

**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
May 6, 2015**

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
MAY 6, 2015**

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.

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

VIEWING THE BOARD MEETINGS:

Television:

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

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

Audio 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.

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.

"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 Richmond High School**
- B.5 Report/Ratification of Closed Session**
- * **B.6 Agenda Review and Adoption** (Public Comment)
- * **B.7 Minutes:** April 16, 2015; April 22, 2015; April 29, 2015
- * **B.8 Request to Address the Board – Dr. Fatima Alleyne**
- * **B.9 Request to Address the Board – Ari Alleyne**
- * **B.10 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 Grants/Awards/Agreements**

Comment:

Formal acceptance is requested from the Board of Education to accept the grants/awards/agreements, as detailed, dated May 6, 2015.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

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

Comment:

The District has received donations as summarized, dated May 6, 2015.

Recommendation:
Recommend Approval

Fiscal Impact:
As noted per grants summary

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

Comment:
The planned fund-raising events for the 2014-15 school year are summarized, dated May 6, 2015.

Recommendation:
Recommend Approval

Fiscal Impact:
Additional revenue for schools

***CI C.4 Contracts**

Comment:
Permission is requested of the Board of Education to approve contracts as detailed, dated May 6, 2015.

Recommendation:
Recommend Approval

Fiscal Impact:
As noted per contracts summary

***CI C.5 Notice of Completions: Bid 1161224-01 Downer Elementary School Playfield Renovations, Bid 1271223-02 Harding Elementary School Exterior and Roof Repairs, and Bid 3621377-10 Pinole Valley High School Off-Site Parking & Traffic Signal**

Comment:
Substantial completion notices have been received for: Bid 1161224-01, Bid 1271223-02, and Bid 3621377-10.

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:

Maggiore & Ghilotti, Inc. Bid 1161224-01 Downer Elementary School Playfield Renovations.
Best Contracting Services Bid 1271223-02 Harding Elementary School Exterior & Roof Repairs.
Maggiore & Ghilotti, Inc. Bid 3621377-10 Pinole Valley High School Off-Site Parking & Traffic Signal.

Recommendation:
Recommend approval of these notices of completion

Fiscal Impact:

None

***CI C.6 Resolution No. 73-1415 Regarding Education Protection Account (EPA) and Spending Plan for the 2015-16 School Year**

Comment:

After the passage of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, schools and community college campuses across California have begun receiving funds through a new Education Protection Account (EPA) which was established by voter initiative. The legislation requires that each district establish a special fund to account for these deposits and restricts the use of the funding to school service expenditures only. An accounting of these funds is located on the district website. The District anticipates receiving \$31.4 million earmarked for the EPA fund reporting as a part of the Local Control Funding Formula (LCFF) entitlement. For accounting purposes, all secondary school instructional expenses related to staff have been placed in the EPA fund for 2014-15 and ongoing in the budget for 2015-16. EPA funds are not separate from the LCFF formula, rather a means of funding it.

Recommendation:

Recommend approval of this resolution for the EPA Spending Plan for the 2015-16 School Year.

Fiscal Impact:

None. EPA funding is included in the LCFF.

***CI C.7 Resolution No. 74-1415 Intention to Levy Assessments for Fiscal Year 2015-16, Preliminarily Approving Engineer's Report and providing for Notice of a Public Hearing**

Comment:

This resolution will set the date and place of the public hearing, calls for the notice of the public hearing to be published ten days or more ahead of the meeting, and preliminarily accepts the engineer's report. The engineer's report contains the proposed budget for the 2015-16 year for the Maintenance and Recreation Assessment District (MRAD).

Should the Board adopt the resolution tonight, a public hearing will be held on the MRAD on June 10, 2015, at the hour of 6:30 p.m., a regular board meeting date, at Lovonya DeJean Middle School Multipurpose Room, 3400 Macdonald Ave., Richmond, CA 94805. At the conclusion of the public hearing on June 10, 2015, the Board may adopt a resolution that gives final approval to the engineer's report, levies the assessment and directs that the assessment diagram and individual assessments be filed with the County.

The Engineer's Report for MRAD is posted on the WCCUSD web site and a copy is at the front counter at 1108 Bissell Avenue, Richmond, CA.

Delivered under separate cover.

Recommendation:

Recommend approval of this resolution for MRAD

Fiscal Impact:

Revenue for MRAD Fund, \$5.6 million

***CI C.8 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.9 Resolution No. 66-1415: Classified School Employee Week, May 17-23, 2015**

Comment:

The State of California has designated May 17-23, 2015 as Classified School Employee Week. It is recognized the classified employees of West Contra Costa Unified School District play an important role in the education of our students. We honor and appreciate the efforts put forth by these dedicated professionals each and every day.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.10 Resolution No. 67 -1415: California “Day of the Teacher”**

Comment:

We wish to recognize all of the professional educators who provide quality education to our students each day by proclaiming May 13, 2015 as the “Day of the Teacher.” On this day, and each day throughout the year, your efforts are appreciated.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.11 Approve the following New Job Description - Database Administrator**

Comment:

The Database Administrator job classification and job description has been created to meet the current operational and business needs of the district’s attendance department. The new job description captures

the evolution from general technician duties to complex and detailed tasks, duties and responsibilities in the student information system. There is an inherent need in the information technology department to have a classification that is dedicated to the utilization, development, update and management of the student information systems. The information technology department has reviewed and approved the job description.

The fiscal impact is mitigated as the Database Administrator job classification is being created and the technician job which is being vacated shall be eliminated.

The District has met with the School Supervisors Association, Local 21, and negotiated the job description.

Recommendation:

Recommend Approval

Fiscal Impact:

\$24,246.50

***CI C.12 Local Plan Policies**

Comment:

Each Special Education Local Plan Area (SELPA) is required to adopt a Local Plan as its basis for operation and administration of special education programs. Each Local Plan contains Assurance Statements representing the policies required by applicable state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code Part 30.

The Local Plan requires each SELPA to have in place SELPA adopted policies matching each of these required Local Plan Assurance Statements. A copy of these Board adopted policies must be kept on file at the SELPA office. Periodically the state revises these Assurance Statements. In addition, changes in the law can affect local policies. A review of the current West Contra Costa Unified School District (WCCUSD) Board adopted policies revealed the lack of one policy required under the Local Plan Assurance Statements. The policy is provided for review.

BP 6164.42 - Instruction, Disproportionality

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.13 Approval of District Local Control Accountability Plan Parent Committee Nominee**

Comment:

In January 2014, the Board approved the guidelines for the selection of the members of the District Local Control Accountability Plan Parent Committee. Letters seeking recommendations for nominees were sent to the heads of organization stakeholders. Principals solicited parent participants through flyers, phone

calls and at School Site Councils and other meetings. The application was also posted on the District's web site. Each high school attendance area family of principals met to review the applications received at their individual schools and agreed by consensus on the nominees presented below. High school principals also nominated sophomore and junior level students to serve as ex officio members. In March 2014 the Board approved 37 members for the community.

Petronila Fernandes has been nominated from Building Blocks for Kids Collaborative to join the committee. She will replace resigning member Liliana Garcia.

Recommendation:

That the Board approve the additional member of the District Local Control Accountability Plan Parent Committee for 2014 and 2015.

Fiscal Impact:

None

***CI C.14 Sylvester Greenwood Academy / LPS Technology Equipment and Services Award of Contract**

Comment:

The construction of the new Sylvester Greenwood Academy / LPS Campus is nearing completion. One of the next steps is for the District to purchase the technology equipment and services required for August 2015 occupancy. The District has prepared plans and specifications for the project. The scope of work includes providing and configuring switches, VoIP phones, mounting wireless access points and "rack and stack" services.

The District engaged in a public bid process. Bids were opened on April 2, 2015. Seven companies submitted a bid: CBX Technologies \$344,072.15, DecoTech \$375,964.51, OnTarget \$397,350.64, AEKO Consulting \$397,852.25, Development Group Inc. \$400,852.03, PTI Solutions \$452,003.02, CDWG \$714,850.07. The lowest responsive, responsible bidder is CBX Technologies.

Recommendation:

Award the contract to the lowest responsive, responsible bidder: CBX Technologies

Fiscal Impact:

\$344,072.15. Funded from Bond Fund.

***CI C.15 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: \$129,232. Funding sources are Bond Fund and Prop 39 Funding.

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

Comment:

Staff is seeking ratification of Change Orders on the following current District construction projects: Coronado ES New School; De Anza HS Linked Learning Building; and Kennedy HS Richmond Swim Center. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

In accordance with Public Contract Code 20118.4, the Board, by ratifying these Change Orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

Recommendation:

Ratify negotiated Change Orders as noted

Fiscal Impact:

Total ratification by this action: \$160,011.05

***CI C.17 Ratification of Negotiated Change Orders – M&O**

Comment:

Staff is seeking ratification of negotiated 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. Board ratification 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 ratifying these Change Orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served to have this work completed by the contractor on the project.

Recommendation:

Ratify negotiated Change Orders as noted

Fiscal Impact:

Total approval by this action: \$4,475.32 – Fund 40

***CI C.18 Crespi Middle School Restroom Renovation Phase 1 Award of Contract**

Comment:

MA Architects prepared plans and specifications for the project. Scope of work includes: remodeling four existing non-accessible restrooms into fully-accessible restrooms that comply with the 2013

California Building Code and the 2010 ADA Standards for Accessibility Design. The restroom remodels shall include new floor, wall, and ceiling finishes, new partitions, new exhaust ventilation, new plumbing fixtures and faucets, and new lighting fixtures.

The District conducted a public bid process for the project. Bids were opened on April 9, 2015. Six contractors submitted a bid: Greentech Industry, Inc \$147,120; ERA Construction, Inc. \$264,075; Hung Construction Builders, Inc. \$345,000; AM Woo Construction \$349,750; Arthulia, Inc. \$430,000; CF Contracting \$488,000. The apparent lowest responsive, responsible bidder is AM Woo Construction, Inc.

Determining the award is based on two components; the lump sum base bid and unit cost multiplied by quantities to be determined in the field. The contract award is based upon with the lump sum base bid.

Project completion is anticipated August 2015.

Recommendation:

Award the contract to the lowest responsive, responsible bidder AM Woo Construction.

Fiscal Impact:

\$349,750. Funded from Deferred Maintenance.

***CI C.19 Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Coronado Elementary School Campus Replacement Project)**

Comment:

The construction of the new Coronado Elementary School is nearing completion and will be ready for August 2015 occupancy. The District needs classroom furniture, case goods, seating, office accessories and related services and solutions (“Furniture and Products”) in order to furnish the school. The District intends to purchase the Furniture and Products through the piggybackable Master Contract (“TCPN Contract”) between Contrax Furnishings (“Contrax”) and the Cooperative Purchasing Network (“TCPN”). The TCPN Contract was awarded after a competitive solicitation and selection process and contains a “piggyback” provision pursuant to section 20118 of the California Public Contract Code. Pursuant to this piggyback provision, the District may purchase the Furniture and Products on the same terms, conditions and pricing as TCPN.

The total value for all Furniture and Products purchased pursuant to the Agreement shall be \$777,506.13. The price includes all furniture, material, delivery, incidental installation and work necessary in order to provide access to power and/or data through the furniture. The District shall pay for the Furniture and Products individually after each item is delivered to and installed in the Coronado Elementary School New Campus.

Recommendation:

Approve the FF&E Agreement between the WCCUSD and Contrax Furnishings for classroom furniture and related incidental services at Coronado Elementary School New Campus.

Fiscal Impact:

\$777,506.13. Funded from Bond Fund.

***CI C.20 Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Sylvester Greenwood Academy / LPS Campus Replacement Project)**

Comment:

The construction of the new Sylvester Greenwood Academy / LPS Campus is nearing completion and will be ready for August 2015 occupancy. The District needs classroom furniture, case goods, seating, office accessories and related services and solutions (“Furniture and Products”) in order to furnish the school. The District intends to purchase the Furniture and Products through the piggybackable Master Contract (“TCPN Contract”) between Contrax Furnishings (“Contrax”) and the Cooperative Purchasing Network (“TCPN”). The TCPN Contract was awarded after a competitive solicitation and selection process and contains a “piggyback” provision pursuant to section 20118 of the California Public Contract Code. Pursuant to this piggyback provision, the District may purchase the Furniture and Products on the same terms, conditions and pricing as TCPN.

The total value for all Furniture and Products purchased pursuant to the Agreement shall be \$1,341,788.87. The price includes all furniture, material, delivery, incidental installation and work necessary in order to provide access to power and/or data through the furniture. The District shall pay for the Furniture and Products individually after each item is delivered to and installed in the Sylvester Greenwood Academy / LPS New Campus.

Recommendation:

Approve the FF&E Agreement between the WCCUSD and Contrax Furnishings for classroom furniture and related incidental services at Sylvester Greenwood Academy / LPS New Campus.

Fiscal Impact:

\$1,341,788.87 Funded from Bond Fund.

***CI C.21 Harmon Knolls Campus Demolition Project Award of Contract**

Comment:

Sally Swanson Architects prepared plans and specifications for the project. Scope of work includes: removal of existing modular buildings including footing/foundation, concrete slab and removal of existing storage sheds. Scope also includes removal of all associated ramps, stairs, railings, roof top HVAC units, utilities, and removal of all above grade structures including but not limited to chain-link fence, play structures, exercise equipment, planter boxes, wheel stops, and site furnishings.

The District conducted a public bid process for the project. Bids were opened on April 23, 2015. Three contractors submitted a bid: Innovative Construction Solutions \$178,200; Bay Construction Company \$268,000; ERA Construction, Inc. \$334,030. The apparent lowest responsive, responsible bidder is Innovative Construction Solutions.

Determining the award is based on two components; the lump sum base bid and unit cost multiplied by quantities to be determined in the field. The contract award is based upon the lump sum base bid.

Project completion is anticipated July 2015.

Recommendation:

Award the contract to the lowest responsive, responsible bidder upon resolution of bid protest.

Fiscal Impact:

\$178,200. Funded from Fund 40.

***CI C.22 Ratification of Staff Awarded Contract: Coronado Elementary School Moving Services**

Comment:

The construction of the new Coronado Elementary School is nearing completion and will be ready for August 2015 occupancy. The next step for the District is to procure moving services from the interim campus to the new campus. The District has prepared plans and specifications for the project. Scope of work includes: Moving Administration and staff office records, files and miscellaneous items, storage items, library books and other printed material, art and science classroom equipment, classroom educational material and books, sporting equipment, musical instruments, and all other labeled miscellaneous items from the existing interim campus portables at the Coronado ES Interim Campus site to designated rooms in the new campus at the Coronado Elementary School Site.

The District conducted a public bid process for the project. Proposals were opened on April 30, 2015.

Contract completion is anticipated in July 2015.

Recommendation:

Ratify the award to the lowest responsive, responsible firm at the end of the bid protest period.

Fiscal Impact:

\$TBD. Funded from Bond Fund.

***CI C.23 Appointment to the Citizens Bond Oversight Committee**

Comment:

Madeline Kronenberg is recommending the appointment of Don Gosney to the Citizens Bond Oversight Committee.

Recommendation:

That the Board appoint Don Gosney as Ms. Kronenberg's representative on the CBOC

Fiscal Impact:

None

D. AWARDS, RECOGNITIONS, AND REPORTS

*** D.1 Recognition of Students in Forensics Programs**

Comment:

We would like to recognize and congratulate students from El Cerrito High School and Pinole Valley High School that participated in the 2015 California State High School Speech Association State

Tournament held April 17-19, 2015. Lev Corne and Leo Gould from El Cerrito High School were awarded 2nd place in Policy Debate. Thomas Johnston and Jun Hui Zhou from Pinole Valley High School were awarded 11th place in Policy Debate. We would like to recognize and congratulate them on their achievements.

We would also like to recognize and commend the coaches in their dedication, commitment and for making a difference in the lives and futures of their students.

Recommendation:
For Information Only

Fiscal Impact:
None

* **D.2 Class of 2015 Ed Fund Scholars Recognition**

Comment:

Since 2005, the Ed Fund has awarded over \$1 million to 400 scholarship winners from the West Contra Costa Unified School District. In 2015, thanks to generous support from our donors, including College Futures Foundation, Irene S. Scully Family Foundation, James Irvine Foundation, Ronald Whittier Family Foundation, and the Schroeder Family Foundation, the Ed Fund will be awarding over \$160,000 in scholarships. Scholarships will range from \$1,000 to \$5,000 depending on the finalist's individual need.

All Ed Fund scholars were chosen for their vision to succeed in college and dedication to community service and leadership. They are also involved in a wide range of extracurricular activities which have made them well-rounded individuals. The Ed Fund believes these students will return to our community to serve as leaders and role models in WCCUSD.

The 66 Scholars hail from 9 different public high schools located in WCCUSD. The list of Ed Fund Scholars from each high school is as follows:

DeAnza High School (11)

Jasmine Gill
Alexander Hagan
Tareke James
Jose Jimenez
Alfred Machacon
Linda Ngo
Cristina Pham
Martin Ponce
Hero Vo
Frederica Webster
Brizjon Wilright

El Cerrito High School (12)

Lavonia Bobo
Monet Boyd
Lauren Darnell
Jay'La Donaville Smith

Leadership Public Schools-Richmond (3)

Luis Ledesma
Maria Nunez
Juliana Valencia

Middle College High School (5)

Eva Arias Ramirez
Matthew Chamberlain
Serena Saelee
Kimiko Satterfield
Ashley Tejada

Pinole Valley High School (8)

Quincy Chapple
Alexis Garcia
William Garcia
Tyler Ho
Andrea Munoz

Maggie Li
Kenyatta Marcelous
Mareiana Pembrook
Justin Rodriguez
Jomoris Stewart
Keith Thomas
Daniella Vela
Akeilah Ward-Hale

Hercules High School (6)

Jing-Yi Chung
Chi Chung
Latisha Katigbak
Vanessa McMillon Vanbuskirk
Kimaree McDonald Solomon
Brandon Wong

Kennedy High School (8)

Carlos Arauz-Hernandez
RaTrail Armstead
Joan Binalinbing
Casina Butler
Luis Nunez
Francisco Ortiz
Luis Perez Rodriguez
Nasario Sylvester

Yann Picoulean
Brittany Tran
Jun Zhou

Richmond High School (12)

Saidy Brizuela
Evelyn Corral Gonzalez
Astrid Flores Castillo
Antonio Gonzales-Romero
Michael Jameson
Christian Medina
Adrian Navarro
Jesus Pedraza
Hanna Pham
Dennis Pimentel
Andrew Preston
Deisy Villalobos

Vista High School (1)

Richard Howard

Recommendation:

For Report and Recognition

Fiscal Impact:

None

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

Comment:

The Local Control Accountability Plan represents the District’s comprehensive plan of actions, services, and expenditures that support schools to ensure students become college and career ready, able to make life choices with productive outcomes.

Staff will provide information to the board five times throughout the year, sharing information on the LCAP actions and services being carried out. This will be the fourth report.

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	Safety and School Climate Committee
Citizens’ Bond Oversight Committee	School Supervisors Association Local 21
College and Career Readiness Academies	Technology Subcommittee
Community Budget Advisory Committee	United Teachers of Richmond
Facilities Subcommittee	West Contra Costa Administrators Association
Ivy League Connection	Youth Commission
Public Employees Local 1	

* **E.2 Superintendent’s Report**

F. ACTION ITEMS

* **F.1 Public Hearing on the Governing Board’s Proposed Adoption of Resolution Nos. 70-1415 & 71-1415 to Approve the Energy Conservation Services Contracts for Design, Installation, and Commissioning of Lighting Retrofit at Multiple School Sites**

Comment:

The District is authorized to enter into an energy service contract with respect to Energy Conservation Measures pursuant to Government Code section 4217.10 et seq. The District seeks to enter into two agreements for the design, installation, and commissioning of lighting retrofit (“Lighting Retrofit Contracts”) for the following existing District sites:

1. Richmond High School, located at 1250 23rd Street Richmond, CA 94804;
2. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
3. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
4. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547;
and
5. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

Government Code section 4217.2 requires that prior to approving the Lighting Retrofit Contracts, the District must hold a public hearing to make certain determinations and receive public comment. The District published and posted Public Notice of this Public Hearing in accordance with Government Code section 4217.2.

As part of the public hearing, the District must determine that the cost to the District for the Lighting Retrofit Contracts will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Lighting Retrofit Contracts; and that the District’s payment to firms selected to perform the Lighting Retrofit Contracts is anticipated to be offset by other benefits provided under the terms of the Lighting Retrofit Contracts. In

order to make these determinations, staff will present the Proposition 39 Energy Program Overview prepared for these projects.

Following the conduct of the Public Hearing, the Board must adopt Resolution No. 72-1415 in order to approve the Lighting Retrofit Contracts.

Recommendation:

Recommend the Board conduct a Public Hearing to obtain comments from taxpayers, parents and the public in general regarding the approval of the Lighting Retrofit Contracts.

Fiscal Impact:

No fiscal impact or implications are associated with this matter

* **F.2 Resolution No. 72-1415 Making Determinations and Adopting Notices of Exemption Relating to Design, Installation, and Commissioning of Lighting Retrofit**

Comment:

The District desired to enter into two agreements with qualified firms for the assessment, engineering, design, procurement, construction management, installation, construction, training, monitoring, and verification of lighting and controls (“Lighting Retrofit Projects”) to enable the conservation of thermal, electrical, or other energy at the following existing District sites:

1. Richmond High School, located at 1250 23rd Street Richmond, CA 94804;
2. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
3. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
4. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547;
and
5. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

The guidelines for the California Environmental Quality Act (“CEQA”), California Code of Regulations Title 14, Chapter 3 (“State CEQA Guidelines”), exempt certain projects from further CEQA evaluation, including projects consisting of the minor alteration of existing public structures or facilities involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination (“Class 1 Exemption”; Cal. Code Regs., tit. 14, § 15301).

The Lighting Retrofit Projects are eligible for the Class 1 Exemption and thus the District is entitled to file Notices of Exemption for each with the County Clerk. The filing of the Notices of Exemption shall start a thirty-five (35) day statute of limitations period on legal challenges to the District’s decision that the Projects are exempt from CEQA.

Recommendation:

Approval of Resolution No. 72-1415 Making Determinations and Adopting Notices of Exemption Relating to Design, Installation, and Commissioning of Lighting Retrofit.

Fiscal Impact:

None

* **F.3 Resolution No. 70-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit at Collins, Grant, Hanna Ranch and Lake Elementary Schools with Energy Conservation Options**

Comment:

The District is authorized to enter into an energy service contract with **Energy Conservation Options (“ECO”)** for Energy Conservation Measures pursuant to Government Code section 4217.10 et seq. The District seeks to enter an agreement for design, installation, and commissioning of lighting retrofit (“Lighting Retrofit Contract”) for the following existing District sites:

1. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
2. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
3. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547;
and
4. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

The District received proposals for this project on April 21, 2015, and determined that the proposal from ECO provided the best value to the District pursuant to the procurement set forth in Government Code section 4217 et seq. The cost to the District for the Lighting Retrofit Contract will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Lighting Retrofit Contract. As well, the District’s payment to ECO is anticipated to be offset by other benefits provided under the terms of the Lighting Retrofit Contract. The contract is available for review at the Facilities Operation Center, 1400 Marina Way South, Richmond, Ca 94804.

Pursuant to Government Code section 4217.10 et seq., the Governing Board of the District held a public hearing on May 6, 2015, with respect to the District entering into the Lighting Retrofit Contract with ECO.

Recommendation:

Approval of Resolution No. 70-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit with ECO for Collins, Grant, Hanna Ranch and Lake Elementary Schools.

Fiscal Impact:

\$351,037.57 Funding Source Prop. 39 California Clean Energy Jobs Act

* **F.4 Resolution No. 71-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit at Richmond High School with Energy Management Technologies**

Comment:

The District is authorized to enter into an energy service contract with **Energy Management Technologies (“EMT”)** for Energy Conservation Measures pursuant to Government Code section 4217.10 et seq. The District seeks to enter an agreement for design, installation, and commissioning of lighting retrofit (“Lighting Retrofit Contract”) with EMT for Richmond High School, located at 1250 23rd Street Richmond, CA 94804.

The District received proposals for this project on April 21, 2015, and determined that the proposal from EMT provided the best value to the District pursuant to the procurement set forth in Government Code section 4217 et seq. The cost to the District for the Lighting Retrofit Contract will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Lighting Retrofit Contract. As well, the District's payment to EMT is anticipated to be offset by other benefits provided under the terms of Lighting Retrofit Contract. The contract is available for review at the Facilities Operation Center, 1400 Marina Way South, Richmond, Ca 94804.

Pursuant to Government Code section 4217.10 et seq., the Governing Board of the District held a public hearing on May 6, 2015, with respect to the District entering into the Lighting Retrofit Contract with EMT.

Recommendation:

Approve the Resolution No. 71-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit with EMT for Richmond High School.

Fiscal Impact:

\$1,070,611.66 Fund Source Prop. 39 California Clean Energy Jobs Act

* **F.5 Community Budget Advisory Committee (CBAC Report)**

Comment:

On April 30, 2015, the Community Budget Advisory Committee approved a resolution concerning the 2013-2014 Parcel Tax Expenditures and Scope of Measure D, finding that the expenditures budgeted for Fiscal Year 2013-2014 are within the stated purposes for Measure D funds.

The Committee's roster is subject to ratification by the School Board. Included is a complete list of committee members and term dates. New terms are effective July 1, 2015.

Recommendation:

Approve the Community Budget Advisory Committee Resolution and ratify the Committee's roster.

Fiscal Impact:

None

* **F.6 Formation of a Subcommittee on Board Governance**

Comment:

At the Board retreat in January and again at the April 1, 2015, the Board has discussed the possibility of forming a Board subcommittee on governance. The Board currently has four standing subcommittee: Academic, Facilities, Safety & Climate and Technology. Board members participate on other Board approved committees including the Citizens Bond Oversight Committee, the Community Budget Advisory Committee, the Multilingual District Advisory Committee, and the Special Education Community Advisory Committee. Board members also serve as liaisons other committees and groups. Board Bylaw 9130 allows the Board to develop subcommittee as necessary and requires that the Board, in establishing a subcommittee determines the duties for the subcommittee at the time of appointment.

During the April 22, 2015 meeting, the Board gave direction to form a Governance Subcommittee of the Board with the following provisions:

1. That the Governance Subcommittee would be standing committee with monthly meetings;
2. That the subcommittee's purpose of improving Board governance; and
3. That the duties of the subcommittee would include aligning the work of the Board with the Board's priorities while promoting transparency and allowing the Board to focus on improving student learning while addressing governance measures such as the Board Bylaws, Board policy change reviews, and completing the detail work on a Board governance handbook.

Recommendation:

That the Board approve the formation of a Governance Subcommittee and that the President appoint two members to serve on that committee throughout the remainder of 2015.

Fiscal Impact:

None

G. DISCUSSION ITEMS

*** G.1 Initial Public Hearing for Summit Schools**

Comment:

On Tuesday, April 21, a team member from Summit Public Schools submitted a Charter Petition for a school that will serve 608 students from 7th through 12th grades in the West Contra Costa Unified School District. The Charter Petition describes an enrollment plan that begins with 105 students in 2016-17, and expands over the following years to reach capacity at 2021-22.

The purpose of this hearing is to gauge the level of public and teacher support for this Charter petition.

The Board has been provided the full petition under separate cover. The full petition will be available at the District Office for public review.

Recommendation:

For Information Only

Fiscal Impact:

None at this time, yet will, if approved represent ongoing loss of student average daily attendance as a result of WCCUSD students attending the charter school.

*** G.2 Project Status Report**

Comment:

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

- Engineering Officer's Report
- Construction Status Reports

Recommendation:
For Information Only

Fiscal Impact:
None

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

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING

Lovonya DeJean Middle School – May 20, 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

May 6, 2015

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR (Section 54956.8)

Property: 2853 Groom Drive, Richmond, CA

Agency Negotiation: Superintendent Dr. Harter

Under Negotiation: Potential disposition or further utilization of site

2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

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

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

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

Five 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

Extended Learning Assistant Principals
Coordinator Educational Services

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)**

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: May 6, 2015

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

Agenda Item: B.4

Subject: Presentation of Student Board Representative from Richmond High School

Background Information:

A Student Board Representative from Richmond High School will attend the Board of Education on May 6, 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
Governance Retreat
Marina Bay Yacht Harbor
Harbor Master's Room
1340 Marina Way South
Richmond, CA 94804**

April 16, 2015

I. CALL TO ORDER

President Todd Groves called the meeting to order at 9:00 AM.

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

Staff Present: Bruce Harter, Superintendent; Debbie Haynie, Executive Secretary

II. Opportunity for Public Comment on Agenda Items

Anton Jungherr, Tom Panas

III. Continuing the Unity of Purpose Retreat Conversation

Local organization consultant Tracey Webb led the Board in a discussion that followed the January 10, 2015 retreat. The first discussion was about the challenges that face the District both in terms of tasks to address as well as the constraints of the fiscal situation. Next, the Board members did an exercise in rating the performance of the Board over the past four months including accomplishments and areas for improvement. Ms. Webb then divided the Board members and superintendent into groups of two to work on a 'conscious collaboration' exercise. Report out from each group followed with general discussion of what the groups learned from the exercise. The retreat concluded with a discussion of the need for study sessions throughout the year.

IV. ADJOURNMENT

President Groves adjourned the meeting at 12:05 PM.

BH:dh

**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

April 22, 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 6:36 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: Patty Cuevas, Translator; Steve Collins, SELPA Director; Linda Delgado, Charter School Liaison; Otilia Espinoza, Translator; 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; Keith Holtslander, Director Facilities & Construction; Lisa LeBlanc, Associate Superintendent M & O/Bond Program; Vince Meyer, Executive Director Maintenance & Operations; Mary Phillips, Chief Technology Officer; Nia Rashidchi, Assistant Superintendent Educational Services; Marcus Walton, Communications Director; Ken Whittemore, Assistant Superintendent Human Resources

B.4 Presentation of Student Board Representative from Pinole Valley High School

Mr. Alonso Saravia provided a report of activities regarding Pinole Valley High School.

B.5 Report/Ratification of Closed Session

None

B.6 Agenda Review and Adoption

The following changes were recommended to modify the agenda:

Items D.1 and F.1 were moved before B.9.

Items C.10 and C.14 were pulled from the Consent Calendar for separate discussion and action.

Item F.2 was tabled.

Public Comment:

None

Board Comment:

None

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

B.7 Minutes: April 1, 2015

Public Comment:

None

Board Comment:

None

MOTION: Ms. Cuevas moved approval of the Minutes of April 1, 2015. Ms. Kronenberg seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alonso Saravia (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

B.8 Request to Address the Board – Dr. Fatima Alleyne

Dr. Alleyne spoke about experiences for her family at Washington Elementary School and herself as a School Site Council member.

D.1 Bay Area Science Fair Winners

Science Fair Coordinator Mr. John Iwawaki shared information about the Science Fair process and the nineteen winners whose entries went on to the Bay Area Science Fair. He introduced two of the winners who described their projects: Nicholas Tran, Hercules High School, and Samantha Sze, Pinole Valley High School. Mr. Iwawaki recognized the award winners with certificates and Board Members personally congratulated each student.

The following students were the 2015 Bay Area Science Fair winners:

Nicholas Tran, Hercules High
Hoa Yang He, El Cerrito High
Samantha Sze, Pinole Valley High
Nanthaya Verweij, Pinole Middle School
Aaron Moore, Korematsu Middle School
Ariel Tonesi Berenyi, Pinole Valley High
Esmeralda Aguilar, Pinole Valley High
Grecia Ortiz, Pinole Valley High
Nicole Douangdara, Pinole Valley High
Loan Chung, Pinole Valley High
Kevin Mahoney, El Cerrito High
Niklas Datta, Korematsu Middle
Isabel Arias, Korematsu Middle
Zoe Harwood, Korematsu Middle
Audrey Dowling, Korematsu Middle
Max Mueller, Korematsu Middle
Cloe Coscoy, Korematsu Middle
Manvir Sambhi, Hercules High
Kelly Doungdara, Pinole Valley High

MOTION: Ms. Kronenberg moved approval of modifying the agenda by moving up items D.2 and D.3. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alonso Saravia (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

D.2 Recognition of Hercules High School Academy of Hospitality and International Tourism

Mr. Greer introduced Hercules Principal Paul Mansingh and commended the staff for their recent WASC accreditation approval. Mr. Mansingh spoke about the students of the Hospitality and International Tourism Academy representing the District in Washington, D.C. He introduced chief advisor Chef Lourdes Sampayo who spoke about the student run and led company Herban Movement and the Junior Achievement Company of the Year Achievement Competition opportunity to represent Northern California in Washington, D.C. She introduced the officers of the company who told about their position and work in the company. The students were presented certificates and Board members congratulated each student.

Joseph Fortuno – CEO
Angelica Mota – VP of Finance
Tiffany Gonzales – HR Department, President
Mahal Williams – Public Relations Executive
Chelsey Winston – Marketing Executive
Alexander Walker-Griffin – President of Productions
Andrew Dirk – Member

D.3 2014-15 Teaching Excellence Award Winner Recognition

Ed Fund Executive Director Joel Mackey spoke about the excitement for teachers selected this year. The teachers were presented with certificates of recognition and Board members personally offered congratulations.

Brent Knapp, Special Education, Lupine Hills Elementary
Maribel Lopez, 2nd Grade, Dover Elementary
Molly Salyk, 2nd Grade, Coronado Elementary
Andre Shie, 7th Grade Pre-Algebra, Helms Middle School
Keith Valdez, Kindergarten, Hanna Ranch Elementary

Mr. Mackey said the teachers will be acknowledged at next week's Spring To Excellence event at El Cerrito High School. They symbolically represent teachers everywhere who make a significant difference in the lives of students. He was gratified to make a difference for teachers who contribute to the wellness of the community and enrich lives of students. Mr. Mackey also acknowledged Ms. Roz Plishner for her work with Ed Fund and her work with the selection process. Ms. Plishner shared about the selection process and reported that Mr. Valdez and Ms. Lopez will also represent the District at the county level for Teacher of the Year.

F.1 Manzanita Charter Middle School Renewal Decision Hearing

Ms. Linda Delgado presented information about the Manzanita Charter School and its inception in 2000 with charter renewals in 2005 and 2010. She said the staff report of findings supports the recommendation to renew the petition. Manzanita staff was available to address questions of the Board. Executive Director Jim Trombley introduced Math teacher Patricia Suquilanda to reflect on the academic results for math, reading and language arts used by the school.

Public Comment:

Nicole Williams, Arturo Armendaris, Rodrigo Torres, Emily Martinez, Angie Rachel Rodriguez, Utsha Rai, Eli S.M., Kimyatta Newby, Jennifer Quivoz, Terra Wilson, Toni Matullo, Audra Williams

Board Comment:

Ms. Block asked about the standard of measurement for test scores. Manzanita staff responded with clarification. Ms. Block commended the school on their growth.

Mr. Enos commended Mr. Trombley and staff for their work and acknowledged the enthusiasm of the audience in their support of the school.

President Groves asked about African American students regarding full inclusion. Mr. Trombley responded with information about the growth of the African American population at the school.

Ms. Kronenberg spoke about the tremendous enthusiasm from the students. She acknowledged the teaching staff, saying she supported the motion to approve charter renewal.

Student Representative Alonso Saravia said the passion and dedication of students and staff impressed him. He urged the advancing 8th graders moving to high school to maintain their passion.

Ms. Cuevas spoke about students deserving quality instruction and parent engagement. She asked the Manzanita staff about CELDT data and growth. Mr. Trombley responded with information about the progress of EL students through additional instruction and engagement with parents in the progress of their students. Ms. Suquilanda spoke about curriculum focus on literacy. Ms. Cuevas said she was supportive of renewal along with additional support to staff with the addition of a vice principal position.

Ms. Block spoke about charter school criteria for approval. She commented about all schools meeting the same standards. She expressed disappointment about lack of specificity and some of the responses to questions in the application. Mr. Trombley spoke about the teacher collaboration and capacity attendance expected for the next year. Ms. Block urged the staff to develop a plan for reaching out to parents and addressing the comments made during the meeting.

MOTION: Ms. Kronenberg moved approval of the Manzanita Charter Middle School Renewal. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alonso Saravia (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

A brief recess was taken at this time.

B.9 WCCUSD Public Comment

Betty Brown, Madeleine Jen Ken, Margaret Browne, Nicole Williams, Susan Wehrle, Judith Van Hoorn, Monique Swain, Natalie Walchuck, Ron Beller, Deantee James, Mary Alice Harris, Elizabeth Jimenez, Abadesa Rolon, Mason Salvador, Yolanda Lopez, Rosa Martinez, Katy Vasquez, Cara Houser, Dennis Cody, Dalia Garcia, Monzerrat Ledesma, Juanita Dixon, Leticca Hernandez, Edith Acevedo

C. BUSINESS ITEM

This item was moved to follow item E. 3.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.1 Bay Area Science Fair Winners

This item was moved to follow item B.8.

D.2 Recognition of Hercules High School Academy of Hospitality and International Tourism

This item was moved earlier on the agenda.

D.3 2014-15 Teaching Excellence Award Winner Recognition

This item was moved earlier on the agenda.

F.1 Manzanita Charter Middle School Renewal Decision Hearing

This item was moved to follow item D.3

Student Representative Alonso Saravia left the meeting for the evening.

E. COMMITTEE COMMUNICATIONS

E.1 Standing Reports

Academic Subcommittee. Ms. Rashidchi provided a report on the Collaboration Colloquium held on April 21st. She said there was great participation from teachers, Board members and parents. The next meeting will be held May 12.

Community Budget Advisory Committee. Ms. Gamba announced the next meeting for April 30 at the Alvarado Adult School Campus.

Facilities Subcommittee. Ms. Block said the committee received information on a number of project updates. Ms. Kronenberg also said that change orders were reviewed. The next meeting will be held May 12. Ms. Cuevas asked about changes in the procedures for review of change orders. Ms. Kronenberg elaborated on the discussion held detailing reasons for change orders.

Ivy League Connection. Ms. Kronenberg reported that 30 students have been selected along with chaperones. Alumni dinners with each group will be held soon and will include students, alumni, parents, and fund raisers. She commended Mr. Ramsey for his fund raising efforts to cover tuition costs for students. She also commended the support of funders over the years.

Safety and School Climate Committee. Mr. Enos said that the next meeting would be held April 23rd at San Pablo Community Center adjacent to Helms Middle School.

Technology Subcommittee. Ms. Phillips reported on the last meeting where discussion included tablets and carts for classrooms, as well as the wireless initiative for remaining schools. She commended teachers for their use of technology in the classroom as demonstrated by the Education Services Colloquium Collaborative. The next meeting will be held May 11.

Youth Commission. President Groves reported on the recent LCAP meeting where 150 district high school students were hosted by the Youth Commission. Students voiced their interested and staff learned about what they would like to see as part of the plan. He was proud of the commissioners for taking complex policy and making it actionable and enjoyable for their peers. At their Monday meeting the commissioners evaluated proposals from the faith community for potential projects. He said he was very proud of work they have been doing over the course of the year.

E.2 Superintendent's Report

Superintendent Harter provided a report of activities in the District.

E.3 In Memory of Members of the School Community

Superintendent Harter recognized the contributions of members of the community who have passed away. President Groves asked everyone to stand for a moment of silence.

C. BUSINESS ITEM

This item was moved to follow item E. 3.

C.1 Grants/Awards/Agreements

C.2 Acceptance of Donations

C.3 Approval of Fund-Raising Activities

C.4 Summary of Payroll and Vendor Warrant Reports

C.5 Contracts

C.6 Notice of Completions: Bid 2121102-06 Pinole Middle School Soccer & Football Field and 3601364-03 Kennedy High School Health Clinic

C.7 Resolution No. 64-1415: National "Day of the School Nurse"

C.8 El Cerrito High School Jazz Ensemble attending Reno Jazz Ensemble Band Festival

C.9 Middle College Students attending Student Leadership Conference

C.10 Ratification and Approval of Engineering Services Contracts

This item was pulled for separate discussion and action.

C.11 Ratification of Negotiated Change Orders

C.12 Ratification of Negotiated Change Orders – M&O

C.13 Citizens' Bond Oversight Committee (BOC) Reappointment: Orlandus Waters be reappointed by the City of El Cerrito

C.14 Coronado Elementary School Furniture, Fixture and Equipment Project Rejection of Bid

This item was pulled for separate discussion and action.

C.15 Lake Elementary School Fire Alarm Modernization Award of Contract

C.16 Seaview Elementary School Demolition Award of Contract

C.17 Resolution No. 69-1415: School Nutrition Employee Appreciation Week – May 4-8, 2015

C.18 Williams Lawsuit Complaints Quarterly Report

MOTION: Ms. Cuevas moved Approval of Consent Items C. 1 – C.9, C.11 – C.13, C.15-C.18. 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.

C.10 Ratification and Approval of Engineering Services Contracts

Ms. Block asked about the SGI management contracts. Ms. LeBlanc responded with information about transitioning the project management system and interfacing with the District's financial system. She said that these systems have changed over the course of time and that staff is endeavoring to assure that the SGI work is being captured and that there is accuracy of financial data.

MOTION: Ms. Kronenberg moved Approval of Consent Items C. 10 Ratification and Approval of Engineering Services Contracts. 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.

C.14 Coronado Elementary School Furniture, Fixture and Equipment Project Rejection of Bid

Superintendent Harter asked for deletion of the last paragraph of the item as a matter of clarification in order to allow the Board to reject all bids without cause.

Public Comment:

Mike Swanson

Board Comment:

Ms. Block asked for the definition of a piggybackable bid. Ms. Gamba responded with clarification saying that it is a purchasing agreement for services or equipment that are bid, recognized across the state or nation, with lowest possible prices available to governmental agencies.

President Groves asked about any intent to rebid. Ms. Gamba explained that the recommendation before the Board was a request for proposal, not the same as a formal bid. The intent would be for staff to investigate the options available in piggybackable bids.

Ms. Cuevas asked about the vendor having opportunity to rebid to which Ms. Gamba responded with information about vendors having piggybackable bid awards and consideration. Ms. Gamba was not aware whether this vendor had this status.

Ms. Kronenberg asked if this process had been used previously. Ms. Gamba talked about both processes used to seek bids by the District in order to get the best value for the dollar while adhering to particular product standards.

MOTION: Ms. Kronenberg moved Approval of Consent Item C. 14 Coronado Elementary School Furniture, Fixture and Equipment Project Rejection of Bid including the deletion of the earlier mentioned paragraph. 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.

F. ACTION ITEMS

F.1 Manzanita Charter Middle School Renewal Decision Hearing

This item was moved to follow item D.3.

F.2 Resolution No.68 -1415: Authorization to Eliminate and/or Reduce Classified Positions and Layoff Classified Employees

This item was tabled to a future meeting.

G. DISCUSSION ITEMS

G.1 Formation of a Subcommittee on Board Governance

Superintendent Harter recapped the Board's interest in forming a subcommittee on Board governance. At the recent follow up retreat there was further discussion about a subcommittee as well as development of a governance handbook. This is opportunity for the Board to give direction to staff about the type of subcommittee including purpose, duties, and duration.

Public Comment:

None

Board Comment:

Ms. Cuevas spoke in support of the formation of a standing governance subcommittee working for continuous improvement of District transparency within governance guidelines to meet the needs of students and District staff.

Ms. Block asked whether Ms. Cuevas saw this as a forum for parents or staff to speak to the way the Board addresses needs. Ms. Cuevas gave an example about concerns regarding school site councils and related bylaws. She spoke about best efforts to examine and demonstrate efforts of communication with the community and related to governance within the Board.

Mr. Enos said he thought the principle was a good idea. He cautioned careful consideration about what kind of authority would go with the committee as well as putting communication before the public. He supported consideration with the best interests of students in mind.

Ms. Block discussed ad hoc or standing committee. Ms. Cuevas recommended a standing committee to take equal value with other committees. She spoke about the impact of the committee providing opportunity to create a process to address issues.

Ms. Kronenberg said that the idea of a governance committee had grown on her and felt this was a strategy to address how the Board operates.

President Groves said he supported the establishment of a subcommittee with an evaluation at six months and a year to determine how much work is accomplished as well as what the mission should be. President Groves asked staff to bring back a specific recommendation to a subsequent meeting.

G.2 Addressing the Need to Keep Board Meetings to a Reasonable Length of Time

Ms. Block said she thought keeping meetings to a reasonable hour a good idea. She said it was not fair to the interest of the public and staff participation when meetings are lengthy.

Mr. Enos supported implementation on a trial basis in order to make a determination. He recognized the need to do something and suggested starting with the current procedures outlined in the agenda, and possibly adopt after a test basis.

Superintendent Harter said that the items referenced are already in the Board Bylaws. The question was whether the Board wanted to adhere to them. He heard a consensus of the Board to go further and implement those procedures with the option to modify as necessary at each meeting.

President Groves said staff and the public are not best served with long meetings and his pledge was to be adherent to standing policies that facilitate the business of the Board.

Public Comment:

None

Board Comment:

None

G.3 Local Plan Policies

Mr. Steve Collins reported on Special Education Local Plan Area (SELPA) assurances required by the State with accompanying policies. In reviewing the current policies it was determined that the State has added an additional criteria regarding disproportionality. As a single district SELPA the Board is asked to consider this addition. He said that District staff has worked diligently regarding over representation of ethnic groups for four areas of Special Education including discipline, least restrictive environment, disability, and ethnic group. He said that the District is one of ten districts in the State to receive a pilot grant over a two-year period to develop and implement an action plan to address disproportionality.

Public Comment:

None

Board Comment:

Ms. Block commended staff for the previous work done. She said she knew that the goal was to limit disproportionality with overall fairness in classification of students. She thought that making it a Board policy would improve its strength.

President Groves thanked Mr. Collins for his work and the overall work of the District. He said he was heartened by achievement on behalf of students served. President Groves agreed that elevating the item to a board policy was a just action.

Superintendent Harter said that this item will return for adoption at a future meeting.

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

None

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

Ms. Kronenberg provided details of the El Cerrito High Dance Festival coming up on Saturday, April 25. She also spoke of the May 4 My Brother's Keeper event at the Richmond Auditorium for issues regarding boys and men of color.

Ms. Block praised Ms. Rashidchi for the well done Collaboration Colloquium. She said that she saw many amazing things happening in schools where programs could germinate in a direction that involve collaboration with principals, teachers, and student efficacy. Ms. Block spoke about deceased community member Rev. Lonnie Wafer as an example of the kind of person who is always serving at the school.

Ms. Cuevas commended the students and teachers of the Linked Learning Academy at Hercules. She also commended the Science Fair winners saying she was impressed by their success. She also commended the Collaboration Colloquium on instruction. She said she was excited to work with the Board on issues facing the District in the effort to continue to build trust with the community. She also looked forward to joining her colleagues at the Cinco de Mayo parade.

President Groves commended the recent colloquium where the best thinkers in education presented. He commended the sharing of talent by the District's hardest working group of people. He said he saw the efforts resulting in change.

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING
Lovonya DeJean Middle School – May 6, 2015

K. ADJOURNMENT
President Groves adjourned the meeting at 10:13 PM.

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

BH:dh

**West Contra Costa Unified School District
Minutes of the Special Board of Education Meeting
Closed Session
Alvarado Adult Education Campus, Room 1
Richmond, CA 94804**

Agenda Item B.7

April 29, 2015

A. OPENING PROCEDURES

President Groves called the meeting to order at 10:00 A.M. The Board recessed into Closed Session. President Groves reconvened the Public Session to report action taken in Closed Session at 12:10 P.M.

A.1 Welcome and Meeting Procedures

A.2 Roll Call

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

Staff Present: Superintendent Bruce Harter; Debbie Haynie, Executive Secretary

Public Comment Prior to Closed Session:

Anton Jungherr, Ben Steinberg, Tom Panas, Dan Romero, Linda Ruiz-Lozito, Scottie Smith

B. CONVENED TO CLOSED SESSION

C. RECONVENE TO PUBLIC SESSION – REPORT OF CLOSED SESSION ACTIONS.

C.1 Report/Ratification of Closed Session

President Groves reported that the Board of Education will establish an independent investigation and have findings reported back to the Board upon completion.

D. ADJOURNMENT

President Groves adjourned the meeting at 12:10 PM.

E. The Next Regularly Scheduled Board of Education Meeting

Lovonya DeJean Middle School - May 6, 2015

BH: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: May 6, 2015

From: Bruce Harter

Agenda Item: B.8

Subject: Request to Address the Board – Dr. Fatima Alleyne

Background Information:

Dr. Alleyne will speak about her experience as a parent and Site Council member.

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

To: Board of Education

Meeting Date: May 6, 2015

From: Bruce Harter

Agenda Item: B.9

Subject: Request to Address the Board – Ari Alleyne

Background Information:

Student Ari Alleyne will speak about his experience at Washington Elementary.

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

To: Board of Education

Meeting Date: May 6, 2015

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.1

Subject: Grants/Awards/Agreements

Background Information:

Formal action is requested from the Board of Education to accept the grants/awards/agreements, as detailed on the attached sheet dated May 6, 2015.

Recommendation: Recommend Approval

Fiscal Impact: As noted per grants summary.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

GRANT / AWARD / AGREEMENT NOTIFICATIONS

Project Name	Project Amount for Budget Period	Funding Agency	Comments
2014-15 Preschool Staff Development (SPED)	\$2,261	California Department of Education - Special Ed Division, Admin Services Unit	Professional development for Preschool Staff.
Resource # 3345	7/1/14 - 9/30/16		PCA # 13431-01
GEAR UP	\$7,500	The Regents of the University of California	Professional development for Educators and Parents to prepare students for High School and postsecondary education
Resource # 9626	9/1/14 - 8/31/15		SUBAGREEMENT # 14-Gear UP-1521

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: May 06, 2015

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.2

Subject: Acceptance of Donations

Background Information: The District has received donations as summarized on the attached sheet dated **May 06, 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.

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

West Contra Costa Unified School District
May 06, 2015 Board Meeting

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
Chamberlin Family Foundation	Materials & Supplies	\$264.42	Richmond High
Ms. Maria Ponce	Materials & Supplies	\$30.00	Cameron School
Ms. Maria Ponce	Materials & Supplies	\$30.00	Cameron School
Ms. Sierra Fong	Materials & Supplies	\$30.00	Cameron School
Ms. Sierra Fong	Materials & Supplies	\$30.00	Cameron School

*Estimated values for the non-cash donations are provided by the donor
Donation Précis 050615

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: May 06, 2015

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.3

Subject: Approval of Fund-Raising Activities

Background Information: The planned fund-raising events for the 2014-15 school year is summarized on the attached sheet dated May 06, 2015.

Recommendation: Recommend Approval

Fiscal Impact: Additional revenue for schools

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
May 06, 2015 Board Meeting

APPROVAL OF FUND-RAISERS

<u>School</u>	<u>Fund-Raising Activity</u>	<u>Activity Sponsor</u>
Hercules Middle School	Hercules City Garage Sale	Hercules Middle PTA

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 6, 2015

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI-C.4

Subject: Contracts

Background Information: Permission is requested of the Board of Education to approve the following contracts as detailed on the attached sheets dated May 6, 2015.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
May 6, 2015 Board Meeting

CONTRACTS

The following contracts are recommended for approval.

<u>DEPARTMENT</u>	<u>Effective Date</u>	<u>VENDOR NAME</u>	<u>COST & FUNDING</u>	<u>PURPOSE</u>
Technology	4/20/15 Thru 4/19/19	BorderLan	\$79,755 General Fund	Provide iBoss Enterprise 14600x Software. iBoss is a content filter. A content filter is used to protect students from accessing malicious or objectionable websites. The district needs a content filter to be CIPA (Children's Internet Protection Act) compliant. Software includes: Integration, troubleshooting, email & on-line support, as outlined in Quote 11083-3YRDS which includes the 4 th year as free.

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: May 6, 2015

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.5

Subject: Notice of Completions: Bid 1161224-01 Downer Elementary School Playfield Renovations, Bid 1271223-02 Harding Elementary School Exterior and Roof Repairs, and Bid 3621377-10 Pinole Valley High School Off-Site Parking & Traffic Signal.

Background Information:

Substantial completion notices have been received for: Bid 1161224-01, Bid 1271223-02, and Bid 3621377-10.

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:

Maggiora & Ghilotti, Inc. Bid 1161224-01 Downer Elementary School Playfield Renovations.
Best Contracting Services Bid 1271223-02 Harding Elementary School Exterior & Roof Repairs.
Maggiora & Ghilotti, Inc. Bid 3621377-10 Pinole Valley High School Off-Site Parking & Traffic Signal.

Recommendation: Recommend approval of these notices of completion.

Fiscal Impact: None.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

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

Notice is hereby given that:

1. The undersigned is owner of the property hereinafter described:
2. The full name of the owner is: Governing Board, West Contra Costa Unified School District.
3. The full address of the owner is: 1108 Bissell Avenue, Richmond, Calif. 94801.
4. A work of improvement on the property hereinafter described was completed and accepted on May 6, 2015.
5. The work done was: Project 1161224-01 Downer ES Playfield Renovations.
6. The name and address of the contractor for such work of improvement was Maggiore & Ghilotti, Inc. 555 Dubois Street, San Rafael, CA 94901 Date of Contract: 4/9/2014.
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: The Ohio Casualty 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: Downer Elementary School, 1231 - 18th Street, San Pablo, CA 94806.

Dated: May 6, 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 May 6, 2015, at Richmond, CA.

Director, General Services
West Contra Costa USD

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 May 6, 2015.
5. The work done was: Project 3621377-10 Pinole Valley HS Off-Site Parking & Traffic Signal.
6. The name and address of the contractor for such work of improvement was Maggiore & Ghilotti, Inc. 555 Dubois Street, San Rafael, CA 94901 Date of Contract: 5/16/2014.
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: The Ohio Casualty 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: Pinole Valley High School, 2900 Pinole Valley Rd., Pinole, CA 94564.

Dated: May 6, 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 May 6, 2015, at Richmond, CA.

Director, General Services
West Contra Costa USD

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 May 6, 2015.
5. The work done was: Project 1271223-02 Harding ES Exterior and Roof Repairs.
6. The name and address of the contractor for such work of improvement was Best Contracting Services, 4301 Bettencourt Way, Union City, CA 94587. Date of Contract: 6/18/2014.
7. The name of the Bonding Company that provided Surety for said contractor relative to work to be performed is: The Guarantee Company of North America USA.
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: Harding Elementary School, 7230 Fairmount Ave., El Cerrito, CA 94530.

Dated: May 6, 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 May 6, 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

To: Board of Education

Meeting Date: May 6, 2015

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.6

Subject: Resolution #73-1415 Regarding Education Protection Account (EPA) and Spending Plan for the 2015-16 School Year

Background Information: After the passage of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, schools and community college campuses across California have begun receiving funds through a new Education Protection Account (EPA) which was established by voter initiative. The legislation requires that each district establish a special fund to account for these deposits and restricts the use of the funding to school service expenditures only. An accounting of these funds is located on the district website. The district anticipates receiving \$31.4 million earmarked for the EPA fund reporting as a part of the Local Control Funding Formula (LCFF) entitlement. For accounting purposes, all secondary school instructional expenses related to staff have been placed in the EPA fund for 2014-15 and ongoing in the budget for 2015-16. EPA funds are not separate from the LCFF formula, rather a means of funding it.

Recommendation: Recommend approval of this resolution for the EPA Spending Plan for the 2015-16 School Year.

Fiscal Impact: None. EPA funding is included in the LCFF.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

BOARD OF EDUCATION
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Resolution No. 73-1415

EDUCATION PROTECTION ACCOUNT (EPA) AND SPENDING PLAN FOR THE
2015-16 SCHOOL YEAR

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the State's Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

THEREFORE, BE IT RESOLVED that, monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent, the West Contra Costa Unified School District adopts this Resolution approving the proposed uses of the funds, paying for secondary school instructional expenses.

PASSED AND ADOPTED this 6th Day of May 2015 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I hereby certify that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of the West Contra Costa Unified School District of Contra Costa County, at the meeting of said board on May 6, 2015.

Dr. Bruce Harter
Secretary, 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

To: Board of Education

Meeting Date: May 6, 2015

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.7

Subject: Resolution No. 74-1415 Intention to Levy Assessments for Fiscal Year 2015-16, Preliminarily Approving Engineer's Report and providing for Notice of a Public Hearing

Background Information: This resolution will set the date and place of the public hearing, calls for the notice of the public hearing to be published ten days or more ahead of the meeting, and preliminarily accepts the engineer's report. The engineer's report contains the proposed budget for the 2015-16 year for the Maintenance and Recreation Assessment District (MRAD).

Should the Board adopt the resolution tonight, a public hearing will be held on the MRAD on June 10, 2015, at the hour of 6:30 p.m., a regular board meeting date, at Lovonya DeJean Middle School Multipurpose Room, 3400 Macdonald Ave., Richmond, CA 94805. At the conclusion of the public hearing on June 10, 2015, the Board may adopt a resolution that gives final approval to the engineer's report, levies the assessment and directs that the assessment diagram and individual assessments be filed with the County.

The Engineer's Report for MRAD is posted on the WCCUSD web site and a copy is at the front counter at 1108 Bissell Avenue, Richmond, CA.

Delivered under separate cover.

Recommendation: Recommend approval of this resolution for MRAD.

Fiscal Impact: Revenue for MRAD Fund, \$5.6 million

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

BOARD OF EDUCATION
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 74-1415

A RESOLUTION OF INTENTION TO CONTINUE TO LEVY THE ASSESSMENTS
FOR FISCAL YEAR 2014-15, PRELIMINARILY APPROVING THE ENGINEER'S
REPORT, AND PROVIDING FOR THE NOTICE OF PUBLIC HEARING FOR THE
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT MAINTENANCE AND
RECREATION ASSESSMENT DISTRICT

May 6, 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 March 4, 2015, this Board adopted Resolution No. 60-1415, A Resolution Directing Preparation of Annual Report for the West Contra Costa Unified School District Maintenance and Recreation Assessment District (the "Maintenance District"). Pursuant to this resolution, the Engineer of Work prepared a report in accordance with Section 22565, *et seq.*, of the California Streets and Highways Code (the "Report"). The Report has been made, filed with the Clerk of the Board and duly considered by this Board and is hereby deemed sufficient and preliminarily approved. The report shall stand as the Engineer's Report for all subsequent proceedings under and pursuant to the foregoing resolution.
2. It is the intention of this Board to levy and collect assessments within the Maintenance District for the fiscal year 2015-16. 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.
3. The Maintenance District consists of the lots and parcels shown on the boundary map of the Maintenance District on file with the Clerk of the Board, and reference is hereby made to such map for further particulars.
4. Reference is hereby made to the Report for a full and detailed description of the Improvements, the boundaries of the Maintenance District and the proposed assessments upon assessable lots and parcels of land within the Maintenance District. The assessment for fiscal year 2015-16 is proposed to be the same as for the previous year and does not exceed the formula or range of assessments previously specified in the formation of the Maintenance District.
5. Notice is hereby given that on June 10, 2015, at the hour of 6:30p.m. in the Lovonya DeJean Middle School Cafeteria, 3400 Macdonald Ave., Richmond, CA 94805, a hearing by the Board will be held on the questions of ordering the improvements and the levy of the proposed assessments.
6. Prior to the conclusion of the hearing, any interested person may file a written protest with the Clerk of the Board, or, having previously filed a protest, may file

a written withdrawal of that protest. A written protest shall state all grounds of objection. A protest by a property owner shall contain a description sufficient to identify the property owned by such owner.

7. The Clerk of the Board shall cause notice of the public hearing to be given by publishing a copy of this Resolution once, at least ten (10) days prior to the date of the hearing above specified, in the West County Times, a newspaper published and circulated in the District.

PASSED AND ADOPTED this 6th day of May, 2015.

AYES:

NOES:

ABSENT:

ABSTAIN:

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 th St	San Pablo
Cameron	7140 Gladys Ave	El Cerrito
Cesar E Chavez Elementary	960 - 17 th St	Richmond
Collins Elementary	1224 Pinole Valley Rd	Pinole
Coronado Elementary	2001 Virginia Ave	Richmond
Dover Elementary	1870 19 th Street	San Pablo
Downer Elementary	1231 - 18 th 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
Lupine Hills Elementary	1919 Lupine Rd	Hercules
Highland Elementary	2829 Moyers Rd	Richmond
Kensington Elementary	90 Highland Blvd	Kensington
King Elementary	4022 Florida Avenue	Richmond
Lake Elementary	2700 - 11 th St	San Pablo
Lincoln Elementary	29 - 6 th St	Richmond
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 th 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 nd St	Richmond
Crespi Middle	1121 Allview Ave	El Sobrante
DeJean Middle	3400 Macdonald Ave	Richmond
Helms Middle	2500 Road 20	San Pablo
Pinole Middle	1575 Mann Dr	Pinole
Korematsu Middle	1021 Navellier St	El Cerrito
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 rd 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
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 th St	Richmond
Paint	125 So 8 th St	Richmond
Vehicle Garage	260 So 23 rd St	Richmond
Warehouse-Furniture	600 So. 6 th 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

To: Board of Education

Meeting Date: May 6, 2015

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: CI C.8

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

May 6, 2015

Classified Employee Ratification

NEW HIRE				
Drennen	Marc	Sheet Metal Worker	Maintenance Districtwide	3/26/2015
Morris	China	Instructional Assistant Special Ed.	Ellerhorst Elementary	3/2/2015
Nelson	Vanessa	Occupational Therapist	Special Education	3/9/2015

REHIRE				
Guzman	Jessica	Instructional Assistant Special Ed.	Grant Elementary	3/9/2015
Nelson	Vanessa	Occupational Therapist	Special Education	3/9/2015

PROMOTION				
Arechiga	Rosa	Typist Clerk I Bilingual	Ford Elementary	3/10/2015
Arnold	Lionel	Gardener	Grounds Districtwide	3/26/2015
Chaisson	Nancy	School Community Outreach Worker	Wilson Elementary	3/10/2015
Cuellar	Silvia	Graduate Tutor	Fred T. Korematsu Middle	3/9/2015
Datta	Robby	Custodian	Facilities Planning Engineering	3/3/2015
Finley	Da'shawnta	School Community Outreach Worker	Lincoln Elementary	3/10/2015
Gibson	Kristen	Senior Account Clerk	Food Services	3/17/2015
Guinn	Regina	Typist Clerk III	Adult Ed -Serra	3/26/2015
Jackson	Ersetta	Food Service Worker I	Pinole Middle	3/3/2015
Jeffus	Judy	Senior Account Clerk	Business Services Accounting	3/18/2015
Mazariegos	Ana	Food Service Aide/Clerk	Madera Elementary	3/10/2015
Ochoa	Javier	Campus Security Officer I	El Cerrito High School	3/16/2015
Perez Martinez	Raquel	Classroom Support Aide	Hercules High School	3/10/2015
Ramirez Garcia	Janneth	Classroom Support Aide	Valley View Elementary	3/10/2015
Sanchez	Maritza	Staff Secretary	Transfer Office	3/16/2015
Sandhu	Sukhbir	Special Education Assistant	Transition	3/17/2015
Schaefer	Ruth	Special Education Assistant	Transition	3/17/2015
Sweet-Ramos	Summer	Classroom Support Aide	Downer Elementary	3/10/2015
Swift	Catherine	Classroom Support Aide	Valley View Elementary	3/9/2015
Williams	Kevin	Food Service Aide	Washington Elementary	3/18/2015
Yepez	Ramon	Custodian	Fred T. Korematsu Middle	3/26/2015

DEMOTION				
Moore	Allen	Custodian	Pinole High School	3/9/2015
Ochoa	Javier	Campus Security Officer I.	El Cerrito High	3/16/2015

UNPAID LEAVE				
Adams	Tammie	Food Service Aide	Food Services	3/25/2015
Carrion	Martina	Food Service Worker/Cashier	Food Services	3/11/2015
Fung	Flora	Food Service Worker I	Food Services	3/2/2015
Jauregui	Leslie	Inst Assistant Sp Ed	Grant Elementary	3/27/2015

UNPAID LEAVE continue				
La Rita	Audie	Gardener Operator	Grounds Districtwide	3/9/2015
Thomas	Lillie	Food Service Worker I	Food Services	3/2/2015

RESIGNATION				
Dorton	Clifford	Electronics Technician	Maintenance Districtwide	2/27/2015
Marinakis	Amy	Graduate Tutor	King Elementary	2/24/2015
Poblano	Maria	Typist Clerk I	Ellerhorst Elementary	3/20/2015
Ruiz	Jose	Typist Clerk I Bilingual	Grant Elementary	2/27/2015
Stallings	Aralyn	School Community Outreach Worker	Kennedy High School	2/27/2015
Taylor	Shannon	Classroom Support Aide	Wilson Elementary	3/17/2015

RETIREMENT				
Faby	Deandre	Custodian	Highland Elementary	3/17/2015
Yee	Cassandra	Food Service Aide/Clerk	Food Services	3/31/2015

TERMINATION - END OF ASSIGNMENT				
Indjich	Judy	Typist Clerk I	Lake Elementary	3/9/2015

TERMINATION - JOB ABANDONMENT				
Dubois	Latasha	Graduate Tutor	Bayview Elementary	1/30/2015
Woodhouse	Miya	Classroom Support Aide	Lupine Hills Elementary	10/27/2014

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:** May 6, 2015
From: Kenneth L. Whittemore, **Agenda Item:** CI C.9
Assistant Superintendent Human Resources
Subject: Resolution No. 66-1415: Classified School Employee Week, May 17-23, 2015

Background Information:

The State of California has designated May 17-23, 2015 as Classified School Employee Week. It is recognized the classified employees of West Contra Costa Unified School District play an important role in the education of our students. We honor and appreciate the efforts put forth by these dedicated professionals each and every day.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

**BOARD OF EDUCATION
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

RESOLUTION NO. 66-1415

**May 17-23
Classified School Employee Week**

WHEREAS, the Legislature of the State of California has declared the third full week of May each year shall be Classified School Employee Week, a time to recognize the many contributions of classified school employees to public education; and

WHEREAS, classified school employees have served the State of California and its children for many generations and have played important roles in the furtherance of the goals of public education; and

WHEREAS, classified school employees deserve rightful recognition and public celebration for their caring, their deeds, and the incalculable contributions they have made to California's education system; and

WHEREAS, the essential work performed by classified staff is often "invisible" and accomplished with little recognition or appreciation; and

WHEREAS, like their certificated counterparts, District classified staff respond routinely to the increasing intellectual and emotional needs of students and families; and

WHEREAS, classified employees, through the quality of their work, serve as adult role models for our students;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby declares May 17-23, 2015 as Classified School Employee Week in the West Contra Costa Unified School District in recognition of, and appreciation for, all classified employees and their dedication to our students.

PASSED AND ADOPTED this 6th day of May 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 Regular Meeting held on May 6, 2015.

Secretary, Board of Education

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 6, 2015

From: Kenneth L. Whittemore
Assistant Superintendent Human Resources

Agenda Item: CI C.10

Subject: Resolution No. 67 -1415: California "Day of the Teacher"

Background Information:

We wish to recognize all of the professional educators who provide quality education to our student's each day by proclaiming May 13, 2015 as the "Day of the Teacher." On this day, and each day throughout the year, your efforts are appreciated.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

**BOARD OF EDUCATION
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

RESOLUTION NO. 67-1415

**May 13, 2015
"Day of the Teacher"**

WHEREAS, the State of California designates the second Wednesday of May as the official Day of the Teacher; and

WHEREAS, teachers open children's minds to imagine the possibilities; and

WHEREAS, teachers incorporate into their day lesson plans to inspire students to succeed; and

WHEREAS, teachers involve every single child; and

WHEREAS, teachers continue to influence us long after our school days are only memories; and

WHEREAS, it is appropriate that all communities in the District should recognize, appreciate and respect the heroic and unsung efforts of our teachers to respond to the ever-increasing intellectual and social needs of our students;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the West Contra Costa Unified School District proclaims May 13, 2015 as the Day of the Teacher in West Contra Costa County, and

BE IT FURTHER RESOLVED, that the Board of Education urges all citizens to honor our teachers on this and every other day of the year.

PASSED AND ADOPTED on this 6th day of May 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 Regular Meeting held on May 6, 2015.

Secretary, Board of Education

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 6, 2015

From: Kenneth L. Whittemore
Assistant Superintendent Human Resources

Agenda Item: CI C.11

Subject: Approve the following New Job Description

Database Administrator

Background Information: The Database Administrator job classification and job description has been created to meet the current operational and business needs of the district's attendance department. The new job description captures the evolution from general technician duties to complex and detailed tasks, duties and responsibilities in the student information system. There is an inherent need in the information technology department to have a classification that is dedicated to the utilization, development, update and management of the student information systems. The information technology department has reviewed and approved the job description.

The fiscal impact is mitigated as the Database Administrator job classification is being created and the technician job which is being vacated shall be eliminated.

The district has met with the School Supervisors Association, Local 21, and negotiated the attached job description.

Recommendation: Recommend Approval

Fiscal Impact: \$24,246.50

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

DATABASE ADMINISTRATOR

PRIMARY FUNCTIONS:

Under direction, maintains the district's Student Information System (Student Information System) Database and provides technical support and training to end users of the SIS; monitors and adjusts SIS to maximize efficiency and effectiveness; troubleshoots, diagnoses and resolves system problems and malfunctions; and performs other related duties as assigned.

MAJOR DUTIES AND RESPONSIBILITIES:

- Inspects, monitors, troubleshoots, diagnoses, resolves and makes recommendations regarding Student Information System (SIS) Database errors, problems and malfunctions.
- Communicates with external vendors, internal district resources and other stakeholders to secure information to address errors, problems and malfunctions.
- Performs a variety of complex and special systems projects, reports and analysis by inputting/extracting data, utilizing SQL queries, manipulating/merging information, formatting documents, developing spreadsheets, etc.
- generate a variety of computerized forms, documents and reports.
- Produces ad-hoc and scheduled reports that require direct access to the SIS Database via SQL.
- Uploads school site data and information to update central files at established intervals.
- Provides SIS Database support for interfaces with other district data systems, which includes creating, writing, developing and maintaining programs for importing, exporting and converting data into/out of the SIS Database.
- Works closely with other district departments to ensure optimal integration of all data in district data and information systems.
- Installs, monitors, recommends and customizes software applications and SIS Database upgrades.
- Manages customizations of the SIS Database, which includes creating and maintaining district customizations, managing customizations acquired from other developers, and making necessary modifications when Hypertext Markup Language (HTML) pages contain customizations when as they are updated by SIS vendors.
- Manipulates internal data files to enhance efficiency of applications and integrity of data.
- Provides technical training, assistance and support to end users regarding the SIS Database; responds to inquiries and provides detailed technical information related to district requirements, applications, malfunctions, practices, techniques and procedures
- Participates in editing technical instructions, operational procedures, manuals and related materials.
- Maintains the district's SIS Database ensure compliance with California Education Code, state/federal regulations and any other applicable laws, rules and regulations.

QUALIFICATIONS:

Knowledge of:

- Extensive knowledge of Student Information System Databases

- Structured Query Language (SQL)
- Database management
- Database performance tuning and integrity
- Data collection and comparative analysis techniques.
- Database security fundamentals and practices
- Process analysis and improvement
- Problem solving skills
- Helpdesk and technical support
- Data maintenance, cleansing and presentation
- Operating systems
- Microsoft suite (Excel, Word, PowerPoint, Outlook, etc.) and other software and applications.
- Techniques of supervision, training, coaching, conflict resolution and motivation of employees.
- Effective oral and written communication skills.
- School and district policies, rules and regulations.

Ability to:

- Present technical concepts clearly and concisely.
- Schedule multiple activities to effectively utilize resources and meet competing time frames.
- Understand, interpret, apply and present technical materials, rules, procedures, and policies.
- Develop procedures and create procedural manuals.
- Use Student Information Databases, MS Access, MS Excel, and other software applications as necessary.
- Establish and maintain cooperative working relationships.
- Communicate effectively orally and in writing.
- Understand and follow oral and written instructions.
- Write complex and effective reports, business correspondence and procedure manuals.
- Effectively present information and respond to questions from district administrators, employees, and other stakeholders.
- Contribute effectively to the accomplishment of team or work unit goals, objectives and activities.
- Work cooperatively, efficiently and effectively with other departments and organizations to ensure optimal SIS Database performance and reliability.
- Supervise and direct the work of others.
- Train, work effectively and work cooperatively with individuals from diverse backgrounds.

EDUCATION AND EXPERIENCE:

Education:

- Bachelor's Degree from an accredited college or university in Computer Science, Information Systems, Engineering or a closely related field.
- Completion of coursework in relational database technology and data manipulation, preferred.

Experience:

- Minimum five (5) years of demonstrated database administration of large databases.
- Demonstrated high level of successful customer service with public.
- Experience working in public education or the public sector, preferred.

Licenses or Certificates Needed:

- Possession of a valid California Driver's License. Candidates must provide and maintain official motor vehicle driving record, and proof of compliance with district safe driving standards.
- SQL Certificate, preferred.

PHYSICAL EFFORT / WORK ENVIRONMENT:**Environment:**

- Primarily indoor office, with some outdoor exposure.
- Office setting with phones, computer work, customer contact, drop-ins and other communications.

Physical Abilities:

Employees in this position must have/be able to:

- Observe safe lifting and carrying practices.
- Walk, climb, stand, stoop, lift and carry sufficient to perform tasks.
- Hear and understand speech at normal levels and on the telephone with/without assistive devices.
- See, hear and speak with/without assistive devices sufficient to communicate effectively with others.
- Bend at the waist.
- Reach overhead, above the shoulders and horizontally; grasp.
- Sit for extended periods of time with intermittent walking.
- Dexterity of hands and fingers to use keyboard and office equipment.
- Drive and travel to various work and school sites.

SALARY:

Schedule: 4, 12 months
Salary Range: 75

Approved by the Human Resources Department

Approved by the Board of Education _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 6, 2015
From: Steve Collins **Agenda Item:** CI C.12
SELPA Director
Subject: Local Plan Policies

Background Information:

Each Special Education Local Plan Area (SELPA) is required to adopt a Local Plan as its basis for operation and administration of special education programs. Each Local Plan contains Assurance Statements representing the policies required by applicable state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code Part 30.

The Local Plan requires each SELPA to have in place SELPA adopted policies matching each of these required Local Plan Assurance Statements. A copy of these Board adopted policies must be kept on file at the SELPA office. Periodically the state revises these Assurance Statements. In addition, changes in the law can affect local policies. A review of the current West Contra Costa Unified School District (WCCUSD) Board adopted policies revealed the lack of one policy required under the Local Plan Assurance Statements. The policy is provided for review.

BP 6164.42 - Instruction, Disproportionality

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa USD

Board Policy

Disproportionality

BP 6164.42

Instruction

Definition

Disproportionality is the inappropriate overrepresentation and over identification of ethnic minority children in special education. The disproportionality is the relationship or association between a child's race or ethnicity and the numbers and type of special education classification and placement that result (Technical Assistance Center on Disproportionality, 2010).

West Contra Costa Unified School District is committed to becoming a district in which all students, staff and community respect cultural, racial, ethnic, language, national origin, gender, sexual orientation, gender identity, gender expression, socio-economic status or disability. The district recognizes that the over-representation of certain ethnic minority or sub-groups in special education and in disciplinary procedures and practices has an adverse affect on the academic achievement of those students. It is the policy, therefore, to determine the root causes of disproportionality within the district and work with staff and the community to correct those causes as they are identified. Where persistent patterns of disproportionality in special education and discipline procedures and practices exist, the district will partner with health and human service agencies, staff and the community to correct these persistent patterns. Furthermore, the district will consistently examine and monitor all policies, programs, practices and written documents to ensure disproportionality does not exist in special education identification, placement and disciplinary practices and procedures.

All staff will understand how their positions contribute directly or indirectly to develop the knowledge and skills needed in their areas of influence to serve diverse students and families, and be accountable for implementing a plan that will achieve these goals. By purpose and design, the district will promote practices that provide each student with the academic, emotional and social supports needed to increase the achievement of underperforming subgroups at an accelerated rate while maintaining and increasing overall student performance.

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
adopted: May 6, 2015 Richmond, California

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 5, 2015
From: Nicole Joyner **Agenda Item:** CI C.13
Director, Accountability
Subject: Approval of District Local Control Accountability Plan Parent Committee Nominee

Background Information:

In January 2014, the Board approved the guidelines for the selection of the members of the District Local Control Accountability Plan Parent Committee. Letters seeking recommendations for nominees were sent to the heads of organization stakeholders. Principals solicited parent participants through flyers, phone calls and at School Site Councils and other meetings. The application was also posted on the District's web site. Each high school attendance area family of principals met to review the applications received at their individual schools and agreed by consensus on the nominees presented below. High school principals also nominated sophomore and junior level students to serve as ex officio members. In March 2014 the Board approved 37 members for the community.

Petronila Fernandes has been nominated from Building Blocks for Kids Collaborative to join the committee. She will replace resigning member Liliana Garcia.

Recommendation:

That the Board approve the additional member of the District Local Control Accountability Plan Parent Committee for 2014 and 2015.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 5, 2016
From: Mary Phillips **Agenda Item:** CI C.14
Chief Technology Officer
Subject: Sylvester Greenwood Academy / LPS Technology Equipment and Services Award of Contract

Background Information:

The construction of the new Sylvester Greenwood Academy / LPS Campus is nearing completion. One of the next steps is for the District to purchase the technology equipment and services required for August 2015 occupancy. The District has prepared plans and specifications for the project. The scope of work includes providing and configuring switches, VoIP phones, mounting wireless access points and "rack and stack" services.

The District engaged in a public bid process. Bids were opened on April 2, 2015. Seven companies submitted a bid: CBX Technologies \$344,072.15, DecoTech \$375,964.51, OnTarget \$397,350.64, AEKO Consulting \$397,852.25, Development Group Inc. \$400,852.03, PTI Solutions \$452,003.02, CDWG \$714,850.07. The lowest responsive, responsible bidder is CBX Technologies.

Recommendation:

Award the contract to the lowest responsive, responsible bidder: CBX Technologies

Fiscal Impact: \$344,072.15. Funded from Bond Fund.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.15
Associate Superintendent, 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: \$129,232. Funding sources are Bond Fund and Prop 39 Funding.

DISPOSITION BY BOARD OF EDUCATION

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

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

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Project/Funding	Dates	Firm	Contract Cost	Reference
Kennedy High School LED Lighting Retrofit and Ceiling Replacement Project Prop 39 Funding	May 2015 through September 2015	Cumming Construction Management	\$115,507	Design Services.
Scope of Work: Develop construction documents for the replacement of 2,474 existing fixtures at Kennedy High School and complete replacement of existing ceiling grid suspension system.				

Korematsu Middle School Campus Replacement Project Bond Measure Funded (PID:2141103-06)	May 2015	HY Architects, Inc.	\$13,725	Additional Design Services.
Scope of Work: Due to the discovery of subsurface water and at the recommendation of the Geotechnical Engineer, design services are needed for an underground cut-off wall and dewatering well to protect the gymnasium and its wood floor from potential water intrusion damage.				

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:** May 6, 2015
From: Lisa LeBlanc *LL* **Agenda Item:** CI C.16
Associate Superintendent, Operations
Subject: Ratification of Negotiated Change Orders

Background information:

Staff is seeking ratification of Change Orders on the following current District construction projects: Coronado ES New School; De Anza HS Linked Learning Building; and Kennedy HS Richmond Swim Center. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

In accordance with Public Contract Code 20118.4, the Board, by ratifying these Change Orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

Recommendation:

Ratify negotiated Change Orders as noted.

Fiscal Impact: Total ratification by this action: \$160,011.05

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

May 6, 2015 Change Order Summary

	Project	Company	Original Contract	Previously Approved/Ratified CO's	CO's Pending Ratification	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	\$583,237.00	\$67,719.00	0.251%	\$706,109.00	2.62%	\$27,681,019.00	31
					\$19,613.00	0.073%				32
					\$2,149.00	0.008%				33
					\$33,391.00	0.124%				34
2	De Anza HS Linked Learning Building	BHM Construction, Inc.	\$17,750,953.00	\$211,507.00	\$2,461.00	0.01%	\$213,968.00	1.21%	\$17,964,921.00	10
3	Kennedy HS Richmond Swim Center	Arntz Buiders, Inc.	\$7,642,927.00	\$287,188.86	\$34,678.05	0.45%	\$321,866.91	4.21%	\$7,964,793.91	22

Total Board Action	\$160,011.05
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Note: the proposed Board Action is to Ratify 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

To: Board of Education **Meeting Date:** May 6, 2015
From: Lisa LeBlanc *[Signature]* **Agenda Item:** CI C.17
Associate Superintendent, Operations
Subject: Ratification of Negotiated Change Orders – M&O

Background information:

Staff is seeking ratification of negotiated 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. Board ratification 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 ratifying these Change Orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served to have this work completed by the contractor on the project.

Recommendation:

Ratify negotiated Change Orders as noted.

Fiscal Impact: Total approval by this action: \$4,475.32 – Fund 40

DISPOSITION BY BOARD OF EDUCATION

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

May 6, 2015- Change Order Summary - M&O

	Project	Company	Contract Number	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	ITC ROOF AND HVAC RENOVATION	JUV, INC	1000001513	\$760,000.00	\$37,179.81	\$4,475.32	0.589%	\$41,655.13	5.48%	\$801,655.13	10

Total Board Action	\$4,475.32
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Note: the proposed Board Action is to ratify 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:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.18
Associate Superintendent, Operations
Subject: Crespi Middle School Restroom Renovation Phase 1 Award of Contract

Background Information:

MA Architects prepared plans and specifications for the project. Scope of work includes: remodeling four existing non-accessible restrooms into fully-accessible restrooms that comply with the 2013 California Building Code and the 2010 ADA Standards for Accessibility Design. The restroom remodels shall include new floor, wall, and ceiling finishes, new partitions, new exhaust ventilation, new plumbing fixtures and faucets, and new lighting fixtures.

The District conducted a public bid process for the project. Bids were opened on April 9th, 2015. Six contractors submitted a bid: Greentech Industry, Inc \$147,120; ERA Construction, Inc. \$264,075; Hung Construction Builders, Inc. \$345,000; AM Woo Construction \$349,750; Arthulia, Inc. \$430,000; CF Contracting \$488,000. The apparent lowest responsive, responsible bidder is AM Woo Construction, Inc.

Determining the award is based on two components; the lump sum base bid and unit cost multiplied by quantities to be determined in the field. The contract award is based upon with the lump sum base bid.

Project completion is anticipated August 2015.

Recommendation:

Award the contract to the lowest responsive, responsible bidder AM Woo Construction.

Fiscal Impact: \$349,750. Funded from Deferred Maintenance.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.19
Associate Superintendent, Operations
Subject: Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Coronado Elementary School Campus Replacement Project)

Background Information:

The construction of the new Coronado Elementary School is nearing completion and will be ready for August 2015 occupancy. The District needs classroom furniture, case goods, seating, office accessories and related services and solutions ("Furniture and Products") in order to furnish the school. The District intends to purchase the Furniture and Products through the piggybackable Master Contract ("TCPN Contract") between Contrax Furnishings ("Contrax") and the Cooperative Purchasing Network ("TCPN"). The TCPN Contract was awarded after a competitive solicitation and selection process and contains a "piggyback" provision pursuant to section 20118 of the California Public Contract Code. Pursuant to this piggyback provision, the District may purchase the Furniture and Products on the same terms, conditions and pricing as TCPN.

The total value for all Furniture and Products purchased pursuant to the Agreement shall be \$777,506.13. The price includes all furniture, material, delivery, incidental installation and work necessary in order to provide access to power and/or data through the furniture. The District shall pay for the Furniture and Products individually after each item is delivered to and installed in the Coronado Elementary School New Campus.

Recommendation:

Approve the FF&E Agreement between the WCCUSD and Contrax Furnishings for classroom furniture and related incidental services at Coronado Elementary School New Campus.

Fiscal Impact: \$777,506.13. Funded from Bond Fund.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.20
Associate Superintendent, Operations
Subject: Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Sylvester Greenwood Academy / LPS Campus Replacement Project)

Background Information:

The construction of the new Sylvester Greenwood Academy / LPS Campus is nearing completion and will be ready for August 2015 occupancy. The District needs classroom furniture, case goods, seating, office accessories and related services and solutions ("Furniture and Products") in order to furnish the school. The District intends to purchase the Furniture and Products through the piggybackable Master Contract ("TCPN Contract") between Contrax Furnishings ("Contrax") and the Cooperative Purchasing Network ("TCPN"). The TCPN Contract was awarded after a competitive solicitation and selection process and contains a "piggyback" provision pursuant to section 20118 of the California Public Contract Code. Pursuant to this piggyback provision, the District may purchase the Furniture and Products on the same terms, conditions and pricing as TCPN.

The total value for all Furniture and Products purchased pursuant to the Agreement shall be \$1,341,788.87. The price includes all furniture, material, delivery, incidental installation and work necessary in order to provide access to power and/or data through the furniture. The District shall pay for the Furniture and Products individually after each item is delivered to and installed in the Sylvester Greenwood Academy / LPS New Campus.

Recommendation:

Approve the FF&E Agreement between the WCCUSD and Contrax Furnishings for classroom furniture and related incidental services at Sylvester Greenwood Academy / LPS New Campus.

Fiscal Impact: \$1,341,788.87 Funded from Bond Fund.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.21
Associate Superintendent, Operations
Subject: Harmon Knolls Campus Demolition Project Award of Contract

Background Information:

Sally Swanson Architects prepared plans and specifications for the project. Scope of work includes: removal of existing modular buildings including footing/foundation, concrete slab and removal of existing storage sheds. Scope also includes removal of all associated ramps, stairs, railings, roof top HVAC units, utilities, and removal of all above grade structures including but not limited to chain-link fence, play structures, exercise equipment, planter boxes, wheel stops, and site furnishings.

The District conducted a public bid process for the project. Bids were opened on April 23rd, 2015. Three contractors submitted a bid: Innovative Construction Solutions \$178,200; Bay Construction Company \$268,000; ERA Construction, Inc. \$334,030. The apparent lowest responsive, responsible bidder is Innovative Construction Solutions.

Determining the award is based on two components; the lump sum base bid and unit cost multiplied by quantities to be determined in the field. The contract award is based upon the lump sum base bid.

Project completion is anticipated July 2015.

Recommendation:

Award the contract to the lowest responsive, responsible bidder Innovative Construction Solutions.

Fiscal Impact: \$178,200. Funded from Fund 40.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 6, 2015
From: Lisa LeBlanc 
Associate Superintendent, Operations **Agenda Item:** CI. C.22
Subject: Ratification of Staff Awarded Contract: Coronado Elementary School Moving Services

Background Information:

The construction of the new Coronado Elementary School is nearing completion and will be ready for August 2015 occupancy. The next step for the District is to procure moving services from the interim campus to the new campus. The District has prepared plans and specifications for the project. Scope of work includes: Moving Administration and staff office records, files and miscellaneous items, storage items, library books and other printed material, art and science classroom equipment, classroom educational material and books, sporting equipment, musical instruments, and all other labeled miscellaneous items from the existing interim campus portables at the Coronado ES Interim Campus site to designated rooms in the new campus at the Coronado Elementary School Site.

The District conducted a public bid process for the project. Proposals were opened on April 30, 2015.

Contract completion is anticipated in July 2015.

Recommendation:

Ratify the award to the lowest responsive, responsible firm at the end of the bid protest period.

Fiscal Impact: \$TBD. Funded from Bond Fund.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 6, 2015

From: Bruce Harter
Superintendent

Agenda Item: CI C.23

Subject: Appointment to the Citizens Bond Oversight Committee

Background Information:

Madeline Kronenberg is recommending the appointment of Don Gosney to the Citizens Bond Oversight Committee.

Recommendation:

That the Board appoint Don Gosney as Ms. Kronenberg's representative on the CBOC

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 6, 2015

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

Agenda Item: D.1

Subject: Recognition of Students in Forensics Programs

Background Information:

We would like to recognize and congratulate students from El Cerrito High School and Pinole Valley High School that participated in the 2015 California State High School Speech Association State Tournament held April 17-19, 2015. Lev Corne and Leo Gould from El Cerrito High School were awarded 2nd place in Policy Debate. Thomas Johnston and Jun Hui Zhou from Pinole Valley High School were awarded 11th place in Policy Debate. We would like to recognize and congratulate them on their achievements.

We would also like to recognize and commend the coaches in their dedication, commitment and for making a difference in the lives and futures of their students.

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

To: Board of Education **Meeting Date:** May 6, 2015
From: Nia Rashidchi **Agenda Item:** D.2
Assistant Superintendent, Educational Services
Subject: Class of 2015 Ed Fund Scholars Recognition

Background Information:

Since 2005, the Ed Fund has awarded over \$1 million to 400 scholarship winners from the West Contra Costa Unified School District. In 2015, thanks to generous support from our donors, including College Futures Foundation, Irene S. Scully Family Foundation, James Irvine Foundation, Ronald Whittier Family Foundation, and the Schroeder Family Foundation, the Ed Fund will be awarding over \$160,000 in scholarships. Scholarships will range from \$1,000 to \$5,000 depending on the finalist's individual need.

All Ed Fund scholars were chosen for their vision to succeed in college and dedication to community service and leadership. They are also involved in a wide range of extracurricular activities which have made them well-rounded individuals. The Ed Fund believes these students will return to our community to serve as leaders and role models in WCCUSD.

Our 66 Scholars hail from 9 different public high schools located in WCCUSD. Our list of Ed Fund Scholars from each high school is as follows:

DeAnza High School (11)

Jasmine Gill
Alexander Hagan
Tareke James
Jose Jimenez
Alfred Machacon
Linda Ngo
Cristina Pham
Martin Ponce
Hero Vo
Frederica Webster
Brizjon Wilright

El Cerrito High School (12)

Lavonia Bobo
Monet Boyd
Lauren Darnell
Jay'La Donaville Smith
Maggie Li
Kenyatta Marcelous
Mareiana Pembrook
Justin Rodriguez
Jomoris Stewart
Keith Thomas
Daniella Vela
Akeilah Ward-Hale

Hercules High School (6)

Jing-Yi Chung
Chi Chung
Latisha Katigbak
Vanessa McMillon Vanbuskirk
Kimaree McDonald Solomon
Brandon Wong

Kennedy High School (8)

Carlos Arauz-Hernandez
RaTrail Armstead
Joan Binalinbing
Casina Butler
Luis Nunez
Francisco Ortiz
Luis Perez Rodriguez
Nasario Sylvester

Leadership Public Schools-Richmond (3)

Luis Ledesma
Maria Nunez
Juliana Valencia

Middle College High School (5)

Eva Arias Ramirez
Matthew Chamberlain
Serena Saelee
Kimiko Satterfield
Ashley Tejada

Pinole Valley High School (8)

Quincy Chapple
Alexis Garcia
William Garcia
Tyler Ho
Andrea Munoz
Yann Picouleau
Brittany Tran
Jun Zhou

Richmond High School (12)

Saidy Brizuela
Evelyn Corral Gonzalez
Astrid Flores Castillo
Antonio Gonzales-Romero
Michael Jameson
Christian Medina
Adrian Navarro
Jesus Pedraza
Hannah Pham
Dennis Pimentel
Andrew Preston
Deisy Villalobos

Vista High School (1)

Richard Howard

Recommendation: For Report and 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 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 6, 2015

From: Nia Rashidchi
Assistant Superintendent, Educational Services

Agenda Item: D.3

Subject: Local Control Accountability Plan (LCAP) Actions/Services Report #4

Background Information: The Local Control Accountability Plan represents the district's comprehensive plan of actions, services, and expenditures that support schools to ensure students become college and career ready, able to make life choices with productive outcomes.

Staff will provide information to the board five times throughout the year, sharing information on the LCAP actions and services being carried out. This will be the fourth report.

Recommendation: Report

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa USD

Local Control Accountability Plan

Actions/Services Update #4

May 6, 2015

LCAP Actions & Services (Section 3A)

- ▶ Decentralize Funding to Schools = Page 11
- ▶ Use Teacher Evaluation and Student Feedback Surveys to Improve Student Outcomes = Page 12
- ▶ Increase Involvement and Provide Access to Community-based Organizations and Businesses = Page 12
- ▶ Increase Services for Students and Provide Coordination to Arts Programs, as well as Training for Teachers = Page 13

LCAP Actions & Services (Section 3A) – cont.

- ▶ Fully Implement and Report on LCAP; Implement Two-Way Communication Plan, including Social Media; Share Data Publicly = Page 13
- ▶ Provide Adaptive Curriculum for Special Needs Students, Software for Digital Resources, Teaching Carts and Technology Curriculum = Page 14
- ▶ Operation of the Maintenance Plan; Continue School Modernization Program, Utilizing Bond Funding = Page 14

3

LCAP Actions & Service (Section 3B)

- ▶ Add Psychiatric Social Work Services at High Need Middle Schools= Page 16
- ▶ Develop and Provide Training on Foster Youth Data, Policy, etc= Page 16
- ▶ Increase Services to Schools for Parent Liaison/School Community Workers= Page 16

4

LCAP Actions & Service (Section 3B) – cont.

- ▶ Implement Parent University and Provide Adult School Classes = Page 16
- ▶ Parent Workshops, Focusing on Promoting a Mindset of Achievement with Our Children = Page 16
- ▶ Provide Playworks at Elementary Schools with Greater than 70% English Learner, Low Income and Foster Youth = Page 17

5

Actions & Services (Section 3A): Decentralize Funding to Schools

- ▶ *Goal:2.1:* Improve collaboration and autonomy at schools
- ▶ *Related State and Local Priorities:* Implementation of CCSS, academic content and performance standards

6

Major Action(s) Completed

- ▶ Created site Local Control Funding Formula (LCFF) allocations for 2014–15 based on unduplicated count of low income, Foster Youth and English learners
- ▶ Distributed LCFF Allocations to schools
- ▶ Provided training to school leaders on use of funds
- ▶ Sites submitted initial budget plans for personnel charged to LCFF

7

Major Action(s) Completed (cont.)

- ▶ Sites submitted final budget allocations which included expenditures for site based activities such as: instructional materials, professional development, support staff
- ▶ Created site LCFF allocations for 2015–16 based on unduplicated count of low income, Foster Youth, and English learners

8

Actions & Services: Decentralize Funding to Schools

Next Steps:

- ▶ LCFF allocations available for use by schools for the 2015–16 school year
- ▶ Unspent funds for 2014–15 carried over for school site use during 2015–16 school year

9

Actions & Services (Section 3A): Use Teacher Evaluation and Student Feedback Surveys to Improve Student Outcomes

- ▶ ***Goal:2.3:*** Improve instructional practice through professional development and professional learning communities at schools
- ▶ ***Related State and Local Priorities:*** Implementation of CCSS, academic content and performance standards

10

Major Action(s) Completed

- ▶ Created improved teacher evaluation process/tool via negotiations with United Teachers of Richmond (UTR) committee
- ▶ Started development of student feedback survey

11

Actions & Services:

Use Teacher Evaluation and Student Feedback Surveys to Improve Student Outcomes

Next Steps:

- ▶ Review effectiveness of new teacher evaluation tool with UTR committee
- ▶ Continue to develop student feedback survey with UTR committee
- ▶ Establish system for annual review of tools

12

Actions & Services (Section 3A): Increase services for students; provide coordination to arts programs; training for teachers

- ▶ ***Goal:4.2:*** Improve student engagement and climate outcomes
- ▶ ***Related State and Local Priorities:*** Pupil engagement; School climate; Other pupil outcomes

13

Major Action(s) Completed

- ▶ Created a Visual and Performing Arts (VAPA) Committee to develop districtwide VAPA plan
- ▶ Hosted multiple meetings with VAPA Committee and developed the WCCUSD VAPA vision
- ▶ Hosted lead teacher meetings with secondary Art Teachers, including training on Common Core State Standards (CCSS)
- ▶ Completed phases of expanding instrumental music at remaining elementary schools

14

Major Action(s) Completed (cont.)

- ▶ Hosted monthly meetings to coordinate and support district music festivals, plan and align curriculum for K-12 music programs
- ▶ Allocated funds for K-12 VAPA programs
- ▶ Created a district website for VAPA information
- ▶ Created the WCCUSD VAPA calendar of events

15

Actions & Services

Increase services for students; provide coordination to arts programs; training for teachers

Next Steps:

- ▶ Hire a VAPA coordinator
- ▶ Continue to meet with the VAPA committee to complete research, discussion, and planning for a comprehensive Pre-K-12 VAPA plan
- ▶ Survey students in VAPA-focused classrooms to gather feedback
- ▶ Complete the Pre-K-12 WCCUSD VAPA plan by Aug. 2015

16

Actions & Services (Section 3A):
Fully implement, report on LCAP,
implement two-way communication
plan (including social media), share data
publicly

- ▶ *Goal 5.1:* Improve practices that build trust through transparency, data sharing, and communication
- ▶ *Related State and Local Priorities:* WCCUSD Strategic Plan

17

Major Action(s) Completed

- ▶ Reported out LCAP information to community in multiple settings (LCAP Community Meetings, Board meetings, website)
- ▶ Held/publicized LCAP town hall meetings, including Youth Commission
- ▶ Organized WCCUSD's Facebook & Twitter accounts

18

Actions & Services

Fully implement, report on LCAP, implement two-way communication plan (including social media), share data publicly

Next Steps:

- ▶ Create district communications plan
- ▶ Develop electronic newsletter as a mechanism for sharing data (Annual Report, news releases, LCAP Updates)

19

**Actions & Services (Section 3A):
Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum**

- ▶ ***Goal 6.2:*** Integrate technology in classrooms to improve student learning
- ▶ ***Related State and Local Priorities:*** WCCUSD Strategic Plan

20

Major Action(s) Completed

- ▶ Identified new teachers and provided them with teaching carts consisting of LCD projector, laptop, and document camera
- ▶ Purchased adaptive software to assist special need students
- ▶ Created Software Approval Form and process to identify district-approved digital software in order to create an online database

21

Actions & Services

Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum

Next Steps:

- ▶ Continue to identify new teachers and provide them with teaching carts consisting of LCD projector, laptop and document camera
- ▶ Purchase single-sign on software to assist special needs and younger students with easier access to software applications

22

Actions & Services

Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum

Next Steps (cont.):

- ▶ Continue to identify and purchase adaptive software
- ▶ Create an online database of district-approved software using approved process

23

Actions & Services (Section 3A): Operation of Maintenance, Custodial, and Grounds Department; Continue School Modernization Program Utilizing Bond Funding

- ▶ ***Goal:*** Increase % of facilities with overall rating of "Good" or "Exemplary" on Williams' Visit Report: 87%
- ▶ ***Related State and Local Priorities:*** Basic Services

24

Major Action(s) Completed

- ▶ New classroom building and community kitchen completed at Montalvin ES
- ▶ Pinole MS field
- ▶ Reconstruction of Greenwood/LPS, Coronado, Korematsu, DeAnza Linked Learning, Nystrom, Kennedy Swim Center, Pinole Valley HS in process
- ▶ Maintained full custodial staffing and completed several maintenance projects

25

Actions & Services: Operation of Maintenance, Custodial, and Grounds Department; Continue School Modernization Program Utilizing Bond Funding

Next Steps:

- ▶ Continue making progress on facility improvements
- ▶ Commence Master Planning process to establish priorities
- ▶ Develop Deferred Maintenance Plan despite loss of State funding

26

Actions & Services (Section 3B): Add Psychiatric Social Work Services at High Need Middle Schools

- ▶ *Goal 1.2:* Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students
- ▶ *Related State and Local Priorities:* Pupil achievement; course access

27

Major Action(s) Completed:

- ▶ Agreement between WCCUSD and Contra Costa Health Services developed for additional funding to add two social workers at Helms and DeJean Middle Schools
- ▶ Contra Costa Health Services and WCCUSD developed job description and work plan & conducted collaborative interviews for the position
- ▶ Helms Middle School LCSW started in April 2015

28

Actions & Services: Add Psychiatric Social Work Services at High Need Middle Schools

Next Steps:

- ▶ The Director of Community Engagement will meet regularly with LCSW
- ▶ Complete recruitment and hiring process at DeJean Middle School to start Fall 2015
- ▶ LCSW to support Full Service Community Schools Coordination of Services at each site

29

Actions & Services (Section 3B): Develop and Provide Training on Foster Youth Data, Policy, etc

- ▶ ***Goal 1.2:*** Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students
- ▶ ***Related State and Local Priorities:*** Pupil achievement; course access

30

Major Action(s) Completed

- ▶ Families in Transition (FIT) liaison provided:
 - policy and practice training at 15 school sites
 - training for School Community Outreach Workers (SCOWs)
 - policy and practice training for community partners
 - supported Foster Youth event in April 2015

31

Actions & Services: Develop and Provide Training on Foster Youth Data, Policy, etc

Next Steps:

- ▶ FIT liaison and IT developing joint training opportunities for school personnel
- ▶ FIT liaison developing policy training for counseling staff
- ▶ Develop comprehensive case management data system for foster youth support
- ▶ Create plan to transition intake forms and referrals to electronic records

32

Actions & Services (Section 3A): Increase Involvement and Provide Access to Community-based Organizations and Businesses

- ▶ *Goal 3.2:* Increase community engagement and satisfaction
- ▶ *Related State and Local Priorities:* WCCUSD Strategic Plan

33

Major Action(s) Completed:

- ▶ Recruited and hired new position (Director of Community Engagement)
- ▶ Community Engagement Director meets regularly with community partners, funders & represents the District at community meetings
- ▶ Convened West County Full Service Community Schools Leadership Advisory Committee which meets monthly

34

**Actions & Services:
Increase Involvement and Provide
Access to Community-based
Organizations and Businesses**

Next Steps:

- ▶ Continue to convene West County FSCS Leadership Advisory Committee
- ▶ Implement new partnership agreement process and host community partner orientation meetings
- ▶ Convene partners around program focus areas during 2015-16 school year

35

**Actions & Services (Section 3B):
Increase Services to Schools for Parent
Liaison/School Community Workers**

- ▶ ***Goal 3.1:*** Increase parent engagement, involvement, and satisfaction
- ▶ ***Related State and Local Priorities:*** Parent Involvement

36

Major Action(s) Completed

- ▶ Recruited and hired additional School Community Outreach Workers (SCOWs)
- ▶ Provided monthly trainings for SCOWs to support parent engagement, community program coordination and volunteerism
- ▶ Hosted 5 Saturday events districtwide to engage new parent volunteers—including completing volunteer agreement, fingerprinting and badge access
- ▶ 2014–15 Volunteers: 2028

37

Actions & Services: Increase Services to Schools for Parent Liaison/School Community Workers

Next Steps:

- ▶ Continue monthly professional development training for SCOWs, including quarterly meetings with Principals
- ▶ Identify training needs by using site-based needs assessments
- ▶ Provide additional leadership and capacity building trainings for SCOWs (Parent University and Efficacy Facilitation Training)

38

Actions & Services (Section 3B): Implement Parent University and Provide Adult School

- ▶ *Goal 3.1:* Increase parent engagement, involvement, and satisfaction
- ▶ *Related State and Local Priorities:* Parent Involvement

39

Major Action(s) Completed

- ▶ Adopted California State PTA School Smarts curriculum as WCCUSD Parent University curriculum
- ▶ Trained 25 Adult Education Teachers and SCOWs to facilitate the curriculum
- ▶ Implemented Parent University Classes at 9 school sites (12 cohorts of parents with anticipated 290 parent university graduates)

40

Actions & Services: Implement Parent University and Provide Adult School

Next Steps:

- ▶ Train additional SCOWs, Adult Educators, and Parent University graduates to become facilitators for program
- ▶ Implement 10 additional Parent University Program sites in 2015–16 for a total of 20 sites implementing

41

Actions & Services (Section 3B): Parent Workshops, Focusing on Promoting a Mindset of Achievement with Our Children

- ▶ ***Goal 3.1:*** Increase parent engagement, involvement, and satisfaction
- ▶ ***Related State and Local Priorities:*** Parent Involvement

42

Major Action(s) Completed

- ▶ Implemented 2-Day Efficacy Institute Training for 35 parents, school community outreach workers, and teachers
 - The 2-day experience focused on efficacy, growth mindset, and engaging parents as partners in education

43

Actions & Services: Parent Workshops, Focusing on Promoting a Mindset of Achievement with Our Children

Next Steps:

- ▶ 10 Participants to go through train-the-trainer facilitation and complete certification
- ▶ Provide 2 Day training for Administrators
- ▶ Provide student training for Youth Commission
- ▶ Implement 3hour trainings at school sites

44

Actions & Services (Section 3B): Provide Playworks at Elementary Schools with Greater than 70% English Learner, Low Income and Foster Youth

- ▶ *Goal 4.1:* Allocate services to ELL, low income, foster youth, redesignated EL students
- ▶ *Related State and Local Priorities:* Pupil engagement; school climate

45

Major Action(s) Completed

- ▶ Contracted with Playworks for services at elementary schools
- ▶ WCCUSD and Playworks are working towards creating a positive school climate to ensure that students are engaged in learning and ready to become the skilled workforce for the future
- ▶ Playworks has administered participant surveys from trainings conducted thus far

46

**Actions & Services:
Provide Playworks at Elementary Schools
with Greater than 70% English Learner,
Low Income and Foster Youth**

Next Steps:

- ▶ Playworks will conduct a district wide evaluation of services towards the end of the school year and will provide the results
- ▶ Results of evaluation and training feedback will be used to enhance 2015-16 site services

47

Questions?

36

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:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** F.1
Associate Superintendent, Operations
Subject: Public Hearing on the Governing Board's Proposed Adoption of Resolution No. 70-1415 & 71-1415 to Approve the Energy Conservation Services Contracts for Design, Installation, and Commissioning of Lighting Retrofit at Multiple School Sites

Background Information:

The District is authorized to enter into an energy service contract with respect to Energy Conservation Measures pursuant to Government Code section 4217.10 et seq. The District seeks to enter into two agreements for the design, installation, and commissioning of lighting retrofit ("Lighting Retrofit Contracts") for the following existing District sites:

1. Richmond High School, located at 1250 23rd Street Richmond, CA 94804;
2. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
3. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
4. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547; and
5. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

Government Code section 4217.2 requires that prior to approving the Lighting Retrofit Contracts, the District must hold a public hearing to make certain determinations and receive public comment. The District published and posted Public Notice of this Public Hearing in accordance with Government Code section 4217.2.

As part of the public hearing, the District must determine that the cost to the District for the Lighting Retrofit Contracts will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Lighting Retrofit Contracts; and that the District's payment to firms selected to perform the Lighting Retrofit Contracts is anticipated to be offset by other benefits provided under the terms of the Lighting Retrofit Contracts. In order to make these determinations, staff will present the Proposition 39 Energy Program Overview prepared for these projects.

Following the conduct of the Public Hearing, the Board must adopt Resolution No. 72-1415 in order to approve the Lighting Retrofit Contracts.

Recommendation:

Recommend the Board conduct a Public Hearing to obtain comments from taxpayers, parents and the public in general regarding the approval of the Lighting Retrofit Contracts.

Fiscal Impact: No fiscal impact or implications are associated with this matter

DISPOSITION BY BOARD OF EDUCATION

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

**WEST CONTRA COSTA
UNIFIED SCHOOL DISTRICT
PROPOSITION 39
ENERGY PROGRAM OVERVIEW**

Presented to the Board of Education
May 6, 2015



Proposition 39

CALIFORNIA CLEAN JOBS ACT

- **Allocates funds for 5 fiscal years, commencing with 2013/14, to improve energy efficiency**
- **WCCUSD's total funding availability through 2018 is \$6,336,242**
- **WCCUSD's energy conservation project for 2014/15 is for LED retrofit projects at five (5) school sites for a total grant of \$1,485,888**
- **WCCUSD will be submitting funding requests annually through 2018**

OVERVIEW

- **Hold Public Hearing pursuant to Gov't Code 4217.12(a)(1)**
- **Adopt Board Resolution for California Environmental Quality Act (CEQA) Notices of Exemption**
- **Award contracts for LED Retrofit Projects;**
 1. **Collins, Grant, Hanna Ranch & Lake Elementary Schools**
 2. **Richmond High School**

LED Lighting Retrofit Projects

Replace Existing Fluorescent Fixtures with LED Lighting

- LED lights will drop existing wattage by more than half.
- Install lighting controls (dimmers and sensors)
- Title 24 (2013) Code compliant

BENEFITS OF LED LIGHTS

- 30% more efficient than fluorescent lights
- Operate for 100,000 hours or 10 years continuous operation
- Free of toxic chemicals (contain NO MERCURY; reduce waste)
- Produce little infrared light; close to NO UV emissions

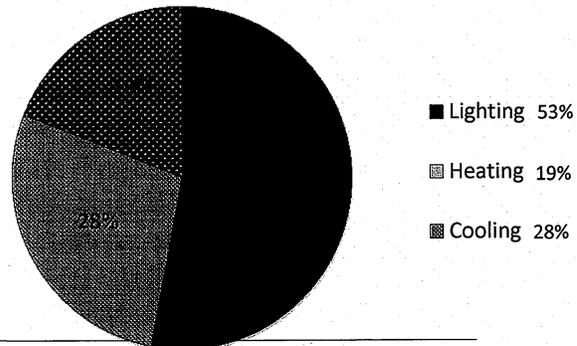
Prop 39 Site Selection Criteria

- Based on energy use and eligibility at school sites
- Maintenance improvements or upgrades required

School Sites
Collins Elementary
Grant Elementary
Hanna Ranch Elementary
Lake Elementary
Richmond High

Prop 39 Savings Opportunity

- Focus on **Lighting**; highest energy use at all school sites
- Implement energy improvements for Summer 2015



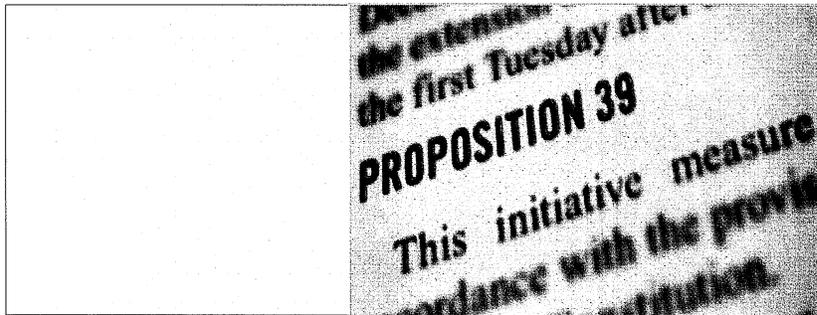
WCCUSD LED Project Savings

LED Lighting Retrofit Projects	Current Energy Costs	Energy Savings	Projected Energy Costs
Collins ES	\$37,234	\$13,699	\$23,535
Grant ES	\$40,864	\$17,670	\$23,194
Lake ES	\$32,900	\$14,814	\$18,086
Hanna Ranch ES	\$36,693	\$16,021	\$20,672
Richmond HS	\$312,375	\$129,356	\$183,019
Total	\$460,066	\$191,560	\$268,506

LED Projects meet Government Code section 4217.12(a)(1) requirement:

-Anticipated cost for each project is less than electrical energy consumed in their absence.

Thank You



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:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** F.2
Associate Superintendent, Operations
Subject: Resolution No. 72-1415 Making Determinations and Adopting Notices of Exemption Relating to Design, Installation, and Commissioning of Lighting Retrofit

Background Information:

The District desired to enter into two agreements with qualified firms for the assessment, engineering, design, procurement, construction management, installation, construction, training, monitoring, and verification of lighting and controls ("Lighting Retrofit Projects") to enable the conservation of thermal, electrical, or other energy at the following existing District sites:

1. Richmond High School, located at 1250 23rd Street Richmond, CA 94804;
2. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
3. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
4. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547; and
5. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

The guidelines for the California Environmental Quality Act ("CEQA"), California Code of Regulations Title 14, Chapter 3 ("State CEQA Guidelines"), exempt certain projects from further CEQA evaluation, including projects consisting of the minor alteration of existing public structures or facilities involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination ("Class 1 Exemption"; Cal. Code Regs., tit. 14, § 15301).

The Lighting Retrofit Projects are eligible for the Class 1 Exemption and thus the District is entitled to file Notices of Exemption for each with the County Clerk. The filing of the Notices of Exemption shall start a thirty-five (35) day statute of limitations period on legal challenges to the District's decision that the Projects are exempt from CEQA.

Recommendation:

Approval of Resolution No. 72-1415 Making Determinations and Adopting Notices of Exemption Relating to Design, Installation, and Commissioning of Lighting Retrofit.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

**RESOLUTION OF THE BOARD OF EDUCATION OF
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 72-1415**

**RESOLUTION MAKING DETERMINATIONS AND ADOPTING
NOTICES OF EXEMPTION PURSUANT TO
CALIFORNIA CODE OF REGULATIONS, TITLE 14, SECTION 15062 RELATING TO
DESIGN, INSTALLATION, AND COMMISSIONING OF LIGHTING RETROFIT**

WHEREAS, the California Environmental Quality Act (“CEQA”) requires a lead agency to consider the potential environmental effects of any project; and

WHEREAS, the West Contra Costa Unified School District (“District”) desires to enter into two separate agreements with Energy Management Technologies and Energy Conservation Options, respectively, for the assessment, engineering, design, procurement, construction management, installation, construction, training, monitoring, and verification of lighting and controls (“Lighting Retrofit Project”) to enable the conservation of thermal, electrical, or other energy at the following existing District sites:

1. Richmond High School, located at 1250 23rd Street Richmond, CA 94804;
2. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
3. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
4. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547;
5. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

WHEREAS, the guidelines for the California Environmental Quality Act (“CEQA”), California Code of Regulations Title 14, Chapter 3 (“State CEQA Guidelines”), exempt certain projects from further CEQA evaluation, including the following:

- Projects consisting of the minor alteration of existing public structures or facilities involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination (“Class 1 Exemption”; Cal. Code Regs., tit. 14, § 15301); and

WHEREAS, the Lighting Retrofit Project is eligible for the Class 1 Exemption; and

WHEREAS, upon determining that a project is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, Title 14, section 15062; and

WHEREAS, the Notices of Exemption for the performance of the Lighting Retrofit Project at the Richmond High School site and for the performance of the Lighting Retrofit Project at the four (4) elementary school sites described above, attached hereto as **Attachments “1” and “2”**, respectively, shall be filed with the Contra Costa County Clerk and shall be made available for public inspection; and

WHEREAS, the filing of the Notices of Exemption shall start a thirty-five (35) day statute of limitations period on legal challenges to the District's decision that the Lighting Retrofit Project is exempt from CEQA;

NOW, THEREFORE, BE IT RESOLVED that:

1. The foregoing recitals are hereby adopted as true and correct.
2. The Board has reviewed and analyzed applicable exemptions and determined that the Lighting Retrofit Project is categorically exempt from CEQA pursuant to California Code of Regulations, Title 14, section 15301.
3. The Board adopts the Notices of Exemption, attached hereto as **Attachments "1" and "2"**, and finds that the Lighting Retrofit Project is exempt from CEQA review on the bases stated herein and in those Notices of Exemption.
4. The Superintendent or designee is hereby directed to file the Notices of Exemption, attached hereto as **Attachments "1" and "2"**, with the Contra Costa County Clerk's Office.

PASSED AND ADOPTED by the **Governing Board of Education of the West Contra Costa Unified School District**, this 6th day of May, 2015 by the following vote:

AYES: _____
NOES: _____
ABSTAINED: _____
ABSENT: _____

CERTIFICATION

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted at a Regular Meeting of the Governing Board of the West Contra Costa Unified School District held on this 6th day of May, 2015.

Board of Education President

Attachments:

1. Notice of Exemption for Lighting Retrofit Project at Richmond High School; and
2. Notice of Exemption for Lighting Retrofit Project at Four (4) Elementary Schools, described therein.

ATTACHMENT "1"

**NOTICE OF EXEMPTION FOR LIGHTING RETROFIT PROJECT AT
RICHMOND HIGH SCHOOL**

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Name: West Contra Costa Unified School District

Address: 1400 Marina Way South
Richmond, CA 94804
Attn: Vince Meyer

WHEN RECORDED MAIL TO:

Name: West Contra Costa Unified School District

Address: 1400 Marina Way South
Richmond, CA 94804
Attn: Vince Meyer

(THIS SPACE FOR RECORDER'S USE ONLY)

NOTICE OF EXEMPTION (CEQA)

TITLE OF DOCUMENT

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Contra Costa
555 Escobar Street
Marinez, CA 94553

From: (Public Agency): West Contra Costa USD
1108 Bissell Avenue
Richmond, CA 94801

(Address)

Project Title: Richmond High School Lighting Retrofit

Project Applicant: West Contra Costa Unified School District

Project Location - Specific:

1250 23rd Street Richmond, CA 94804

Project Location - City: Richmond

Project Location -County: Contra Costa

Description of Nature, Purpose and Beneficiaries of Project:

The District is retrofitting the lighting at the Richmond High School site. The project consists of a retrofit of interior and exterior lighting and controls of all areas (replacement of existing light fixtures and lamps and installation of lighting controls), and involves negligible or no expansion of an existing use.

Name of Public Agency Approving Project: West Contra Costa Unified School District

Name of Person or Agency Carrying Out Project: West Contra Costa Unified School District

Exempt Status: (check one):

- D Ministerial (Sec. 21080(b)(1); 15268);
- D Declared Emergency (Sec. 21080(b)(3); 15269(a));
- D Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- llll Categorical Exemption. State type and section number: Class 1, Section 15301 -Existing Facilities
- D Statutory Exemptions. State code number: _____

Reasons why project is exempt:

The District is retrofitting the lighting at an existing facility, the Richmond High School site. The project consists of a retrofit of interior and exterior lighting and controls of all areas, and involves negligible or no expansion of an existing use.

Lead Agency

Contact Person: Vince Meyer _____ Area Code/Telephone/Extension: (510) 231-1109

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project?. D Yes D No

Signature: _____ Date: _____ Title: _____

llll Signed by Lead Agency D Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

ATTACHMENT "2"

**NOTICE OF EXEMPTION FOR LIGHTING RETROFIT PROJECT AT
THE FOLLOWING FOUR (4) ELEMENTARY SCHOOL SITES:**

1. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
2. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
3. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547; and
4. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Name: West Contra Costa Unified School District

Address: 1400 Marina Way South
Richmond, CA 94804
Attn: Vince Meyer

WHEN RECORDED MAIL TO:

Name: West Contra Costa Unified School District

Address: 1400 Marina Way South
Richmond, CA 94804
Attn: Vince Meyer

(THIS SPACE FOR RECORDER'S USE ONLY)

NOTICE OF EXEMPTION (CEQA)
TITLE OF DOCUMENT

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

From: (Public Agency): West Contra Costa USD
1108 Bissell Avenue
Richmond, CA 94801

County Clerk
County of: Contra Costa
555 Escobar Street
Marinez, CA 94553

(Address)

Project Title: Lighting Retrofit at Four School Sites

Project Applicant: West Contra Costa Unified School District

Project Location - Specific:

See Attachment "A" hereto for list of School Sites.

Project Location - City: See Attachment "A"

Project Location - County: Contra Costa

Description of Nature, Purpose and Beneficiaries of Project:

The District is retrofitting the lighting at four (4) District Elementary School sites. The project consists of a retrofit of interior and exterior lighting and controls of all areas (replacement of existing light fixtures and lamps and installation of lighting controls), and involves negligible or no expansion of any existing uses.

Name of Public Agency Approving Project: West Contra Costa Unified School District

Name of Person or Agency Carrying Out Project: West Contra Costa Unified School District

Exempt Status: (check one):

- D Ministerial (Sec. 21080(b)(1); 15268);
- D Declared Emergency (Sec. 21080(b)(3); 15269(a));
- D Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- IEI categorical Exemption. State type and section number: Class 1, Section 15301 -Existing Facilities
- D Statutory Exemptions. State code number: _____

Reasons why project is exempt:

The District is retrofitting the lighting at four existing facilities, see Attachment "A" hereto. The project consists of a retrofit of interior and exterior lighting and controls of all areas, and involves negligible or no expansion of any existing uses.

Lead Agency

Contact Person: Vin ce Meyer _____ Area Code/Telephone/Extension: (510) 231-1109

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project?. D Yes D No

Signature: _____ Date: _____ Title: _____

IEI Signed by Lead Agency D Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

ATTACHMENT "A" TO NOTICE OF EXEMPTION FOR LIGHTING RETROFITTING

Project Location -Specific:

1. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564
2. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804
3. Hanna Ranch Elementary School, located at 2480 Regula Valley Road Hercules, CA 94547
4. Lake Elementary School, located at 11th Street San Pablo, CA 94806

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:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** F.3
Associate Superintendent, Operations
Subject: Resolution No. 70-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit at Collins, Grant, Hanna Ranch and Lake Elementary Schools with Energy Conservation Options

Background Information:

The District is authorized to enter into an energy service contract with **Energy Conservation Options (“ECO”)** for Energy Conservation Measures pursuant to Government Code section 4217.10 et seq. The District seeks to enter an agreement for design, installation, and commissioning of lighting retrofit (“Lighting Retrofit Contract”) for the following existing District sites:

1. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
2. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
3. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547; and
4. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806.

The District received proposals for this project on April 21, 2015, and determined that the proposal from ECO provided the best value to the District pursuant to the procurement set forth in Government Code section 4217 et seq. The cost to the District for the Lighting Retrofit Contract will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Lighting Retrofit Contract. As well, the District’s payment to ECO is anticipated to be offset by other benefits provided under the terms of the Lighting Retrofit Contract. The contract is available for review at the Facilities Operation Center, 1400 Marina Way South, Richmond, Ca 94804.

Pursuant to Government Code section 4217.10 et seq., the Governing Board of the District held a public hearing on May 6, 2015, with respect to the District entering into the Lighting Retrofit Contract with ECO.

Recommendation:

Approval of Resolution No. 70-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit with ECO for Collins, Grant, Hanna Ranch and Lake Elementary Schools.

Fiscal Impact: \$351,037.57 Funding Source Prop. 39 California Clean Energy Jobs Act

DISPOSITION BY BOARD OF EDUCATION

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

**RESOLUTION OF THE BOARD OF EDUCATION OF
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 70-1415**

**RESOLUTION FOR APPROVAL OF
ENERGY CONSERVATION SERVICES CONTRACT IN THE FORM OF A
CONTRACT FOR DESIGN, INSTALLATION, AND COMMISSIONING OF
LIGHTING RETROFIT WITH
ENERGY CONSERVATION OPTIONS
(Collins, Grant, Hanna Ranch and Lake Elementary Schools)**

WHEREAS, Energy Conservation Options (“Designer-Builder”) has represented to the West Contra Costa Unified School District (“District”) that Designer-Builder has developed certain procedures for the design and installation of energy conservation measures as defined in Government Code section 4217.11 (“Energy Conservation Measures”); and

WHEREAS, Designer-Builder has analyzed the energy needs of the following public facilities owned and operated by the District:

1. Collins Elementary School, located at 1224 Pinole Valley Road Pinole, CA 94564;
2. Grant Elementary School, located at 2400 Downer Avenue Richmond, CA 94804;
3. Hanna Ranch Elementary School, located at 2480 Refugio Valley Road Hercules, CA 94547; and
4. Lake Elementary School, located at 2700 11th Street San Pablo, CA 94806

(collectively “Facilities”) and has represented that Designer-Builder’s provision of Energy Conservation Measures to the Facilities will result in a reduction in energy consumption or demand that will result in net cost savings to the District (“Cost Savings”). A copy of an energy cost analysis is attached as **Attachment “A”** and incorporated herein (“Energy Analysis”); and

WHEREAS, based upon the Energy Analysis and presentation by District staff and its consultants, the cost to the District for Designer-Builder to provide and install the Energy Conservation Measures will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Energy Conservation Measures; and

WHEREAS, Government Code section 4217.12(a)(1) authorizes a public agency to enter into an energy service contract with respect to the Energy Conservation Measures if the District’s Governing Board finds that the anticipated cost to the District for the Energy Conservation Measures provided by the energy conservation facility will be less than the anticipated marginal costs to the District of thermal, electrical or other energy that would have been consumed by the District in the absence of such purchases; and

WHEREAS, the District has determined that the District’s payment to Designer-Builder is anticipated to be offset by below-market energy purchases or other benefits provided under the

terms of an energy conservation services design, installation, and commissioning contract with Designer-Builder ("Contract") pursuant to Government Code section 4217.12(a)(2); and

WHEREAS, on this date, pursuant to Government Code section 4217.10 et seq., the Governing Board of the District held a public hearing with respect to the District entering into the Contract with Designer-Builder. A copy of the form of Contract is attached hereto as **Attachment "B"** and incorporated herein; and

WHEREAS, the District desires to retain Designer-Builder to provide, install, and maintain the Energy Conservation Measures pursuant to the terms and conditions of the Contract.

NOW, THEREFORE, it is found, determined, and resolved by the Governing Board of the District as follows:

1. That the District held a public hearing at a regularly scheduled meeting of the Governing Board.
2. Based upon reports of staff, reviewed by the Governing Board in connection herewith, and pursuant to Government Code section 4217.12, the Governing Board finds that the anticipated cost to the District for the Energy Conservation Measures provided pursuant to the terms of the Contract will be less than the anticipated marginal costs to the District of thermal, electrical or other energy that would have been consumed by the District in the absence of such purchases, as described in **Attachments "A" and "B"**.
3. That the District's payment to Design-Builder is anticipated to be offset by below-market energy purchases or other benefits provided under the Contract.
4. It is in the best interests of the District to enter the Contract pursuant to the terms as indicated in the form of Contract attached hereto as **Attachment "B"**, subject to minor revisions approved by staff and legal counsel that do not alter or reduce the "best interests" approved in this Resolution.
5. That the District's superintendent or his designee is authorized to enter into the Contract pursuant to the terms as indicated in the form of Contract attached as **Attachment "B"**, subject to minor revisions approved by staff and legal counsel that do not alter or reduce the "best interests" approved in this Resolution, to take all steps and perform all actions necessary to execute and implement that Contract, and to take any actions deemed necessary to best protect the interests of the District.

PASSED AND ADOPTED by the Governing Board of Education of the West Contra Costa Unified School District, this 6th day of May, 2015, by the following vote:

AYES: _____
NOES: _____
ABSTAINED: _____
ABSENT: _____

CERTIFICATION

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted at a Regular Meeting of the Governing Board of the West Contra Costa Unified School District held on this 6th day of May, 2015.

Board of Education President

Attachments:

- “A” – Energy Analysis
- “B” – Form of Contract

ATTACHMENT "A"

Energy Analysis

(Collins, Grant, Hannah Ranch and Lake Elementary Schools)

WCCUSD LED Project Savings

LED Lighting Retrofit Projects	Current energy cost	Energy Savings	Projected energy costs
Collins ES	\$37,234	\$13,699	\$23,535
Grant ES	\$40,864	\$17,670	\$23,194
Lake ES	\$32,900	\$14,814	\$18,086
Hanna Ranch ES	\$36,693	\$16,021	\$20,672
Richmond HS	\$312,375	\$129,356	\$183,019
Total	\$460,066	\$191,560	\$268,506

ATTACHMENT "B"

**Form of Contract with Energy Conservation Options is Available for Review at the
Facilities Operation Center, 1400 Marina Way South, Richmond, Ca 94804.**

(Collins, Grant, Hanna Ranch and Lake Elementary Schools)

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:** May 6, 2015
From: Lisa LeBlanc **Agenda Item:** F.4
Associate Superintendent, Operations
Subject: Resolution No. 71-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit at Richmond High School with Energy Management Technologies

Background Information:

The District is authorized to enter into an energy service contract with **Energy Management Technologies (“EMT”)** for Energy Conservation Measures pursuant to Government Code section 4217.10 et seq. The District seeks to enter an agreement for design, installation, and commissioning of lighting retrofit (“Lighting Retrofit Contract”) with EMT for Richmond High School, located at 1250 23rd Street Richmond, CA 94804.

The District received proposals for this project on April 21, 2015, and determined that the proposal from EMT provided the best value to the District pursuant to the procurement set forth in Government Code section 4217 et seq. The cost to the District for the Lighting Retrofit Contract will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Lighting Retrofit Contract. As well, the District’s payment to EMT is anticipated to be offset by other benefits provided under the terms of Lighting Retrofit Contract. The contract is available for review at the Facilities Operation Center, 1400 Marina Way South, Richmond, Ca 94804.

Pursuant to Government Code section 4217.10 et seq., the Governing Board of the District held a public hearing on May 6, 2015, with respect to the District entering into the Lighting Retrofit Contract with EMT.

Recommendation:

Approve the Resolution No. 71-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit with EMT for Richmond High School.

Fiscal Impact: \$1,070,611.66 Fund Source Prop. 39 California Clean Energy Jobs Act

DISPOSITION BY BOARD OF EDUCATION

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

**RESOLUTION OF THE BOARD OF EDUCATION OF
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 71-1415**

**RESOLUTION FOR APPROVAL OF
ENERGY CONSERVATION SERVICES CONTRACT IN THE FORM OF A
CONTRACT FOR DESIGN, INSTALLATION, AND COMMISSIONING OF
LIGHTING RETROFIT WITH
ENERGY MANAGEMENT TECHNOLOGIES
(Richmond High School)**

WHEREAS, Energy Management Technologies (“Designer-Builder”) has represented to the West Contra Costa Unified School District (“District”) that Designer-Builder has developed certain procedures for the design and installation of energy conservation measures as defined in Government Code section 4217.11 (“Energy Conservation Measures”); and

WHEREAS, Designer-Builder has analyzed the energy needs of the public facilities owned and operated by the District at the Richmond High School site, located at 1250 23rd Street Richmond, CA 94804 (“Facilities”), and has represented that Designer-Builder’s provision of Energy Conservation Measures to the Facilities will result in a reduction in energy consumption or demand that will result in net cost savings to the District (“Cost Savings”). A copy of an energy cost analysis is attached as **Attachment “A”** and incorporated herein (“Energy Analysis”); and

WHEREAS, based upon the Energy Analysis and presentation by District staff and its consultants, the cost to the District for Designer-Builder to provide and install the Energy Conservation Measures will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Energy Conservation Measures; and

WHEREAS, Government Code section 4217.12(a)(1) authorizes a public agency to enter into an energy service contract with respect to the Energy Conservation Measures if the District’s Governing Board finds that the anticipated cost to the District for the Energy Conservation Measures provided by the energy conservation facility will be less than the anticipated marginal costs to the District of thermal, electrical or other energy that would have been consumed by the District in the absence of such purchases; and

WHEREAS, the District has determined that the District’s payment to Designer-Builder is anticipated to be offset by below-market energy purchases or other benefits provided under the terms of an energy conservation services design, installation, and commissioning contract with Designer-Builder (“Contract”) pursuant to Government Code section 4217.12(a)(2); and

WHEREAS, on this date, pursuant to Government Code section 4217.10 et seq., the Governing Board of the District held a public hearing with respect to the District entering into the Contract with Designer-Builder. A copy of the form of Contract is attached hereto as **Attachment “B”** and incorporated herein; and

WHEREAS, the District desires to retain Designer-Builder to provide, install, and maintain the Energy Conservation Measures pursuant to the terms and conditions of the Contract.

NOW, THEREFORE, it is found, determined, and resolved by the Governing Board of the District as follows:

1. That the District held a public hearing at a regularly scheduled meeting of the Governing Board.
2. Based upon reports of staff, reviewed by the Governing Board in connection herewith, and pursuant to Government Code section 4217.12, the Governing Board finds that the anticipated cost to the District for the Energy Conservation Measures provided pursuant to the terms of the Contract will be less than the anticipated marginal costs to the District of thermal, electrical or other energy that would have been consumed by the District in the absence of such purchases, as described in **Attachments "A" and "B"**.
3. That the District's payment to Design-Builder is anticipated to be offset by below-market energy purchases or other benefits provided under the Contract.
4. It is in the best interests of the District to enter the Contract pursuant to the terms as indicated in the form of Contract attached hereto as **Attachment "B"**, subject to minor revisions approved by staff and legal counsel that do not alter or reduce the "best interests" approved in this Resolution.
5. That the District's superintendent or his designee is authorized to enter into the Contract pursuant to the terms as indicated in the form of Contract attached as **Attachment "B"**, subject to minor revisions approved by staff and legal counsel that do not alter or reduce the "best interests" approved in this Resolution, to take all steps and perform all actions necessary to execute and implement that Contract, and to take any actions deemed necessary to best protect the interests of the District.

PASSED AND ADOPTED by the Governing Board of Education of the West Contra Costa Unified School District, this 6th day of May, 2015, by the following vote:

AYES: _____
NOES: _____
ABSTAINED: _____
ABSENT: _____

CERTIFICATION

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted at a Regular Meeting of the Governing Board of the West Contra Costa Unified School District held on this 6th day of May, 2015.

Board of Education President

Attachments:

“A” – Energy Analysis

“B” – Form of Contract

ATTACHMENT "A"

Energy Analysis

(Richmond High School)

WCCUSD LED Project Savings

LED Lighting Retrofit Projects	Current energy cost	Energy Savings	Projected energy costs
CollinsES	\$37,234	\$13,699	\$23,535
GrantES	\$40,864	\$17,670	\$23,194
LakeES	\$32,900	\$14,814	\$18,086
Hanna Ranch ES	\$36,693	\$16,021	\$20,672
Richmond HS	\$312,375	\$129,356	\$183,019
Total	\$460,066	\$191,560	\$268,506

ATTACHMENT "B"

**Form of Contract with Energy Management Technologies is Available for Review at the
Facilities Operation Center, 1400 Marina Way South, Richmond, Ca 94804**

(Richmond High School)

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: May 6, 2015

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: F.5

Subject: Community Budget Advisory Committee (CBAC Report)

Background Information:

On April 30, 2015, the Community Budget Advisory Committee approved a resolution concerning the 2013-2014 Parcel Tax Expenditures and Scope of Measure D, finding that the expenditures budgeted for Fiscal Year 2013-2014 are within the stated purposes for Measure D funds.

The Committee's roster is subject to ratification by the School Board. Included is a complete list of committee members and term dates. New terms are effective July 1, 2015.

Recommendation: Approve the Community Budget Advisory Committee Resolution and ratify the Committee's roster.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

WCCUSD Community Budget Advisory Committee

Resolution

Concerning:	2014-2015 Parcel Tax Expenditures and Scope of Measure G
Adopted:	Meeting of the WCCUSD Community Budget Advisory Committee (CBAC) April 30, 2015

Background

In November of 2012 voters approved the continuance of the School District's parcel tax levy. Starting in the 2014-15 fiscal year, Measure G (Election of 2012) has provided parcel tax revenues for West Contra Costa Unified School District schools. The Measure G parcel tax levy began as of July 1, 2014 and will continue through June 30, 2019. The text of the measure is available on the District's website located at: www.wccusd.net.

According to Measure G: "Parcel Tax funds shall also be subject to an annual independent financial audit which shall be made public, including oversight by the Community Budget Advisory Committee and posting on the District's website."

As part the Committee's oversight, we reviewed the Measure G Parcel Tax Report (see attached) for parcel tax expenditures and found the reports to be aligned with the stated purposes of the parcel tax measure.

The purpose of the special tax is to improve the quality of education in the District by supporting the following programs:

- o Protecting core academic subjects including reading, writing, mathematics and science,
- o Attracting and retaining quality teachers,
- o Preparing students for college and the workforce,
- o Providing smaller class sizes for the youngest children,
- o Providing classroom computers and technology,
- o Improving safety on and around our campuses,
- o Supporting after-school programs to keep kids away from gangs and drugs,
- o Supporting science laboratories, materials and activities,
- o Supporting libraries.

Finding

The Committee finds that the expenditures budgeted for FY 14-15 are within the stated purposes for Measure G funds.



Elizabeth Bundschu-Mooney
Chair
WCCUSD Community Budget Advisory Committee

West Contra Costa Unified School District
Parcel Tax Expenditure Budget with Ballot Text Identification
July 1, 2011 - June 30, 2015
as of 03/19/2015

<u>Item</u>	FTE	2011-12 Expended	FTE	2012-13 Expended	FTE	2013-14 Expended	FTE	2014-15 Budget
Restoring library services and athletic								
Athletics (non-personnel costs)		\$ 536,694		\$ 536,623		\$ 665,385		\$ 547,400
Athletics Coaches, Athletics Aides etc.		\$ 500,760		\$ 512,229		\$ 517,949		\$ 465,571
Library non-personnel costs		\$ 1,000		\$ -				\$ 55,000
Elementary Library Assistants	8.00	\$ 377,726	8.00	\$ 452,421	8.00	\$ 550,634	8.00	\$ 677,569
Library Secretary/Assistant/Proj Asst/Supervisor	1.00	\$ 82,036	1.00	\$ 65,329	3.00	\$ 112,118	4.00	\$ 105,232
Middle School Info/Literacy Library Assts	5.00	\$ 281,976	5.00	\$ 296,049	5.00	\$ 307,623	6.00	\$ 321,973
Middle School Librarians	6.00	\$ 418,451	6.00	\$ 423,226	5.00	\$ 408,707	5.50	\$ 450,989
High School Info/Literacy Library Assts	6.00	\$ 379,604	6.00	\$ 383,136	6.00	\$ 375,321	6.00	\$ 388,931
High School Librarians	6.00	\$ 558,628	6.00	\$ 537,402	6.00	\$ 549,789	6.00	\$ 576,805
Total library and athletic programs	32.00	\$ 3,136,875	32.00	\$ 3,206,415	33.00	\$ 3,487,526	35.50	\$ 3,589,470
		\$ 418,452						
Maintaining reduced class sizes for Kindergarten through third grade								
K-3 CSR		\$ 1,920,000		\$ 2,300,000		\$ 2,800,000		\$ 1,600,000
Total reduced class size in grades K-3		\$ 1,920,000		\$ 2,300,000		\$ 2,800,000		\$ 1,600,000
Purchasing textbooks and teaching materials								
Instructional Materials-Textbooks		\$ 976,147		\$ 1,216,675		\$ 411,677		\$ 831,475
Total textbooks and teaching materials		\$ 976,147		\$ 1,216,675		\$ 411,677		\$ 831,475
Attracting and retaining qualified teachers, aides and counselors								
Counselors	27.00	\$ 2,361,563	28.00	\$ 2,549,118	30.00	\$ 2,689,209	33.50	\$ 2,965,078
School Psychologists	2.90	\$ 301,544	2.90	\$ 279,739	2.40	\$ 264,121	2.40	\$ 272,983
Special Education Teachers (Speech)	4.40	\$ 239,465	4.40	\$ 212,132	4.40	\$ 292,218	4.40	\$ 358,956
Total qualified teachers, aides and counselors	34.30	\$ 2,902,572	35.30	\$ 3,040,989	36.80	\$ 3,245,548	40.30	\$ 3,597,017
Improving custodial service to keep bathrooms and other facilities clean and in good condition								
Custodians	9.00	\$ 514,686	9.00	\$ 538,432	9.00	\$ 574,202	9.00	\$ 583,839
Other Custodial Expense		\$ 20,586		\$ 20,712		\$ 19,790		\$ 22,000
High School Assistant Custodial Supervisors		\$ -		\$ -				
Total facilities clean and in good condition	9.00	\$ 535,272	9.00	\$ 559,144	9.00	\$ 593,992	9.00	\$ 605,839
Grand Total	75.30	\$ 9,470,866	76.30	\$ 10,323,223	78.80	\$ 10,538,743	84.80	\$ 10,223,801
				Revenue		\$ 9,773,376		\$ 9,800,000
		2012-13 Ending Fund Balance		\$ 1,189,167				
		2013-14 Ending Fund Balance				\$ 423,800		

West Contra Costa Unified School District

COMMUNITY BUDGET ADVISORY COMMITTEE - MEMBERS

MEMBER NAME	MEMBER TYPE	VOTING STATUS	TERM ENDING
Sonia Bustamante, Vice-Chair	Business Leader	Voting	June 30, 2017
Fatima Alleyne	Parent	Voting	June 30, 2017
Ken Ryan	Community Member	Voting	June 30, 2016
Elizabeth Bundschu-Mooney, Chair	Teacher	Voting	June 30, 2016
Carolyn Wendell	Classified	Voting	December 31, 2016
Paul Shatswell	Principal	Voting	December 31, 2016
Antonio Medrano	Community Member	Voting	December 31, 2016
Mariam Alam	Community Member/Parent Alternate	Non-Voting	June 30, 2017
Peter Chau	Community Member Alternate	Non-Voting	June 30, 2017
Tom Panas	Business Leader Alternate	Non-Voting	June 30, 2017
Todd Groves	Board	Non-Voting	
Sheri Gamba	Business Services	Non-Voting	
Daniela Parasidis	Business Services	Non-Voting	

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:** May 6, 2015
From: Bruce Harter **Agenda Item:** F.6
Superintendent
Subject: Formation of a Subcommittee on Board Governance

Background Information:

At the Board retreat in January and again at the April 1, 2015, the Board has discussed the possibility of forming a Board subcommittee on governance. The Board currently has four standing subcommittee: Academic, Facilities, Safety & Climate and Technology. Board members participate on other Board approved committees including the Citizens Bond Oversight Committee, the Community Budget Advisory Committee, the Multilingual District Advisory Committee, and the Special Education Community Advisory Committee. Board members also serve as liaisons other committees and groups. Board Bylaw 9130 allows the Board to develop subcommittee as necessary and requires that the Board, in establishing a subcommittee determines the duties for the subcommittee at the time of appointment.

During the April 22, 2015 meeting, the Board gave direction to form a Governance Subcommittee of the Board with the following provisions:

1. That the Governance Subcommittee would be standing committee with monthly meetings;
2. That the subcommittee's purpose of improving Board governance; and
3. That the duties of the subcommittee would include aligning the work of the Board with the Board's priorities while promoting transparency and allowing the Board to focus on improving student learning while addressing governance measures such as the Board Bylaws, Board policy change reviews, and completing the detail work on a Board governance handbook.

Recommendation:

That the Board approve the formation of a Governance Subcommittee and that the President appoint two members to serve on that committee throughout the remainder of 2015.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 6, 2015

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

Agenda Item: G.1

Subject: Initial Public Hearing for Summit Schools

Background Information:

On Tuesday, April 21, a team member from Summit Public Schools submitted a Charter Petition for a school that will serve 608 students from 7th through 12th grades in the West Contra Costa Unified School District. The Charter Petition describes an enrollment plan that begins with 105 students in 2016-17, and expands over the following years to reach capacity at 2021-22.

The purpose of this hearing is to gauge the level of public and teacher support for this Charter petition.

The Board has been provided the full petition under separate cover. The full petition will be available at the District Office for public review.

Recommendation: For Information Only

Fiscal Impact: None at this time, yet will, if approved represent ongoing loss of student average daily attendance as a result of WCCUSD students attending the charter school.

DISPOSITION BY BOARD OF EDUCATION

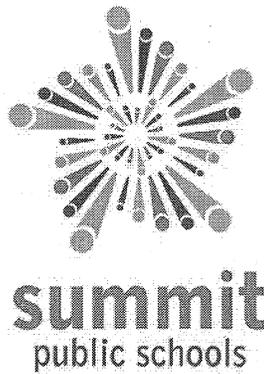
Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____



Summit Public School: WCCUSD #2

Charter Petition
Submitted to the West Contra Costa Unified School District
April 21, 2015

For the term July 1, 2016 through June 30, 2021



April 21, 2015

Via Hand Delivery

West Contra Costa Unified School District Board of Education
1108 Bissell Avenue
Richmond, CA 94801-3135

RE: Formal Application for Charter Approval for Summit Public School: WCCUSD #2

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public School: WCCUSD #2, I hereby submit a formal application to the West Contra Costa Unified School District ("District Board") for approval of the SPS: WCCUSD #2 charter. We look forward to working with the District Board and District staff during the charter process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Diane Tavenner", written over a large, hand-drawn oval.

Diane Tavenner
Lead Petitioner, Summit Public School: WCCUSD #2
455 5th Avenue
Redwood City, CA 94063
650-556-1110

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- E. Narrative Description of a Typical Day for a Student
- F. Sample Student and Parent Handbook
- G. Course Summaries, Cognitive and Noncognitive Skills Rubrics and Standards
- H. Century Foundation Report

- I. Summary of Typical Support Systems
- J. Intervention Template
- K. Anticipated Timeline for Application to and Membership in SELPA
- L. 504 Board Policy, 504 Procedures, and 504 Parent Rights
- M. Summary of School Performance
- N. Articles of Incorporation and Approved Bylaws of Summit Public Schools
- O. Summit Public Schools Conflict of Interest Code
- P. Sample Parent Organization
- Q. High-Quality Faculty
- R. Sample Job Descriptions
- S. Sample Employee Handbook
- T. Sample Personalized Learning Plan for Educators Template
- U. Sample Health and Safety Policies
- V. Policy Against Sexual Harassment and Policy Against Sexual Abuse
- W. Student Recruitment Plan
- X. Sample Application for Enrollment
- Y. About Summit Public Schools
- Z. Multi-Year Financials and Budget Narrative
- AA. Summit Public Schools Fiscal Control Policies and Procedures
- BB. Sample of Insurance Coverage
- CC. Year 1 Facility Plan and Needs
- DD. Expeditions Overview
- EE. Summer of Summit Overview
- FF. Partners in Developing a Research-Based Program
- GG. EL Professional Development for Teachers and Role of EL Coordinator
- HH. Faculty Expeditions Overview
- II. Restorative Practices
- JJ. Sample Materials and Texts for EL Instruction
- KK. Teacher and Parent Signatures

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) Improve pupil learning.
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- c) Encourage the use of different and innovative teaching methods.
- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

- *California Education Code Section 47601(a)-(g)*

We plan to accomplish these goals with a unique academic program and environment developed and honed over the organization's 12 year history. Details of this program and environment are articulated throughout this charter.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

AFFIRMATIONS / ASSURANCES

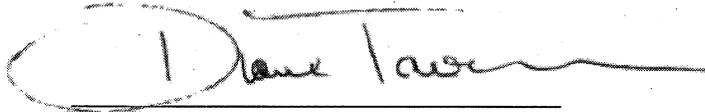
As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this petition for a charter for a California public charter school to be named **Summit Public School: WCCUSD #2** ("SPS: WCCUSD #2" or the "Charter School"), and to be located within the boundaries of the West Contra Costa Unified School District ("WCCUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, SPS: WCCUSD #2 will follow any and all federal, state, and local laws and regulations that apply to SPS: WCCUSD #2, including but not limited to:

- SPS: WCCUSD #2 shall 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)]
- SPS: WCCUSD #2 employees shall be employees of Summit Public Schools, a California nonprofit, public benefit corporation. Summit Public Schools shall operate SPS: WCCUSD #2 and shall be deemed the exclusive public school employer of the employees of SPS: WCCUSD #2 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- SPS: WCCUSD #2 shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- SPS: WCCUSD #2 shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- SPS: WCCUSD #2 shall admit all students who wish to attend SPS: WCCUSD #2, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as provided in Education Code Section 47605(d)(2), admission to SPS: WCCUSD #2 shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- SPS: WCCUSD #2 shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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)]
- SPS: WCCUSD #2 shall 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.

Summit Public School: WCCUSD #2
Submitted to the West Contra Costa Unified School District on April 21, 2015

- SPS: WCCUSD #2 shall 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)]
- SPS: WCCUSD #2 shall ensure that teachers in SPS: WCCUSD #2 hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- SPS: WCCUSD #2 shall at all times maintain all necessary and appropriate insurance coverage.
- SPS: WCCUSD #2 shall, for each fiscal year, 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)
- If a pupil is expelled or leaves SPS: WCCUSD #2 without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- SPS: WCCUSD #2 shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- SPS: WCCUSD #2 shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- SPS: WCCUSD #2 shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605 and 47605.1]
- SPS: WCCUSD #2 shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47610, 48000 and 47612(b)]
- SPS: WCCUSD #2 shall comply with all applicable portions of the No Child Left Behind Act.
- SPS: WCCUSD #2 shall comply with the Public Records Act.
- SPS: WCCUSD #2 shall comply with the Family Educational Rights and Privacy Act.
- SPS: WCCUSD #2 shall comply with the Ralph M. Brown Act.
- SPS: WCCUSD #2 shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].

As the authorized representative of the petitioners, I hereby certify that the information submitted in this petition for a charter for SPS: WCCUSD #2 to be located within the boundaries of the District is true to the best of my knowledge and belief; I further understand that if awarded a charter, the Charter School will comply with all assurances listed above.



Diane Tavenner
CEO, Summit Public Schools
Petitioner for Summit Public School: WCCUSD #2

4/17/2015

Date

INTRODUCTION

Summit Public Schools' (SPS) new middle and high school in Richmond will provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small school size to ensure that every student is known well. We believe that every student is capable of college and career readiness, and it is our mission to prepare our diverse student population for success in a four-year college or university, and to be thoughtful, contributing members of society.

This school will build on the successes of our seven established schools which serve students in grades 6 through 12 across the Bay Area. These schools are nationally acclaimed and high-performing, earning honors such as ranking in the top 20% of public high schools in the state of California, consistently performing well above the state's measure of a successful school (800 API), ranking #1 in the Bay Area and #3 in the state of California in serving students with disabilities, and ranking #1 among high schools in Silicon Valley in preparing Latino students for success. Across Summit Public Schools, 100% of graduates meet and exceed 4-year college entrance requirements. Summit's first school - Summit Preparatory Charter High School - has been named a Top 10 Miracle School by *Newsweek* magazine.

To equip our students with the powerful and enduring skills needed for success in college, career and life, Summit schools: nurture communities of learners, where students practice and model life skills, and receive rich feedback to individually grow and thrive; connect students' long-term goals and aspirations to their daily decisions, actions and behaviors; empower and equip students to drive their learning and own their success; engage students in meaningful, deeper learning experiences where progression is based on competency and subject matter knowledge is applied to real, authentic problems.

In 2013, parents and community members from WCCUSD approached Summit Public Schools to discuss the possibility of opening a Summit school in the area. As a result of the significant efforts of many parents, community members and Summit faculty, Summit Public School: K2 ("Summit K2") successfully opened in El Cerrito in 2014 with 126 students from communities across WCCUSD.

Because there were so many more interested students than spaces available at Summit K2 -- we received over 220 applications for the fall of 2014 and over 280 applications for the fall of 2015 -- Summit Public Schools proposes opening a middle and high school in Richmond. In addition to offering the opportunity to attend to more students who are interested, this school would provide a Summit option closer to home for families in the northern region of the West Contra Costa Unified School District. Like Summit K2, this school will provide each and every student with the education best suited to meet their individual needs and to prepare them for success in college, regardless of their previous preparation and background. WCCUSD students, parents and community members believe that a second Summit school would provide a complementary alternative to their current middle and high school options.

Summit Public Schools honors the work of the WCCUSD. We seek to contribute and collaborate to achieve the District's admirable mission to provide excellent learning and teaching experiences, safe student-centered learning environments, and support for all students and employees. We are committed to working in partnership with WCCUSD and have recently begun conversations regarding the potential for the District to engage in The Summit Basecamp Program. The Summit Basecamp Program provides training, technology and other support to schools across the United States, enabling them to learn, launch and improve core aspects of next-generation classrooms.

As we did prior to proposing to open Summit K2, we have engaged in numerous conversations with parents and community members, assessed local demand, and analyzed how this school would be positioned to engage in a collaborative relationship with our existing schools. Therefore, with the support and encouragement of WCCUSD families, this group of petitioners respectfully submits a charter petition

Summit Public School: WCCUSD #2
Submitted to the West Contra Costa Unified School District on April 21, 2015

for a new grades 7-12 school to be named Summit Public School: WCCUSD #2 for the District's consideration. We look forward to continuing to work with the District to realize the District's important mission of providing the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

FOUNDING GROUP

The founding group of Summit Public School: WCCUSD #2 includes members of the leadership team for Summit Public Schools (SPS). The team includes educators and leaders with extensive experience in their respective fields, as well as several founders of Summit Prep Charter High School (SPCHS), Everest Public High School (EPHS), SPS: Rainier, SPS: Tahoma, SPS: Denali, SPS: Shasta, and SPS: K2. The group has significant experience operating highly successful middle and high schools, and is motivated by their shared commitment to Summit schools as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the Richmond area. Beginning prior to the launch of SPS: K2, members of this team and Summit Public Schools have spent several years engaging with key stakeholders in the West Contra Costa community, including parents, organizations that provide support and programs to youth and families, faith-based organizations, elected leaders, and many others.

Chief Executive Officer, Summit Public Schools: Diane Tavenner

Expertise: Curriculum, instruction, assessment, facilities, organization, governance, and administration

Education and Experience: Diane is Founder and CEO of Summit Public Schools (SPS), a leading charter management organization serving the Bay Area and Washington State. Summit currently operates nine schools serving 2,000 students. Employing a model that leverages technology, world-class teaching and a rigorous, college, career and life prep curriculum, Summit's graduates are completing four-year college degrees at twice the national average. She founded Summit's flagship school, Summit Preparatory Charter High School, in 2003, quickly earning the reputation as one of the best public high schools in the nation, according to national rankings by Newsweek and US News & World Report. Diane also serves as the Board Chair of the California Charter Schools Association (CCSA) Board of Directors and is a member of the Spring 2013 cohort of the Pahara-Aspen Education Fellowship. Prior to Summit, she spent ten years as a public school teacher, administrator and leader in traditional urban and suburban public schools throughout California. She holds a B.A. in Psychology and Sociology from the University of Southern California, a MA in Administration and Policy Analysis from Stanford University.

Chief Financial Officer, Summit Public Schools: Isabelle Parker

Expertise: Finance, facilities, business management, organization and administration

Education and Experience: Isabelle joined Summit Prep in 2006 as its Chief Financial Officer and subsequently served on the founding team for the CMO, Everest Public High School and Summit Rainier, Summit Tahoma, Summit Denali, Summit Shasta, and Summit K2. She brings public and private sector business and management experience combined with school operations knowledge to her position. Prior to Summit, Isabelle worked for EdTec, a back office service provider to California charter schools and the Riekes Center for Human Enhancement, a youth mentoring organization. She is a coach for Woodside Vaulters, a female youth equestrian / gymnastics team and serves as the Education Chair of the US Equestrian Federation Vaulting High Performance Committee. Isabelle holds an MBA from Kellogg School of Management at Northwestern University and a BA in Economics and Psychology from Claremont McKenna College.

Chief Growth Officer, Summit Public Schools: Diego Arambula

Expertise: Curriculum, instruction, assessment, facilities, organization, governance, administration

Education and Experience: Diego joined Summit Prep as a social science teacher in 2005 and taught for six years. He left the classroom to help launch Summit's two East San Jose schools, becoming the founding Executive Director of Summit Rainier. Today, Diego leads Summit's growth into new communities. Prior to coming to Summit, Diego served as Communications Director for Congressman Cal Dooley, after serving as Deputy Campaign Manager. He holds a BA in Government, with honors from Harvard University and a MA in Education from Stanford University.

Chief Academic Officer, Summit Public Schools: Adam Carter

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Adam joined Summit Prep in 2003 as its founding English teacher. After two years, he spent the next six years living and working in Indonesia and Argentina, where he taught a variety of courses, including AP and IB, served on school-wide governance committees, and served as head of several departments. Adam also founded and directed the Innovative Schools Program through Yayasan Emmanuel, an NGO working in the greater Jakarta area that serves thousands of West Javan students and hundreds of teachers, and continues to grow. Adam returned to Summit in 2011 to lead the organization's Academic and Professional Development teams. Prior to Summit, Adam was a high school English teacher in Mountain View, where he won the California Association for Advancement in Education's Outstanding New Teacher Award.

Chief Information Officer, Summit Public Schools: Jon Deane

Expertise: Curriculum, instruction, assessment, finance, and administration

Education and Experience: In Jon's eight years with the Summit, he has served in a variety of roles, including a math teacher and Chief Financial Officer for Summit Prep, as well as the founding Executive Director of Everest Public High School, Summit's second school. Jon is deeply committed to developing Summit Public Schools' next-generation model schools for all students, and to creating information systems that allow all of our stakeholders to better access information about our students and our schools. Jon received his BA in Economics from Stanford University, and also received a Master's in Education from the Stanford Teacher Education Program. Prior to joining Summit Public Schools, Jon spent seven years as a CPA in the private sector.

Executive Director, Summit Public School: WCCUSD #2: Joy Osborne

Expertise: Curriculum, instruction, assessment, admissions, administration

Education and Experience: Joy Osborne has been a professional educator for over a decade. She began her career as a summer intern with the Summerbridge program (now The Breakthrough Collaborative), and moved into the formal classroom setting directly after college graduation. Joy has worked in both public and independent school settings over the course of her career. Most recently, she has served as Co-Dean of Instruction at KIPP King Collegiate High School in San Lorenzo, CA. Before joining the KIPP King team, she taught middle school English at the Castilleja School in Palo Alto. Prior to her move to the Bay Area, Joy was a founding English teacher at KIPP NYC College Prep High School, KIPP NYC's flagship high school. Over the course of her four years with KIPP, she taught 8th-10th grade English classes, served as Grade Level Team Leader and English Department Head, and loved many a little KIPPster. Other experiences in New York City included working at the Tanenbaum Center for Interreligious Understanding as a trainer for adults in multicultural and religiously tolerant educational practices, as well as two years as a founding teacher of a then-new middle and high school in the South Bronx, East Bronx Academy for the Future. Ms. Osborne earned a Bachelor of Arts degree from Pomona College in English/Women's Studies and a Master's degree in Education from Claremont Graduate University.

Summit Public Schools Board Chairman: Robert J. Oster

Expertise: Finance, business management, organization, governance and administration

Education and Experience: A private venture investor since 1987, Mr. Oster has worked with both institutional and other private investors in all phases of venture investing. Prior to venture investing, he worked as a professional economist and in several high-level finance positions, the last being Vice President of Finance and Administration for Oracle Corporation, where he spearheaded Oracle's initial public offering. In addition to chairing the SPS Board, Mr. Oster is Vice-Chairman of the Board and Chairman of the Nominating Committee of the Board of Overseers of the Hoover Institution of Stanford University. He received his BA in economics with honors from Occidental College and an MA and PhD in economics from the University of California at Berkeley.

Summit Public Schools Board Member: Steven Humphreys

Expertise: Finance, business management, organization, governance and administration

Education and Experience: Mr. Humphreys has served as CEO or President of four high technology companies, some of which he grew from early-stage. Most recently he served as CEO of Kleer Semiconductor Corporation, growing its revenues more than 10 times in 18 months. He began his career at General Electric Company where he worked in a variety of manufacturing and information technology positions. In addition to serving on the board of Summit Public Schools, he is a trustee of the Portola Valley School District, Chairman of the Board of Organ-I AB and Organ-I, Inc., and a member of the Board of Directors of Identive Group, a publicly traded information security company. Mr. Humphreys received a BS from Yale University and an MS and MBA from Stanford University.

Summit Public Schools Board Member: Blake Warner

Expertise: Finance, business management, organization, governance, administration

Education and Experience: Mr. Warner is a Founder and Managing Partner of Silicon Valley Partners LLC, a firm that provides strategic merger and acquisition advisory services focused on the growth sectors of the digital economy. Prior to this, he spent ten years at Thomas Weisel Partners LLC, where he provided investment banking services for the software, media, and communications sectors. In addition to serving on the SPS Board, he is currently the Chairman of the Governance Council of Everest Public High School, providing oversight as well as helping set strategic goals and operational objectives. Mr. Warner received his BA from the University of California, Santa Barbara, and his MBA from the University of Southern California.

Summit Public Schools Board Member: Robert O'Donnell

Expertise: Finance, business management, organization, administration

Education and Experience: Mr. O'Donnell recently retired from Capital Research and Management Company where he was a Senior Vice President and Director. He served as an equity portfolio manager for this large mutual fund advisory firm. Mr. O'Donnell also serves as a Director of the Sequoia Hospital Foundation and is a member of the Gift Planning Committee of the San Francisco Symphony. Mr. O'Donnell is on the faculty of the Haas School of Business at Berkeley where he is a visiting lecturer. He is a recipient of the Chancellor's Award for outstanding service to UC Berkeley. Mr. O'Donnell received his bachelor's degree summa cum laude from the University of California, Berkeley where he also earned an MBA.

Summit Public Schools Board Member: Meg Whitman

Expertise: Finance, business management, organization, governance, administration

Education and Experience: Ms. Whitman is one of the most highly regarded businesswomen in the United States; she has also been involved in state and national politics, most recently having run for the office of Governor of California. From 1998-2008, she served as CEO of eBay, growing the iconic Silicon Valley company from \$4 million to \$8 billion in revenues. Before eBay, she worked as a high level executive at several other well-known companies including Stride Rite, Hasbro, and the Walt Disney Company. She was inducted into the U.S. Business Hall of Fame in 2008 and more than once was named one of the "Top Five Most Powerful Women in Business" by Fortune Magazine. Ms. Whitman is currently the President and CEO of Hewlett-Packard, and a member of the Boards of Directors of Procter & Gamble, Teach for America, SIEPR and Zipcar. She received her BA from Princeton University and her MBA from Harvard Business School.

Summit Public Schools Board Member: Andy Thompson

Expertise: Finances, business management, organization, governance, administration

Education and Experience: Mr. Thompson is President, Chief Executive Officer and co-founder of Proteus Digital Health. He is a veteran of Silicon Valley bio-medical startups, formerly serving as President, Chief Executive Officer and co-founder of FemRx and Chief Financial Officer of CardioRhythm. As a consultant and venture capital investor he contributed to several successful healthcare companies including Cell Genesys, Cytotherapeutics, Northstar Neuroscience and QRx Pharmaceuticals. He holds an M.A. in engineering from Cambridge University and was a United Kingdom National Engineering Scholar from 1982 to 1985. He also holds an M.A. in education and an M.B.A. from Stanford University. Mr. Thompson was a founding board member and Foundation President of Summit Preparatory Charter High School.

Summary of Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Tavener									
Parker									
Arambula									
Carter									
Deane									
Osborne									
Oster									
Humphreys									
Warner									
O'Donnell									
Whitman									
Thompson									

History of Success

SPS: WCCUSD #2's educational program will be based upon the successful program of 7 other Summit Public Schools, all with the same mission. These schools are currently enrolling 2,000 students from grades 6 through 12. Ten years ago, Summit's first school, Summit Preparatory Charter High School, opened in Redwood City, California. Since then, the network has been providing an innovative, personalized education to all of its students and successfully adapting its program to meet the needs of each of the three new communities it has entered. Its accomplishments include:

- 100% of Summit graduates are eligible to apply to a four-year college.
- 96% of Summit graduates are accepted to at least one four-year college.
- Summit graduates on track to complete college within six years at double the national average.
- This past school year alone, our students were accepted into 184 colleges and universities, including 44 of the top 50 colleges and universities in the US.
- As our students graduate college, they're coming back to Summit! We now have Summit teachers and faculty who were Summit students.
- Summit schools attract a world class teaching faculty coming from the nation's top teacher education programs, including Stanford, Harvard, Columbia, and UC Berkeley.
- Summit schools consistently rank amongst the best in the state of California, with its flagship school, Summit Preparatory Charter High School, ranked amongst the top 100 best high schools in the nation by *US News and World Report*, and as a Top 10 Miracle School Based on Equity and Excellence, by *Newsweek*.

Summit schools have accomplished these successes with a student population that is incredibly diverse in terms of race, ethnicity, socioeconomic status, English Learner status, Special Education status, and incoming level of academic preparation, because we believe education is best delivered in that environment. Summit has been successfully serving a diverse student population--and particularly "at-risk" students--in multiple, different communities across the San Francisco Bay Area. Building on Summit's success in adapting its program to local needs as shown in Appendix MM, the founders of SPS: WCCUSD #2 are confident the school will be similarly successful with the anticipated student population.

ELEMENT A: EDUCATIONAL PHILOSOPHY AND 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."

- California Education Code Section 47605(b)(5)(A)(i)

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."

- California Education Code Section 47605(b)(5)(A)(ii)

"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."

- California Education Code Section 47605(b)(5)(A)(iii)

Mission

SPS: WCCUSD #2's mission is to prepare a heterogeneous student population for success in college and to be thoughtful, contributing members of society. The school aims to provide a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. To this end, SPS: WCCUSD #2 seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students. The school aspires to serve as a model for middle and high schools endeavoring to prepare all students for post-secondary academic pursuits.

Educational Philosophy

Our chief concern and primary driving question is "What's best for students?" This question guides the decision-making process for our school leaders, teachers, parents, and all other stakeholders. It also fuels our success. Our core values reflect our commitment to answering this question every day and underscore our educational philosophy:

1. **We believe that every child is capable of college and career readiness.** We know that all students are capable of learning at a high level and we are committed to ensuring that students are not only accepted into a four-year college, but truly prepared for success in college, career and life.
2. **We hire high-performing teachers.** We engage them as leaders and provide extensive professional development every year.

3. **We develop relationships with and support every student.** Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.
4. **We believe change is a good thing.** We embody a culture of innovation to drive continued success.
5. **We value diversity.** Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world, and deepens both academic and social learning.

Students to be Served

SPS: WCCUSD #2 seeks to serve a heterogeneous group of approximately 105 students in grade 7 upon inception in the 2016-2017 school year. In all subsequent years, enrollment will increase by one grade level until the school reaches full capacity of approximately 608 students in grades 7 through 12 in year 6. The estimated grade build out plan for the first charter term is intended to be as follows:

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
7	105	105	105	105	105	105
8		102	100	100	100	100
9			105	105	105	105
10				102	102	100
11					100	100
12						98
Total	105	207	310	412	512	608

This build out plan is subject to change at the discretion of the Summit Public Schools Board.

The students' primary interest should be preparing for acceptance to and success in college. The students' backgrounds should represent the heterogeneity found in the population of the West Contra Costa Unified School District, which will be made easier by the school's desire to locate centrally in the District. The district draws its students from across several communities in the Northern portion of the East Bay and Western portion of Contra Costa County with a population that is rich in racial and cultural diversity, and SPS: WCCUSD #2 seeks to serve a similarly diverse student body. The demographic breakdown of the District's student population is as follows, and further details regarding the District can be found in Appendix A (Source: 2012 District API Report).

Black or African-American	19%
Asian	10%
Filipino	6%
Hispanic or Latino	52%
White	11%
Socioeconomically Disadvantaged	71%
English Learners	35%
Students with Disabilities	13%

Summit Public Schools recognizes the diversity of West Contra Costa Unified School District. To meet the needs of such a heterogeneous student population, SPS: WCCUSD #2 has tailored Summit's framework

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for instruction and assessment to allow for a high level of personalization and provide a diversity of elements that represent varying real world experiences. Twelve years of experience with many diverse populations has led to the program design described below, providing each and every student at SPS: WCCUSD #2 with an education best suited to meet their individual needs and to prepare them for success in college, whatever their academic and personal background might be.

What It Means To Be An Educated Person In The 21st Century

The 21st century educated person is one who thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will continually arise from changes in the political, social, economic, and environmental conditions in this country, and in other countries around the world. As adults, these students will be responsible for making decisions that will affect our world in the 21st Century. Creating a stable and healthy economy in the United States and addressing the complex issues of global environmental responsibility will be two among myriad problems facing the next generation of leaders. Students at SPS: WCCUSD #2 will acquire the academic and practical foundation necessary to understand these issues, enabling them to make more informed decisions as adults.

The globally competitive nature of the 21st century economy requires citizens in the United States to compete with others from around the world for employment opportunities, as greater numbers of businesses develop multi-national operations. Globalization of the economy demands that students possess a deeper understanding of other countries, their cultures, and their economies. New ways of engaging in international cooperation and competition will be a mandatory skill for students in the 21st century. This challenge will require an educational program that is far more interdisciplinary in nature than in the past.

Students must be able to identify problems and think through many solutions. Students at SPS: WCCUSD #2 will master cognitive skills such as reading, writing, speaking/listening, problem formulation, conducting research, and data analysis and interpretation. Habits of success in categories such as self-awareness, self-management, social awareness, interpersonal interactions, decision-making and responsible behaviors, will also be just as important as content knowledge. It has never been enough to prepare students with only content knowledge, or cognitive skills, or habits of success. An educated person in the 21st century must have all of these and real life learning experiences which apply to all three, to be truly prepared for the world they will be stepping into. We believe that by meeting the Expected School-Wide Learning Results, students at SPS: WCCUSD #2 will gain all of these skills and have these experiences.

How Learning Best Occurs

SPS: WCCUSD #2 believes that learning best occurs in an environment that is structured to support learning for each and every student. Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools, the Harvard Business School, EdConnect, other respected research institutions, and our experiences over the last 12 years, SPS: WCCUSD #2 believes that learning best occurs in a school that successfully implements the following features:

- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Devoted time for faculty to collaborate and develop professionally
- Family and Community Connections

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- Democratic Decision-making

For more discussion on teaching methods, please see the section on “pedagogy” on the following pages.

Program Design

SPS: WCCUSD #2 is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (Appendix B – Proposed Bell Schedule and Appendix C –Sample School Calendar). Core instruction will take place between 8:15 AM and 3:30 PM, approximately. Additional support and learning opportunities will happen before 8:15 AM, between 3:30 and 5:30 PM, approximately, and on weekends. The school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 54,000 minutes of instruction to students in grades 7-8 and 64,800 minutes of instruction to students in grades 9-12. In addition to the full course load taught at the school site by SPS: WCCUSD #2 instructors, students will have the opportunity to engage in community college courses, distance learning on-line, community organization classes, and internships.

The environment will be **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. SPS: WCCUSD #2 will provide these opportunities to its students and faculty through its small school size (~608 students) and low student to teacher ratio. In addition, SPS: WCCUSD #2 will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. We also will support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

The program will be **untracked, personalized, and college preparatory**. Graduates from SPS: WCCUSD #2 will exceed all academic entrance requirements for UC college admissions. One of the distinctive characteristics of SPS: WCCUSD #2 will be its focus on each child. In order to best facilitate learning, SPS: WCCUSD #2 will address learning needs individually in an untracked setting. In order to personalize instruction to the needs of students, teachers will use ongoing assessments to gather data about student progress and they will then use that data to make informed instructional decisions. SPS: WCCUSD #2's target student population is extremely heterogeneous, thus the Charter School will use a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

The Charter School environment will be personalized via online learning tools, adaptive pedagogy, clearly articulated benchmark-assessments, and an **advisory program**. Each student will have one faculty member serve as his/her mentor each year. The mentor will meet daily with the advisees to support both a healthy, balanced, and productive school experience while ensuring a successful transition to college. In addition, the mentor will work with advisees and families to ensure the student is on the right trajectory to meet their short and long term goals.

The program will foster **self-discovery and goal setting**. SPS: WCCUSD #2 students will explore their values, ethics, interests, passions, talents, and visions for the future. They also will consider the contributions they would like to make in the world. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student will have a **Personalized Learning Plan (“PLP”)**. As part of the self-discovery and goal-setting process, mentors will work with students to identify what they need to study and learn to achieve

their goals. The mentor and student, in collaboration with his or her parents, will develop a Personalized Learning Plan that reflects the student's learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential, pursue their individual passions, and take personal responsibility for their own learning and success. Each year, students will participate, with their mentor and parents, in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences. This process will help them to begin the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are important skills that are essential for success in the 21st century workplace. Templates for the PLPs are included in Appendix D.

Each student will be guided through **college and career planning**. It is expected that a significant percentage of SPS: WCCUSD #2's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance and success. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. They will explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills.

Studies have shown that **emotional intelligence and life skills** (e.g., motivation, leadership, interpersonal skills) can be as important for success in today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*). The goals of the program are to improve social and professional relationships, to foster mutual cooperation among students and teachers in solving problems, to have students develop a stronger sense of belonging to the school and the community, to foster cross-cultural sensitivity among students and respect for life, and to develop a sense of self-empowerment in making healthy life choices. Specific life skills to be addressed in this program include: respect, responsibility, organization, cooperation, perseverance, friendship, integrity, initiative, flexibility, sense of humor, effort, common sense, problem solving, patience, curiosity, caring, time management, public speaking, financial literacy, resiliency and stress management, personal empowerment, leadership, communication, and self-confidence.

Students and mentor groups set **community contribution** goals. Many goals involve a community service project or internship that will enable them to make a difference in their community and to have a real world, career-related experience. Through the goal setting process, students identify issues they care about, decide how they would like to make a difference through this experience, and what they would like to learn.

The faculty will consist of **high performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications, as applicable, and will be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: WCCUSD #2. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, SPS: WCCUSD #2 will ensure collaborative planning time for teachers to design interdisciplinary curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content.

There will be an emphasis on **culture and professional development**. The culture of the Charter School will be that of a learning community in which each member works towards a set of individual goals, takes responsibility for the success of their own PLP (personal learning plan), and is nurtured by the community to reach their highest potential. Teachers, administrators, and staff will work with a

professional mentor or coach to develop their own annual goals and to set up an evaluation process similar to the students' PLP. This process is highly motivating and supportive for teachers, and is likely to enhance retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address career issues in a supportive environment.

Pedagogy (Teaching Methods)

SPS: WCCUSD #2 recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, SPS: WCCUSD #2 will employ a range of pedagogical strategies that are considered "best practices" in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding.

Differentiated Instruction: Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers will be trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests. SPS: WCCUSD #2 will employ many structures to help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. SPS: WCCUSD #2's skill- and project- based learning model allows teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students will also be provided with multiple modes to acquire knowledge and skills, based on their prior preparation and learning style, including online resources, projects, coaching, and more. Other strategies that teachers will utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

Interdisciplinary Curriculum: To facilitate greater conceptual understanding and to make content more relevant, lessons, units, projects and study trips will integrate the various core curricular areas whenever possible.

Project-based Instruction: Projects will link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the classroom curriculum and the "world beyond the classroom. Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

Integrated Technology: Technology will be used as a tool throughout a student's experience at SPS: WCCUSD #2 to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, both at SPS: WCCUSD #2 and at other schools or organizations, and as another vehicle through which a student can express his or her knowledge and understanding of content.

Workshop Model: Teachers at Summit use the workshop model to introduce new concepts, and provide additional support to students struggling with difficult ones. This approach is favored because it allows students to learn by doing, as the teacher explains and models the skill or concept and students subsequently engage in guided and then independent practice.

Socratic Seminars: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. SPS: WCCUSD #2 teachers will utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success. These seminars will often be used as the structure during community time.

Complex Instruction: Complex Instruction evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using group work in which students take on real world roles and complex problems with multiple solutions and entry points.

A narrative description of the average daily experience of various SPS: WCCUSD #2 students is included in Appendix E – Narrative Description of a Typical Day for a Student.

Curriculum

The curriculum at SPS: WCCUSD #2 will offer a foundation of academic content knowledge in six core content areas, and poise students to enter a college or university with the academic literacy and higher-order thinking skills required for post-secondary education. The curriculum will be aligned with the California State Standards as well as the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics. All 9-12 core courses will be approved by the University of California to meet the a-g requirements. All Advanced Placement Courses will be approved by the College Board. The focus of the curriculum will be rigor and relevance, with a dedication to meeting the needs of a heterogeneous student population. SPS: WCCUSD #2 recognizes the importance of regular physical education in adolescent development and will include regular physical education in the middle school curriculum.

Upon completion of SPS: WCCUSD #2's graduation requirements, students will have exceeded the University of California's a-g subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year, upon new student enrollment, and posted on the Charter School's website. A sample handbook is contained in Appendix F. This school's handbook will be based on this sample and developed by the Executive Director prior to the enrollment period.

Core Academic Coursework: Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. SPS: WCCUSD #2's core course requirements will exceed those of the University of California a-g requirements.

Advanced Placement Exams: Students will be able to prepare for and pass at least one AP exam. Preparation will include coursework as well as some teacher directed independent learning.

Technology: Students will develop technological proficiency in the areas of word processing, graphic design, spreadsheets, slide presentation, and internet research within their core academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life.

Approved Courses: All courses offered at SPS: WCCUSD #2 in the six core subject areas will be approved to meet the Charter School's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the Charter School's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at SPS: WCCUSD #2, and taught by an accredited institution. Approval for such courses must be obtained from the Charter School's Executive Director prior to the commencement of the course.

Revisions to the list of courses offered by the Charter School will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the Charter School. SPS: WCCUSD #2 intends to teach the following courses at this time. Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. The course descriptions and curriculum will be modeled on the courses currently taught at SPCHS, EPHS, SPS: Rainier, SPS: Tahoma, and SPS: K2 and approved by the UC system. All courses will align with both state and **Common Core State Standards**, where applicable, as outlined in Summit Public Schools' sample course summaries, which are contained in Appendix G.

Middle School:

Grade 7	Grade 8
English language arts	English language arts
Mathematics	Algebra 1
Life Science	Physical Science
World History/social studies	US History/social studies
Physical education	Physical education
Expeditions	Expeditions

High School:

- a - Social Science
 - World History and Geography I
 - World History and Geography II
 - US History AP & Government and Politics AP I
 - US History AP & Government and Politics AP II
- b - English
 - Literature and Personal Choice
 - The Individual and Society
 - English Language and Composition AP
 - English Literature and Composition AP
- c - Mathematics
 - Geometry
 - Advanced Algebra
 - Trigonometry / Pre-Calculus
 - Statistics AP
 - Calculus AP
- d - Laboratory Science

- Physics
- Chemistry
- Biology
- Environmental Science AP
- e – Language other than English
 - Spanish I
 - Spanish II
 - Spanish III
 - Spanish IV
 - Spanish Language AP
 - Spanish Literature AP
- f – Visual and Performing Arts
 - Musical Theater I, II, III
 - Art Survey I, II, III
 - Instrumental Music
 - Photography
 - Film-making

Graduation Requirements: To be eligible for graduation from SPS: WCCUSD #2, students must meet the following requirements:

- Complete the following number of approved year-long courses with a C- grade or better:
 - 4 History / Social Science
 - 4 English
 - 4 Mathematics
 - 4 Laboratory Science
 - 2 Language other than English
 - 1 Visual and Performing Art
- Received credit for the following number of year-long courses or equivalent experiences:
 - 3 Elective
 - 4 Physical Activity

Additionally, graduates will pursue the following outcomes:

- Complete with a C- or better the courses that are UC/CSU entrance requirements (a-g) for college admission, by demonstrating mastery in the skills and standards referenced in Appendix G.
- Apply to and be accepted for admission to at least one four year college or university

Common Core Alignment

Summit Public Schools is committed to ensuring that all students succeed in college, their careers, and in life, and embraces the Common Core's alignment to college and career expectations. Like the Common Core, Summit Public Schools emphasize cognitive skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce.

As a result, SPS has been a leader in the work of transitioning to the new standards and assessments, partnering with top educators and institutions from across the country to develop curricula and rubrics that align with the new standards and best equip students to be prepared for college. Many of Summit's partners in this work are detailed in Appendix FF, and the curricula and rubrics referenced can be found in Appendix G. Every SPS teacher is trained on the implementation of Common Core using best practices and many are now training other teachers on the use of these resources.

Materials

As outlined above, SPS has partnered with a number of leading educators and institutions across the country to identify the most effective and appropriate teaching materials for implementing its Common Core-aligned curriculum. A list of these partners appears in Appendix FF. Recent course materials lists can be found in Appendix G, by course subject. Materials used may change year to year as they are updated regularly by Summit faculty based on efficacy and relevance.

Annual Goals and Actions in the State Priorities

SPS: WCCUSD #2 will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element B for the schoolwide goals for relevant sub-groups and corresponding assessments. Beginning in fiscal year 2016-17, the Charter School will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Special Populations

Summit Public Schools offer a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. The very design of Summit Public Schools allows every student to receive an education at their "just right" level: the place where projects and content are challenging enough to push their learning without being so difficult that they becomes frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

Academically Low Achieving Students

Overview

The faculty of SPS: WCCUSD #2 will use regularly administered assessments, such as NWEA MAP, SBAC, CELDT and other externally and internally developed assessments, to identify students who may be academically low-achieving or at-risk at the beginning of the year and on regular cycles throughout the year. Summit's goal is that all students graduate high school ready for college, so students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for additional support.

Educational research and best practices in pedagogy indicate that academically low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment (Shulman, Lotan, and Whitcomb). Please find, attached as Appendix H, a recent report by the Century Foundation supporting these conclusions. Additionally, academically low achieving and at-risk students benefit greatly from placement in a heterogeneous classroom.

Academically low-achieving and at-risk students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum. SPS: WCCUSD #2 teachers are using the well-researched and documented pedagogical strategies of Complex Instruction and heterogeneous group work to support these students in the content standards based courses. Additionally, online learning and assessment tools will be employed to ensure that students' academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child. Thus, ensuring that students are progressing at their optimal learning pace, utilizing materials that are most appropriate for each student's learning needs, and providing learning experiences that promote high engagement in the material are cornerstones of the academic program at SPS: WCCUSD #2. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a plan is created to best support the student. These supports can consist of daily tutoring by peers or adults, weekly office hours held by each teacher, subject specific workshops to re-teach previously learned concepts or material, and one-on-one and small group sessions with the teacher during the expedition periods. Each student's progress is regularly monitored by his/her mentor.

The following list provides examples of the methods by which SPS: WCCUSD #2 will use to accelerate the growth of its academically low achieving/at risk students. These services are available to all SPS: WCCUSD #2 students. Appendix I summarizes a comprehensive list of supports and services and related faculty expectations and supports in *A Summary of Typical Support Systems*. Appendix E includes a narrative description of a typical daily experience, including for an academically low achieving / at risk student.

Faculty Office Hours

For six hours each week, the student's classroom teachers hold office hours outside of normal school hours. The teachers have a rotating schedule to ensure that every student can see all five of his/her classroom teachers at least 30 minutes per week, in a small group or individual session. Academically low-achieving and at-risk students are encouraged - and often commit in their Personalized Learning Plan - to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

Tutoring

On a daily basis, SPS students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during time designated for working on their Personalized Learning Plans, or during Faculty Office Hours. Tutors provide support on current assignments and course work, and on remediation work to help develop missing skills and poor academic literacy.

Expeditions

The Expeditions program partners with all six Summit Public Schools to create environments that build student character and promote deep engagement in learning. Meeting with students for a total of 7-8 weeks spread evenly throughout the school year, Expeditions will be the glue that helps hold together various content classes by requiring students to apply their knowledge, experience real-world contexts, solve problems that require a multi-disciplinary mindset, and explore interests in arts, performances, and hands on activities. At the same time, academically low-achieving and at-risk students may take advantage of this time to work individually and in small groups with their course teachers to revisit course concepts and revise material that they were not able to master to standards during the regular semester.

Through our program modules, students gain skills—literacy, numeracy, problem solving, critical thinking, collaboration, creativity, persistence towards excellence, leadership, and active citizenship—to be

successful in college and lifelong contributing members of society. With teaching character at the heart of everything we do, students will develop cognitive and non-cognitive skills while learning the content in areas such as Community Leadership, College & Career, Health & Wellbeing, Enrichment & Passion, Cultural Awareness & the Arts, and Community Leadership. Additional information can be found in Appendix DD.

Independent Learning

During the regular semester, students may have one or more daily periods in which they complete coursework and/or homework with the support of student study groups and an adult faculty member. During this time, students may also access adaptive supports to support development in literacy and numeracy, through tools such as Khan Academy and Reading Plus.

Faculty Discussions / Interventions / Individual Plans

During bi-weekly faculty meetings, all grade level teachers meet and discuss individual academically low-achieving and at-risk students. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals to make progress.

All grade level teachers meet with at-risk (academically or otherwise low achieving) students and their parents when necessary throughout the semester in "intervention" meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the student, parents and teachers. The student's mentor monitors the plan to ensure that it is followed as well as student progress. Progress monitoring is individualized and may include monitoring the students' Personalized Learning Plan progress, grades, standardized assessments, and teacher reports. The student's mentor will continue to monitor progress even once the student has achieved his/her targets in order to ensure continued growth. Appendix J includes a template used during the Intervention meetings.

Academically High-Achieving Students

At SPS: WCCUSD #2 academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and / or who consistently earn A grades in a majority of courses.

All SPS students have a Personalized Learning Plan which is updated in real-time, enabling parents/guardians to see what their student is working on, their student's pace throughout the year, where their student is in a given project, which skills their student has mastered and which skills they still need to work on, and their student's grades. Parents/guardians can access this information every day. Mentors work closely with families whose children need more support to engage the families in developing creative support plans. Any SPS student has access to curriculum and learning opportunities through their Personalized Learning Plan that allows them to explore deeper content when appropriate.

Five of the core content areas will offer at least one, if not two, Advanced Placement (AP) Courses. The differentiated curriculum regularly provides academically high-achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Finally, SPS: WCCUSD #2's optimized learning structure encourages academically high-achieving students to concurrently enroll in community college courses for more advanced study. A narrative description of a typical daily experience for an Academically High-Achieving Student is included in Appendix E.

English Learners

Overview

SPS: WCCUSD #2 will meet all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. SPS: WCCUSD #2 will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Identification

Home Language Survey: SPS: WCCUSD #2 will administer the home language survey upon a student's initial enrollment into SPS: WCCUSD #2 (on enrollment forms).

CELDT Testing: All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. SPS: WCCUSD #2 will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Faculty Input: Students are assigned to a faculty mentor at the beginning of the school year. These mentors spend a significant amount of time with each student and use this time to gain additional insight about each student. These insights can be used to inform identification of students who require an EL designation and appropriate support.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

The Charter School will serve EL students, either through self-identification or CELDT testing, at the Charter School site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular education class and receives supplementary instruction in order to learn English.

Strategies for EL instruction and intervention used at Summit Public Schools are listed below. Strategies 1-5 are employed on a daily basis throughout Summit classrooms and several reflect core elements of the Summit model. Strategy 6 is used when students need additional intervention beyond the supports provided in Strategies 1-5.

(1) Self-paced content: Courses are generally designed with course content connected to course projects. This content is accessible anytime via a set of resources—which may include textbook passages, videotaped lectures, teacher-created presentations, videos, etc.—and students progress through the content at the pace that is right for them as determined by the student and his/her mentor. Resources are specifically designed to be accessible to students of differing abilities and literacy levels.

(2) Skill-based projects: Skills-based projects develop students' cognitive skills, and are designed to align with the Common Core standards (including but not limited to literacy standards). These projects are heavily focused on both receptive and productive literacy skills, and student scores on projects provide teachers and mentors an opportunity to track growth over time. Because they emphasize cognitive skills instead of discrete content knowledge, these projects are accessible to all students.

(3) Mentoring: A core tenet of the SPS: WCCUSD #2 program is that every student is assigned a faculty mentor who regularly meets with each of his/her students. Mentors have the opportunity to deeply get to know each of his/her students and develop an authentic relationship with each mentee. Mentors leverage this relationship to advocate for the learning needs of each student, EL students specifically. The mentor helps the EL student set language goals for him/herself, helps monitor their growth, makes sure he/she is demonstrating that he/she can access the core curriculum, and advocating for and managing any interventions that might be needed.

(4) Classroom Strategies: All faculty include language goals (writing, reading, listening and/or speaking) and objectives in their lesson plans. Language objectives also include scaffolds for students, such as paragraph frames, sentence starters, and outlines. When teachers are observed by their instructional coaches they are asked to reflect on these goals and whether or not they are being met. Faculty are trained in the Specifically Designed Academic Instruction in English (SDAIE) teaching approach and coached to make sure they are employing them every day. SDAIE and other appropriate techniques to help students access the core curriculum as well as make English language development progress include, but are not limited to:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings

- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be “next” in answering a question orally)
- Low-stakes corrective feedback not only around content but also around language use
- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones
- Use of visuals that reinforce spoken and written words (e.g., word walls)
- Use of gestures for added emphasis
- Adjusting speech (eg. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations
- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Explicit academic vocabulary instruction (specifically Kate Kinsella’s methods)
- Explicit academic literacy instruction (e.g., how to read different types of texts, how to use context to figure out words, etc.)
- Building background knowledge, especially for content that involves cultural, social or historical references
- All faculty are trained in creating a classroom culture that allows for English learning to occur. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students so they can participate, develop and flourish.

Specific materials and texts that may be used in support of these strategies are included in Appendix JJ.

(5) Student-centered Faculty Collaboration: On a weekly basis, faculty of each grade level meet to discuss student progress and any specific supports needed. EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress. If it is determined that students are not making adequate progress then intervention plans are designed so that they can receive the appropriate support needed to access the curriculum. These interventions are regularly assessed to determine if they are effective or need to be adjusted.

(6) Student Interventions: When it is determined that students need additional supports beyond the classroom strategies, individual intervention plans are developed and monitored in coordination with the student, the student’s mentor, and the family. Those plans include, but are not limited to:

- Additional support time during the school day in the form of pull out instruction and support from an appropriately credentialed faculty member. This does not take the place of a mainstream course but rather is concurrent instruction so that students are still able to socialize with their mainstream peers. Thus students can still experience a college-preparatory curriculum while at the same time receiving the dedicated time and support they need to gain fluency in reading, writing, listening and speaking in English.
- Additional support time after school by attending teacher office hours. Teachers are able to differentiate instruction and offer individual support in this time so that EL students can better access the curriculum.

- Additional support time built into the students' Expeditions experience. This can take many forms, such as targeted language instruction or extra time with teachers. It may or may not take the place of their regular Expedition course.
- Adaptive reading supports that transforms how, what, and why students read, such as Reading Plus, a Common Core-aligned web-based reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.

Appendix E includes a narrative description of a typical daily experience for an EL student.

Monitoring of Student Progress

- **Initial Assessment:**
 - CELDT testing: All students who indicate that their home language is other than English will be CELDT tested within 30 days of the first day of school and at least annually thereafter until re-designated as fluent English proficient
 - NWEA Map testing: All new students are MAP tested within the first week of school in order to get a baseline of performance in general literacy categories. This is used in conjunction with CELDT scores to determine appropriate teaching strategies and coursework.
 - Teacher observations and work sample discussions: Teachers meet for additional hours together in the first couple weeks of school in order to diagnose student skills, both academic and habits of success.
- **Ongoing External Assessment:**
 - NWEA Map Testing is given 2-3 times per year (beginning, semester and end) to measure and assess student growth. Results from this periodic test are analyzed and discussed by faculty members and administration in order to determine if adequate progress is being made. If not, intervention plans are created and put in place.
 - For students who are not re-classified after one year, their year to year CELDT scores are evaluated to determine if any additional supports or interventions are necessary.
- **Embedded Daily, Ongoing Assessment:**
 - At SPS, student progress is monitored daily and assessments are embedded into Personalized Learning Plans, content, and projects. Examples of assessments include evaluations of content mastery and performance on cognitive skills, such as comprehension, use of evidence, vocabulary usage, making a claim, use of analysis, organization, discussion, verbal summary and synthesis.
 - All student performance information is available on the student PLP dashboard and all stakeholders (students, parents, and faculty) can readily access these scores to examine if appropriate progress is being made.
 - Each students' mentor will track this growth and to intervene when concerns arise. Additionally, the mentor and the student have a set appointment time each week to set short and long term goals and then evaluate progress to meeting those goals. EL students regularly set goals that are related to their language abilities.
 - In classes, students also receive daily formative assessment in the form of both written comments on their work and verbal comments regarding their work and classroom behaviors, such as oral participation.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

Additional information on EL professional development for teachers and the role of the EL Coordinator can be found in Appendix GG.

Serving Students with Disabilities

Overview

The following provisions summarize the manner in which the Charter School will serve its students with disabilities:

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function, which shall monitor and guide referrals for Section 504 and special education services.
- SPS: WCCUSD #2 will seek status as a local educational agency ("LEA") member of a Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). SPS: WCCUSD #2 may seek the District's support in the provision of data or information in SPS: WCCUSD #2's pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEA and the costs thereof. SPS: WCCUSD #2 will consider its options for SELPA membership, including but not limited to the El Dorado County Charter SELPA.
- Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEA as further described below. An anticipated timeline for application to and membership in a SELPA is included in Appendix K.

Section 504 of the Rehabilitation Act

SPS: WCCUSD #2 recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPS: WCCUSD #2. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the Americans with Disabilities Act.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The

student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability who requires accommodations under Section 504 is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. Attached as Appendix L, please find the Summit Public Schools 504 Board Policy, Administrative Procedures and Parent Rights Form.

Services for Students under the IDEA

SPS: WCCUSD #2 intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the applicable SELPA. As stated above, SPS: WCCUSD #2 shall pursue SELPA membership as an LEA to begin the first year of operation, but can make no guarantees as to approval as an LEA in that time frame. As such, until such time as SPS: WCCUSD #2 is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), SPS: WCCUSD #2 shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

The following sections describe first the situation where SPS: WCCUSD #2 operates as a public school of the District for special education purposes pursuant to Education Code Section 47641(b); followed by a description of operation as an LEA for special education purposes.

Services for Students under the IDEA if the Charter School remains a public school of the District

The following provisions are meant to summarize SPS: WCCUSD #2 Petitioner's understanding of the manner in which special education instruction and related services shall be provided by SPS: WCCUSD #2 and the District if at any point SPS: WCCUSD #2 exists as a public school of the District for special education purposes pursuant to Education Code Section 47641(b). The following mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and SPS: WCCUSD #2 as agreed upon in a Memorandum of Understanding ("MOU").

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SPS: WCCUSD #2 seeks services from the District for special education students enrolled in SPS: WCCUSD #2 in the same manner as is provided to students in other District schools. SPS: WCCUSD #2 will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. SPS: WCCUSD #2 will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. SPS: WCCUSD #2 will request an annual meeting between SPS: WCCUSD #2 and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that SPS: WCCUSD #2 and the District have an ongoing mutual understanding of District protocol and to facilitate ongoing compliance.

SPS: WCCUSD #2 acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. SPS: WCCUSD #2 agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. SPS: WCCUSD #2 believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at SPS: WCCUSD #2 will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is SPS: WCCUSD #2's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs SPS: WCCUSD #2 that current District practice is for the individual school sites to hire site special education staff or the District and SPS: WCCUSD #2 agree that SPS: WCCUSD #2 must hire on-site special education staff. In that instance, SPS: WCCUSD #2 shall ensure that all special education staff hired by SPS: WCCUSD #2 is qualified pursuant to District and SELPA policies, as well as meet all legal

requirements. The District may review the qualifications of all special education staff hired by SPS: WCCUSD #2 (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

SPS: WCCUSD #2 shall promptly notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

SPS: WCCUSD #2 shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. SPS: WCCUSD #2 shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

Identification and Referral

SPS: WCCUSD #2 shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. SPS: WCCUSD #2 will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by SPS: WCCUSD #2 for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Upon the commencement of the Charter School's school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.

Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program.

For students who are identified as possibly needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and the student's mentor and/or other appropriate faculty will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify its authorizer within 5 days of enrollment. An IEP meeting will be convened by the District within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Charter School shall work with its authorizer and/or SELPA to implement the existing IEP at the Charter School or as otherwise agreed by the parent/guardian.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days of receipt of the written request and shall hold an IEP meeting within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The Charter School will notify its authorizer of the assessment request within 5 days of receipt.

It is SPS: WCCUSD #2's understanding that the District shall provide SPS: WCCUSD #2 with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that SPS: WCCUSD #2 is provided with notification and relevant files of all students who have an existing IEP and who are transferring to SPS: WCCUSD #2 from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. SPS: WCCUSD #2 shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. SPS: WCCUSD #2 shall not conduct special education assessments unless directed by the District.

IEP Meetings

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SPS: WCCUSD #2 shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Executive Director and/or SPS: WCCUSD #2 designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at SPS: WCCUSD #2 and/or about the student. It is SPS: WCCUSD #2's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

SPS: WCCUSD #2 understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team as led by the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. SPS: WCCUSD #2 shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, SPS: WCCUSD #2 shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for SPS: WCCUSD #2's non-special education students, whichever is more. SPS: WCCUSD #2 shall also provide all home-school coordination and information exchange unless directed otherwise by the District. SPS: WCCUSD #2 shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the District. SPS: WCCUSD #2 shall comply with any directive of the District as relates to the coordination of SPS: WCCUSD #2 and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SPS: WCCUSD #2 shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. SPS: WCCUSD #2 shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to SPS: WCCUSD #2 and no student shall be denied admission nor counseled out of SPS: WCCUSD #2 due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

SPS: WCCUSD #2 shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. SPS: WCCUSD #2 shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. SPS: WCCUSD #2 shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with SPS: WCCUSD #2's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. SPS: WCCUSD #2 shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

SPS: WCCUSD #2 and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and SPS: WCCUSD #2 shall comply with the District's decision.

SPS: WCCUSD #2 and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. SPS: WCCUSD #2 agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and SPS: WCCUSD #2 shall work together to defend the case. In the event that the District determines that legal representation is needed, SPS: WCCUSD #2 agrees that it shall be jointly represented by legal counsel of the District's choosing.

SPS: WCCUSD #2 understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is SPS: WCCUSD #2's understanding that the District shall represent SPS: WCCUSD #2 at all SELPA meetings and report to SPS: WCCUSD #2 of SELPA activities in the same manner as is reported to all schools within the District.

Funding

SPS: WCCUSD #2 understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and SPS: WCCUSD #2. SPS: WCCUSD #2 anticipates, **without binding the District to these terms**, that based upon State and Federal law, the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at SPS: WCCUSD #2's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from SPS: WCCUSD #2 the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at SPS: WCCUSD #2 site.

Contribution to Encroachment

SPS: WCCUSD #2 shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, SPS: WCCUSD #2 shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice SPS: WCCUSD #2 for SPS: WCCUSD #2's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. SPS: WCCUSD #2 ADA shall include all Charter School students, regardless of home district.

Special Education Strategies

SPS: WCCUSD #2 is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following an "inclusion" model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.

Services for Students under the IDEA when the School Becomes an LEA and Member of SELPA

As stated above, upon charter approval, SPS: WCCUSD #2 will apply for SELPA membership. The Board of Summit Public Schools already operates seven schools which operate as LEAs and are members of the San Mateo County SELPA and El Dorado SELPA. The following language applies while SPS: WCCUSD #2 is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):

Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will remain with SPS: WCCUSD #2. SPS: WCCUSD #2 shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, SPS: WCCUSD #2 shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, SPS: WCCUSD #2 shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Summit Public School: WCCUSD #2
Submitted to the West Contra Costa Unified School District on April 21, 2015

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

ELEMENT B: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"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 schoolwide 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."

- California Education Code Section 47605(b)(5)(B)

Student Outcome Goals

The Charter School's student outcomes are designed to align with the Charter School's mission, curriculum and assessments, the Common Core State Standards for Literacy and Mathematics, the California State Standards for courses offered at SPS: WCCUSD #2, and the applicable state priorities described in subdivision (d) of section 52060.

Upon graduation from the Charter School, students will have demonstrated the following ESLRs, which indicate their ability to be self-motivated, competent, and lifelong learners. Summit Public Schools believes that to prepare for success in college and then life as contributing members of society, students must also develop certain habits of success and cognitive skills, which are detailed in Appendix G.

Graduates will be able to meet the Expected School-wide Learning Results (ESLRs):

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the ESLRs listed above by earning a passing grade in each of the courses required for graduation. A list of the courses required for graduation is contained in Element A and course descriptions created by Summit Public Schools teachers can be found in Appendix G. The required courses and curriculum are aligned to the Common Core State Standards and designed to develop specific cognitive skills and assess student progress in the development of those skills. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the ESLRs have been met:

- Textual Analysis (Close Reading)
- Using Sources
- Inquiry
- Analysis & Synthesis
- Composing/Writing
- Speaking & Listening
- Products & Presentations

Charter School Outcomes that Align With the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, plus student outcomes that align with the state priorities and the Charter School’s methods of measurement for those outcomes.

Because the Charter School does not know what its numerically significant subgroups will be, all goals, actions and outcomes are designed to apply schoolwide and to all student subgroups. Once the Charter School enrolls students and can determine its numerically significant pupil subgroups, it will provide goals, actions, and outcomes for those groups in its annual Local Control and Accountability Plan (“LCAP”).

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

CHARTER SCHOOL GOALS, ACTIONS, STUDENT OUTCOMES, AND METHODS OF MEASUREMENT IN THE STATE PRIORITIES	
STATE PRIORITY #1— BASIC SERVICES	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain Summit Public Schools’ current high standards of hiring and ensure that all courses are taught by credentialed, highly qualified teachers who are properly assigned.
ACTIONS TO ACHIEVE GOAL	Summit Public Schools invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the Charter School and the students. Additionally, there is a robust internal credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed and properly assigned, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Summit Public Schools has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers.
MEASURABLE OUTCOME	100% of core academic classes taught by fully credentialed, appropriately assigned teachers

METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card; internal audits of teacher assignments
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to standards-aligned instructional materials, and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	Teachers will implement content instruction for all students using the teacher-created, Common Core State Standards (“CCSS”) aligned content guides and projects. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of students have access to standards-aligned content and projects.
METHODS OF MEASUREMENT	Annual review of curriculum and materials by Summit Public Schools and Charter School faculty
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning by custodial staff. Annual fire inspection and emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance.
MEASURABLE OUTCOME	Charter School passes its lunch audit and fire inspections. School is maintained in good repair.
METHODS OF MEASUREMENT	Lunch audit, fire inspection forms, staff walkthroughs, annual faculty & parent survey.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All content instruction and performance standards are aligned with Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Frequent teacher collaboration and professional development in departments to ensure consistent implementation of CCSS. Use of a common assessment plan, including standards-aligned content and projects for each core course.
MEASURABLE OUTCOME	100% of courses implement applicable content guides and projects.

METHODS OF MEASUREMENT	Annual review of projects and content by Summit Public Schools Academics Team and Charter School faculty; student performance on Personalized Learning Plan; CAASP
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including English Learners (“EL”), will gain academic content knowledge through implementation of the Common Core State Standards and the Summit Public Schools content guides.
ACTIONS TO ACHIEVE GOAL	Faculty will continue professional development in EL instruction and data analysis of EL students’ performance. Teachers will use special designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including office hours, targeted literacy support and extended personalized learning time.
MEASURABLE OUTCOME	EL subgroup performance on CAASP assessments (goal TBD when baseline data available)
METHODS OF MEASUREMENT	CAASPP math and English assessments; Personalized Learning Plan progress
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level on the CELDT or achieve Advanced each academic year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will seek parent input in making decisions at the Charter School.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will hold Teaching & Learning Tours, open to all parents and held at a time when most parents are likely to be able to attend, monthly to provide parent education and opportunities for feedback on site decisions • The Charter School Parent Organization will include project teams

	<p>that participate in gathering parent input and spearheading Charter School initiatives.</p> <ul style="list-style-type: none"> • The Charter School will conduct an annual survey to gather parent feedback and input on their own influence over decision-making.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Parents responding positively to "I am satisfied with my level of influence on school decisions" on parent survey: 70% • Parents responding positively to "My student's school seeks feedback from me" on parent survey: 92% • Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 75%
METHODS OF MEASUREMENT	Parent survey, attendance at Teaching & Learning Tours, participation in Parent Organization
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will promote parent participation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Parents will be invited to attend annual Personalized Learning Plan meetings with their student and their student's faculty mentor. • There will be numerous opportunities for parents to volunteer to support the Charter school should they choose, such as: driving, chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry; translation; parent technology training and other community outreach. • The Charter School will hold at least three parent events each semester and provide Spanish interpretation. • Faculty mentors will be involved in parent communication for students in need of academic interventions.
MEASURABLE OUTCOME	All families attend PLP meetings during the school year.
METHODS OF MEASUREMENT	Faculty mentor reporting, volunteer log, parent event sign-in sheet or informal head count
<p>STATE PRIORITY #4— STUDENT ACHIEVEMENT</p> <p>Pupil achievement, as measured by all of the following, as applicable:</p> <ol style="list-style-type: none"> California Assessment of Student Performance and Progress (CAASPP) The Academic Performance Index (API) Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education 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) EL reclassification rate Percentage of pupils who have passed an AP exam with a score of 3 or higher Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	

SUBPRIORITY A – CAASP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
ACTIONS TO ACHIEVE GOAL	Faculty will provide instruction conducive to student learning; faculty will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth.
MEASURABLE OUTCOME	Students in the Charter School exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP assessment reports
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will be comparable to that of other Summit Public Schools serving comparable student populations and will exceed California average
ACTIONS TO ACHIEVE GOAL	TBD when baseline data has been reported on CAASPP.
MEASURABLE OUTCOME	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will be comparable to that of other Summit Public Schools serving comparable student populations and will exceed California average
METHODS OF MEASUREMENT	API or other state report card
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirements due to an IEP
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The Charter School will achieve and maintain UC/CSU approval for all core academic courses and a variety of visual and performing arts courses. Course sequence and graduation requirements will include 4 years of history/social science, English, math, science, and language other than English, which aligns with or exceeds the UC/CSU requirements.
MEASURABLE OUTCOME	100% of graduates meet UC/CSU A-G Course Requirements. excepting students with modified graduation requirements due to an IEP.
METHODS OF	Graduation rates, Transcripts, Personalized Learning Plan.

MEASUREMENT	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level on the CELDT each academic year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students are reclassified as English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will serve EL at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English.</p> <p>The Charter School will:</p> <ul style="list-style-type: none"> • Monitor language proficiency levels to determine adequate yearly progress. • Monitor teacher qualifications and the use of appropriate instructional strategies based on program design. • Monitor student identification, placement, and growth in English language proficiency. • Monitor availability of adequate resources, and deliver resources to students as and when needed. • Monitor reclassified students for at least two years.
MEASURABLE OUTCOME	Students are reclassified as English Proficient within 3 years on average.
METHODS OF MEASUREMENT	School reclassification rates
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students have the support they need to meet AP standards.
ACTIONS TO ACHIEVE GOAL	AP institute training for new AP teachers, vertical planning with AP teachers and teachers in other grade levels, AP classes remain open to all Charter School students. Provide students with feedback and development on AP skills in grades leading up to AP courses.

MEASURABLE OUTCOME	60% of students will pass at least one AP exam before graduation.
METHODS OF MEASUREMENT	AP exam pass rates.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students graduate truly academically college ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Align sophomore and junior year content assessments and projects to standards set by California State Universities in the Early Assessment Program (EAP) as well as those set by the college board for AP classes. • Offer targeted practice and instruction for students who do not pass the EAP in junior year. • Graduation requirements align with or exceed UC/CSU entrance requirements.
MEASURABLE OUTCOME	Whole-school passage rates for the EAP in junior year or Entry Level Mathematics (ELM) exam and/or English Placement Test (EPT) in senior year will exceed those of district schools serving a similar student population.
METHODS OF MEASUREMENT	Passage rates on the EAP, ELM, EPT, and AP exams; student acceptance rate into college; alumni surveys.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
Pupil engagement, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; the Charter School will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; Charter School will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students
MEASURABLE OUTCOME	ADA is at or above 95% of enrollment.
METHODS OF	Monthly, Quarterly, and Annual attendance reports.

MEASUREMENT	
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School's rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
MEASURABLE OUTCOME	Less than 5% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year).
METHODS OF MEASUREMENT	CALPADS, Charter School attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rates of less than 2%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Less than 2% dropout rate.
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE	Less than 5% dropout rate.

OUTCOME	
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Graduation rates exceed California average.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Graduation rates exceed California average.
METHODS OF MEASUREMENT	Cohort graduation rates (CDE Dataquest)
STATE PRIORITY #6— SCHOOL CLIMATE	
School climate, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain an annual suspension rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 3% or fewer of all enrolled students suspended.
METHODS OF MEASUREMENT	Suspension rates, Annual School Accountability Report Card
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain low annual expulsion rates.
ACTIONS TO	Teachers will be trained and utilize Restorative Practices and receive

ACHIEVE GOAL	professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, less than 1% of enrolled students are expelled.
METHODS OF MEASUREMENT	Expulsion rates, Annual School Accountability Report Card
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	All community members feel safe at school.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices. Provide professional development for all faculty in equity, social justice, and restorative practices.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of staff will participate in Emergency plan training; Students will participate in a fire, earthquake and safety drills annually. • 90% of parents respond positively to “I feel my child is physically safe at school” on parent survey. • 90% of parents respond positively to “I feel my child is emotionally safe at school” on parent survey. • 90% of students respond positively to questions on discipline, respect and bullying on student survey.
METHODS OF MEASUREMENT	Parent survey, student survey, drill and training participation logs
<p>STATE PRIORITY #7— COURSE ACCESS</p> <p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <ul style="list-style-type: none"> • Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) • Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(l)) 	
GOAL TO ACHIEVE SUBPRIORITY	All students are enrolled in a broad course of study that will enable them to be college eligible and college ready, as outlined in Element A of the charter petition.
ACTIONS TO ACHIEVE GOAL	The Charter School will align all course offerings to college ready standards as defined by the California State University system, the Advanced Placement program, and applicable academic research.

MEASURABLE OUTCOME	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirement due to an IEP
METHODS OF MEASUREMENT	Transcripts
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in English.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in mathematics.
ACTIONS TO ACHIEVE GOAL	Graduates from the Charter School will exceed all academic entrance requirements for UC/CSU college admissions. The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY C – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in Science.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF	CAASPP, Personalized Learning Plan progress

MEASUREMENT	
SUBPRIORITY D – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in the Social Sciences.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Cumulative final projects
SUBPRIORITY E – EXPEDITIONS (INCLUDING VISUAL AND PERFORMING ARTS)	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
ACTIONS TO ACHIEVE GOAL	Faculty mentors will coach students on course selection and ensure that students make an appropriate choice in their Personalized Learning Plan meetings at the beginning of the academic year.
MEASURABLE OUTCOME	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
METHODS OF MEASUREMENT	Transcripts
SUBPRIORITY F – HABITS OF SUCCESS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students make measurable progress toward self-directed learning goals on annual Personalized Learning Plan.
ACTIONS TO ACHIEVE GOAL	Mentors will meet with their students multiple times per month to monitor progress toward goals and make resources available for supporting students to meet their goals.
MEASURABLE OUTCOME	100% of students make measurable progress toward self-directed learning goals on annual Personalized Learning Plan.
METHODS OF MEASUREMENT	Personalized Learning Plan goals
SUBPRIORITY G – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
ACTIONS TO ACHIEVE GOAL	Offer active opportunities through physical education classes, Expeditions and afterschool

MEASURABLE OUTCOME	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
METHODS OF MEASUREMENT	Teacher-developed rubrics
SUBPRIORITY G – FOREIGN LANGUAGE, OTHER SUBJECTS	
GOAL TO ACHIEVE SUBPRIORITY	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
ACTIONS TO ACHIEVE GOAL	Students take at least 2 years of coursework in a second language.
MEASURABLE OUTCOME	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
METHODS OF MEASUREMENT	ACTFL, AAAPL, AP exams, Teacher-developed rubrics

Assurance of School-wide Academic Progress

SPS: WCCUSD #2 is based upon the school models of Summit Preparatory Charter High School, Everest Public High School, SPS: Rainier, SPS: Tahoma, SPS: Shasta, SPS: Denali, and SPS: K2. These schools have consistently performed highly on the Academic Performance Index (“API”) Additionally, SPCHS regularly ranks on the US News & World Report Best High Schools in America list, most recently as the #16 public school in California and #103 nationally, as well as #25 on the Top Charter Schools List. Each Summit School had a base API score of over 800 in the most recent report. Therefore, the SPS: WCCUSD #2 founders believe that the SPS: WCCUSD #2 performance on the API or whatever might take its place following the implementation of new state assessments, both schoolwide and for all numerically significant pupil subgroups, will be comparable to that of other Summit Public Schools, a summary of which is included in Appendix M.

SPS: WCCUSD #2 shall pursue continuous growth on the API or whatever might take its place following the implementation of new state assessments and if applicable, its growth targets, both schoolwide and for all numerically significant pupil subgroups.

Common Core Alignment

As detailed in *Element A*, the Common Core State Standards align closely with Summit Public School’s framework for college readiness and Summit has been a leader in the work of transitioning to the new standards. Many of Summit’s partners in this work are detailed in Appendix FF, and Summit’s Common Core-aligned rubrics, curricular materials, and assessment strategy can be found in Appendix G.

ELEMENT C: METHODS OF MEASUREMENT

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

- California Education Code Section 47605(b)(5)(C)

Assessment Tools

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. In addition to these tools, more information on Summit Public Schools' assessment plan can be found in Appendix G.

Assessment Tool	Frequency of Assessment	Topics Assessed
California Smarter Balanced Assessments	Annually	English, Math
California State Standards Exams	Annually	Science
California High School Exit Exam	Annually	English, Math
California English Language Development Test	Annually	English Language Development
9 th Grade Test of Physical Fitness	Annually	Physical Fitness
Cumulative Final Projects	Annually	English, Math, Science, History, Cognitive Skills
Advanced Placement Exams	During 11th & 12th grade	English, History, Math, Science, Spanish, College Readiness
NWEA MAP	2-3 times per year	English, Math
ACTFL / AAPPL	Annually	Spanish
ACT ASPIRE	Annually	English, Math, Science, College Readiness
PSAT	Annually	English, Math, College Readiness
ACT	Annually	English, Math, Science, College Readiness
SAT I	Annually	English, Math
SAT II	Annually	English, Math, History, Science, Spanish, College Readiness
Progress in coursework	Each semester	Textual Analysis, Using Sources,

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		Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Progress toward achieving Personalized Learning Plan goals	Each semester	Vary; may include cognitive skills, multiple subjects, and habits of success
Progress toward achieving Individual Education Plan goals	Each semester	Vary; dependent on IEP
Teacher-developed rubrics for projects and coursework, which may include: <ul style="list-style-type: none"> • Experiment design • Problems of the Week • Research Projects • Revision Process • Complex Instruction Activity • Socratic Seminar • Classroom Discussion • Structured Academic Controversy • Peer Assessment • Persuasive Speech • Essay • Lab Report 	Ongoing	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Completion of all graduation requirements	Upon graduation	English, History, Math, Science, Spanish, College Readiness
Applications to four-year colleges	Upon graduation	College Readiness
Acceptance letters to four-year colleges	Upon graduation	College Readiness

Use and Reporting of Data

The primary tool to be used for capturing student data is Illuminate, a combined Student Information System and Data and Analysis System designed specifically for school use. In addition, the Charter School will utilize the Naviance database system to capture all college application and acceptance data and Illuminate to analyze classroom achievement. The systems have combined the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or his/her designee.
- All results from assessments given at school are inputted by faculty members.
- All information pertaining to student goals is inputted by mentors or RSP teachers.

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- Seniors, mentors and parents enter all college data into the Naviance system.

Analysis

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions. They will use this data to set goals and identify strategies to ensure the student is making progress towards those goals.
- The Charter School faculty will analyze data from all of the tools listed for individual students on an ongoing basis each semester. They will use this data to inform their teaching strategies and to identify students who may be in need of additional support or interventions. Time for this analysis is set aside during faculty meetings each semester as well as during the 7-8 weeks when students are participating in Expeditions.
- Faculty will review data schoolwide throughout the year to improve the educational program, as outlined in *Continuous Improvement* below.
- The Board will review the data and the faculty's analysis of it at least two times per year.

Reporting

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based Illuminate platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter School's website and made available in the school lobby. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroup (e.g. ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

Continuous Improvement

SPS: WCCUSD #2 is committed to using student performance data to refine and improve the educational program. As described above, the faculty will devote at least 6 hours of faculty meetings during each semester as well as substantial amounts of time during the 7-8 weeks while their students are participating in Expeditions to analyze the data; and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during student expedition periods. Additionally, the Charter School will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

District Visitation/Inspection

SPS: WCCUSD #2 will comply with a District requested visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. SPS: WCCUSD #2 also agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

ELEMENT D: GOVERNANCE STRUCTURE

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

- California Education Code Section 47605(b)(5)(D)

Legal Status

Summit Public Schools² has constituted itself as a California non-profit public benefit corporation pursuant to California law and is a 501(c)(3) tax exempt organization, as Summit Public Schools. Summit Public School's Amended Articles of Incorporation state:

The specific purposes of this Corporation are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools.

Pursuant to the second stated corporate purpose of Summit Public Schools, SPS: WCCUSD #2 will be operated by Summit Public Schools in accordance with Education Code Section 47604(a). Summit Public Schools and SPS: WCCUSD #2 shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of Summit Public Schools which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Summit Public Schools' Articles of Incorporation and approved by-laws are included in Appendix N.

SPS: WCCUSD #2 shall operate autonomously from the West Contra Costa Unified School District, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the West Contra Costa Unified School District shall not be liable for the debts and obligations of Summit Public Schools or SPS: WCCUSD #2, operated by a California non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the West Contra Costa Unified School District has complied with all oversight responsibilities required by law.

Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing its responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Executive Director of SPS: WCCUSD #2.

The Board consists of at least four members and shall not exceed fourteen members. Each Board member will serve a three year term, with the exception of the Chief Executive Officer, who will serve on the Board the entire time he/she is employed by Summit Public Schools.³ Terms are staggered to ensure

² The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of The Summit Institute. The Summit Institute filed a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State on June 29, 2012, and the name change to Summit Public Schools was approved. As such, we have used Summit Public Schools throughout this document.

³ Subject to any removal or resignation provisions within the corporate bylaws.

that at any given time no more than one third of the members have less than one year of experience on the board. New Board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of Summit Public Schools, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for each Summit Public School.

Board members' terms will expire according to the Board of Directors with Term Expiration Dates chart, included below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Summit Public Schools Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Robert Oster	Chairman; Real Estate Committee	July 2017
Steven Humphreys	Community Outreach Committee	July 2016
Robert O'Donnell	Finance Committee Chairperson	July 2017
Blake Warner	Finance Committee	July 2015
Meg Whitman	Member	July 2015
Andrew Thompson	Member	March 2017
Diane Tavenner	Chief Executive Officer	No expiration date

In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to SPS: WCCUSD #2, to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board. Accordingly, the Authorizer may choose to appoint a representative to serve on the Summit Public Schools Board.

Board Responsibilities

The Board will meet on a regular basis. Summit Public Schools will provide a means and opportunity for parents and the public to participate in, attend, or view the meetings in each county where the organization operates schools.

The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the Charter School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Oversee and evaluate the Executive Director
- Hire the Executive Director
- Hire SPS: WCCUSD #2 employees upon recommendation of the Executive Director
- Employee discipline and dismissal upon recommendation of the Executive Director
- Approve Board Policies

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. Summit Public Schools has adopted a conflicts code, which is included in Appendix O. The organization will retain its

own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

Summit Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of strategic planning, budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Chief Executive Officer

- Fundraising
- Facilitating communication between the Board and the Executive Director
- Facilitating communication between external stakeholders and schools
- Monitoring charter school policy
- Lead training and professional development for leadership candidates

Executive Director

The day-to-day management of the Charter School shall be by the Executive Director. The Executive Director will work full-time within the Charter School and will communicate directly with the Board of Directors and to the District Board of Education through its Superintendent or designee as necessary. The Executive Director is fully responsible for the execution of all applicable Board policy, all day-to-day operations, and all functions of the Charter School.

The responsibilities of the Executive Director or his/her designee may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Contribute to Board meeting agendas in conjunction with the Chairman in compliance with the Brown Act.
- Supervise all employees of the Charter School.
- Provide timely performance evaluations of all Charter School employees (the CEO evaluates the Executive Director).
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with Charter School legal counsel and any outside consultants.

- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the Charter School budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend all Board meetings and attend as necessary at District Board of Education meetings as the charter representative.
- Establish procedures designed to carry out Board policies.

Board Committees

The Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The committees will be formed and selected by the Board of Directors.

Parent Participation & Parent Organization

As the Charter School is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: WCCUSD #2 parents are strongly encouraged to become actively involved in the Charter School and in their child's education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's Personalized Learning Plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, SAT prep, school finances, and organizational planning.
- Parents are invited to all charter school social functions.

SPS: WCCUSD #2 will also encourage all parents to form a Parent Organization which will be established to facilitate communication between all members of the Charter School community and to bring needed human resources to help meet the goals and objectives of the Charter School. The parent organizations organized by the parents of students at Summit Preparatory Charter High School, Everest Public High School, SPS: Rainier, SPS: Tahoma, and SPS: K2 have been very successful at raising additional funds for and planning school events, creating consistent and clear communication about the schools to all parents, organizing parent volunteers, and supporting the faculty in numerous other ways.

Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. A description of the EPHS Parent Organization is included in Appendix P, and is intended as an example for SPS: WCCUSD #2. SPS: WCCUSD #2 parents will develop their own organization based on the needs of the Charter School community. The Charter School will ensure that meetings of the Parent Organization are accessible to all parents via appropriate means, such as translation.

SPS: WCCUSD #2 asks all parents or guardians of SPS: WCCUSD #2 students to make their best effort to contribute at least 30 hours (Community Hours) per family each school year. Participation is voluntary and there are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. No student will receive any kind of adverse action from the Charter School due to a parent's non-participation. The assignment and management of community hours are the responsibility of the SPS: WCCUSD #2 Parent Organization, with the input and assistance of the Executive Director. All parents and guardians are notified of their responsibilities and the expectations of them via the Handbook that is distributed during the mandatory orientation the enrollment period and also available on the Charter School website and in the lobby of the Charter School.

ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES

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

- California Education Code Section 47605(b)(5)(E)

Summit Public Schools and SPS: WCCUSD #2 will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees at the Charter School will be employees of Summit Public Schools.

In accordance with Education Code 47605(d)(1), Summit Public Schools shall be nonsectarian in its employment practices and all other operations. Summit Public Schools shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the Summit Public Schools employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and TB screening). The Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Specific Qualifications for all Staff

The Board of Directors shall define specific employee minimum qualifications, applicable to all employees, that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing SPS: WCCUSD #2's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of high school students.
- Awareness of the social, emotional and academic needs of high school students.
- Ability to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in staff meetings.
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the Charter School's development.

Administrators

The Executive Director and Assistant Director at SPS: WCCUSD #2 shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

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It is desired that SPS: WCCUSD #2 administrators possess a masters degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. SPS: WCCUSD #2 administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. SPS: WCCUSD #2 will give preference to administration candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment. Sample job descriptions are contained in Appendix R.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SPS: WCCUSD #2 will comply with Section 47605(l), which states:

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses."

SPS: WCCUSD #2 will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing (CTC) and have experience commensurate with the applicable job specification. SPS: WCCUSD #2 will require each teacher to have the CLAD qualifications required by the CTC as part of their credential. Special Education teachers will be required hold compliant credentials in Special Education. A sample of the caliber of teachers employed by Summit Public Schools is included in Appendix Q. Additionally, core teachers, as defined by the charter, shall meet the applicable definitions of the No Child Left Behind Act ("NCLB") highly qualified requirements as illustrated by this chart published by the California Department of Education:

	“New” to The Profession	“Not New” to The Profession
	Holds a Credential or an Intern Credential or Certificate Issued <u>on or after July 1, 2002</u>	Holds a Credential or an Intern Credential or Certificate Issued before July 1, 2002
GRADE SPAN	HIGH SCHOOL	HIGH SCHOOL
REQUIREMENTS	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK: In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p>	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK: In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p> <p>or</p> <p>ADVANCED CERTIFICATION: National Board Certification in the core area</p> <p>or</p> <p>HOUSSE: Complete California’s High Objective Uniform State Standard of Evaluation</p>

In addition to the specific qualifications expected of all SPS: WCCUSD #2 staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in SPS: WCCUSD #2’s curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and its mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.

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- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of SPS: WCCUSD #2's teachers are included in Appendix R, Sample Job Descriptions.

SPS: WCCUSD #2 may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in noncore, noncollege preparatory courses and activities.

Non-Instructional

All non-instructional staff will possess experience and expertise appropriate for their position with SPS: WCCUSD #2 as determined by the Executive Director.

Services Provided Via Contractors

SPS: WCCUSD #2 will receive service from employees of organizations with which SPS: WCCUSD #2 contracts. Additionally, SPS: WCCUSD #2 will receive financial, human resource, technology, data analysis leadership, facilities, professional development, and other services from Summit Public Schools. SPS: WCCUSD #2 will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: WCCUSD #2's employees.

Professional Development

Each faculty and staff member has a Personalized Learning Plan for Professionals. The plan is developed by the employee with the input and approval of the Executive Director and using the template which is included in Appendix T. The plan asks the employee to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of an SPS: WCCUSD #2 educator in the domains of vision & implementation, culture & community, learning, building teams, self awareness & management, social awareness & interpersonal, and decision-making & leadership. The plan identifies the employee's present level of performance in each strand using a common rubric. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a personalized plan for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Expeditions and regularly during the school day. Appendix HH provides an example of how this time may be utilized.

Teacher Recruitment and Development

Summit Public Schools regularly attracts teaching candidates from the nation's top teacher preparation programs, such as Stanford, Harvard, New York University, UC Berkeley, and Columbia. Candidates are screened by multiple Summit faculty members and undergo a rigorous interview process. Support for teachers new to Summit may include the plans outlined in the Professional Development section, as well as some or all of the following:

- Summer of Summit, a paid hands-on intensive training institute (additional information on Summer of Summit can be found in Appendix EE)

- Faculty Orientation
- Faculty Camping Trip, an annual opportunity to deepen professional relationships and build culture
- Course Level Teams, which meet regularly during the school year to share best practices and strategies for instruction in each course area
- Grade Level Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students
- Leadership Team Meetings, regular meetings of school faculty to collaborate and engage in school leadership

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"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."

- California Education Code Section 47605(b)(5)(F)

A healthy and safe environment is imperative to productive teaching and learning. SPS: WCCUSD #2 will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Summit Public School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student / Parent and the Employee handbooks. Sample Health & Safety policies are contained in Appendix U. No later than 90 days prior to operation, the policies will be tailored as necessary to the unique facility needs of SPS: WCCUSD #2, and will be submitted to the District.

The following summarizes the health and safety policies of SPS: WCCUSD #2:

Procedures for Background Checks

Employees and contractors at SPS: WCCUSD #2 will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Summit Public Schools' shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

SPS: WCCUSD #2 will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

SPS: WCCUSD #2 will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR /First Aid Training

All employees at SPS: WCCUSD #2 shall be CPR/First Aid trained.

Medication in School

SPS: WCCUSD #2 will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

SPS: WCCUSD #2 shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

SPS: WCCUSD #2 shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the Emergency Preparedness Plan for the Charter School.

Blood borne Pathogens

SPS: WCCUSD #2 shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Summit Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

SPS: WCCUSD #2 shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills at least twice per school year in accordance with Title 5 California Code of Regulations Section 550.

Drug Free/Smoke Free Environment

SPS: WCCUSD #2 shall maintain a drug and alcohol and smoke free environment.

Integrated Complaint and Investigation Procedure

SPS: WCCUSD #2 adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board of Summit Public Schools, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

SPS: WCCUSD #2 is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in Appendix V.

Procedures

Summit Public Schools, on behalf of the Charter School, has adopted procedures to implement the policy statements listed above.

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.

- California Education Code Section 47605(b)(5)(G)

SPS: WCCUSD #2 will strive to recruit a student population that will be reflective of the general population of the District. SPS: WCCUSD #2 will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, family- and youth-serving organizations, religious organizations and other community organizations
- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year the Charter School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

A description of the planned activities for recruiting the fall 2016 entering 7th grade class is included in Appendix W.

ELEMENT H: STUDENT ADMISSIONS POLICIES AND PROCEDURES

"Admission requirements, if applicable."

- California Education Code Section 47605(b)(5)(H)

The Board of Directors, with the advice of the leadership of the Charter School, shall determine all policies, processes, and procedures governing application, admission, and enrollment at SPS: WCCUSD #2. All students attending SPS: WCCUSD #2 must follow the application, admission, and enrollment policies of the Charter School.

The application packet for admission to SPS: WCCUSD #2 shall include information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. A sample application packet is attached as Appendix X.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: WCCUSD #2. The determination of school capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

Admission Criteria

SPS: WCCUSD #2 shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. SPS: WCCUSD #2 shall be open to all students without regard for the place of residence of students or parents within California except in the event of a public random drawing. If the number of students who wish to attend SPS: WCCUSD #2 exceeds the Charter School's capacity, admission to SPS: WCCUSD #2, except for existing students, shall be determined by public random drawing in accordance with the preferences given in the next section.

The only admission requirement is that students wishing to attend SPS: WCCUSD #2 must follow the Charter School's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. Open application deadlines, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for admission and enrollment preferences as listed below, but will be reserved in the case that the waiting list is completely exhausted in a given year. Late return of enrollment packets following notification of admission shall result in loss of place on the admission priority list discussed below. Such students may be placed at the end of the waiting list.

There shall be no admission testing or other evaluation required of any applicant. SPS: WCCUSD #2 shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. SPS: WCCUSD #2 will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities.

SPS: WCCUSD #2 shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220

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(actual or perceived disability, gender, gender identity, gender expression, 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). [Education Code Section 47605(d)(1)].

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SPS: WCCUSD #2 exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605(d)(2), the following groups shall be exempt from the public random drawing:

1. Existing students
2. Children of current Summit Public Schools teachers and staff and founders of SPS: WCCUSD #2 (Founders have been identified and described in the section "I. Founding Group")
3. Children of Summit Public Schools teachers and staff (up to 10% of enrollment)

Preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of currently enrolled students or graduates of SPS: WCCUSD #2 residing within the boundaries of the District
2. Siblings of currently enrolled students or graduates of SPS: WCCUSD #2 residing outside the boundaries of the District
3. Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where SPS: WCCUSD #2 is located⁴
4. Students residing within the boundaries of the District
5. All other students who wish to attend the Charter School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. SPS: WCCUSD #2 shall maintain a list of students interested in transferring to the Charter School. After the admission priority list has been exhausted, the Charter School will advertise if a space has become available and applications are being accepted in another open enrollment period. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces in the manner described above.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process, location, date, and time via mail or email at least two weeks prior to the public random drawing date. Families need not be present at the drawing to participate. Families will be notified of their status using contact information provided on the application subsequent to the drawing, at which

⁴ This preference will only be utilized during fiscal years when the Charter School is eligible to, and does participate in the Charter School Facility Grant Program.

time they will also be notified of the timeline for accepting an offer of admission (typically 3-4 weeks) if one was made.

Conditions of Enrollment

SPS: WCCUSD #2 shall have the following requirements that must be met by each student and his or her family before enrollment is complete at the Charter School:

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by public schools (as described above)

Admission tests will not be required; however, assessments may be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

ELEMENT I: FINANCIAL AUDITS

"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."

- California Education Code Section 47605(b)(5)(l)

An annual independent fiscal audit of the books and records of SPS: WCCUSD #2 will be conducted as required under Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

An audit committee appointed by the Board of Summit Public Schools will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and shall report to the Board of Directors of Summit Public Schools with recommendations on how to resolve them. The Board of Summit Public Schools will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request. SPS has budgeted for this expense.

Under the management of the Board of Summit Public Schools, every Summit school has received a clean audit in every year of its operation.

ELEMENT J: SUSPENSION / EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled."

- California Education Code Section 47605(b)(5)(J)

Summit Public Schools is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Summit draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year. The philosophy, faculty objectives, student objectives and a list of resources are included in Appendix II.

In cases where suspension or expulsion are necessary, SPS: WCCUSD #2 will follow a comprehensive set of suspension and expulsion policies which are listed below. The policies will be printed and distributed as part of SPS: WCCUSD #2's Student/Parent Handbook and will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

Suspension and Expulsion Procedures

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 Summit Public Schools ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Such modifications may be made without the need to amend the charter so long as the amendments comport with legal requirements.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and serves the best interests of the Charter School's pupils and their parents/guardians. This policy shall serve as the 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 distributed as part of the Student/Parent Handbook which 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. The notice shall state that these Policy and Procedures are available on request at the Director's office.

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

Summit Public School: WCCUSD #2
Submitted to the West Contra Costa Unified School District on April 21, 2015

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.

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 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general 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

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

B. Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) 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.
- d) 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) 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.
- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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.
- q) 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.
- r) 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.

- s) 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.
- t) 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.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) 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 Director or designee's concurrence.

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 Director or the Director'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 Director. The conference may be omitted if the Director 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 Director 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of Expulsion by the Director or Director'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 Director 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. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) 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.
- d) 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) 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.
- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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.
- q) 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.
- r) 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.
- s) 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.

- t) 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.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) 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 Director or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Summit Public Schools Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director 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 Board for a final decision whether to expel. The hearing shall be held in closed session (complying with

all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 Charter 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.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of 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 which shall be examined only by the Charter School 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 entity 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 entity 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 entity 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.
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 entity 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 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 circumstance 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.

H. Students With Disabilities

1. NOTIFICATION OF SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who

the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. 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/504 Plan; and receive, as appropriate, a functional behavioral assessment 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.

3. 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/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 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/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral 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;
2. 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
3. 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/504 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/504 Plan, 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.

4. 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

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.

5. 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 Director 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:

1. 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;
2. 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
3. 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.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEA 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:

1. 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.
2. The parent has requested an evaluation of the child.
3. 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 IDEA-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 of 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.

I. 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.

J. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the 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.

The Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Summit Public Schools Board's decision to expel shall be final.

M. 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 authorizer upon request.

N. 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

O. Rehabilitation Plans

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

P. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director 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 Director shall make a recommendation to the 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.

ELEMENT K: COMPENSATION AND BENEFITS

"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."

- California Education Code Section 47605(b)(5)(K)

The financial compensation for Charter School employees will include a base salary that is competitive with like jobs in other local public high schools.

The Human Resources Team at Summit Public Schools will oversee the arrangements, including required contributions and deductions, for retirement coverage for all SPS: WCCUSD #2 employees.

All certificated employees of SPS: WCCUSD #2 shall participate in the State Teachers' Retirement System ("STRS"). All non-certificated employees will participate in a 401(a) retirement plan and federal social security.

SPS: WCCUSD #2 will make all required employer contributions. SPS: WCCUSD #2 will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of a California employer.

Refer to the Employee Handbook in Appendix S for more information on compensation and benefits.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

- California Education Code Section 47605(b)(5)(L)

No student will be required to attend the Charter School. Students who opt not to attend SPS: WCCUSD #2 may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in SPS: WCCUSD #2 shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SPS: WCCUSD #2, except to the extent that such a right is extended by the local education agency.

ELEMENT M: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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

- California Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. All employees of SPS: WCCUSD #2 shall be considered the exclusive employees of Summit Public Schools and not any school district or the West Contra Costa Unified School District unless otherwise mutually agreed in writing. Employees of the District who choose to leave the employment of the District to work at Summit Public Schools and who later wish to return to the District will have no automatic rights of return to the District, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. Summit Public Schools shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the West Contra Costa Unified School District or any school district shall not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

ELEMENT N: DISPUTE RESOLUTION

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

- California Education Code Section 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and principal of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT 0: 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."

- California Education Code Section 47605(b)(5)(O)

Summit Public Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). Summit Public Schools shall comply with the EERA.

ELEMENT P: CLOSURE PROTOCOL

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

- California Education Code Section 47605(b)(5)(P)

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

Closure of the school shall be documented by official action of the Board of Summit Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the effective date of closure.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. SPS: WCCUSD #2 shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As soon as reasonably practical, the Charter School shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the Charter School and shall be provided to the District promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SPS: WCCUSD #2.

SPS: WCCUSD #2 will complete and file any annual reports required pursuant to Education Code section 47604.33 and complete necessary academic reporting.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, shall remain the sole property of Summit Public Schools and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Summit Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As Summit Public Schools is organized by a nonprofit public benefit corporation under California law, if Summit Public Schools will dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix Z, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

- California Education Code Section 47605(g)

SPS: WCCUSD #2's budget is based upon Summit Public School's experience of operating successful schools across the Bay Area from 2003 through 2015. The five year budget, cash flow and narrative can be found in Appendix Z.

The budget demonstrates that when the Charter School is fully enrolled with 608 students, there will be a very small need for private funding. The Charter School will primarily operate its basic program on the state and federal funding amounts.

Financial Reporting

Summit Public Schools fiscal control policies and procedures (Appendix AA) will be used to guide SPS: WCCUSD #2's operation. The fiscal policies have been adopted by the Board of Summit Public Schools and reviewed by the independent financial auditors of Summit Public Schools. SPS: WCCUSD #2 shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Insurance

Summit Public Schools agrees that it will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of SPS: WCCUSD #2. Currently, Summit Public Schools and numerous other California charter schools are covered by CharterSAFE, which offers comprehensive insurance to charter schools. It is SPS: WCCUSD #2's intention to secure coverage with this provider, unless a more prudent option is discovered. A summary of Summit Public Schools' coverage is included in Appendix BB, as an example of what SPS: WCCUSD #2 will expect for coverage.

Administrative Services

"The manner in which administrative services of the school are to be provided."

- California Education Code Section 47605(g)

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff, Summit Public Schools, or through an appropriately qualified third-party contractor.

Facilities

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate."

- California Education Code Section 47605(g)

SPS: WCCUSD #2 will operate within the boundaries of West Contra Costa Unified School District. SPS: WCCUSD #2 wishes to be located in the central portion of the District, around the Richmond/San Pablo area. This location is ideal for the student population the school seeks to serve. A description of SPS: WCCUSD #2's anticipated facility requirements for the first year of operation is included in Appendix CC.

Transportation

The Charter School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP.

IMPACT ON THE CHARTER AUTHORIZER

Potential civil liability effects, if any, upon the school and upon the District.

- California Education Code Section 47605(g)

Potential Civil Liability Effects

SPS: WCCUSD #2 shall be operated by a California non-profit public benefit corporation, Summit Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. SPS: WCCUSD #2 shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SPS: WCCUSD #2.

Further, Summit Public Schools and the District shall enter into a memorandum of understanding, wherein SPS: WCCUSD #2 shall indemnify District for the actions of SPS: WCCUSD #2 under this charter.

The corporate bylaws of Summit Public Schools shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance that Summit Public Schools maintains for the operation of SPS: WCCUSD #2.

The Board of Summit Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the West Contra Costa Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term through June 30, 2021.

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: May 6, 2015

From: Lisa LeBlanc 
Associate Superintendent, Operations

Agenda Item: G.2

Subject: Project Status Report

Background Information:

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

- Engineering Officer's Report
- Construction Status Reports

Recommendation:

For information only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

PROJECT STATUS REPORT

Coronado Elementary School - Reconstruction

Period Ending: 4/30/2015

Scope: Reconstruction Project

Construction Status:

Architect: WLC Architects
 Project Manager: Rene Barrera, SGI Construction Management
 Project Engineer: Marcus Blackmon
 Contractor: Lathrop Construction Associates
 Inspector: Kris Gilbert
 WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	1/6/2014	Original	Approved	Projected
Construction Schedule (days):	510			
Original Completion Date:	5/31/2015			
Projected Completion:	7/7/2015			

Buildings:

Building A	Administration
Building C	Classrooms
Building K	Classrooms
Building M	Multi-Purpose Room

Progress This Period:

- **Building A** - Install Translucent Panels, Ceramic Wall Tile, Light Fixtures, Terrazzo Flooring, Epoxy Chip Flooring (Kitchen) and Install Casework.
- **Building C** - Plumbing Fixtures, Polish Terrazzo Flooring, Install Tack wall Panels and Ceiling Tile.
- **Building K** - Continue Casework Installation, Drop Ceiling Tile and Resilient Flooring.
- **Building M** - Finish Paint and Tar grid.
- **Site Work** - Poured Sidewalks behind Building K and 20th/Virginia, Finish Grading, PGE gas, Chain Link Fence Fabric and Play Structures.

Anticipated Progress Next Period:

- **Building A** - Light Fixtures, Installation of WAPs and Complete installation of casework.
- **Building C & K** - Installation of WAPs, Rubber Flooring and Finish Paint
- **Building M** - Installation of WAPs, Rubber Flooring, Finish Paint, ceiling acoustical panels and stage flooring.
- **Site Work – Complete Painting of Site Structures:** Site/Hardscape concrete and site furniture.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	510
Construction Calendar Days Elapsed:	480
Construction Calendar Days Remaining:	30
Percent of Construction Completed:	90%

Percentage of Work Done	90%	Total Project
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Proposed Changes:

General Comment:

Progress Photos: 4/30/2015



Building A - 2nd Floor Terrazo



Building C - Classroom



Building K - Site Work

PROJECT STATUS REPORT

DeAnza High School - Building 10 Linked Learning & Sports Fields
 Period Ending: 4/30/2015

Scope: Building 10 Linked Learning & Sports Fields

Construction Status:

Architect: DLM Architects
 Project Manager: Paul Orr, SGI Construction Management
 Project Engineer: Gaile Suarez, SGI Construction Management
 Contractor: BHM Construction, Inc.
 Inspector: Mark Eriksen
 WCCUSD Mgr: Ferdinand Vergeire

Contract Status:

Notice to Proceed:	10/13/2014	Original	Approved	Projected
Construction Schedule (days):	395			
Original Completion Date:	11/12/2015			
Projected Completion:	11/12/2015			

Buildings:

Building 10	Linked Learning
	Sports Fields

Progress This Period:

- Storm drain installation.
- Structural steel at building installed and welded.
- MEP rough in at building.
- Rough grade basketball and tennis courts.
- Exterior metal studs.
- Installed metal decking and pond welded.
- Rough grade parking lots 1 & 2.
- Welding inspections.

Anticipated Progress Next Period:

- Lime treat practice fields, tennis, basketball courts and parking lots 1, 2 & 3.
- Exterior metal stud installation continues.
- Interior metal stud installation begins.
- Drainage installation at ramps
- Marquee footing rebar & curbs.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	395
Construction Calendar Days Elapsed:	200
Construction Calendar Days Remaining:	195
Percent of Construction Completed:	30%

Percentage of Work Done	30%	Total Project
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Proposed Changes:

General Comment:

Progress Photos: 4/30/2015



Structural Steel erected



Exterior Framing



Ramp formwork

PROJECT STATUS REPORT

El Cerrito High School - Stadium

Period Ending: 4/30/2015

Scope: Stadium

Construction Status:

Architect: WLC Architects
 Project Manager: David Haddad, SGI Construction Management
 Project Engineer: Maria Zupo, SGI Construction Management
 Contractor: Wright Contracting, Inc.
 Inspector: Kris Gilbert, WCCUSD
 WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	1/27/2014		
		Original	Approved
Construction Schedule (days):	608		
Original Completion Date:	9/27/2015		
Projected Completion:	11/2/2015		

Buildings:

Building A	Restrooms & Visitors Team Room
Building B	Weight Room
Building C	Home Locker Room
Building D	Home Restroom
Building E	Concession & Storage
Building F	Storage
New Bleacher	Bleacher and Press Box

Progress This Period:

- Building A**
- Roofing is complete, plaster, steel doors and frames are underway while framing is ongoing.
- Building B**
- Roofing is complete, rollup doors, steel doors and frames have been installed, framing is complete.
- Building C & D**
- Roofing is complete, plaster, steel doors and frames has begun.
- Building E**
- Roofing is complete, framing, plaster, steel doors and frames are underway.
 - Site concrete has been formed up on West side of site.
 - Visitor bleacher storage foundation curb has been poured and graded.
 - 80% of concrete in front of Home Bleachers has been poured.

Anticipated Progress Next Period:

- Building A, B, C, D & E**
- Interior framing, doors and door frames, plaster to be completed. HVAC unit installation.
 - Visitor Bleacher slab will be poured, concrete and asphalt.
 - Pre-manufactured bleacher installation will begin.
 - Base rock will be completed on track and D area of field.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	608
Construction Calendar Days Elapsed:	459
Construction Calendar Days Remaining:	149
Percent of Construction Completed:	70%

Percentage of Work Done **70%** **Total Project**

Proposed Changes:

General Comment:

Progress Photos: 4/30/2015



West Site Concrete Work



Visitor Bleacher Foundation



Site (Area Photo)

PROJECT STATUS REPORT

Korematsu Middle School - New Campus

Period Ending: 4/30/2015

Scope: New Campus Project

Construction Status:

Architect: HY Architects
 Project Manager: David Carey, SGI Construction Management
 Project Engineer: Dovie Edwards, SGI Construction Management
 Contractor: Arntz Builders, Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr: Ferdie Vergeire

Contract Status:

Notice to Proceed:	5/13/2013	Original	Approved	Projected
Construction Schedule (days):	960			
Original Completion Date:	12/29/2015			
Projected Completion:	12/29/2015			

Buildings:

Building A	Administration/Classrooms
Building B	Gymnasium
Building C	Classrooms
Building D	Multipurpose

Progress This Period:

- **Building A** - Painting and ceilings.
- **Building B** - Lath, plaster and roofing.
- **Building C** - Roofing.
- **Building D** - Drywall and taping.
- **Site Level 2** - Excavation and footings for stair and canopy.
- **Site Level 3** - Concrete retaining wall.

Anticipated Progress Next Period:

- **Building B** - Drywall.
- **Building C** - Complete roofing and plaster.
- **Site Level 1** - Concrete walls.
- **Site Level 2** - Canopy steel.
- PG&E electric transformer.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	960
Construction Calendar Days Elapsed:	718
Construction Calendar Days Remaining:	242
Percent of Construction Completed:	73%

Percentage of Work Done **73%** **Total Project**

Proposed Changes:

CCD-11 Trash compactor revisions. Water intrusion prevention at Gymnasium Building.

General Comment:

Project is on schedule.

Progress Photos: 4/30/2015



Building C - Level 3 corridor fire proofing



Site - Level 2 stair and canopy



Site - Level 3 retaining wall

PROJECT STATUS REPORT

Nystrom Elementary School - Modernization Classroom Building Rehabilitation

Period Ending: 4/30/2015

Scope: Modernization of existing classrooms, administration building and site improvements.

Construction Status:

Architect: Interactive Resources
 Project Manager: Eddie Law, SGI Construction Management
 Project Engineer: Verna Van, SGI Construction Management
 Contractor: Roebbelen Contracting, Inc.
 Inspector: Man Wah Cheng
 WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed: 8/25/2014

	Original	Approved	Projected
Construction Schedule (days):	480	0	0
Original Completion Date:	12/18/2015		
Projected Completion:	2/4/2016		

Buildings:

North Wing Administration / Kindergarten / Classrooms
 South Wing Classrooms

Progress This Period:

North Wing

- Installation of Interior Framing/Blocking/Shear Walls.
- Installation of Electrical/Plumbing/Mechanical Rough-in.
- Installation of Fire Sprinkler System.
- Prep and Concrete Pour for Slab on Grade.
- Installation of Insulation.
- Installation of Tubular Daylight Devices.
- Installation of Building Wrap.

South Wing

- Installation of Interior Framing/Blocking/Shear Walls.
- Installation of Electrical/Plumbing/Mechanical Rough-in.
- Installation of Fire Sprinkler System.
- Installation of Insulation.
- Installation of Tubular Daylight Devices.
- Installation of Building Wrap.

Site Work/ (E) Wood Trim

- Removal of Soil Stockpiles.
- Paint Priming of (E) Wood Trim.

Anticipated Progress Next Period:

North/South Wing

- Installation of Electrical/Plumbing/Mechanical Rough-in.
- Installation of Interior Framing/Blocking/Shear Walls.
- Installation of Gypsum Board at Hard Lid Ceilings.
- Installation of Wood Siding.

Administration Building

- Excavation, Form, Rebar, Concrete Pour for Footings.

Site Work

- Prepare Site for Installation of Underground Utilities.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	480
Construction Calendar Days Elapsed:	248
Construction Calendar Days Remaining:	232
Percent of Construction Completed:	50%

Percentage of Work Done **50%** **Total Project**

Proposed Changes:

General Comment:

Progress Photos: 4/30/2015



Building Wrap



South Building - Ceiling Insulation



North Building - Slab on Grade

PROJECT STATUS REPORT

Pinole Valley High School - Existing Campus Demolition

Period Ending: 4/30/2015

Scope: Existing Campus Demolition

Construction Status:

Architect: WLC Architects
 Project Manager: Shawn Fitzgibbons, SGI Construction Management
 Project Engineer:
 Contractor: Evans Brothers, Inc.
 Inspector:
 WCCUSD Mgr: Eduardo Donoso

Contract Status:

Notice to Proceed:	2/16/2015		
		Original	Approved
Construction Schedule (days):	180		
Original Completion Date:	8/15/2015		
Projected Completion:	8/15/2015		

Buildings:

Demolition of Existing Campus

Progress This Period:

- Continue Abatement
- Waste Removal (Off haul)
- SWPPP Implementation

Anticipated Progress Next Period:

- Complete Abatement
- Start Building Demolition
- Waste Removal (Off haul)

Schedule Assessment/Update:

Construction Duration (Calendar Days):	180
Construction Calendar Days Elapsed:	74
Construction Calendar Days Remaining:	106
Percent of Construction Completed:	38%

Percentage of Work Done **38%** **Total Project**

Proposed Changes:

General Comment:

Progress Photos: 4/30/2015



Hazmat Work Completed



Stormwater Pollution Prevention Material



Abatement Work

PROJECT STATUS REPORT

Kennedy High School - Richmond Swim Center

Period Ending: 4/30/2015

Scope: Richmond Swim Center at Kennedy High School

Construction Status:

Architect: Architects MA
 Project Manager: Herman Blackmon Jr.
 Project Engineer:
 Contractor: Arntz Builders, Inc.
 Inspector: Brad Williamson
 WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	4/28/2014		
	Original	Approved	Projected
Construction Schedule (days):	365	38	
Original Completion Date:	6/4/2015		
Projected Completion:	6/4/2015		

Buildings:

Natorium

Progress This Period:

- Install Roof Deck and Skylight Panels.
- Set HVAC Unit.
- Install Windows and Doors.
- Pour Courtyard Concrete.

Anticipated Progress Next Period:

- Operate Roof.
- Finish Landscaping and Install Turf.
- Apply Plaster to interior Natatorium walls.
- Install Lighting.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	403
Construction Calendar Days Elapsed:	368
Construction Calendar Days Remaining:	35
Percent Of Construction Completed:	80%

Percentage of Work Done	80%	Total Project
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Proposed Changes:

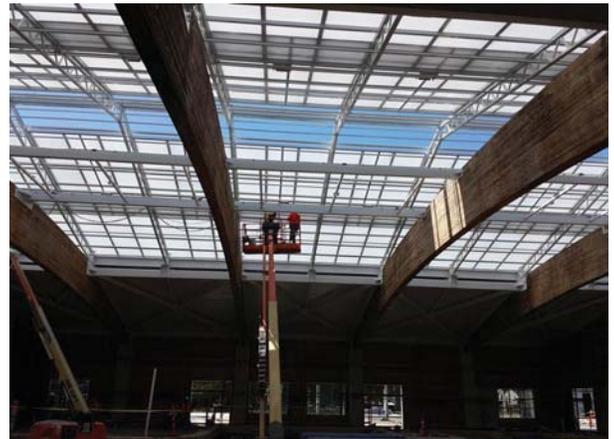
Paint Locker Rooms
 New Corridor Lighting

General Comment:

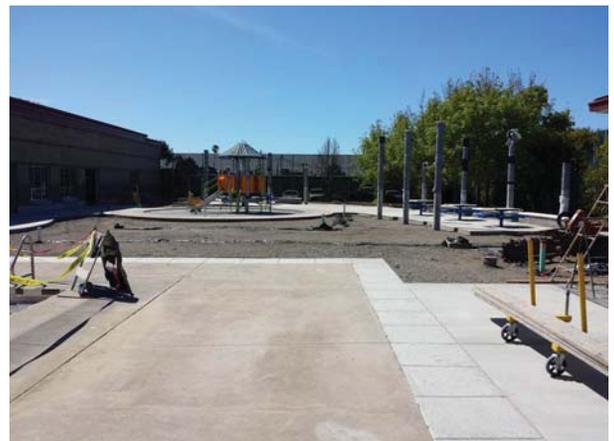
Progress Photos: 4/30/2015



Skylight and Roof Panels



Skylight Interior



Courtyard and Play Structure

PROJECT STATUS REPORT

Sylvester Greenwood Academy & Leadership Public Schools - New Construction

Period Ending: 4/30/2015

Scope: New Construction

Construction Status:

Architect: HMC Architects
 Project Manager: Gregory Smith, SGI Construction Management
 Project Engineer: Supriya Shrestha, SGI Construction Management
 Contractor: Lathrop Construction Associates, Inc.
 Inspector: Roy Moreno, JR,
 WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	08/20/2012			
		Original	Approved	Projected
Construction Schedule (days):	1,090			
Original Completion Date:	08/15/2015			
Projected Completion:	7/31/2015			

Buildings:

Building A	Leadership Public Schools
Building B	Shared Gymnasium
Building C	Sylvester Greenwood Academy

Progress This Period:

Building A

- Casework at science class rooms.
- Carpet / Linoleum flooring at class rooms.
- Wood veneer panel at corridor.
- Sunshades at windows.

Building B

- Tile corridor floor and walls.
- Carpet / Linoleum/ Rubber flooring at rooms.
- Installed scoreboard.
- Perforated wood panel at gym walls.

Building C

- Casework at class rooms.
- Wall and floor tile at corridor.
- Epoxy flooring at kitchen.

Site

- Fence panel above site concrete wall at 8th St.
- Form/Pour at planters at courtyard.

Anticipated Progress Next Period:

Building A

- Stretch fabrics in classrooms.
- Paint.

Building B

- Install Gym wood flooring.

Building C

- Toilet partition and accessories.

Site

- Basketball backboard post footing.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	1,090
Construction Calendar Days Elapsed:	982
Construction Calendar Days Remaining:	108
Percent of Construction Completed:	90%

Percentage of Work Done **90%** **Total Project**

Proposed Changes:

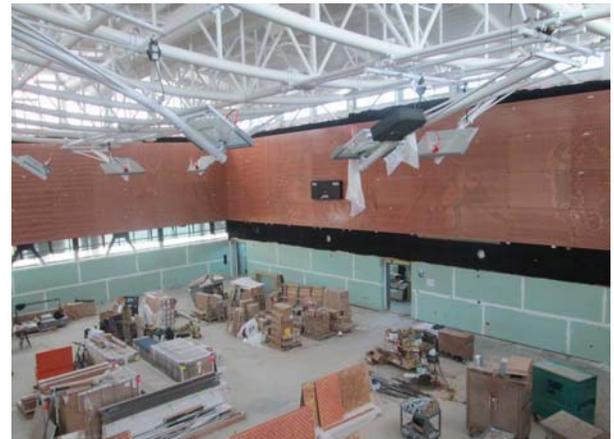
General Comment:

Project is on schedule.

Progress Photos: 4/30/2015



Building A - LPS: Casework at science room



Building B - Gym: Perforated wood panels at gym walls



Site: Formwork at planters courtyard