel budget.

The beginning budget for Out of State Travel was \$28,000. The current balance is \$13,666.07.  
The beginning budget for In-State Travel was \$20,000. The current balance is \$1,060.31.

**Recommendation:**

Recommend Approval

**Fiscal Impact:**

\$1,136.82 from the General Fund

**DISPOSITION BY BOARD OF EDUCATION**

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

dh

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

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Madeline Kronenberg, Board Member **Agenda Item:** CI C.19  
**Subject:** Resolution No. 57-1415: In Support of the Implementation of the Common Core State Standards

**Background Information:**

There is a need to reaffirm the District's commitment to implementing the Common Core State Standards

**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**

**RESOLUTION NO. 57-1415**

**RESOLUTION SUPPORTING COMMON CORE WHICH ESTABLISHES LEARNING GOALS FOR ALL STUDENTS AND EMPHASIZE CRITICAL THINKING, ANALYSIS AND DEEPER UNDERSTANDING.**

WHEREAS, Common Core State Standards were approved back in 2010 by California policymakers on a bi-partisan basis;

WHEREAS, Common Core Standards were approved with widespread support from educators and a wide range of stakeholders;

WHEREAS, The Common Core standards set expectations for students to help ensure they graduate from high school ready for college, career and civic life;

WHEREAS, The Common Core standards establish learning goals for all students and emphasize critical thinking, analysis and deeper understanding;

WHEREAS, Local districts and teachers have been leveraging the standards to better engage students and expose them to these important approaches to learning;

WHEREAS, the West Contra Costa Unified School District is fully engaged in implementing Common Core standards and successful implementation is critical to the long-term success of our students.

NOW THEREFORE BE IT RESOLVED, West Contra Costa Unified School District pledges its commitment to full implementation of the Common Core Standards in our classrooms and supports the broader effort to implement these standards in schools across the State of California.

**PASSED AND ADOPTED** this fourth day of March 2015 at a regular meeting of the Board of Education by the following vote:

AYE's \_\_\_\_\_ NO's \_\_\_\_\_ ABSENT \_\_\_\_\_ ABSTAIN \_\_\_\_\_

**I HEREBY CERTIFY** that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Governing Board of the West Contra Costa Unified School District, at a public meeting of said Board held on March 4, 2015.

\_\_\_\_\_  
President 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**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Bruce Harter **Agenda Item:** CI C.20  
Superintendent  
**Subject:** Citizens' Bond Oversight Committee (CBOC) Appointment: Antonio Medrano

**Background Information:**

With the resignation of Mr. James Oakley, Superintendent Harter nominates Mr. Antonio Medrano to fill the Senior Citizen position on the Citizens' Bond Oversight Committee. Mr. Medrano previously served on the CBOC as well as on the Board of Education.

**Recommendation:**

Approve appointment as noted.

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

TO:  
IVETTE RICCO, and  
DR. BRUCE HARTER

FROM:  
JAMES OAKLEY, February 23, 2015

Dear Ivette Ricco and Dr. Harter,

This information is given to be used at your discretion.

This is to inform you of my resignation from the Citizens Bond Oversight Committee, which will become effective at the time that a senior citizen group representative is appointed and approved by the Committee.

I would like to thank Dr. Harder, Ivette Ricco, and the Committee for the enjoyable experience of serving on the committee. I am honored to have been afforded the distinct opportunity of serving with a truly conscientious and sincere group of concerned District citizens, and I trust that the task assigned to the Committee will be fully and faithfully executed.

Yours Truly  
*James Oakley*  
James Oakley

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:** March 4, 2015  
**From:** Nia Rashidchi **Agenda Item:** D.1  
Assistant Superintendent, Educational Services  
**Subject:** National Board for Professional Teaching Standards (NBPTS) Certification Recognition

**Background Information:**

The National Board for Professional Teaching Standards (NBPTS) is a professional development program which seeks to elevate the status, voice and role of accomplished teachers in shaping a true profession. This advanced teaching credential compliments our teachers' California teaching credential. This credential requires submission of extensive portfolio entries, including video recordings and examples of student work. In addition, teachers must demonstrate in-depth content knowledge in response to rigorous exercises for chosen certificate areas.

Tonight we celebrate the following teachers who have accomplished this significant achievement:

Maria Aguila Shannon Elementary  
Pat Simon Montalvin Elementary

**Recommendation:** For Recognition

**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**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

**From:** Wendell Greer   
Associate Superintendent K-Adult Schools

**Agenda Item:** D.2

**Subject:** Update on District After School Programs

**Background Information:**

An update will be given to the Board on the services provided to the students in our district by the After School Program. Staff will share on the progress and achievements of the program.

**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  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

**From:** Wendell C. Greer  
Assistant Superintendent K-Adult Operations

**Agenda Item:** D.3

**Subject:** Report on the Full Service Community Schools

**Background Information:**

In an ongoing effort to provide Full Service Schools to the students and community of West Contra Costa Unified School District, staff will report on the programs and services that are currently being offered.

**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  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 4, 2015  
**From:** Bruce Harter **Agenda Item:** E.3  
Superintendent  
**Subject:** In Memory of Members of the School Community

**Background Information:**

The District would like to take time to recognize the contributions of members of our school community who have passed away. The District requests the community to submit names to be reported as a regular part of each agenda.

Mr. Gene Trepagnier taught junior high and middle school students for 33 years from 1968 to 2001 spending most of his career at Juan Crespi Middle School. He will be remembered as a special teacher.

Vivienne Richardson, retired School Secretary from Cesar Chavez School and mother of former teacher Donald Richardson, passed away. Ms. Richardson worked for the District from 1974 – 2009.

Reverend Wallace Riches, former pastor of Pt. Richmond Methodist Church and father of DeAnza Instructional Specialist Tamea Enos and father-in-law of Board Member Randy Enos, passed away. Reverend Wallace was ordained in 1966 and pastored churches throughout the Bay Area and Central California.

Mr. Willie Calvin worked as a District Police Officer from 1972 through 1995, retiring with 23 years of service. Mr. Calvin served with twelve officers policing District schools. He was very involved in youth sports activities.

Our thoughts go out to the family and friends in the loss of their loved one.

**Recommendation:** For Information Only

**Fiscal Impact:** None

<b>DISPOSITION BY BOARD OF EDUCATION</b>		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

dh

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:** March 4, 2015  
**From:** Wendell C. Greer **Agenda Item:** F.1  
Associate Superintendent, K-Adult Operations  
**Subject:** Richmond College Preparatory (RCP) School Renewal Hearing

**Background Information:**

In July 2005, an initial Charter Petition was submitted to open Richmond College Preparatory Charter Elementary. A revised petition was submitted in October, and approved by the Governing Board in November of 2005. In July of 2010 the Board voted to grant a renewal. On January 21, 2015 the board heard a presentation from the petitioners, and public comment concerning a renewal.

Staff reviewed evidence, and made a formal visit to evaluate the program.

This hearing is to consider and vote on a renewal.

**Recommendation:** Staff recommends a renewal for the Richmond College Preparatory School for 5 years.

**Fiscal Impact:** Cost recovery for charter operation and lost ADA for students attending the charter school.

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

## Staff Report, Richmond College Preparatory Renewal, 2015

In July of 2005 an initial Charter Petition was submitted to open Richmond College Preparatory charter elementary. A revised petition was submitted in October of that year, and approved by the Governing Board in November of 2005. In July of 2010 the Board voted to grant a renewal. On January 21, 2015, the Board heard a presentation from the petitioners, and public comment concerning a renewal.

In preparation for this evaluation, staff conducted a review of Best Practices, and established a procedure that was vetted by Charter partners, approved by District leadership, and published on the District web site. Included were:

- A self study to be conducted by the Charter School
- A listing of necessary documents for a renewal
- Information on the time line and requirements
- Notice that a formal evaluation would take place

Using the review team comprised of experts across District leadership, renewal documents were shared. The team included the following members and their expertise:

Member	Title	Expertise
Steve Collins	Director	Special Education
Linda Delgado	Coordinator	Full Petition
Phil Gonzalvez	Director	Mathematics Instruction
Mimi Melodia	Coordinator	English Language Development
Lyn Potter	Director	Curriculum and Instruction
Mehdi Rizvi		Fiscal
Jackie Kim	Director	Fiscal
Ed Sklar	Counsel	Counsel

Initial concerns and resolutions:

Concerns	Resolution
Lack of specificity in EL program.	Questions found in differing parts of the renewal document, e.g. instructional minutes not listed in narrative, but present in daily schedule.
Results of Audit	Presented to RCP post submission, but forwarded immediately upon receipt.
Request for 5-year cash flow to match 5-year enrollment plan.	Forthcoming.
Request for electronic submission of fiscal data for readability	Forthcoming.
Request for Conflict of Interest Policy	Presented at time of visit.

Request for updated Board By-Laws to clarify Brown Act requirements.	See attachment A.
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## **Evaluation Visit**

Staff members including Linda Delgado, Mehdi Rizvi, and Jackie Kim conducted a formal visit on February 5, 2015. The team toured classrooms ranging from Kindergarten through 6<sup>th</sup> grade. Staff spoke with classroom teachers, school leadership, front office staff and students.

### **Strengths**

- Strong growth in student learning with a continually positive trajectory.
- Extended day and school year offer more opportunities to teach, and remediate as necessary.
- High expectations for students.
- Data use is evident throughout the program, and intended for use by students, visitors, and staff. Examples found in all classrooms.
- Aides were actively engaged in either grading student work or offering support to students.
- Innovative leadership structure that leveraged strengths throughout the campus.
- High numbers of Low Income and English Language Learners.

### **Areas for Improvement or Examination**

- Special Education numbers do not match percentages throughout the District at large. Encourage outreach efforts to insure that all students are served.
- The school articulated a desire to increase numbers, participation and a wider variety of skills at the Board level. It appears that attention toward this end would be beneficial. It appears that no parents currently serve on the board.

### **Reflective Report**

This report enables school Instructional Leadership Teams the opportunity to reflect on their strengths and challenges. Teams are asked to rate their progress on a number of critical goals, and to provide evidence. This report is requested prior to a formal visit, and informs the questions that the District team may ask. See attachment B.

## Attachment A. Concerning Observance of the Brown Act

Although the Charter School's Bylaws state that the Charter School will conduct its meetings in compliance with the Brown Act, (Bylaws, Art. II, § 11), there are several provisions of the Bylaws that expressly conflict with the provisions of the Brown Act.

1. The manner in which the Charter School holds its regular and annual meetings is not consistent with the notice requirements of the Brown Act (Gov. Code, §§ 54950, *et seq.*). For example, the Bylaws state that, "a regular meeting of the Board shall be held without call or notice at least ten times per calendar year at such time and place as the Board shall fix from time to time." (Bylaws, Art. II, § 7, emphasis added.) The Bylaws also state, "an annual meeting of the Board shall be held without call or notice at such time and place as the Board shall fix from time to time...." (Bylaws, Art. II, § 7, emphasis added.) These provisions violate the Brown Act's requirement that agendas for regular meetings be posted at least 72 hours in advance with sufficient detail regarding the time, location, and business to be transacted. (Gov. Code, §§ 54954, subd. (a), and 54954.2, subd. (a)(1).)
2. The manner in which the Charter School notices its special meetings is not consistent with the notice requirements of the Brown Act (Gov. Code, §§ 54950, *et seq.*). For example, the Bylaws state that notice for the Charter School's special meetings, "need not specify the purpose of the meeting." (Bylaws, Art. II, § 9.) This provision violates the Brown Act's requirement that agendas specify the business to be transacted. (Gov. Code, § 54954.2, subd. (a)(1).)
3. The Bylaws also conflicts with the Brown Act by permitting the Charter School's Board of Directors to take action outside of a meeting, which is not permitted under the Brown Act. (Gov. Code, § 54954.2, subd. (b)(1).) The Bylaws state, "any action that the Board is required or permitted to take may be taken without a meeting, if all the members of the Board, individually or collectively, consent in writing to that action...." (Bylaws, Art. II, § 14.)

## Attachment B: Reflective Report

Richmond College Prep  
2014-15

<b>Question 1: How effective is your school overall?</b>	
Score	5
How do you know?	Academic results; parent survey results; school climate/culture
What are its strengths?	High expectations for all students; use of data to plan instruction at the individual, class, grade and whole school levels; use of data to determine school needs, e.g. professional development, materials, programs
What are the main priorities for improvement?	Reading; ELD; implementation of new curricula (math, ELA, ELD)

<b>Question 2: How well do students achieve?</b>	
Score	4
How do you know?	This year, RCP fully transitioned to Common Core. In December, we administered our first Common Core aligned benchmark assessment. Benchmark 1 data show that RCP students' proficiency levels are aligned to previous years CST proficiency levels. To illustrate, 56% of students scored 60% or above on the ELA benchmark. 73% of students scored 60% or above on the Math benchmark. In 2013, RCP earned its highest API to date. In addition, RCP earned the highest API among all Richmond schools. That year, 50% of students score Proficient (60%) or above on the ELA CST and 76% of students scored Proficient (60%) or above on the Math CST.
In which subject and grades do students do best, and why?	Based on Benchmark 1 data, students performed higher in Math than in ELA. 54% of our students scored 70% or above on Math Benchmark 1. Whereas, 34% of students scored 70% or above on ELA benchmark 1. For the past 6 years, RCP students have scored higher in Math than ELA. At RCP, we have a high population of English Language Learners. We have found that our English Language Learners score higher in Math than ELA because their developing English skills do not interfere with their ability to solve math problems.
In which subjects and grades are improvement needed and what action is being taken?	RCP's mission is to get all students to read at or above grade level. In order to achieve this goal, RCP's instructional focus this year is guided reading. Through guided reading's differentiated approach to small group reading instruction, teachers are able to provide reading instruction at each

	<p>student's instructional level. Guided reading results in all students making significant gains in their reading abilities. For the 2014 – 2015 school year, the goal is for all students who are reading at or above grade level to make a minimum of one year's growth in reading abilities. The goal for all students reading below grade level is to make a minimum of one and a half years' growth in reading abilities. These reading goals will ensure that RCP teachers and students are dedicated to closing the reading achievement gap.</p>
<p>Is there evidence of differences in attainment according to gender, ethnic backgrounds, Special Education or other grouping?</p>	<p>No.</p>
<p>If so, what actions are being taken?</p>	<p>We are open for suggestions if needed.</p>

<p><b>Question 3: How effective is the quality of instruction, including teaching, learning, and curriculum?</b></p>	
<p>Score</p>	<p>4</p>
<p>How do you know?</p>	<p>Each classroom at RCP has a high quality of instruction, learning, and curriculum. This year, RCP adopted three rigorous Common Core curriculums. RCP adopted Pearson's Reading Street for ELA instruction, EngageNY for math instruction, and National Geographic's Reach for ELA instruction.</p>
<p>Which are the strongest features of teaching and learning, and why?</p>	<p>The strongest feature of RCP's teaching staff is their commitment to student achievement. Every teacher is dedicated to delivering high quality instruction. Teachers are very thoughtful when lesson planning. They ensure lessons are aligned to Common Core standards, offer opportunities for differentiation, and push students to think independently and critically.</p> <p>At RCP, data drives instruction. Teachers analyze formative and summative data in order to determine what adjustments need to be made in order to raise achievement levels. Teachers review benchmark data and design action plans that reteach low achieving standards.</p> <p>Teachers create learning environments where students feel supported, and encouraged. Social-emotional learning instruction occurs on a weekly basis through the Toolbox and Mindful Life programs. These programs help students learn how to deal with personal challenges in a calm, and productive manner. As a result, students are more focused and able to learn in class.</p>

	Another strong feature of the school is the ongoing professional development and support from Resident Principal, Instructional Leader, ELD consultant
What aspects of teaching and learning most need improvement, and what actions are taken?	We found that there was not consistent collaboration among all grade levels. In order to foster a more collaborative work environment, this school year we implemented weekly grade level meetings. With the support of the Resident Principal and the Instructional leader, grade level teams meet weekly and focus on a variety of topics relative to their needs. The grade level teams receive tailored professional development in a collaborative, supportive environment.

<b>Question 4: How effective is the assessment of student learning?</b>	
Score	4
How do you know?	Our school administers school-wide benchmarks throughout the year. This year, we are administering three benchmarks for K-6 (in December, March, and June). These benchmarks are aligned to the Common Core State Standards. Teachers also administer formative and summative assessments in the classroom on a regular basis.
What are the strongest features of assessment?	The strongest feature of assessment is that the data from assessment is used to inform instruction. For example, after the school-wide benchmarks in December, grade-level teams met to analyze the data in both ELA and math. From the analysis, the grade-level teams created ELA and math action plans to revisit the focus content/skill that students needed more time to master.
What formative and summative assessments are in use?	Teachers use exit tickets in math throughout the week as a formative assessment. In English/Language Arts, teachers generally use end of week formative assessments on the reading skill that was taught throughout the week. Teachers also use informal assessments, such as student comments during discussions, to check for student understanding throughout lessons. Teachers use end of unit assessments from EngageNY and Reading Street as summative assessments. The school-wide benchmarks acts as formative assessments in December and March. In June, the benchmark is cumulative and acts as a summative assessment.
What aspects need improvement and what action is being taken?	We are working with grade-level teams to use more common assessments. We are making time during weekly grade-level collaborative meetings to create these common assessments and go over the results as a team. Teachers are also noticing that the end of unit assessments need to be



	adjusted and supplemented, and we're using grade-level meetings as a space to do this. Teachers are generating questions and using the Illuminate item bank to supplement end of unit assessments.
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<b>Question 5: How effective are strategies and processes to ensure your school enrolls a diverse student population, including English Language Learners, students with disabilities, or foster youth?</b>	
Score	5
How do you know?	We serve a specific area named Nystrom Catchmen (Cutting Blvd. to Ohio Ave.) and from South 2 <sup>nd</sup> to South 20 <sup>th</sup> streets where the population is diverse. We comply with the law by offering SELPA through a MOU with the WCCUSD.
What are the strongest aspects of your efforts in this respect?	For English Language Learners we have a home language survey, classification process, CELDT administering, daily instruction and a high number of reclassified students. For SELPA, a full time RSP and part time speech Pathologist works with our students. Please see attached roster.
What aspects need improvement, and what action is being taken?	Continuing with best practices.

<b>Question 6: How effective is the leadership and management of the school?</b>	
Score	5
How do you know?	RCP and its management have constant communication, open door policy and honest awareness of staff needs.
How does your school monitor teacher and staff implementation of the school's chosen curriculum, including alignment with the Common Core State Standards?	Executive Director, Resident Principal and Instructional Leader monitor implementation of curricula. If a staff member is not effective, the Resident Principal and Instructional Leader provide intensive support. Our ELD consultant offers support through coaching, observation cycles, support in lesson planning analysis of student work and assessments.  Our leadership team is excelling in use of data, time in classrooms, maintaining connections with teachers, staff and students, maintaining an environment that nurtures the academic priorities.
What steps are taken if the staff is not effectively implementing the curriculum?	See above.
How are teachers supported in improvement and growth?	See above.
In what ways do the leadership and management of the academic performance need improvement?	See above.

In what ways are leadership and management excelling?	Our leadership is excelling in supporting faculty and staff by providing a culture of accountability and support as well as competitive salaries and bonuses.
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<b>Question 7: How well does the charter school collaborate with parents to encourage active participation in their child's education?</b>	
Score	3
How do you know?	The school sends home a monthly bulletin, highlighting important dates and information for parents and families to be aware of. There are monthly SSC and ELAC committee meetings in which all families are invited to attend. At the beginning of the school year, we have a parent orientation so that all families are aware of the school's expectations and policies. There is also a separate Back to School Night in which families can visit their student's classroom and learn more about specific classroom procedures. To make sure that families are aware of their student's academic progress, teachers hold parent/teacher conferences in November and March.
What are the strongest features, and why?	The school is very transparent with parents and families about what is happening at the school site. There is also consistency across grade levels. The progress reports that teachers use to guide the conversation during conferences is the same for K-6, and this ensures that parents are walking away with a clear picture of student strengths, as well as strategies for how families can continue to support students at home.
What most needs attention, and what action is being taken?	Attendance at School Site Council meetings and during ELAC committee meetings is not as high as we would like. As a result, we are exploring other ways to engage families. This month, teachers are holding grade-level workshops focusing on Common Core strategies, as a way of connecting with families in a different way.

<b>Question 8: How effective are the methods and strategies by which your school assures that with disabilities are provided a free, appropriate education in the least restrictive environment and that English Language Learners are supported?</b>	
Score	4
How do you know?	For Special Education services, the school has a school psychologist, a full-time RSP teacher, and a speech pathologist who is on campus two times a week. We have a Student Success Team process in which teachers can identify students that they're concerned about and the team can come together and put in place additional interventions. The

	<p>school administration communicates and meets with the Special Education team on a consistent basis.</p> <p>To support English Language Learners, teachers teach an ELD class on a daily basis and receive coaching and instructional support from our ELD consultant.</p>
What are the strongest elements of your program?	<p>The Student Success Team process ensures that even students who might not be identified as needing Special Education Services can still get extra support, in order to maximize academic growth and achievement. Our RSP teacher is able to push-in to support students during class time, as well as pull small groups of students out of the classroom for more individualized support.</p> <p>The ELD support that teachers are receiving has resulted in higher-quality ELD instruction across classrooms. Teachers also implement strategies that support ELs in content lessons throughout the day.</p>
What most needs attention and what action is being taken?	<p>We need to continue to keep a clear and consistent line of communication with the school psychologist, RSP teacher, and speech pathologist in order to continue providing the services that our Special Education students need. Providing teachers time to meet with our ELD consultant will also be something that we need to continue doing. Teachers are currently working on developing grade-level formative ELD assessments to administer and analyze as a team.</p>

<b>Question 9: How effective is the governing board of the school?</b>	
Score	4
How do you know?	We adhere to the Charter School governance regulations.
Please describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment.	Please see attached bylaws, board members, board committees and resumes
Describe the governing board's primary roles and responsibilities.	IBIDEM
How effectively does the governing board work with the school leaders?	Our governing board and school leaders work together very successfully.

<b>Question 10: How effective is the school at ensuring fiscal soundness and legal compliance?</b>	
Score	5
How do you know?	We have a back office (Edtec) that specializes in working with Charter Schools.
What are the strongest features,	Edtec monitors our finances and compliance documentation

and why?	ensuring that RCP meets all fiscal and legal requirements with the state, CDE, and district.
What most needs attention, and what action is being taken?	None.

<b>Question 11: How effective is the school's fiscal management?</b>	
Score	5
How do you know?	We are audited by an independent company, Hasaka Rotherham & Co. We were also reviewed by the Federal Government with excellent and compliant results.
What aspects of the school's fiscal operation work best?	Edtec and WCCUSD send us guidelines on this matter.
In what ways can the school's fiscal systems or operations be improved, and what action is being taken?	We have discussed the idea of having our business in house but because of our current number of students, we prefer to dedicate our team completely to meet the needs of the 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:** March 4, 2015  
**From:** Bruce Harter **Agenda Item:** F.2  
Superintendent  
**Subject:** 2015 CSBA Delegate Assembly Election

**Background Information:**

The California School Boards Association (CSBA) has issued its ballot for candidates for Delegate Assembly, Subregion 7-A (Contra Costa County), to serve a two-year term beginning April 1, 2015 to March 31, 2017. The ballot provides for the Board to vote for three candidates.

The Board of Education is recommending casting votes for Valerie Cuevas and Madeline Kronenberg as representatives from Subregion 7-A (Contra Costa County) for the CSBA 2015 Delegate Assembly.

**Recommendation:**

Cast ballot for Subregion 7-A representatives to the CSBA 2015 Delegate Assembly.

**Fiscal Impact:**

None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT  
SUBREGION 7-A  
(Contra Costa County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

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*Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017*

*\*denotes incumbent*

- Valerie Cuevas (West Contra Costa USD)
- Christine W. Deane (Contra Costa COE)
- Jean Follmer (Lafayette BSD)
- Madeline Kronenberg (West Contra Costa USD)
- Yolanda C. Pena-Mendrek (Liberty Union HSD)\*

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*Provision for Write-in Candidate Name*

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*School District*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

---

*School District/COE Name*

---

*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

**Region 7 – Anne White, Director (Livermore Valley Joint USD)**  
**19 Delegates (15 elected/4 appointed)**

**Below is a list of all the current Delegates from this Region.**

**Subregion A**

Laura Canciamilla (Pittsburg USD), elected term expires 2016  
Teresa Gerring (Lafayette ESD), elected term expires 2015  
Linda K. Mayo (Mt. Diablo USD), district appointed - term expires 2015  
Kathi McLaughlin (Martinez USD), elected term expires 2016  
Yolanda C. Pena Mendrek (Liberty Union HSD), elected term expires 2015  
Raymond Valverde (Liberty Union HSD), elected term expires 2016  
**Vacant, elected term expires 2015**

**Subregion B**

Valerie Arkin (Pleasanton USD), elected term expires 2016  
Ann Crosbie (Fremont USD), district appointed - term expires 2017  
Jamie Hintzke (Pleasanton USD), elected term expires 2016  
Jody London (Oakland USD), district appointed - term expires 2015  
Amy Miller (Dublin USD), elected term expires 2016  
Diana J. Prola (San Leandro USD), elected term expires 2015  
Joaquin J. Rivera (Alameda COE), elected term expires 2015  
Nancy Thomas (Newark USD), elected term expires 2016  
Rosie Torres (Oakland USD), district appointed - term expires 2016  
**Vacant, elected term expires 2015**  
**Vacant, elected term expires 2015**

**County Delegate**

Christine Deane (Contra Costa COE), elected term expires 2015

**Counties**

Contra Costa (Subregion A)  
Alameda (Subregion B)

# Delegate Assembly Candidate Biographical Sketch Form



**DUE: Wednesday, January 7, 2015**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at [ctuter@csba.org](mailto:ctuter@csba.org) or (800) 266-3382.

Name: <u>Valerie Cuevas</u>	CSBA Region: <u>7, Sub-region 7A</u>
District or COE: <u>West Contra Costa Unified</u>	Years on board: <u>Less than 1 year</u>
Contact Number: <u>(510) 734-6503</u>	E-mail: <u>valerie.cuevas@wccusd.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

- Adequate state funding and resources for all LEAs
- Repealing the reserve cap negatively impacting local school districts
- Repealing Prop. 13 and bring all corporate tax assessments to current value

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

As a long time education advocate I have worked with and presented to district, county and CSBA committees, including numerous workshop sessions at the Annual Education Conference. I also have a working relationship with various CSBA executive and policy staff. I am proud of my work to bring additional education dollars to West Contra Costa Unified by leading state advocacy for the successful passage of the Local Control Funding Formula (LCFF).

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I welcome the opportunity to contribute to the success of CSBA region 7, sub-region 7-A in my new capacity as an elected West Contra Costa Unified Board Member. Personally, I am a staunch advocate for kids with expertise in educational equity, state legislative policy and K-12 governance. I have a wide range of national, state and local education experience. I am a former director with the National Association of Latino Elected and Appointed Officials (NALEO), where I worked with hundreds of elected officials across the country on advancing student success. I also previously served as an aide to the chair of the California Assembly Committee on Higher Education and as chief of staff to a member of the Los Angeles Unified School District Board of Education. As an education practitioner, I have held student affairs positions at various 2- and 4-year colleges and universities across the state where I was a member of the California State University Employees Union (CSUEU).

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Valerie Cuevas

Date: 01/07/2015



# Delegate Assembly Candidate Biographical Sketch Form



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Name: Christine W Deane

CSBA Region: 7A

District or COE: Contra Costa County Board of Education

Years on board: Year 1 (began May, 2014)

Contact Number: (925)283-5648

E-mail: cwdeane@me.com

Are you a continuing Delegate?  Yes  No If yes, how long have you served as a Delegate? Nov. 2014 - present

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Funding improvements are critical to our Association because they will have the greatest impact on the ability of our districts to provide top quality education to all students. We must insist on an adequate level of funding to meet current needs and to alleviate future cuts in programs. CSBA has the responsibility of educating the public concerning current funding and the increased expenses being sent to districts. We must alleviate confusion that the LCFF provides more money. We need to mobilize our voters to communicate their concerns to legislators. We need to work with legislators to prioritize putting students first. Individual districts need the strength of CSBA advocating for better funding. 2. We must work for improved student achievement for every student through rigor, technology use, on-going teacher training and early intervention. The Association can provide materials to help districts review and improve their LCAP's to address student needs. 3. Workforce development is motivating for students, practical and necessary for society. CSBA protects students against the disappearance of programs by encouraging partnerships and grants.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

Currently, I serve on the CCCBOE's Policy Committee and as Clerk of the Board. I believe communication between the public and school boards is critical. As a CCCBOE member I have met with all 12 superintendents in my area of the county. I have attended awards ceremonies, visited classes, after school programs, ROP and special ed classes to learn as much as possible about the concerns of our stakeholders. I have met with a member of the Community College Board to understand their challenges. As a retired Nationally Board Certified Teacher I talk with teachers, administrators, parents and students to learn what they are concerned about. I have given talks to community groups across the county on issues facing education and reasons to celebrate. I've published a newspaper article on supporting reading workshop at home. I represented Contra Costa and Alameda Counties as a Region 7A Delegate to the December CSBA Assembly. I engaged in conversations with other board members around educational issues. When we identify and feel passionate about the needs of our students we will work together for change.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

When I attended the Monterey Conference for County Board Members I saw that School Board Members can effect change for students on a larger scale when we are in agreement and work together. I served as a Delegate at the December CSBA Assembly and was further impressed with the efforts made to impact legislation and policy at the state level. I would like to be part of the team advocating for students in Sacramento, mobilizing our communities to be concerned and to vote for changes which will improve student achievement and preparation for the future. As a delegate, I also served on the Board of Directors for CCBE. I am serving on the CCBE Nominating Committee for 2015. I hope to work on the Policy Review Committee. I have shown that I am a responsible, organized and informed Board member which is why I have the recommendation from Superintendent Jos. Oviak and Pam Mirabella for this position. I have strong administrative and facilitator skills. Through writing, speaking and working, I am committed to being a liaison, a representative, an advocate for education and a delegate working for you.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Christine W. Deane

Date: January 5, 2015

## **BACKGROUND**

- Elected to Contra Costa County Board of Education Area 2 Nov. 2014
- Appointed to Contra Costa County Board of Education, Area 2 May 2014
- Serving on CCBOE Policy Committee
- Delegate to the CSBA Assembly, December 2014
- Board of Directors CCBE, December 2014
- Nominating Committee CCBE, 2015
- Contra Costa County Teacher for 25+ years, retired
- Contra Costa resident for 36 years
- Three children who all graduated from Contra Costa County schools

## **EDUCATION /CREDENTIALS / ACHIEVEMENTS**

- Master of Science- Correctional Counseling
- Bachelor of Science – Family Relations and Child Development
- 75+ Continuing Education Units for Teaching – SRVUSD
- National Board Certified Teacher (NBCT) Trained to coach NBCT candidates
- Master Teacher for college students (student teachers)
- District Mentor Teacher for other teachers
- Standard Teaching Credential K-8, Humanities and Social Science – Current
- Language Development Specialist Credential (current)
- Trained: Complex Instruction – Stanford University
- Writing and Reading Workshops - Columbia Teachers College

## **PUBLIC SERVICE AND VOLUNTEER POSITIONS**

- Program Quality Review Team- Local and County
- Presenter at District-wide and Local Staff Development Days (multiple)
- Principal's Advisory Committee
- Diversity Committee
- Beginning Teacher Support and Assessment (BTSA) Coach
- Grant Recipient- SRVEF and Chevron
- GATE Co-chairman and Presenter at the CA GATE Conference
- Liaison from Moraga Moms' Council (150 members) to Outreach Program in SF Tenderloin and Leadership Board for Moms' Council
- Moderator of faith-based service group
- Vice-president of Campolindo PTA and Committee Chair, Burton Valley PTA
- Governing Board, Junior League of Oakland / East Bay
- Chairman of the Board of Directors for a summer camp program in Orinda
- Lead committee member for Caregivers' Workshop for Greater Lamorinda Community
- Mentor for high school students
- Counselor for people in crisis



# Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Jean Follmer</u>	CSBA Region: <u>Region 7, Subregion 7A, Contra Costa</u>
District or COE: <u>Lafayette School District</u>	Years on board: <u>2</u>
Contact Number: <u>925-768-5811</u>	E-mail: <u>jfollmer@lafsd.k12.ca.us</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1) Repeal of SB 858 - Many districts would have been unable to endure the recent economic downturn without healthy reserves. 2) General Funding Adequacy and Equity- The LCFF base grant is too low and many districts are receiving an inadequate and inequitable distribution. The goal of restoring funding to the 2007/08 level by 2021 is incredibly disappointing. There are three groups of districts in California - a) basic aid districts that can fund themselves so are untouched by LCFF, b) districts that qualify for LCFF concentration grants and c) districts that can't fund themselves through property tax and don't receive LCFF concentration grants. 3) Special Education Funding Adequacy - Districts have a legal and moral obligation to provide all students with a free and appropriate education. Special Education students, our most vulnerable group, are protected under IDEA. However, funding from the state and federal governments is completely inadequate. We need to consider adding Special Education students to the LCFF funding model. My goals should be important to CSBA because they address core values of adequacy and equity for all students.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

I am particularly interested in legislative actions that relate to education. I was appointed to my district's legislative committee upon my election and have stayed well-informed about education legislation and politics. Prior to my election, I co-founded Lafayette for Education just after the 2007/08 downturn. The goal of LFE was to find and drive sustainable revenue for our district and educate our parent population about impacts to our district. We encouraged our school district and city to work more collaboratively and to streamline expenses where possible. This collaborative mindset between our district and city continues today. I believe in strong partnerships between local governments.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I am interested in becoming a CSBA Delegate so I can continue to pursue adequate and equitable funding and educational opportunities for all students. I will not hesitate to represent our Region with a strong and consistent voice and I will advocate equitably for ALL students in our Region. CSBA needs to take strong, proactive stances as necessary in the future. I believe CSBA should have taken a firm stand about Proposition 2 as it related to SB 858 prior to the election. Along with many others, I was disappointed by the neutral stance on Proposition 2. I have worked with many of you over the last several years and I would sincerely appreciate your support. Please feel free to contact me with any questions.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:

Date: 1/5/14

# Delegate Assembly Candidate Biographical Sketch Form



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Name: <u>Madeline Kronenberg</u>	CSBA Region: <u>Seven - A</u>
District or COE: <u>West Contra Costa Unified</u>	Years on board: <u>Eight</u>
Contact Number: <u>510-334-9646</u>	E-mail: <u>mkronen@aol.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

My top three educational priorities are: (1) improve education funding by supporting change to Prop 13 (to include increases to commercial property) reduce the parcel tax passage threshold to 55% (so that all students served by Association members would have more resources); (2) support statewide efforts for improved teacher training programs which give new teachers greater mentorship opportunities (so that all Association members' teachers have the resources they need in their challenging diverse classrooms); and (3) support a greater collaboration with our community colleges to strengthen our pre-K to college pipeline with articulated courses and communication between all levels (so that Association members students are successful in college and not in need of remediation at the levels they currently require).

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

In my local district I have served on all our board sub-committees: Academic, Facilities (chair), Technology (chair), Safety and School Climate, Citizens Bond Oversight Committee and Citizens Budget Advisory Committee. I have also been liaison to our Linked Learning (career pathway) committee and our Ivy League Connection program (which I co-founded and sends our students to selective colleges for summer programs). I am a member (and former President) of the Contra Costa County School Boards Association and have worked to find ways to communicate with all school board members in our very diverse county. I also serve as Chair of the Education Subcommittee of a local business-funded organization - where I collaborate with the business community to bring in private sector resources to fund district programs. I am also deeply interested in breaking the "school-to-prison pipeline" and developing programs for our most disadvantaged and at-risk children and their families. Our District has won three Golden Bells during my tenure: for the Ivy League Connection, for an on-site dental clinic, and for Full Service Community schools.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

As a retired career-technical teacher (teacher-of-the-year recipient), long-time parent leader and now veteran board member of a diverse 30,000 student district, I believe I can contribute my leadership and perspective on the many complicated educational needs of California's children. My district - a "low wealth" district - encompasses five cities - from very affluent and educated to very low income. We are predominantly non-white with many English language learners. I am interested in becoming a Delegate because I believe Delegate Assembly needs to address the changing education landscape - funding increases, technology, the growth of charter schools, English language learners' challenges and the importance of addressing the current image of public education as something that is "broken". I am interested in becoming a Delegate because I believe my classroom experience and my board service and my passion for all California's children prepares me to serve as a Delegate.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Madeline Kronenberg

Date: 1/5/15

# Madeline Kronenberg

811 Craft Avenue  
El Cerrito, CA 94530  
510-334-9646

## Experience

- 8 years – Member of WCCUSD Board of Education
- 15 Years as an Active Parent Leader in WCCUSD
- 15 Years Working in both Private and Government sectors
- 30 Years Teaching Adults in career technical program

## WORK HISTORY

**1980-2010 - Adult Education Career Technical Instructor - Hayward**  
Adult School (State Excellence in Teaching Award – 2003)

**1965-1980 - Stenographer/Secretary/Legal Secretary**

**1979-1989 - Business Owner**

**EDUCATION:** University of California Berkeley – Teaching Credential (Business)

## WCCUSD Volunteer Experience

PTA/PTSA -- Member 1984-2006 (President, Co-President, Volunteer Coordinator, Site Council Member/Chair at Portola Middle School (1991-94) and El Cerrito High School (1993-2006))

District-Wide Committee Membership:

Redistricting Committee (2003-04)

Facilities Subcommittee (2006)

K-8 Committee (2005-2006)

Citizens' Bond Oversight Committee (2003-2006)

Measure J – Co-Chair (2005)

## Personal:

Married 35 years – Hale Kronenberg (*retired from University of California – now self-employed Probate/Estate Planning attorney*)  
Five Adult Children

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Name: Yolanda C. Pena-Mendrok

CSBA Region: 7/A

District or COE: Liberty Union High School District

Years on board: Six

Contact Number: 925-634-2166 x 2025

E-mail: ymendrek@aol.com

Are you a continuing Delegate?  Yes  No If yes, how long have you served as a Delegate? 2 years

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Maintain secured facilities for students and staff, to provide a safe learning environment. Safe schools are conducive to learning and provide less anxiety to students, parents, and staff. When this is in place all concerned can concentrate in teaching and learning.
2. We must hire highly qualified teachers in our schools for students to have access to good education. As we implement the common core curriculum, it is imperative to provide our teachers with the appropriate training.
3. Prepare students for college and career. As we prepare curriculum options, including vocational and avocational, we must keep in mind that students should be prepared to succeed in college and career whichever, they choose to follow.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

As a board member from 2006-2010 I served in the following committees:

1. Oakley-Antioch Interagency, where we discuss educational and local issues that may impact our schools and student population.
2. Brentwood Diversity, worked with community groups to discuss issues of tolerance
3. Freedom High School Liaison
4. Liaison between Liberty Union High School District and CCCOE

As a board member from 2012-2016 I will serve on the following committees:

1. Brentwood Interagency
2. Liberty and Freedom High Schools' Liaison;
3. Liaison between Liberty Union High School District and CCCOE
4. Transportation Consortium - alternate

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I believe in public education and community service. I believe that I have an obligation to share my experience and knowledge to serve the students inside and outside of our community. I am open minded and I like to learn from others with the hope that what I learn I can bring back to our community. I am interested in creating/recommending policies that will be of benefit to our schools and students.

In addition, I bring my experience as teacher and school administrator, and the experience I gained in finances, while working in private industry.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: December 18, 2014

**Yolanda C. Peña Mendrek, M.A.**  
 745 Dainty Avenue – Brentwood, CA 94513-1201  
 Phone 925-382-2869  
 Email: ymendrek@aol.com

<b>Education</b>		
June 2009	Master's in Governance California School Board Association	Sacramento, CA
2002-2003	ACSA Personnel Academy	Dublin, CA
1994-2002	Chapman University <ul style="list-style-type: none"> <li>• Master's Degree in Education – Curriculum and Instruction</li> <li>• Administrative Services Credential</li> <li>• Single Subject Teacher Credential – Spanish</li> <li>• CLAD Cross-Cultural Language And Academic Development</li> </ul>	Concord, CA
1986-1990	University of Phoenix <ul style="list-style-type: none"> <li>• Bachelor's Science – Business Administration</li> </ul>	San Ramon, CA
1984-1986	Diablo Valley College <ul style="list-style-type: none"> <li>• Certificate of Achievement: Banking and Finance</li> </ul>	Concord, CA

**Employment**

	<b>Antioch Unified School District (AUSD)</b>	Antioch, CA
2008 - Present	Teacher, Deer Valley High School	
Spring - 2010	Interim Vice-Principal, Deer Valley High School	
Summer 2009	Co-Principal, Antioch High School	
	<b>Liberty Union High School District (LUHSD)</b>	Brentwood, CA
Nov - 2012	Elected to the LUHSD Board of Trustees	
Nov - 2006	Elected to the LUHSD Board of Trustees	
Jun - 2006	Retired from Liberty Union High School District	
2005-2006	Assistant Principal at Heritage High School. Opened new school	
2000-2006	Assistant Principal at Liberty High School	

	<b>Mt. Diablo Unified School District (MDUSD)</b>	Concord, CA
Summer 2000	Principal Summer School	Bay Point, CA
Summer 1999	Vice Principal at Clayton Valley High School	
1994-2000	Teacher at Concord and Olympic High Schools	

**Professional Memberships:**

- California School Board Association - CSBA
- Association of California School Administrators – ACSA
- California Teachers Association
- Soroptimist International of the Delta
- National Association of Latino Elected and Appointed Officials (NALEO)

**Languages:**  
Spanish

Read, Write and Speak Fluently

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

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 4, 2015

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

**Agenda Item:** G.1

**Subject:** Manzanita Charter Middle School Renewal Hearing

**Background Information:** The District approved the Manzanita charter petition in the year 2000 for a term of 5 years. The Board renewed the Charter petition for 5 years in March 2005, and again in March of 2010.

This hearing is to consider the level of community support, preliminary data and pertinent information to support renewal of a charter petition. Following review of the Charter petition and supporting documents, and a written staff recommendation, the Board will make a decision concerning renewal at the April 1, 2015 meeting.

**Recommendation:** For the Board to consider the renewal application for Manzanita Charter Middle School.

**Fiscal Impact:** Cost recovery for charter operation and lost ADA for students attending the charter school.

**DISPOSITION BY BOARD OF EDUCATION**

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_





## Manzanita Charter Middle School

2925 Technology Court, Richmond, CA 94806 ~ (510) 222-3500 ~ Fax (510) 222-3555  
www.manzy.org

February 12, 2015

Todd A. Groves, President of the Board  
West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, CA 94801

Bruce Harter, Ph.D., Superintendent  
West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, CA 94801

Dear President Groves and Superintendent Harter:

Attached is the renewal petition for Manzanita Charter Middle School (MCMS) for the term July 1, 2015 through June 30, 2020. It contains our program and fiscal plans for ongoing operations through 2020, and the narrative has been updated to address new statutes enacted since our last renewal.

MCMS has met the statutory requirement for renewal in accordance with Education Code section 47607b1:

*Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school wide and for all groups of pupils served by the charter school.*

Assembly Bill 484 clarified that in the absence of an API in the prior year, a charter school could use its most recent API calculation. MCMS met its growth target and in fact had a growth of 63 points in the last year API was used.

As you know, MCMS has been serving district students for 15 years using a parent cooperative model. Such a framework has sustained our school and allowed us to provide a high quality education program within a safe environment that is free of bullying. We serve mostly low-income students of color, preparing them for high school success. In fact, 86% of students who leave MCMS after eighth grade finish high school.

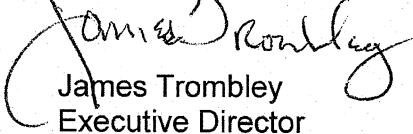
We are honored by the accolades of our parents and of the greater community we serve. Many of these accolades and awards are listed in the first section of our attached charter renewal petition. Our budget is sound and our programs are fiscally

sustainable. The strength of our community presence and acceptance is evident through the partnerships we maintain, a major one of which is with the Richmond Chamber of Commerce.

As a middle school serving students for just three years, and as a small school, even small changes in our population can create wild swings in our API. Unfortunately, we briefly experienced a downturn in standardized testing after a 10-year history of academic strength. It is important to note that within two years we again demonstrated our academic strength as measured by a 63 point gain on the API, exceeding that of 21 district-operated schools.

We believe our long history of superior academic performance, accompanied by our demonstrated achievement of the criteria for charter renewal, provides the West Contra Costa Unified School District Board of Education with the assurance that its approval of the renewal of our charter will continue to result in high quality services for the students of our district and reflect the will and voice of the community we serve.

Sincerely,

A handwritten signature in cursive script that reads "James Trombley". The signature is written in dark ink and is positioned above the printed name and title.

James Trombley  
Executive Director

Cc: Linda Delgado-Pelton  
Coordinator, Educational Services

## MANZANITA CHARTER MIDDLE SCHOOL

### Introduction

Manzanita is a small (154 students), homegrown, non-corporate charter middle school created and maintained by local parents in a cooperative mode. For 15 years, Manzanita has met the specific needs of our community, and has met all legal requirements for charter renewal, including academic performance and fiscal solvency

The outstanding caring attitude of faculty and administrators, the parental involvement, and the bully-free environment have helped hundreds of mostly low-income students of color overcome emotional and academic challenges, and prepare them for high school success. 86% of Manzanita graduates finish high school compared to 80% of students district-wide who entered high school in 2009-10 (most recent data).

In 2012, Manzanita Charter School moved to the Hilltop area, near the YMCA, due to increasing community demand. This move was accompanied by other internal factors that combined to cause a dip in standardized test scores that we immediately addressed. Our quick action resulted in dramatic Academic Performance Index gains in 2013 that exceeded that of 21 district operated schools.

Our robust technology curriculum supports our school culture. In 2013 our student council won Challenge Day's 25th Anniversary/ National Bullying Prevention Month's video scholarship contest with *A Story of a Bullied Girl*. In 2014 Manzanita students won the Generation Citizen Civics Day competition for their project on preventing and reducing racial bias in the Richmond Police Department.

In 2012 *Parent's Press* readers voted Manzanita as *Best Charter Middle School in Contra Costa County*.

Manzanita students are thriving due to our ability to respond to data and make appropriate adjustments to curriculum and instruction, provide invaluable personal connections with amazing teachers and administrators, and embrace and promote diversity and attention to children with special needs in a safe and bully-free environment.

## Accomplishments

### Academic Performance

- 63-point increase in API from 2012 to 2013 due to an improvement in performance in all subject areas tested. This was the most recent year API was reported and provides the data point that qualifies MCMS for renewal according to Education Code Section 47607b1.
- Since state testing results in English language arts and math were unavailable in 2013-14, Manzanita implemented NWEA Measures of Academic Progress (MAP) testing to track student achievement/progress.
  - Percentage of students above the 50<sup>th</sup> percentile steadily increased from 30% to 35% in reading, and 29% to 40% in language usage from 2013-14 to 2014-15
  - The percentage of students meeting their growth targets increased to over 50% (from approximately 64 students out of 150 in 2013-14 to 77 students out of 150 in 2014-15.
  - Percentage of proficient/advanced students on the CST Science test (42% in 2012, 50% in 2013, 60% in 2014) increased annually since 2012.
- Percentage of Early Advanced and Advanced students on the CELDT increased annually. (46% in 2012, 48% in 2013, 55% in 2014)

### Education Program

- Established weekly Professional Learning Communities to promote professional development and cross-curricular collaboration.
- Retained ESL/ELL support to provide small group reading and math instruction to scaffold student learning.
- Held annual Washington DC trips for all 8th graders focusing on Civic Engagement, US History, and STEAM.
- A minimum of one field trip per month per grade level to provide 'beyond the classroom' experiences related to curriculum.
- Documented academic growth at all grade levels in all subjects through NWEA MAP testing due to absence of state standardized testing.

### School Climate

- Implemented Restorative Justice system of behavior management, eliminating detentions and reducing suspensions.
- Launched *Kickboard for Schools* system to strengthen data driven instruction and behavior management.

## MANZANITA CHARTER MIDDLE SCHOOL

- Piloted collaborative drama program, in which Manzanita students engage with students from Leadership High School to observe, reflect, write and perform.
- Adopted 25 Core Principles of Civility as a basis for school-wide community development and preventative behavior management.

### Student Community Involvement

- In 2014, our students demonstrated their commitment to the community by conducting a Homeless Canned Food Drive.
- Student Government volunteered as Bilingual Literacy Volunteers at La Petite Academy from 2012-2014.
- Launched Generation Citizen program, focusing on identifying community assets to solve community challenges culminating in a capstone presentation in Berkeley, during December 2014.

### Community Partnerships

- In 2013, Hilltop Mall and the Richmond Chamber of Commerce adopted Manzanita Charter Middle School and provided it with computers to help develop 21st century skills that reach beyond the classroom.

### Parent Relations

- In 2012, MCMS was voted by *Parents Press* as the best charter middle school in Contra Costa County.
- Facilitate a high degree of Community and Family Outreach in the form of Monthly Membership Meetings, Social Justice Initiatives, and parent workshops.

### Facilities

- Added and expanded classrooms to accommodate blended learning through classroom technology and provide laboratory science exposure
- Added 13000 square feet of artificial grass to beautify campus and support physical education curriculum
- Planted 14 trees planted in our community orchard

## MANZANITA CHARTER MIDDLE SCHOOL

### *Manzanita Charter Middle School will:*

- Meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Admit all students who wish to attend and who submit a timely application, unless a greater number of applications than there are spaces for students is received, in which case students will be admitted through a public random drawing process. Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B).
- Not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)(C)]
- Ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is 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)]
- Maintain all necessary and appropriate insurance coverage.
- Offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will comply with any and all other federal, state, and local laws and regulations that apply including but not limited to:
  - Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - Consult with parents and teachers regarding education programs.

## **MANZANITA CHARTER MIDDLE SCHOOL**

- Comply with all laws establishing the minimum and maximum age for public school enrollment.
- Comply with all applicable portions of the No Child Left Behind Act.
- Comply with the Public Records Act.
- Comply with the Family Educational Rights and Privacy Act.
- Comply with the Ralph M. Brown Act.
- Meet or exceed the legally required minimum of school days.
- Meet requirements for implementing independent study.

**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.*

*A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

*If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.*

*Education Code Section 47605(b)(5)(A).*

Manzanita Charter Middle School (MCMS) serves 154 students in grades 6-8 and is located at 2925 Technology Court in Richmond, CA. MCMS is a small school where parents and teachers work together to create the best possible learning environment for their children. We have been operating since September 2000 and our student demographics are at parity with the district by which we are authorized.

**Vision Statement**

Manzanita Charter Middle School prepares students academically and socially to be well-rounded individuals who contribute positively to themselves, their families, the community, and our world.

**Mission Statement**

Manzanita Charter Middle School (MCMS) places a strong emphasis on an academic curriculum, taught within a secure and safe community in which all students belong and feel that they are "part of a family"

**Targeted Student Population**

Manzanita Charter Middle School (MCMS) serves sixth-, seventh-, and eighth-grade students and targets its recruitment to ensure that its student population reflects the many racial, ethnic, and economic groups that reside in the district where the school is located.



## MANZANITA CHARTER MIDDLE SCHOOL

Ethnicity	District	MCMS
Hispanic/Latino	52.35%	73.38%
African-American	19.38%	11.69%
White	10.61 %	7.14%
Asian	22.97%	3.90%
English Language Learners	32.55	26.62%
Socio-economically disadvantaged		77.92%

### **What it means to be an "educated person" in the twenty-first century**

The world is rapidly changing and students must be prepared to succeed with foundational and social skills that will enable them to continuously acquire new information and skills throughout their lifetime. We teach students to combine and evaluate information, relate and use what they learn to inform current events and community issues, express thoughts through a variety of mediums and styles, and to work cooperatively in large and small groups to accomplish objectives.

MCMS provides a vital alternative educational program for students who can benefit from a small environment that values individual skills and abilities while preparing students for higher education, work, and participation in their communities. The school provides a safe, nurturing environment that ensures help and support are available.

Our students study history and read literature in order to understand the underlying foundations of their society and of other cultures. Language arts and fine arts help our students express and communicate their ideas (while working on cross-curricular projects.) Mathematics and science provide an understanding of the physical world and their relationship to the natural world.

Adolescence presents a critical time of academic growth and transition that forms the basis for a successful high school and post-secondary experience. We seek to provide our students with critical thinking skills and in-depth knowledge of a meaningful core academic curriculum that meets or exceeds the state standards for sixth, seventh, and eighth grades. We also seek to provide our students with the personal and social skills necessary for cooperative work and the social commitment and responsibility required in becoming contributing members of a diverse and democratic society. Finally, we are dedicated to providing each student with an emotionally and psychologically secure environment that fosters his or her curiosity and enthusiasm for learning.

## **How Learning Best Occurs**

We believe students learn best in an environment that is welcoming and supportive of students and their families and within a culture of respect and safety, encourages the discovery of unique talent. At Manzanita, we foster an environment of respect, caring, and a commitment to academic and creative excellence. Our instructional strategies are designed to ensure that students have multiple avenues to meeting the state standards. We create a secure environment for our students based on self-esteem, self-respect, and concern and respect for others. It is precisely such an environment in which students are able to explore and to not be afraid to make mistakes. They learn to take the risks involved in learning and discovery. At the developmental stage of learning to cope with feelings of inadequacy, we actively work as a community on intrapersonal and interpersonal skill development, and the recognition and solution of social problems. We recognize that all students learn in different ways and that an effective academic program must respond to these differences.

Accordingly, our teachers will use a broad mix of innovative and traditional teaching styles including:

- Cooperative learning (working in groups)
- Student-centered learning (teacher as coach)
- Socratic questioning (detailed oral questioning of students)
- Technology-based learning (interactive media and Internet)
- Lectures and presentations (teacher as coach, multimedia presentations)
- Experiential learning (hands-on projects and labs)
- Guided instruction (teacher as facilitator)
- Direct instruction (lectures and presentations)
- Theme based learning (focused themes)
- Student study trips (designed to extend learning)
- Student initiated and planned academies
- After school and lunchtime support (teachers available for individual work)

Student study trips are key to teaching the whole child at MCMS. Study trips are selected by students and teachers, and are tied directly to course curriculum for hands on learning that increases MCMS students' awareness of the world outside their own neighborhood. Study trips at each grade level encourage curiosity, new ways of thinking about the world, and familiarity with the public transportation system. Overnight trips are typically held for each grade level and focus on outdoor skills connected to the curriculum. To support these activities, MCMS has secured a transportation grant to allow seventh grade students to attend the Santa Cruz Basin Science camp and, each year, the 8<sup>th</sup> grade class complete their three years of middle school with a study trip to Washington D.C.

Students design and lead an elective course called Academy. Weekly Academy is composed of students in across all grades around a common interest, and is led by a staff person or a parent volunteer. Academies have focused on Engineering, Technology, Drama, Dance, Martial Arts, African Drumming, Farming, Yearbook, Event planning, and culinary arts.

We recognize and support learners who need additional programs to develop their skills. We provide multiple means for learning course content. At weekly staff meetings, staff discusses the needs of individual students to ensure that all students receive the support they need to be successful in the program.

### **Curriculum**

At MCMS, we offer a challenging, Common Core State Standards (CCSS) aligned, program using My Core as a framework for developing and implementing a Common Core aligned curriculum that provides students with opportunities to make connections to their community and their world. Close collaboration among staff members supports teaching across the curriculum, enabling students to make connections across course content areas. Teachers encourage students to develop critical thinking, interpersonal, and organizational skills. The MCMS program is:

- *Results-oriented:* What students learn is what matters most, and it is the foremost responsibility of the school to assist every student to achieve academically.
- *Accountable:* We believe in the potential of every student and hold high expectations for the achievement of all.
- *Inclusive:* Teachers design and differentiate lessons for students at all levels of proficiency. Teachers also make use of Specially Designed Academic Instruction in English (SDAIE) to ensure that all students have access to the school's challenging curriculum.
- *Designed to develop self-reliance:* Our goal is to graduate students who are well rounded, inquisitive, thoughtful, concerned for others, devoted to and knowledgeable about democratic principles, and intellectually autonomous. We graduate students who are articulate, ethical, healthy, and prepared for further learning.

### **English Language Arts**

The overall goal of the Language Arts program is to help students formulate and express their ideas effectively, and appreciate literature for its own sake. Our curriculum involves thematic learning to compliment other subject areas. Themes are based on the CCSS/California Language Arts Standards and students learn strategies that help them both enjoy different types of reading and encourage greater comprehension. At each grade level, many forms of literature including short stories, novels, plays, poetry, and essays are studied and discussed. To meet the new state standards that encompass the Common Core standards we have begun implementing Reading Intensive classes to ensure student depth of knowledge and to further student thinking along Bloom's Taxonomy. Students are also required to read, evaluate, and write about informational

articles in multiple mediums to ensure students are able to assess and understand all texts that they may come across in the academic and professional world.

When students are learning to read, instruction includes both phonics instruction and whole language. This allows students to combine phonemic awareness and regularly used sight words for fluency and text comprehension. Across the school, there is a focus on vocabulary and grammar to support the students' understanding of the foundation of the English language. Students write essays, focusing on topics linked to the literature they are reading, topics relevant to them, and topics related to other content areas. Writing is encouraged through journal entries, expository and creative writings, as well as research projects. A Writer's Workshop approach is often used allowing for independence and choice with clear expectations and requirements. Through this workshop process, students learn proofreading, revising, and editing skills that will allow them to publish their final work. Over time, students become more proficient with style, writing mechanics, and further develop their organizational skills.

### **Mathematics**

Mathematics classes are in the process of being aligned to the CCSS, which includes mathematics content/theory and practice. Instructional strategies include direct instruction, guided practice, independent practice, and multiple ways of assessing student learning. All classes are project-based, require nightly homework practice, and include regular quizzes and tests. To meet the new state standards that encompass the Common Core standards we have begun implementing the essential 8 Mathematical Practices. These specific 8 Math Practices allow students to generate and practice critical thinking skills that are applicable to all aspects of their lives.

In sixth grade, students learn ratios and proportional relationship, number systems, expressions and equations, geometry and statistics and probability. Students will learn to apply mathematics for use in real world applications. Regular practice and review ensure mastery of basic skills.

Seventh grade mathematics is an applications-based curriculum linked to the state mathematics standards where students review computation skills including decimal operation, fraction operations, integers, exponents, and pre-algebra while learning about statistics, probability, and geometry.

In eighth grade, students learn to manipulate algebraic expressions; learn to solve problems with inequalities, absolute value, quadratics, and rational expressions. They are able to graph lines and curves and extrapolate the equation of a line from two data points.

In order to provide additional support to 7<sup>th</sup> and 8<sup>th</sup> grade students where skill gaps are addressed and homework support is available, MCMS schedules time each day for an provides an independent math period to ensure that students master content.

## **History/Social Studies**

Our history and social studies curriculum ensures that students develop an understanding of culture, geography, politics, economics, and principles of the United States and the world, and their own roles in society. Students will apply their knowledge of all aspects of the social science curriculum to comprehend current issues in the world and their community. The curriculum units are mapped to the appropriate content standards as well and materials include adopted texts, primary sources, literature and other supplemental material. Throughout our social science curriculum, students read and write in alignment with CCSS.

In sixth grade history, students begin to appreciate the significance of geography in history. Students gain an appreciation for the everyday life of ancient peoples, their relationships to the natural world, as well as the developing political, economic, and social structures of their societies. Students learn about the tools and technology that were used, the literature, architecture, and art that were developed in the ancient world.

Students in seventh grade study the history and geography of great civilizations that were developing concurrently through the world during medieval and early modern times (500-1789 A.D.). Social, cultural, and technological changes that occurred in Europe, Africa, the Americas and Asia are the content area of focus. Students are encouraged to explore and recognize that significant contributions to our modern world have come from various societies.

Students in eighth grade study the ideas, issues, and events from the founding of the colonies, through the Revolutionary War, the framing of the Constitution, up to World War I. They trace the development of American politics, society, culture, and economy and students learn how these elements created regional differences. Students are able to see connections between the rise of industrialization and their lives. Current events and social issues are discussed throughout the year. The course continuously examines the ideal of democracy through the lens of each historical era. UC History Blueprint Common Core-aligned project activities are woven into the 7th and 8th grade curriculum, in addition to myriad experiential field trips aligned to the standards.

## **Science**

The overall goal of our science program is to prepare scientifically literate students who will have the ability to effectively respond to a rapidly changing world with the confidence and skills to positively influence it. In accordance with the Next Generation Science Standards, students become involved in the processes of scientific inquiry and gain knowledge of concepts fundamental to modern scientific theory. It is emphasized that science is a process of exploration and revision of existing knowledge. We encourage discussion about the relationships among science, technology and society, and allow students to form their own understanding of the benefits and challenges inherent in scientific discovery. Investigation and experimentation are part of the California standards for all grade levels. Following California content standards for Science, the area of focus for sixth grade is Earth Science, for seventh grade is Life Science and the eighth grade focus is Physical Science.

### **Visual Arts**

At Manzanita, we view the Arts as essential for learning to express and to communicate ideas, feelings, and information in all content areas. We expose students to a wide variety of arts, and encourage an understanding of their communicative nature. The visual arts curriculum is driven by the areas of the Visual Arts Standards: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connective Relationships and Applications. The visual arts curriculum is encouraged as a tool for integrating information from all other areas of the school's curriculum including Social Studies, History, English, Science, and Math curriculum. All students participate in three years of project-based arts classes during their years at MCMS.

### **Foreign Language**

Students will take at least one year of Spanish and pending teacher experience, will have access to Mandarin and/or Sign Language courses.

### **Physical Education**

Students of all grade and skill levels participate in physical activity in courses that develop team and individual skills. Physical education courses offer opportunities for physical activities and teach the value of regular exercise to health and wellbeing. Warm-up and strengthening exercises are utilized to stress both immediate and long-term health benefits. Nutrition education will be incorporated as well as health and disease information.

### **Technology**

Manzanita is committed to providing an environment in which technology is integrated throughout the curriculum in order to enhance student productivity, efficiency, creative expression, communication, and access to information. We prepare students to effectively use current and future technologies both inside and outside of the classroom. Diverse activities prepare students to be comfortable with the new technology based state assessments, and as students progress to high school, college, and work, they will be prepared to take advantage of the advances in technology to assist them with their studies and future jobs. To support this commitment, MCMS launched and has completed a facilities improvement/expansion project, making classrooms larger to allow for blended and offline teacher supported learning, linked to such online tutoring and supplemental programs as Khan Academy. As part of the technology-learning component, students are challenged to:

- Understand and demonstrate ethical behavior in use and care of technology.
- Demonstrate skill in using a variety of technologies
- Demonstrate the ability to choose appropriate technology tools to accomplish tasks.
- Recognize and evaluate the impact technology has on society.

Students use technology to complete projects that require skills with word processing applications, Excel worksheets, PowerPoint. Students are encouraged to use technology regularly to communicate, collaborate, research, locate, evaluate, collect data, write,

analyze, report, and learn. Our goal is to make technology a tool that facilitates students reaching their objectives, while enhancing the skills they will need to function in the 21<sup>st</sup> century.

### **Instruction**

We believe students should make real world connections because they enhance learning, and therefore, teachers use a variety of hands-on experiential strategies. Project based learning opportunities include, but are not limited to:

- Science labs
- Music and dance productions
- Creation of art pieces
- Historical simulation
- Service learning projects

MCMS encourages home support, reflecting the school's belief that education is a team effort involving students, families, and teachers. Technology is used to support student learning. Computers are available in every classroom along with wireless Internet connection. Teachers use Internet resources for facilitating student research, designing their lessons and delivering instruction.

### **Support for English Learners**

MCMS ensures English Language Learners (ELs) have access to the full range of educational opportunities, and complies with all applicable federal law, and redesignates them as English proficient based on State Board of Education adopted criteria.

MCMS identifies ELs through the state-required home language survey given to students and families when they complete an application for enrollment. Identified students are tested for English proficiency using the state mandated CELDT assessment.

English language instruction is offered primarily through English immersion, and in general, classrooms are based on an "inclusion" philosophy. MCMS English Language Learners (ELs) are immersed in our programs and are provided support to become fluent in English and to master the content of our academic program. They learn from and with English-speaking peers, rather than being segregated with others who are also struggling with the language. ELLs are identified through the home language survey and the California English Language Development Test (CELDT). Currently, almost 27% of our students are designated as English Language Learners. Teachers plan their curriculum to ensure that these students have full access to the material by modifying their instruction to meet their needs, including individualized instruction and break-out sessions during Reading Intensive and Math Intensive classes. However, teachers are given autonomy within their classroom to determine whether additional literacy support is needed. This flexible teacher driven approach enables teachers to effectively meet the unique needs of each EL student. MCMS' instructional and support staff has been trained in instructional strategies for teaching English Learners. Teachers use Specially

## **MANZANITA CHARTER MIDDLE SCHOOL**

Designed Academic Instruction in English (SDAIE) strategies in their classrooms and while working individually with their students.

The MCMS Testing/EL coordinator monitors the EL student's progress and consults with teachers regarding useful strategies to meet students' needs. All teachers who have EL students in their classes are properly certified. In addition, an after-school tutoring sessions with bilingual mentors will be offered.

English learners are retested yearly using the CELDT to determine eligibility for reclassification and to ensure that EL students are making appropriate progress. As a result of the assessment on the California Standards Test (CST) and the CELDT, EL students are provided with focused support to address the gaps in their learning and accelerate their progress toward English proficiency.

### **Support for Struggling Students**

All students at MCMS are supported through small class sizes. Students who are struggling with our academic program will receive additional support, through SST meetings, identification and intervention, Special Education and RSP services. Included in our regular day schedule are study hall and test preparation time. (See Appendix for School Day Schedule)

- Student Study Teams will be convened to determine effective strategies to assist the student in meeting the learning outcomes. Progress will be monitored and adjustments will be made as appropriate to ensure each student's success
- Teacher developed lesson plans will ensure that individual learning needs are addressed.
- An after-school program for homework help, Math and English support, and enrichment is available for all students multiple times a week.
- Peer mentoring and peer-tutoring
- Parent support/education so that parents can effectively engage their children at home to develop skills and bridge gaps.
- Educational Specialist to give focused assistance to small groups.

### **Support for High Achieving Students**

At MCMS, students can accelerate the depth and breadth of their learning and the pace of instruction through breakout sessions provided during Reading Intensive and Math Intensive classes, differentiated instruction, and cross-curricular co-planning.

### **Support for Low Income Students**

With funding provided by LCFF, Manzanita has added instructional staff to support low-income student needs, especially in the areas of Reading and Math through after school tutoring. Students are also supported with counseling services that link them to community resources and ensure that they are progressing academically in the school. After school EL instruction and digital instruction are part of our participation commitment model.



**Special Education**

MCMS has negotiated a memorandum of understanding with West Contra Costa Unified School District to provide all Special Education services to students. Pursuant to Education Code Section 47641(b), Manzanita Charter Middle School shall be deemed a public school of the District for the purpose of compliance with the Individuals with Disabilities and Education Act (20 U. S. C. Sections 1400, et seq) (hereinafter IDEA). As such, the parties understand and agree that the District shall ensure that all students with exceptional needs who attend Manzanita are provided with a free and appropriate education (FAPE) in compliance with IDEA. A student with disabilities attending Manzanita Charter Middle School shall receive special education instruction and/or related services, in the same manner as a student with disabilities who attends another public school of the District (as described in Education Code Section 47646.)

Manzanita Charter School refers students for special education assessment and/or services through a seek and find process, regardless of whether such students are identified by teachers, or services are requested by the parent. Prior to making such a referral, Manzanita Charter School convenes a Student Study Team (SST) within ten school days, to determine if alternative interventions are appropriate. One MCMS teacher, as part of his or her administrative responsibilities, acts as the Special Education Coordinator (referred to as the Designee). A student identified for SST is invited to attend a SST meeting with their parents and teachers. Parent, student and teachers are invited to share information regarding the student's strength, challenges and possible classroom interventions to help the student achieve optimum success. Non-special-education accommodations and interventions are developed, and a follow-up meeting is scheduled. If the accommodations are not effective, the student is referred to the appropriate qualified District-referred specialist for testing. The appropriate qualified specialist may be a qualified school psychologist, occupational therapist, speech and language pathologist, behavioral specialist, or the RSP teacher. Prior to making the referral, MCMS consults with the West Contra Costa Unified School District (hereinafter the "District"). Qualified District-referred specialists determine what assessments, if any, are necessary and arrange for such assessments for all referred students (initial, annual, and tri-annual assessments). The District's special education service provider or specialist consults with the designated representative of MCMS prior to offering assessments conducted by individuals outside of the District or the SELPA. MCMS does not conduct unilateral independent assessments without prior written approval from the District.

The RSP teacher and the MCMS Designee are responsible for arranging the necessary meetings for Individualized Education Programs (IEP) and for sending the written notices, as required by law. MCMS is responsible for having the designated representative of Manzanita in attendance at the IEP meetings (along with a primary teacher, parents, District representatives, etc.). District responsibility includes documentation of the IEP meeting and ensuring parental rights. The IEP teams makes decisions regarding eligibility, IEP goals/objectives, program, placement, monitoring, and exit from special education services. Services and placements are provided to all eligible MCMS students in accordance with IDEA, the policies, procedures and requirements of

the District and of the SELPA Local Plan for Special Education. Services, whenever feasible, are provided at MCMS in a manner consistent with the school program design. For students who enroll in MCMS from outside the District with a current IEP, it is the responsibility of MCMS to implement the existing IEP to the extent possible and to notify the District immediately to schedule an IEP within 30 days. During this 30-day period, MCMS will provide comparable services, as required by Education Code section 56325. For students who were previously enrolled in the District, the District agrees to forward the student's cumulative file, including all special education files, to MCMS within 10 days of notification. In addition, the District provides consultative assistance to help MCMS transition the student as identified in the student's IEP.

In accordance with the Memorandum of Understanding (MOU) between the MCMS and the District, the District provides Special Education services. A Resource Teacher coordinates the programs and makes referrals to other District-provided services for identified MCMS students. MCMS pays the District a general fund encroachment fee. The District retains all special education funds and is responsible for providing special education services to all MCMS students.

It is understood and agreed that all students may enroll in MCMS and no student is denied admission or counseled out due to disability. MCMS' small classroom sizes are designed to accommodate students with various learning styles and academic needs. To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than MCMS staff, the District provides and/or arranges for such services. District services include consultative services by District Special Education staff to MCMS staff, a School Psychologist, a part-time Speech and Language Pathologist, Behavior Specialist, Occupational Therapist, or other specialists as noted in the Special Education Memorandum of Understanding between the District and MCMS, if indicated by a student's IEP. MCMS does not unilaterally authorize any program or services to comply with the IDEA without prior consent of the District. MCMS staff members attend in-service training conducted by the District or SELPA on the referral system and criteria as well as other relevant workshops, and in-service training regarding issues related to special education. Collaborative staff meetings also include training, and discussions that include seek and find procedures, sensitivity training, federal and state legal issues, and regulations.

Parent/guardian concerns regarding Special Education services, related services and rights are directed by MCMS to the designated Special Education Representative of the District. The District Representative, in consultation with the MCMS Designee, responds to and addresses the parent/guardian's concerns. In consultation with MCMS, the District addresses, responds to, investigates, and takes any and all necessary action to respond to all complaints received that involve special education and IDEA compliance. In consultation with MCMS, the District may initiate a Due Process Hearing on behalf of a student enrolled at MCMS, as the District determines is legally necessary to meet the school's responsibilities under Federal Law. In the event that parents/guardians file for a Due Process Hearing, both MCMS and the District are named respondents. The District and MCMS work cooperatively to defend the case, and recommend to the parent/guardian a Facilitated IEP and/or an Alternative Dispute Resolution meeting prior

## MANZANITA CHARTER MIDDLE SCHOOL

to engaging in a Due Process Hearing. In the event that the District determines that legal counsel representation is needed, the District and MCMS are jointly represented by legal counsel retained by and at the expense of the District. MCMS may elect to retain separate counsel at its sole expense.

As part of the District representation duties at all County-level SELPA meetings, the person designated as the District's Representative also represents MCMS. Reports to MCMS regarding SELPA decisions, policies, and other information are communicated to the school at the same time and in the same manner as these are communicated to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities or information regarding Special Education to District schools and staff members, and to the extent that site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their District, such opportunities also are made available to MCMS.

Given that the District provides Special Education services to MCMS, it retains all equitable revenue, which is generated by the MCMS for the delivery of Special Education and related services and is solely responsible for the financial costs of these related services and responsibilities as required by law or otherwise set forth above. On an annual basis, the District determines what, if any, excess cost contribution is to be made by MCMS to the District for the prior year's delivery of service.

Some students who have difficulties with learning are not eligible for Special Education services because they may not fit into one of the Special Education eligibility categories, and/or because the learning problems are not severe enough for the students to qualify for Special Education. These students may be eligible for special services and program accommodations under a federal anti-discrimination law designed to reasonably accommodate such a student's condition so that the student's needs are met as adequately as the needs of students without disabilities (Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. Section 794] and its implementing regulations at 34 C.F.R. Section 104.1 and following). Section 504 of the Rehabilitation Act of 1973, guarantees the civil right of equal access to educational services for students with disabilities, even if they do not qualify for Special Education services under IDEA. A disability under this law is defined as physical or mental impairment that substantially limits one or more major life activities. Students covered under Section 504 are educated in the regular education setting and are to be with their non-disabled peers to the maximum extent possible. In accordance with the proposed Administrative Services Agreement, MCMS works with the District to provide 504 services. A MCMS teacher (referred to as the Designee), the same individual who is designated to coordinate Special Education services, also will be responsible for coordinating 504 services. The Designee will work with school staff to identify possible 504 candidates and work with the District-appointed RSP teacher or other District-appointed personnel to develop a legal 504 plan. Within this setting, they receive all assistive devices, accommodations, and services necessary in order to meet their educational needs. Parents receive notification of any actions regarding their student's educational placement under Section 504, and they have the ability to influence or contest any decisions regarding their student.

**State Priorities**

MCMS is designed to provide all students with an engaging education that allows them to master content and meet state standards. The chart below addresses the state priorities for which it is required to identify goals and the actions to meet those goals. In Elements B and C of this renewal petition, measurable outcomes for those goals and the means for measuring progress are listed.)

<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>	
Pupil achievement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> <li>• California Assessment of Student Performance and Progress (CAASPP) statewide assessment</li> <li>• The Academic Performance Index (API)</li> <li>• Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</li> </ul> EL reclassification rate	
<b>CAASPP: ELA/LITERACY</b>	
<b>GOAL</b>	Students will communicate effectively and use mathematical concepts to make effective decisions.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Administer all applicable state tests.</li> <li>• Implement ELA and Math curricula aligned to common core.</li> <li>• Provide professional development and curricular consultants for teachers to support implementation of ELA and Math curricula aligned to common core.</li> <li>• Implement ELA and Math curricula aligned to common core.</li> <li>• Conduct formative, interim and summative assessments aligned to the state standards and implement appropriate interventions where indicated including supplemental supports, tutoring, differentiated instruction, special education services.</li> </ul>
<b>API</b>	
<b>GOAL</b>	MCMS will be a high performing school.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Implement a Common Core aligned education program.</li> <li>• Conduct quantitative and qualitative student achievement monitoring by implementing formative, summative, embedded, unit, and interim assessment strategies and attendance.</li> <li>• Create a culture of respect and high expectations.</li> </ul>
<b>EL PROFICIENCY RATES</b>	
<b>GOAL</b>	EL students will make steady and consistent progress in reaching English proficiency.

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<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• All teachers will be CLAD certified.</li> <li>• All teachers will use SDAI and ELD techniques.</li> <li>• EL student data will be reviewed regularly to identify student progress.</li> <li>• EL students will be provided additional support, as needed.</li> </ul>
<b>EL RECLASSIFICATION RATES</b>	
<b>GOAL</b>	EL students will be timely reclassified as Fluent English Proficient.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• EL students will be taught by CLAD certified teachers.</li> <li>• All teachers will use SDAI and ELD techniques.</li> <li>• EL student data will be reviewed regularly to identify student progress.</li> <li>• EL students will be provided additional support, as needed.</li> </ul>
<p><b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <li>• <i>School attendance rates</i></li> <li>• <i>Chronic absenteeism rates</i></li> <li>• <i>Middle school dropout rates (EC §52052.1(a)(3))</i></li> </ul>	
<b>STUDENT ATTENDANCE RATES</b>	
<b>GOAL</b>	Students are actively engaged in learning.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Teacher evaluations include ability/success to energize students about what they can learn about the world and the skills through vibrant curriculum and motivating instruction.</li> <li>• Keep accurate and appropriate attendance records.</li> <li>• Implement intervention strategies including immediate identification and intervention for absences.</li> <li>• Review student records to ensure adequate student progress.</li> <li>• Provide appropriate professional development opportunities to encourage effective, high quality instruction.</li> </ul>
<b>STUDENT CHRONIC ABSENTEEISM RATES</b>	
<b>GOAL</b>	Students attend school regularly and consistently.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Provide safe and supportive school and classroom environments.</li> <li>• Provide parent education about why attendance matters.</li> <li>• Monitor daily attendance.</li> <li>• Provide tailored interventions to promote attendance.</li> </ul>
<b>MIDDLE SCHOOL DROPOUT RATES</b>	

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<b>GOAL</b>	All students attend 9 <sup>th</sup> grade at a school of their choice.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Monitor all student progress to support completion of grade level courses in preparation for high school.</li> <li>• Facilitate transfer of all students to other accredited schools and track actual admission.</li> </ul>
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
A. Pupil suspension rates	
B. Pupil expulsion rates	
<b>PUPIL SUSPENSION RATES</b>	
<b>GOAL</b>	MCMS has low suspension rates.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Provide parents and students with behavior expectations and the discipline policy at the beginning of each school year.</li> <li>• Incorporate character education as an integral component of its program.</li> <li>• Provide a positive school climate that supports appropriate behavior and opportunities for conflict resolution and intervention.</li> <li>• Use alternate disciplinary measures and interventions, whenever possible.</li> </ul>
<b>PUPIL EXPULSION RATES</b>	
<b>GOAL</b>	MCMS has an expulsion rate of less than one percent.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Provide counseling and/or behavioral interventions to students exhibiting negative behavior.</li> </ul>
<b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b>	
<i>Pupil outcomes, if available, in the subject areas described in EC51210 and EC51220, as applicable</i>	
<b>ENGLISH</b>	
<b>GOAL</b>	Students complete six English courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Use CCSS aligned curriculum in all ELA classes.</li> <li>• Provide ongoing professional development and support on implementing curriculum aligned with state common core standards in ELA.</li> <li>• Provide students with extended learning opportunities and support in ELA, as needed.</li> </ul>
<b>MATHEMATICS</b>	
<b>GOAL</b>	Students complete six mathematics courses.

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<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Use CCSS aligned curriculum in all classes.</li> <li>● Provide ongoing professional development and support on implementing curriculum aligned with state common core standards.</li> <li>● Provide students with extended learning opportunities and support, as needed.</li> </ul>
<b>SOCIAL SCIENCES</b>	
<b>GOAL</b>	Students complete three social sciences, and use their knowledge to serve the school and the community.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Use CCSS aligned curriculum in all classes.</li> <li>● Provide ongoing professional development and support on implementing curriculum aligned with state common core standards.</li> <li>● Provide students with extended learning opportunities and support, as needed.</li> <li>● Integrate student learning with projects that support school and community needs.</li> </ul>
<b>SCIENCE</b>	
<b>GOAL</b>	Students will complete three science courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Use CCSS aligned curriculum in all classes.</li> <li>● Provide ongoing professional development and support on implementing curriculum aligned with state common core standards.</li> <li>● Provide students with extended learning opportunities and support, as needed.</li> </ul>
<b>VISUAL AND PERFORMING ARTS</b>	
<b>GOAL</b>	Students will complete three visual arts courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Use CCSS aligned curriculum in all classes.</li> <li>● Provide ongoing professional development and support on implementing curriculum aligned with state common core standards.</li> <li>● Provide students with extended learning opportunities and support, as needed.</li> </ul>
<b>PHYSICAL EDUCATION</b>	
<b>GOAL</b>	Students understand the importance of activity for wellness and show improvement or meet physical fitness standards on state tests.

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<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Offer PE classes at all grade levels.</li> <li>• Administer state PE test.</li> </ul>
<b>HEALTH (GRADES 1-6 ONLY)</b>	
<b>GOAL</b>	All grade 6 students will complete a health education unit within their Physical Education courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	Implement Health course.
<b>Foreign Language</b>	
<b>GOAL</b>	Students will take at least one year of Spanish and pending teacher experience, will have access to Mandarin and/or Sign Language courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	Schedule all 7 <sup>th</sup> and 8 <sup>th</sup> grade students into at least one year of Spanish, Mandarin, or Sign Language.



## Element B and C: Measurable Pupil Outcomes and the Methods to Assess Pupil Progress toward 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.*

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on school accountability report card.*

*Education Code Section 47605(b)(5)(B and C).*

MCMS provides a developmentally- and standards-based curriculum that emphasizes academic outcomes while nurturing a love of learning and intellectual curiosity.

MCMS students will demonstrate the following core academic skills, upon graduation as measured by mastery toward the California state standards.

- **English Language Arts:** Students will demonstrate an understanding of literature, strong reading, writing, listening, and speaking skills in multiple forms of expression (e.g., written, oral, and multimedia).
- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts including algebraic content.
- **History/Social Studies:** Students will understand civic, historical, and geographic knowledge and apply that knowledge to help them understand their community and the world around them as well as to enhance their ability to serve as responsible citizens in today's diverse world.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts of science.
- **Visual Arts:** Students will demonstrate fluency in visual art, using a variety of media and an appreciation of others' expressions in the arts, both current and historical.
- **Physical education:** Students will understand the importance of wellness and will develop skills necessary to achieve that goal.
- **Technology:** Students will develop a working knowledge of multiple forms of technology in order to communicate effectively, stay aware globally, and to succeed in today's technology-based world.

### **Lifelong Learning Skills**

- Students will demonstrate an intellectual curiosity and a love of learning
- Students will develop critical thinking skills, including problem-solving, decision-making, and working both autonomously and collaboratively with others.
- Students will develop foundational skills to successfully continue on to higher education and/or a career.
- Students will develop lifelong learning skills, enabling them to become self-motivated learners throughout their adult lives.
- Students will demonstrate effective organizational skills in their work including setting reasonable and achievable goals, developing a process for achieving those goals, completing the process and reflecting on and evaluating their process.

### **Citizenship Skills**

- Students will demonstrate leadership through the development of student generated Academy classes and student-led conflict mediation.
- Students will demonstrate an awareness of the wider community and demonstrate social activism at appropriate levels.

These student exit outcomes will be further subdivided into a list of specific classroom-level skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the California state content and performance standards as modified to reflect the Common Core Standards.

At MCMS, student performance is monitored through the use of both formative and summative assessments, which allow for tailoring differentiated interventions for all students as needed to increase achievement for all students. MCMS administers all mandated state tests, including the California Assessment of Student Progress and Performance (CAASPP) and the California English Language Development Test (CELDT) and will administer any tests adopted by the State Board of Education to assess student achievement.

In addition to the state-mandated summative assessments, student progress towards meeting the outcomes identified is regularly assessed through a range of formative assessments including formal and informal classroom assessments. When possible, assessments will be developmentally based, and attention will be given to the variety of learning modalities and strengths among the students. The school supports regular, ongoing communication between teachers and parents through scheduled, formal parent-teacher conferences and accountability reports distributed to parents every two months.

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More specifically, Manzanita assesses its students in each of the core academic skill areas using multiple local assessments. These assessments are aligned to the mission, curriculum, and statewide standards and include, but are not limited to:

- Teacher-designed assessments (quizzes and tests)
- Curriculum-embedded assessments
- Projects and reports (visual and written)
- Oral presentations
- Student reflections
- One-on-one conferences
- Portfolios of student work

In addition, Manzanita is utilizing NWEA MAP testing three times per year- fall, winter and spring.

Following is a chart outlining each of our pupil outcomes and the specific assessment measures to evaluate student progress toward achieving them:

<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>	
<b>CAASPP: ELA/LITERACY AND MATHEMATICS</b>	
<b>MEASURABLE OUTCOME</b>	100 percent of students who have been enrolled at MCMS for at least two years will score at proficient or higher on state standardized tests.
<b>METHODS OF MEASUREMENT</b>	State standardized test results
<b>API</b>	
<b>MEASURABLE OUTCOME</b>	School wide, and all significant subgroups will meet API Growth Targets, or equivalent.
<b>METHODS OF MEASUREMENT</b>	API growth or equivalent
<b>EL PROFICIENCY RATES</b>	
<b>MEASURABLE OUTCOME</b>	All EL students will make one year of growth toward ELA proficiency.
<b>METHODS OF MEASUREMENT</b>	CELDT test
<b>EL RECLASSIFICATION RATES</b>	
<b>MEASURABLE OUTCOME</b>	EL students will make one year of growth toward English Language proficiency and appropriate reclassification rates based on student levels will reflect steady progress.
<b>METHODS OF MEASUREMENT</b>	Reclassification data
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b>	
<b>STUDENT ATTENDANCE RATES</b>	

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<b>MEASURABLE OUTCOME</b>	Manzanita will maintain an attendance rate of 95 percent or better.
<b>METHODS OF MEASUREMENT</b>	Attendance records and reports
<b>STUDENT ABSENTEEISM RATES</b>	
<b>MEASURABLE OUTCOME</b>	MCMS will maintain a chronic absenteeism rate of no more than two percent.
<b>METHODS OF MEASUREMENT</b>	Attendance records and reports
<b>MIDDLE SCHOOL DROPOUT RATES</b>	
<b>MEASURABLE OUTCOME</b>	No student will drop out of MCMS.
<b>METHODS OF MEASUREMENT</b>	Student records
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b>	
<b>PUPIL SUSPENSION RATES</b>	
<b>MEASURABLE OUTCOME</b>	MCMS will maintain a suspension rate of less than one percent.
<b>METHODS OF MEASUREMENT</b>	Student records SARC
<b>PUPIL EXPULSION RATES</b>	
<b>MEASURABLE OUTCOME</b>	Manzanita pupil expulsion rates will be at or below one percent.
<b>METHODS OF MEASUREMENT</b>	Student records SARC
<b>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</b>	
<b>ENGLISH</b>	
<b>MEASURABLE OUTCOME</b>	All students enrolled at MCMS for at least two years will demonstrate mastery of English language arts standards.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● California State tests (CASPP, CELDT)</li> <li>● Projects and Reports (visual and written)</li> <li>● Oral presentations</li> <li>● Teacher designed quizzes and tests</li> <li>● Student reflections</li> <li>● End of unit and end of course grades</li> </ul>
<b>MATHEMATICS</b>	
<b>MEASURABLE OUTCOME</b>	All students enrolled at MCMS for at least two years will demonstrate mastery of mathematics standards.
<b>METHODS OF</b>	<ul style="list-style-type: none"> <li>● California Assessment of Student Progress and Performance</li> </ul>

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<b>MEASUREMENT</b>	(CASPP) <ul style="list-style-type: none"> <li>● Curriculum-embedded assessments</li> <li>● Teacher designed quizzes and tests</li> <li>● End of unit and end of course grades</li> </ul>
<b>SOCIAL SCIENCES</b>	
<b>MEASURABLE OUTCOME</b>	All students enrolled at MCMS for at least two years will demonstrate proficiency in social sciences.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● California Standards Test (CST)</li> <li>● Curriculum-embedded assessments</li> <li>● Teacher-designed quizzes and tests</li> <li>● Projects and reports</li> <li>● End of unit and end of course grades</li> </ul>
<b>SCIENCE</b>	
<b>MEASURABLE OUTCOME</b>	All students enrolled at MCMS for at least two years will demonstrate proficiency in science.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● California Standards test (CST)</li> <li>● Projects and reports (visual and written)</li> <li>● Teacher-designed quizzes and tests</li> <li>● Curriculum-embedded assessments</li> <li>● End of unit and end of course grades</li> </ul>
<b>VISUAL AND PERFORMING ARTS</b>	
<b>MEASURABLE OUTCOME</b>	All students enrolled at MCMS for at least two years will demonstrate proficiency in science.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Projects and presentations (visual and written)</li> <li>● Teacher-designed quizzes and tests</li> <li>● End of unit and end of course grades</li> </ul>
<b>FOREIGN LANGUAGE</b>	
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● All 7<sup>th</sup> and 8<sup>th</sup> grade students will complete one year of foreign language.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Student records</li> </ul>
<b>PHYSICAL EDUCATION</b>	
<b>MEASURABLE OUTCOME</b>	Students will participate in physical education classes.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Statewide physical fitness performance testing in grade 7</li> <li>● Class schedules and attendance reports</li> </ul>
<b>HEALTH (GRADES 1-6 ONLY)</b>	
<b>MEASURABLE OUTCOME</b>	Students in grade 6 will receive health education within their Physical Education course.
<b>METHODS OF</b>	Class schedules and attendance reports

<b>MEASUREMENT</b>	
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Assessment for special education students is defined and monitored appropriately according to the goals outlined in their Individualized Education Plans (IEPs).

As described in Element A above, MCMS assesses EL students in accordance with the law, including administering the home language survey, and the California English Language Development Test (CELDT). MCMS uses annual CELDT data, teacher and parent observations, and California Assessment of Student Progress and Performance (CAASPP), data to identify ELL student needs and reclassify ELL's as English proficient when appropriate.

MCMS collects and analyzes student data from a number of sources on an ongoing basis. Based on this data analysis, teachers alter their instruction and create interventions as necessary.

MCMS uses multiple measures to examine and analyze academic growth over time including CAASPP data and school-created data both for individual students, for cohorts of students, and by classes. MCMS disaggregates data based on relevant demographic characteristics as appropriate including gender, English learner status, Special Education status, economic disadvantage, and ethnicity.

MCMS has begun using NWEA MAP assessment and Schoolzilla data analysis and reporting tools to analyze trends, and provides reports that teachers now use to identify gaps in student learning. Because assessments are aligned to standards, NWEA MAP Assessments will be able to provide information on specific standards that students have mastered. More specifically:

- At the classroom level, aggregated classroom data is managed by each teacher and reviewed on a regular basis for indications of curricular elements that have been mastered and those that need to be re-taught. Additionally, individual student progress on the classroom level is reviewed by each teacher and used to create bimonthly accountability reports, quarterly progress reports, and semester report cards. Classroom-based assessment tools are used to monitor student progress in their mastery of the California State standards for each subject.
- At the grade level, progress is reviewed upon the creation of bimonthly accountability reports, quarterly progress reports, and semester report cards. Eighth grade students are also monitored on academic and social/emotional levels one-on-one by their mentors on a monthly basis. MAP Assessment and Schoolzilla reports of both aggregate and disaggregated data are reviewed quarterly by staff of each grade level to assess academic growth or decline. State test scores are reviewed annually by both grade and subject area to ensure progress and address any challenges. Progress of eighth-grade students in particular is discussed at weekly staff meeting as part of the 8<sup>th</sup> grade mentoring program.

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The board reviews academic data as a standing item on its agenda to ensure that the school is making progress toward its goals and to determine the need for curriculum, staffing, policy, or fiscal adjustments.

Every two weeks, parents receive an accountability report that includes current grades and attendance. Parents also receive formal quarterly and semester grades. Twice a year, the school schedules formal parent-teacher conferences to discuss student progress, and informal parent-teacher contact through phone calls and informal meetings happen throughout the year.

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### **Element D: Governance**

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

*Education Code Section 47605(b)(5)(d).*

MCMS is a non-profit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation regulations.

MCMS is governed by an elected Board of Directors that is composed of five or more Directors who are parents elected by parents. These positions include the board chair, fiscal manager, secretary, personnel chair, and district representative. The number and type of elected membership positions may be modified as needed and determined by the Board of Directors in accordance with procedures discussed in the Bylaws and the Board Operations Policy.

The Manzanita Charter Middle School Board of Directors and the meetings of the Manzanita Membership shall comply with the Ralph M. Brown Act (Gov. Code §§ 54950, et seq.), Public Records Act (Gov. Code §§ 6450, et seq.), and all other statutes applicable to charter schools, subject to the exemptions therefore set out in Education Code § 35147, and such other statutory provisions as may be enacted from time to time.

The Manzanita Board of Directors meets monthly, in accordance with the structure and process outlined in the Bylaws. Decisions are made following a modified consensus model. If consensus cannot be reached by following the consensus process as outlined in the Bylaws, then a vote will be taken. Each Director will have one vote, and the decision is determined by the majority vote.

The Board of Directors may initiate any program, activity, or may otherwise act in any manner that is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which California charter schools are established. The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and the Board may delegate to an officer or employee of the school any of those duties; provided, however, the Board of Directors retains ultimate responsibility over the performance of any powers or duties so delegated.

The Executive Director facilitates the day-to-day business of the school and is responsible for providing general information to the public about the school, directing questions to the proper Director(s), keeping accurate school records, helping to resolve day-to-day conflicts with the assistance of parents, teachers, and the school community, and reports to the Board of Directors.

Parents are actively involved in the operation of the school. Parent volunteer activities are structured to provide multiple opportunities for parents to participate in the school and provide critical supportive services for students. Parent participation opportunities have a broad range: serving on the Board of Directors, coordinating volunteer activities, working on school fundraising activities, supporting teachers in the classroom, supporting the



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school through administrative tasks, supervising and ensuring student safety at lunch and during arrival and departure periods, chaperoning field trips, providing for school maintenance; and supporting all school activities. MCMS also ensures that all parents can participate by offering opportunities during the school week as well as on the weekend.

**Element E: Employee Qualifications**

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

*Education Code Section 47605(b)(5)(e).*

To be considered for employment at Manzanita Charter School, individuals meet, but are not be limited to, the following requirements:

- Core Teachers possess a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other California public schools are required to hold.
- Teachers who teach in "core" classes (as defined by Federal law) are "highly qualified teachers" (HQT) as defined by Federal law. These requirements include:
  - a) Holding a bachelor's degree from an accredited college/university;
  - b) Fully credentialed to the extent required under state law; and,
  - c) Meeting "subject matter expertise" requirements; which means having either a college major and/or having passed a subject-matter test in each core subject taught.
- Other employees possess expertise in their field and an ability and interest in working with young adolescents.
- Employment procedures fully comply with California Education Code Section 47605(b) (5) (f), including, criminal record summaries and fingerprinting.
- All employees are hired by the Board of Directors pursuant to written job specifications and all employees comply with all personnel policies adopted by the Board.
- Annual evaluations of teachers and other staff are performed as outlined in the Procedures Manual and student performance is weighted as 50 percent of the evaluation.
- Teachers and other staff are committed to the family cooperative philosophy and effectively implement parental participation in the classrooms and in the office.
- Teachers and other staff are participate in individual Professional Development activities and are given an annual budget to cover these expenses.

**Element F: Health and Safety**

*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.*

*Education Code Section 47605(b)(5)(F).*

MCMS has adopted and implemented a comprehensive set of health, safety, and risk management policies that address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that full-time instructional and administrative staff receives training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy that each employee of the school submits to a criminal background checks and furnishes a criminal record summary pursuant to Education Code Section 44237.

Additional Health and Safety policies have been incorporated as appropriate into the school's student and staff handbooks. These handbooks are reviewed by school administrative staff and the Board on an ongoing basis to ensure continued compliance with laws governing charter schools.

In furtherance of its commitment to serve the educational needs of the local school community, the MCMS Board of Directors maintains facilities at 1615 Carlson Blvd. in Richmond, CA.

**Element G: Racial and Ethnic Balance**

*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.*

*Education Code Section 47605(b)(5)(G).*

MCMS has an open enrollment policy with the goal of attracting a population of students that is representative of the racial, ethnic, and socio-economic demographics of the District's population. Manzanita will continue to achieve a demographic balance through conducting recruitment activities throughout the community and by targeting under-represented student populations. Specifically, in an effort to create and maintain a school community environment that is attractive to and supportive of students and families from diverse backgrounds, the school:

- Publicize open enrollment by distributing written materials in Spanish and English, and attend community events that offer visibility and contact with diverse groups of potential families.
- Hosts open houses and campus tours.
- Provide an anti-bias curriculum.
- Maintain non-sectarian policies with respect to the school's programs, admissions, employment practices, and all other operations and shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

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### Element H: Admissions

*Admission requirements, of the charter school, if applicable.*

*Education Code Section 47605(b)(5)(H).*

Manzanita Charter Middle School will enroll all students in grades 6 - 8 who apply for admission and reside within the state of California. No student will be required to attend MCMS, and no tuition will be charged by the school. Through an active recruitment, the racial and ethnic balance of the school will seek to be reflective of the general population within the geographic boundaries of the district in which the school is located.

The schedule below represents Manzanita's timeline for the admissions process.

November: Schedule and begin to admissions advertising

December: Hold information meetings

January: Distribute Returning Student Notification to current students.  
Hold information meetings

February: New Student applications due  
Hold information meetings

March: Hold lottery  
Send confirmation letters to new students accepted through the lottery and waitlist confirmation to applicants placed on the waitlist in the lottery  
Send acceptance confirmation to applicants exempted from lottery

April: Student enrollment packets due.

The MCMS website will be updated with the dates of information events. Flyers or brochures also will be distributed throughout the community at local churches, community centers and libraries. News outlets will be informed by email two weeks prior to information events. Advertisements will be posted and notices will be posted online through appropriate message boards and venues.

If at the end of the application process, MCMS has received more applications for enrollment than the school can accommodate, the school will conduct a lottery. In the lottery process, admission priorities will be given in the following order:

- Siblings
- Residents of WCCUSD.

A notice will be posted on the MCMS web site that states the lottery is open to the public. Applicants will be notified of the lottery date in writing, notified that the lottery is open to the public as required by law.



**Element I: Annual 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.*

*Education Code Section 47605(b)(5)(I).*

Annually, the Board of Directors will arrange for an audit to verify the accuracy of MCMS financial statements, revenue-related data collection and reporting practices, and reviews Manzanita's internal controls. The audit is conducted in accordance with generally accepted accounting principles by an independent, District-approved accounting firm with expertise in public school business. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Executive Director and the Board will review any audit exceptions or deficiencies and by December 31 of each calendar year, all audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

**Element J: Pupil Suspension and Expulsion Policies and Procedures**

*The procedures by which pupils can be suspended or expelled.*

*Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Manzanita Charter Middle School (the "Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook that is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School 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.

A. Grounds for Suspension and Expulsion of Students



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A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity, (2) school attendance occurring at Charter School or at any other school, or (3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- 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; or
- d) during, going to, or coming from a school-sponsored activity.

### **B. 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.
2. Willfully used force of violence upon the person of another, except self-defense.
3. 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 students had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

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smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. 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.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the

threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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

**C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

**1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Administrator or the Administrator's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Administrator. The conference may be omitted if the Administrator 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 suspension, the Administrator or designee 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 and the date of return following 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 Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Administrator or Administrator's designee, 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 Administrator or designee 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.

**D. Authority to Expel**

***A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.***

**E. 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 Administrator or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. 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 specific facts, charges and offenses upon which the proposed expulsion is based;**
3. A copy of the Charter School's 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 a non-attorney advisor;

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.

**F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### 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. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, 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 accused 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.

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. **Written Notice to Expel**

The Administrator or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also 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 the Charter School.



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The Administrator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

### **L. 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.

### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing 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 (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Administrator 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 Administrator shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

a. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

b. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such

assessment prior to such determination before the behavior that resulted in a change in placement;

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

c. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

d. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

e. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

f. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation,

refused services, or if the student has been evaluated and determined to not be eligible.

**Element K: Teacher's Retirement**

*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.*

*Education Code Section 47605(b)(5)(K).*

MCMS staff in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) if eligible, and MCMS makes the required employer contribution for both. Additionally, MCMS makes the required employer contribution toward federal social security for those employees not covered by PERS. The school's Employee Handbook contains information on employee retirement rights.

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**Element L: Public School Attendance Alternatives**

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

*Education Code Section 47605(b)(5)(L).*

No student is required to attend MCMS as a school of choice; no student is assigned to attend the school. Students not wishing to attend MCMS may attend their school of residence in compliance with their local district's policy.

**Element M: Employee Rights**

*A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.*

*Education Code Section 47605(b)(5)(L).*

MCMS is the official employer of record of all employees. Manzanita employees who leave the WCCUSD to take a job at Manzanita and who later choose to return to the District shall be treated the same as any other former District employee seeking re-employment.

Employment procedures are set forth separately in the school's Employee Handbook.



## Element N: Dispute Resolution

*The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.*

*Education Code section 47605(b)(5)(N).*

The MCMS Board of Directors has adopted policies and procedures for airing and resolving internal disputes.

The governing board and staff of the WCCUSD agrees to refer all complaints regarding the school's operations to the Chair of the MCMS Board for resolution in accordance with the school's adopted policies. Parents, students, board members, volunteers, and staff have been provided with a copy of the school's policies and dispute resolution, and have agreed to work within the stated parameters. In the event that MCMS adopted policies and processes fail to resolve the dispute, the chartering district will not intervene in the dispute without providing reasonable prior written notice to the MCMS Board specifying the rationale for the District's decision to intervene on the basis that either (i) the matter relates directly to one of the reasons specified in law for which a charter may be revoked; (ii) such intervention is reasonably necessary in order for the District to avoid liability to the aggrieved party; or (iii) such intervention is directly related to the District's exercise of a duty, responsibility, or authority as the chartering agency under the Charter Schools Act, this Charter, or the Memorandum of Understanding (MOU) between the District and MCMS.

The chartering district may informally visit any part of the school at any time, but shall provide reasonable prior notice by telephone or fax to the Administrator and conduct the visit so as not to disrupt school activities. To arrange for an audit, inspection or other formal observation, the chartering district shall provide five or more business days, prior written notice to the Chair of the Manzanita Charter School Board identifying the purpose and persons who will be participating for the District. Audit, inspection, monitoring, and oversight activities will not be delegated or subcontracted by the District to a third party; provided, however, that this shall not prohibit the District from employing expert consultants to assist the District's inquiries.

In the event that any dispute arises between the District and MCMS relating to this Charter, the parties hereby agree to initially attempt to settle such dispute by meeting and conferring with each other and to make a good faith attempt to resolve the dispute. In the event that the parties are unable to resolve any dispute by meeting and conferring, the parties shall then attempt to settle any such dispute by a non-binding mediation, before a single neutral mediator, subject to the following:

- The mediator shall be assigned at random by a mutually agreed upon mediation service provider located within Contra Costa County.
- A demand for mediation must be in writing and must be made by the aggrieved party within forty-five calendar days of the event giving rise to the demand.

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- The mediation shall commence within forty-five calendar days from the date of the receipt of the Mediation Demand, and shall be concluded no later than fifteen calendar days thereafter.
- The administrative costs of conducting the mediation shall be shared equally between the parties.

In the event that the dispute is not resolved through mediation, upon the written request of either party delivered within ten calendar days of the conclusion of mediation, the matter shall be submitted to binding arbitration conducted in Contra Costa County, California before a single neutral arbitrator pursuant to the rules of the American Arbitration Association or other mutually-acceptable set of procedures. The arbitration shall commence within forty-five calendar days from the date of the receipt of the Arbitration Demand, and shall be concluded no later than fifteen calendar days thereafter. The arbitrator shall be selected from a panel by a process of alternating elimination of the other panelists by the parties. The panelists must be attorneys at law with not less than five (5) years experience in California school law or other mutually acceptable professionals. All proceedings shall be audio recorded and copies of the recorded proceedings made promptly available to the parties. The arbitrator shall prepare in writing and provide to the parties a determination together with the reasons therefore. The administrative costs of conducting the arbitration shall be shared equally between the parties.

MCMS and the chartering district will work together to fully implement this charter, including but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education. The grants of the charter shall be for a five-year term.

The District receives and reviews the annual fiscal and programmatic audit and performance report as specified in Element I. The chartering district must notify MCMS as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the conclusions of the chartering district. If, in its review of the school's annual report, the chartering district determines the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, will be renewed for no less than five years.

The charter may be amended, from time to time, by the MCMS Board of Directors with notice to and consent of the District. In the event of any disagreement over a proposed charter amendment, the MCMS Board representatives will meet and confer with District representatives to resolve the issues and, if necessary, work through the dispute resolution process set forth under this Element (Element N).

Any revocation of the Petition shall comply with governing law.



**Element O: Public School Employer**

*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 the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).*

*Education Code Section 47605(b)(5)(O).*

MCMS is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). The governing board of the school employs employees at the MCMS. Persons employed by the MCMS are not to be deemed employees of the District for any purpose. District employees shall have no employment rights with MCMS, nor shall employees of the MCMS have any employment rights with the District.

**Element P: School Closure Procedures**

*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 public records.*

*Education Code Section 47605.(5)(P).*

The following procedures shall apply in the event MCMS closes, and will apply regardless of the reason for closure. Closure of MCMS will be documented by official action of the MCMS Board. The MCMS is designated as the responsible entity to conduct the school closure related activities. The action will identify the reason for closure.

The MCMS Board of Directors will ensure notification of the closure to the parents or guardians of students and will provide information to assist students in locating suitable alternative programs. MCMS will provide parents or guardians of students and the WCCUSD (West Contra Costa Unified School District) 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"). MCMS will ask the WCCUSD to store the records of the charter school or distribute student records to the district of residence of each student with a copy to the family.

The MCMS Board will promptly notify the WCCUSD, the California Department of Education (CDE), the Contra Costa County Office of Education (CCCOE), (STRS) the retirement system in which school employees participate, and the parents or guardians of students. Notice of the closure to the parties listed shall include: the effective date of the closure, the contact information for the person(s) handling inquiries regarding the closure, the students' school districts of residence, how parent or guardians may obtain copies of student records. Notification to the CDE must also include: a description of the circumstances of the closure and the location of student and personnel records.

As soon as reasonably practical, but no later than 60 days after closure, MCMS shall prepare final financial records. MCMS will also have an independent audit completed as soon as reasonably practical, generally no more than six months after closure and will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by MCMS and will be provided to the WCCUSD promptly upon its completion. In the case that MCMS either does not pay for or have an independent audit completed within one month of the applicable timelines, the WCCUSD may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School.

Upon closure of MCMS, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MCMS, remain the sole property of the MCMS, a non-profit corporation and shall be distributed to another non profit entity engaged in public education upon the dissolution of the nonprofit public benefit

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corporation in accordance with the nonprofit's Articles of Incorporation. On closure, MCMS shall remain solely responsible for all liabilities arising from the operation of the school.

Since MCMS is organized as a nonprofit public benefit corporation, the MCMS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, which may include bankruptcy, and file all necessary documents with the appropriate state and federal agencies.

**Manzanita Charter Middle School DRAFT 2015-2016 Master Schedule**  
Regular Day (8:30-3:15)

	<b>MON / WED</b>	<b>6 YELLOW</b>	<b>6 PURPLE</b>	<b>7 RED</b>	<b>7 BLUE</b>	<b>8 GREEN</b>	<b>8 ORANGE</b>
	8:30 - 8:45	community	community	community	community	community	community
1	8:50 - 9:30	English	Science	Foreign Language	Test Prep	PE	Algebra
2	9:35 - 10:15	PE	English	English	History	Science	
3	10:20 - 11:00	Math	PE				
A	11:05 - 11:25	Test Prep	Test Prep	lunch	lunch	Math Intensive	Art
B	11:30 - 11:50	lunch	lunch	Reading Intensive	Reading Intensive		
C	11:55 - 12:15	Test Prep	Test Prep			lunch	lunch
4	12:20 - 1:00	Math Intensive	History	PE	Foreign Language	Art	Science
5	1:05 - 1:45	Science	Reading Intensive	Test Prep	PE		
6	1:50 - 2:30	Foreign Lang	Math	History	English	Algebra	PE
7	2:35 - 3:15	History	Foreign Language				Math Intensive

	<b>TUE / THU</b>	<b>6 YELLOW</b>	<b>6 PURPLE</b>	<b>7 RED</b>	<b>7 BLUE</b>	<b>8 GREEN</b>	<b>8 ORANGE</b>
	8:30 - 8:45	community	community	community	community	community	community
1	8:50 - 9:30	Art	English	PE	Math Intensive	English	History
2	9:35 - 10:15	PE	Math Intensive	Pre-Algebra	Art		
3	10:20 - 11:00	English	PE				
	11:05 - 11:25	Test Prep	Test Prep	lunch	lunch	History	English
	11:30 - 11:50	lunch	lunch	Math Intensive	Science		
	11:55 - 12:15	Test Prep	Test Prep			lunch	lunch
4	12:20 - 1:00	History	Math	Art	PE	Reading Intensive	PE
5	1:05 - 1:45	Science	History			Test Prep	Test Prep
6	1:50 - 2:30	Reading Intensive	Science	Science	Pre-Algebra	Foreign Lang	Reading Intensive
7	2:35 - 3:15	Math	Art			PE	Foreign Lang

	<b>FRIDAY</b>	<b>6 YELLOW</b>	<b>6 PURPLE</b>	<b>7 RED</b>	<b>7 BLUE</b>	<b>8 GREEN</b>	<b>8 ORANGE</b>
	8:30 - 8:45	community	community	community	community	community	community
1	8:50 - 9:30	Science	English	Study Hall	English	Algebra	Science
2	9:35 - 10:15	English	Art	Science	Study Hall	PE	History
3	10:20 - 11:00	Math		PE	Science	Study Hall	English
	11:05 - 11:25	History	Science	lunch	lunch	History	Study Hall
	11:30 - 11:50	lunch	lunch	English	Pre-Algebra		
	11:55 - 12:15	History	Science			lunch	lunch
4	12:20 - 1:00	Art	History	Pre-Algebra	History	English	PE
5	1:05 - 1:45		Math	History	PE	Science	Math
6	1:50 - 2:30	Academy	Academy	Academy	Academy	Academy	Academy
7	2:35 - 3:15						