

**WEST CONTRA COSTA
UNIFIED SCHOOL DISTRICT**

BOARD OF TRUSTEES



MISSION STATEMENT

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

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

MEETING OF
August 19, 2009

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
AUGUST 19, 2009**

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: http://www.wccusd.net/board/APM_index.shtml

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 AND LISTENING TO THE BOARD MEETINGS:

Television:

Live television broadcast of regularly scheduled Board meetings is temporarily suspended due to construction at the Richmond Civic Center. Board meetings will be rebroadcast 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 rebroadcast 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.

Radio:

Radio broadcast of regularly scheduled Board meetings is temporarily suspended.

Audio tapes of Board meetings are kept on file in the Communications Office, Room 215, 1108 Bissell Avenue, Richmond, CA 94801 (510-231-1132). The Board of Education would like to acknowledge the cities of Pinole and Richmond for their generosity 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 **5:00 PM** in the Multi-Purpose Room to receive comments from anyone wishing to address the Board regarding closed session items (Exhibit A). The Board will then adjourn to closed session and reconvene in open session to address the regular agenda (Exhibits B-G) at 6:30 PM.

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

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

B. OPENING PROCEDURES

B.1 Pledge of Allegiance

B.2 Welcome and Meeting Procedures

B.3 Roll Call

B.4 Report/Ratification of Closed Session

* **B.5 Agenda Review and Adoption (Public Comment)**

* **B.6 Minutes: July 29, 2009**

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 Contracted Services**

Comment:

Permission is requested of the Board of Education to approve the following contracts for services as detailed on the attached sheet dated August 19, 2009.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary

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

Comment:

The planned fund-raising events for the 2008-09 school year are summarized dated August 19, 2009.

Recommendation: Recommend Approval

Fiscal Impact: Additional revenue for schools

***CI C.3 Acceptance of Donations**

Comment:

The District has received donations as summarized dated August 19, 2009. The estimated values for any non-cash donations are those provided by the donor. Staff recommends acceptance of these donations.

Recommendation: Recommend Approval

Fiscal Impact: As noted per donations summary

***CI C.4 Grants/Awards/Agreements**

Comment:

Formal acceptance is requested from the Board of Education to accept the grants/awards/agreements, as detailed dated August 19, 2009.

Recommendation: Recommend Approval

Fiscal Impact: As noted per grants summary

***CI C.5 Certificated Personnel Changes**

Comment:

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

Recommendation: Recommend Approval

Fiscal Impact: None

***CI C.6 Certificated Provisional Internship Permit (PIP) Request(s)**

Comment:

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

Recommendation: Recommend Approval

Fiscal Impact: None

***CI C.7 Ratification and Approval of Engineering Services Contracts**

Comment:

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

Recommendation: Ratify and approve contracts as noted

Fiscal Impact: Total for this action: \$871,124. Funding sources as noted.

***CI C.8 Ratification and Approval of Negotiated Change Orders**

Comment:

Staff is seeking ratification of Change Orders on the following current District construction projects: Richmond High School Fieldhouse; El Cerrito High School Admin/Theater Building; and El Cerrito High School New Campus. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

Recommendation: Ratify negotiated Change Orders as noted

Fiscal Impact: Total ratification and approval by this action: \$110,736.

***CI C.9 2010 Facilities Master Plan: Contract for Asset Management Plan**

Comment:

The District needs to update its Facilities Master Plan. There have been a number of recent recommendations from audit reports and management reports (MGT Report 2006, TSS Performance Audit 2008) which have stressed the need to complete an updated and fully integrated plan. In addition, the District has completed the development of its School Consolidation plans which need to be integrated into a new facilities master plan. Finally, the District needs to engage in an update of its Bond Program plans, integrating the Bond Program planning with all District facilities needs. A new WCCUSD Facilities Master Plan is anticipated to include the following components:

1. Overall Facilities Master Plan fully integrated with updated District Bond Program planning;
2. New District-wide plan incorporating adopted School consolidation plans;
3. Updated seismic and geotechnical impacts and mitigation planning;
4. Asset Management options, timing and impacts;
5. Specific planning focus on administrative and support facilities consolidation;
6. Updated facilities assessments and planning for Deferred Maintenance and Routine Maintenance expenditures;
7. Capacity analysis planning and student population projections for identified areas of the District.

Staff has reviewed the proposed 2009 Facilities Master Plan process with the Board's Facilities Subcommittee on two occasions. The first step in completing the plan is to hire teams to complete the basic information studies. The capacity analysis and site mapping has previously been approved by the Board. District staff has circulated two Requests for Proposals ("RFP's) for Facilities Assessments and Asset Management. This award is for Asset Management Services component of the Facilities Master Plan. Staff reviewed the proposals and recommends award to California Financial Services based upon qualifications and experience of the firm in preparing comparable plans for California School Districts.

Recommendation: Award contract to California Financial Services.

Fiscal Impact: \$97,680. Funded from Measure J Bond.

***CI C.10 Multi-Site Playstructures & Surfaces Project Award of Contract**

Comment:

The District has a number of sites which are in need of upgrades to playstructure safety surfacing and require safety-related repairs. Ten sites are included in this project. They are: Collins, Coronado, Ellerhorst, Grant, Hanna Ranch, Highland, Peres, Stege, Valley View, and Wilson. The work at each site typically involves removal and replacement of “fibar,” bark-type safety surface with new rubberized matting surfaces. There is associated work regarding access issues, curbs, drainage, and fencing/gates. In addition, there is work on replacement of some playstructures which have safety issues or are severely deteriorated.

Keller Mitchell Landscape Architects prepared construction documents for the project. The District conducted a public bid process for the project. Bids were opened on July 2, 2009. Three contractors submitted bids. They are as follows: WR Forde Associates \$1,967,973; Ghilotti Brothers \$1,707,917; and Goldspring Construction \$1,481,889. The lowest responsive, responsible bidder is Goldspring Construction at \$1,481,889.

Recommendation: Award contract to lowest responsive, responsible bidder.

Fiscal Impact: \$1,481,889. Bond program schools fund from Measure J Bond. Other sites will be funded from MRAD.

***CI C.11 Crespi Fire Reconstruction Project Award of Construction Contract**

Comment:

The next step in completing the reconstruction of the fire-damaged administration building at Juan Crespi Middle School is construction of the project. HY Architects prepared construction documents for the project. They have been approved by the Division of State Architect.

The District conducted a public bid process for the project. Bids were opened on July 30, 2009. Fourteen Contractors submitted bids. They are as follows: Best Contracting \$7,361,000; West Coast Contractors \$3,818,000; BRCO Constructors \$3,678,000; John Plane Construction \$3,645,000; Cal Pacific \$3,533,000; Albay Construction \$3,479,000; West Bay Builders \$3,470,000; W.A. Thomas Co. \$3,422,000; JW and Sons \$3,416,000; Ralph Larsen and Son \$3,403,000; C Overaa \$3,318,000; Alpha Bay Builders \$3,129,450; Alten Construction \$3,096,000; and Bollo Construction \$3,080,850. The lowest responsive, responsible bidder is Bollo Construction at \$3,080,850.

Recommendation: Award contract to the lowest responsive, responsible bidder.

Fiscal Impact: \$3,080,850. Funded from Fire Insurance proceeds.

***CI C.12 DeAnza High School Baseball Field Renovation Project Award of Contract**

Comment:

The next step in the reconstruction of DeAnza High School is to complete the renovation of the existing baseball field. This project includes demolition of existing improvements, site grading & drainage, removal of existing hazard trees, new irrigation system, natural turf field, infield, fencing, backstops, gates, dugouts, bleachers, landscaping, scoreboard, sitework and electrical/low voltage systems.

DLM Architects has prepared plans and specifications for the DeAnza Baseball Field project. The District conducted a public bid process for this project. Bids were opened on August 4, 2009. Ten Contractors submitted bids. They are as follows: MPC \$1,706,712; Cleary Bros Landscape \$1,663,000; Maguire Hester \$1,595,000; Evans Brothers \$1,536,988; Valley Crest \$1,507,000; AJF/BHM \$1,496,690; Team Ghilotti \$1,493,377; AHI \$1,462,492; Ghilotti Bros. \$1,426,171; and Bay Cities Paving and Grading \$1,350,000. The lowest responsive, responsible bidder is Bay Cities Paving and Grading at \$1,350,000.

Recommendation: Award contract to the lowest responsive, responsible bidder

Fiscal Impact: \$1,350,000. Funded from the Measure J Bond.

***CI C.13 Coronado Elementary Doors & Hardware Replacement Emergency Repair Program
Contract Award**

Comment:

The District has received funding from the state Emergency Repair Program (“ERP”) to replace seriously deteriorated doors and hardware at the Coronado Elementary site.

Seville Group (“SGI”) prepared bid documents for the state-approved project. The District conducted a public bid process for the project. Bids were opened on August 11, 2009. Five Contractors submitted bids. They are as follows: Boyett Doors \$159,000; Cailin Construction \$72,160; California Constructors \$61,000; NS Construction \$58,500; and, Builder Max Inc. \$47,250. Unfortunately, Builder Max’ bid documents were improperly prepared on a form that did not include the correct contract allowance amount. This bid is non-responsive. Therefore, the lowest responsive, responsible bidder is NS Construction at \$58,500.

Recommendation: Award contract to lowest responsive, responsible bidder.

Fiscal Impact: \$58,500. Funded from the Emergency Repair Program (“ERP”).

***CI C.14 State Approved Course List/A-22 Course Approval**

Comment:

Every year the Adult Ed program must submit for Board approval their state approved course list in order to receive revenue for ADA generated by these classes.

Recommendation: Recommend approval

Fiscal Impact: None

***CI C.15 Terence Martin Day – August 23, 2009**

Comment:

Terence Martin was a dedicated father, community member and school employee who gave his life while going to the assistance of a citizen of our community. In 2005 the Board of Education declared, in perpetuity, August 23rd as Terence Lionel Martin Day in honor of his dedication and commitment to our school district and community. August 23rd is a day to remember Terence and what he stood for and believed in: taking care of one another.

Recommendation: For Information Only

Fiscal Impact: None

D. AWARDS, RECOGNITIONS, AND REPORTS

D.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	Public Employees Local 1
Bayside Parent Teacher Association	School Supervisors Association
Citizens’ Bond Oversight Committee	United Teachers of Richmond
Community Budget Advisory Committee	West Contra Costa Administrators Association
Facilities Subcommittee	
Ivy League Connection	
Safety Committee	
Special Education Citizens Advisory Committee	
Youth Commission	

* **D.2 In Memory of Members of the School Community**

Comment:

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

Hazel Dunn passed away in July. Ms. Dunn was a retired Instructional Aide at Nystrom Elementary School.

Joe Thomas passed away July 27, 2009. Mr. Thomas was a retired teacher from Richmond High School.

Connie Ludy, former Executive Assistant to the Superintendent, passed away August 10, 2009. Ms. Ludy worked for the District from 1988 until she retired in 2002.

Joseph Coleman, who this year graduated from eighth grade at Lavonya DeJean Middle School in June, died of a gunshot wound on July 24. Friends, coaches and teachers described him as a focused student-athlete who spent most of his free time competing in various youth-league sports. According to those who know him well, he was a little shy, but he had a good sense of humor. He was extremely popular with other students, particularly those involved in the Police Activities League. He was part of a group representing Richmond in the 2008 U.W. Youth Games

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

Recommendation: For Information Only

Fiscal Impact: None

E. PUBLIC AND COMMITTEE COMMUNICATIONS

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

* **E.1 Superintendent's Report**

* **E.2 Request to Address the Board – Desmond Carson**

Comment:

Desmond Carson has requested to speak about the lack of restroom facilities at the Kennedy high School Football Field.

Recommendation:

For Information Only

Fiscal Impact: None

* **E.3 WCCUSD Public Comment**

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

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

F. ACTION ITEMS

* **F.1 Resolution No. 23-0910, Authorizing the Completion and Submission of an Application for Qualified School Construction Bond Allocation (QSCB) from the California Department of Education**

Comment:

Purpose: To authorize and direct staff to prepare and file an application with the California Department of Education seeking an allocation of authority to issue federal tax credit bonds known as "Qualified School Construction Bonds" ("QSCBs") in the form of general obligation bonds of the District in the maximum principal amount of \$25 million.

Background: A tax credit bond simply refers to any kind of bond otherwise authorized to be issued by the District under California law, such as general obligation bonds or certificates of participation, where the investor receives a tax credit from the U.S. Treasury instead of tax-exempt interest payments by the District. The investor may use the tax credit to offset any tax obligation owed to the IRS. Because the District does not need to repay principal with interest (or may pay only a very small interest

supplement), QSCBs can be issued at a lower overall debt service cost, which may permit the District to borrow more money sooner, accelerate the bond construction program, and achieve savings in construction costs. Certain significant limitations apply to QSCBs: the bonds may only be issued for specific purposes, generally limited to new construction or rehabilitation of school facilities and related capital costs, including land and equipment, which overlap closely with the District's own voter-approved Bond Project List. Refunding of outstanding bonds or COPs is not a permitted purpose. Bond proceeds have to be spent within three years, and costs of issuance cannot exceed 2% of the bond amount.

To issue QSCBs, the District must receive an allocation from the California Department of Education. The allocation must be used by December 31, 2009. If the District is awarded an allocation, the District staff will analyze how and at what costs the bonds can be sold, and make a recommendation regarding issuing the QSCBs.

Recommendation: It is recommended that the Board of Education adopt the resolution.

Fiscal Impact: Possible funding for construction related projects.

* **F.2 BTSA Induction Program**

Comment:

The West Contra Costa Beginning Teacher Support and Assessment Induction Program ("BTSA") is operated by the West Contra Costa Unified School District. We are required to submit our Program Plan, including appropriate Induction Program Standards, and an Agreement Verification and Assurances to the CCTC for approval. A copy of the Agreement and proposed plan is provided.

The BTSA Induction Program holds a vision in which new teachers are knowledgeable, effective practitioners of current pedagogy who create safe and equitable environments in which all students learn. This vision is realized through a two-year professional learning experience that is sustained, standards-based, and embedded in the daily work of the participating teacher.

All beginning teachers must successfully complete the Induction Program to obtain a clear credential.

Recommendation: Approval

Fiscal Impact: Approximately \$250,000

* **F.3 Cooperative Agreement with the West Contra Costa Transportation Advisory Committee (WCCTAC) and WCCUSD for Measure J-West County Safe Transportation for Children Low Income Student Bus Pass Program (SBPP)**

Comment:

In 1988, Contra Costa voters approved Measure C, a half-percent transportation sales tax that would be in place for 20 years. In 2004, the voters approved Measure J, the continuation of the tax for another 25 years from 2009 through 2034. The Measure J Expenditure Plan specifically makes available 0.725% of sales tax revenues for the Low-Income Student Bus Pass Program. The purpose of the Program is to provide assistance to West County's low-income population by making the cost of transportation to and from school and after-school activities more affordable.

The Program aims to improve student attendance, promote equity, and enhance students' access to jobs and after-school activities through the provision of bus fare subsidies to low-income students in West Contra Costa County.

AGENCIES INVOLVED, ROLES & RESPONSIBILITIES

- *Contra Costa Transportation Authority (CCTA)* allocates funding for the Program.
- *West Contra Costa Transportation Advisory Committee (WCCTAC)* provides overall Program oversight and policy direction.
- *West Contra Costa Unified School District (District)* administers and implements the Program: establishes student eligibility and Program enrollment; develops and manages the Program budget; distributes bus passes and coupons to students; and monitors Program progress.
- *AC Transit and WestCAT* provide bus passes and discount coupons for the Program.

Recommendation: Approval

Fiscal Impact: None

* **F.4 Reconsideration of Relocation of Portola Middle School**

Comment:

The Portola Middle School upper campus area is located on historic landslide debris which is potentially unstable in the event of a major earthquake. Staff and consultant teams have studied the site intensively over the last four years. The California Geologic Survey has concurred with findings that an “earthquake-induced landslide hazard” exists at the site.

The District has been actively working towards a permanent relocation of Portola Middle School and has completed Environmental Reviews of the proposed Castro site as the future home of the school. Full construction completion will not be completed for approximately three years at the new site.

At the February 11, 2009 meeting, the Board decided to move the Portola students to the existing El Cerrito High School temporary campus which was vacated when the El Cerrito High students moved on to the new campus in January. The Board had also considered moving the students to the lower pad area at Portola Middle School that had been used as a temporary site when Kensington elementary school was renovated.

The District retained PMC to prepare the relevant CEQA analysis for the El Cerrito site. District staff and PMC met with representatives of the City of El Cerrito to discuss the proposed temporary relocation project. The District also held two community meetings to solicit comments on the proposed relocation. Based on the volume and nature of the comments made by the City, in consultation with District staff and PMC, staff recommended that an EIR be prepared for the temporary relocation project. At the community meeting held on May 12, 2009, the City challenged the District's decision to proceed with the mitigated negative declaration (MND) on the grounds that the Board had “predetermined” the outcome and that there are potential traffic and public safety impacts that will likely have a significant impact on the environment. As a practical matter, an order by a court pursuant to Public Resources Code section 21168.9 would result in significant delays and additional costs.

Recommendation: That the Board rescind its decision to move the Portola students to modular buildings at El Cerrito High school and consider other options.

Fiscal Impact: Undetermined at this time.

* **F.5 Resolution No. 24-0910 Equity Initiative**

Comment:

As a district we believe that equity will be a reality when all students achieve at high levels of proficiency regardless of race. Despite this belief, the academic achievement gap persists and disproportionate numbers for students of color are referred for discipline, suspension and special education.

In the past year, we have renewed our commitment to successfully addressing the achievement gap and the issues of educational equity that surround it. We are building for a future where race is no longer a predictor of academic and social success in both school and later life. As we approach this challenge we realize that highly skilled, knowledgeable, culturally proficient adults and district institutional policies, rooted in culturally responsive practice, are critical to our success.

We understand that every decision we make and every action we take, in every district school and department, has a positive or negative impact in terms of moving us toward our goal. Therefore, our path to equity must encompass each program, office and staff member in WCCUSD. In addition, we recognize the importance of embracing parents and the community as partners in education and leveraging their resources in support of culturally responsive schools.

Tonight we bring forth a resolution to the Board of Education in support of our focus on equity and high achievement for all students. We respectfully request the Board to adopt this resolution in order to affirm the Districtwide commitment to ensuring that every student in WCCUSD has an equitable education which results in high, academic achievement, as well as future career, economic and social success.

Recommendation: Approval

Fiscal Impact: None

G. DISCUSSION ITEMS

* **G.1 Status Reports – Facilities Planning and Construction**

Comment:

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

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

Recommendation: For Information Only

Fiscal Impact: None

- H. UNFINISHED REQUESTS TO ADDRESS THE BOARD** (continued from Item E)
- I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT**
- J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**
Lovonya DeJean Middle School – September 2, 2009
- 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

August 19, 2009

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

1. Negotiator: Superintendent / Dr. Bruce Harter
2. Property: Land located on either side of Lexington Avenue between Stockton Avenue and Eureka Street in El Cerrito, CA. Price and all terms of agreement.
3. Property: 1021 Navellier Street, El Cerrito, CA. Price and all terms of agreement.
4. Property: 7125 Donal Avenue, El Cerrito
5. Property: 1060 Manor Road, El Sobrante
6. Property: 2000 Southwood Drive, San Pablo
7. Property: 5000 Patterson Circle, Richmond
8. Property: 2853 Groom Drive, Richmond
9. Property: Part of Stores Warehouse on 810 Ohio Street, Richmond.

2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

[Government Code Section 54956.9(a)]

1. WCCUSD v. RDS Architects
2. Lumagbas et al. v. WCCUSD et al.
3. Srago v. WCCUSD

3. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED/POTENTIAL LITIGATION

[Government Code Section 54956.9(b)]

Four cases

4. LIABILITY CLAIMS (Government Code Section 54956.95)

5. CONFERENCE WITH LABOR NEGOTIATORS

- a. Superintendent/Dr. Bruce Harter
- b. Employee Organizations
 - UTR
 - Local One
 - School Supervisors Association
 - WCCAA
- c. Unrepresented Employees
 - Confidential and Management

6. PUBLIC EMPLOYEE APPOINTMENT

The following administrative appointments will be reported for the 2009-2010 school year:

Elementary School Vice Principal

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

8. STUDENT DISCIPLINE (Education Code Section 35146)

- a. Expulsions

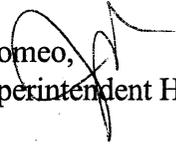
**9. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT
(Government Code Section 54957)**

Classified Grievances (3)

10. REPORT OF CLOSED SESSION ACTIONS

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

ITEM REQUIRING ATTENTION—BOARD OF EDUCATION

To: Board of Education **Meeting Date:** August 19, 2009
From: Jessica R. Romeo, 
Assistant Superintendent Human Resources **Agenda Item:** A.6
Subject: Administrative Appointments for the 2009-2010 School Year

Background Information:

The following administrative appointments will be reported for the 2009-2010 school year:

Elementary School Vice Principal

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

**West Contra Costa Unified School District
Minutes of the WCCUSD Board of Education
& Citizens' Bond Oversight Committee
Lovonya DeJean Middle School
3400 Macdonald Avenue
Richmond, CA 94805**

July 29, 2009

***Minutes of the Joint Meeting of The Board Of Education
and Citizens' Bond Oversight Committee***

A. OPENING PROCEDURES

A.1 Welcome and Meeting Procedures

A.2 Roll Call

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

CBOC Members Present: Richard Leigh, San Pablo Mayor Leonard McNeil, Chairperson Sue Pricco, Don Gosney, Paul Gilbert-Snyder, Robert Studdiford, Marcus Mitchell, Terry Miller, Gigi Guizado deNathan, Bob Sewell, Richmond Vice Mayor Ludmyrna Lopez, Cheryl Sudduth (Ms. Sudduth arrived 6:45 PM)

CBOC Members Absent: Alex Gomez, Joe Eddy McDonald, Peter Murray, Anton Jungherr, Kirk Ferreira, Jeannette Lambert

Staff Present: André Bell, Senior Director Bond Finance; Bill Fay, Associate Superintendent Operations; Bruce Harter, Superintendent, Kevin McQuarrie, District Master Architect; Rafael Parra, SGI; Phyllis Rosen, Legal Secretary

B. DISCUSSION ITEMS

B.1 Presentation Regarding Students Employed in Construction

Leonard McNeil, Mayor of San Pablo, provided a presentation regarding employing students in District bond construction projects. He spoke about other school districts that have written such programs into their project labor agreements (PLA), asked for the committee to consider other ways to give work to local businesses and extend the existing programs to provide for young people to work year round. Mayor McNeil asked for direction, guidance and support suggesting that a task force be created with key stakeholders.

Discussion:

Mr. Ramsey spoke about three districts that have had successful programs: Sacramento City, East Side Union HS District (San Jose) and Alum Rock Elementary School District.

Mr. Leigh asked Mr. Ramsey whether foster students were included. Mr. Ramsey said the information was not broken down by family composition. He spoke about programs in San Diego and at the Port of Oakland that try to work with specific communities and age groups. He said that getting kids educated and passing apprenticeship tests is the strongest indicator of long-term success.

Mr. Gosney reiterated Mr. McNeil's request for direction and asked whether the Board wanted to pursue this program and if so who will be responsible. He spoke about the importance of teaching kids the basics to pass the state approved entrance test for apprenticeship programs.

Mr. Medrano said he supports Mayor McNeil's suggestion of having a committee to collaborate with the Board and work with community members. He said he is willing to volunteer along with Mr. Ramsey.

President Miles suggested working with the academic subcommittee to see how it can support such a program with additional skills and programs.

Mr. Ramsey commended the group for its success with the local hire policy and said it has been really beneficial.

Ms. Kronenberg spoke about the Academic Subcommittee having curriculum and lesson plans developed institutionally and perhaps partnering with Alum Rock to share lesson plans.

Mr. Thurmond spoke about aligning the pre-apprenticeship training program with construction work that is being done in the district so that students can have hands on and practical experience.

Superintendent Harter spoke about the Architect/Construction Academy at Kennedy High School, now in its 3rd year, moving along in terms of development and being an integrated pathway with technology courses. He spoke about broadening the program to include more schools.

Mr. Ramsey provided documentation from Alum Rock Unified School District.
Mr. Leigh said he would be happy to work on the committee with Mayor McNeil.

B.2 WCCUSD Reporter Publication

Sue Pricco provided an update on the publication and indicated that it has been reinstated.

Discussion:

Mr. McNeil asked how often the publication will be printed. Mr. Fay said quarterly, but raised the issue of the legality of using bond funds to pay for the printing and distribution.

Ms. deNathan said she and Anton Jungherr raised the question of whether the use of bond funds to publish the Reporter is in conflict with board policies and Administrative Regulation 7214.2(k).

Ms. Pricco clarified that the Reporter is published by the school district, not the CBOC, and therefore use of bond funds to pay for dissemination is a different question than that of AR7214.2(k).

Mr. Fay indicated he has not yet obtained a legal opinion on the underlying code that determines use of bond funds.

Mr. Gosney asked for the cost to print and mail the Reporter quarterly.

Superintendent Harter said approximately \$20,000 to \$25,000 per issue.

Mr. Ramsey spoke about ballot language that required “expending bond funds wisely” and that the Reporter is an appropriate way to communicate to the public about where the money is going. He does not see any violation.

President Miles said the Board should obtain a legal opinion.

Mr. McNeil asked how the publication was funded before it was stopped.

Superintendent Harter said predominantly through bond funds and partially through general funds.

Mr. Studdiford said the Reporter is critically important to show how responsible the committee is and to make sure they are held to the highest regards of oversight.

Mr. Thurmond said everyone agrees this is a valuable resource, but added that obtaining a legal opinion would bring peace of mind. He asked what the circulation is.

Superintendent Harter responded 95,000 homes from Hercules to El Cerrito.

Ms. Pricco clarified that is to a resident of every home within District boundaries.

Mr. Medrano referred the committee to what was done for the County of San Diego's bond program.

B.3 Bond Program Projects Schedule Update. Review anticipated bond sales and project schedules

André Bell provided a brief update on the sale of the Series C Measure J Bonds.

Discussion:

Mr. McNeil inquired about the Master Facilities Plan.

Mr. Fay responded indicating the proposal for the consultants to put a plan together has no bearing on the present course to purchase bonds.

Mr. Leigh inquired about the 12% decline in property valuation.

Mr. Bell introduced Joanna Bowes of KNN and Jeff Baratta of Piper Jaffray to answer questions.

Ms. Bowes discussed the assessed valuations in Contra Costa County and the proactive nature of the county assessor and how the values will continue to grow as the economy changes.

Mr. Leigh inquired whether future declines were anticipated.

Ms. Bowes responded that some declines are possible, but they do not anticipate more than 15%.

Mr. Leigh inquired about foreclosures.

Ms. Bowes indicated they were in decline.

Mr. Ramsey commented that banks still pay property taxes on foreclosed properties and spoke about the 8.3% tax growth over the years and the importance of looking at the life and growth over a period of time. Ms. Bowes said that the county follows a Teeter Plan and so although lower, the taxes will be collected.

Mr. Ramsey inquired about the investor ratings and California penalty. Ms. Bowes said that the bonds have been upgraded from A- to A. She added that the penalty was based on a general market overview relative to what the state is doing and not based on the District's history.

Ms. Pricco inquired further about what effect bankruptcy and bailout affected investors. Ms. Bowes said she did not believe there to be a residual trading penalty.

Ms. Pricco asked about the current tax rate. Mr. Baratta said the assessed value is currently \$28 to \$100.

Mr. Studdiford spoke about the historical averages and placing relevant information into the Recorder.

Mr. Baratta said there was no historical data by bond measure and that he would obtain the information.

Mr. Studdiford said that they were well below the initial target.

CBOC Committee Comment:

Mr. McNeil spoke about the Volunteer Youth Program at Helms Middle School
Mr. Gosney spoke about problems obtaining audit information from Total School Solutions
Ms. Pricco said there will be elections at the next CBOC meeting. She spoke about future joint meetings with the Board of Education and requested better advance planning and publishing the meeting dates.
Ms. Pricco turned the meeting over to President Miles who called for Public Comment.

C. PUBLIC AND COMMITTEE COMMUNICATIONS

C.1 Public Comment – for items not on the agenda: Don Gosney, Jill Wolkenfeld

D. ADJOURNMENT

The meeting was adjourned at 7:28 PM.

*Minutes of the WCCUSD Board Of Education
July 29, 2009*

B. OPENING PROCEDURES

President Audrey Miles called the meeting to order at 4:30 PM. The Board recessed into Closed Session. President Miles called the Public Session to order at 7:37 PM following the Citizen's Bond Oversight Committee meeting.

B.1 Pledge of Allegiance

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

B.2 Welcome and Meeting Procedures

President Miles offered welcome and instructions to the public regarding the meeting.

B.3 Roll Call

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

Staff Present: Joe Abrego, Executive Director for Information Technology; Andre Bell, Senior Director Bond Finance; Bill Benham, Information Technology Operations Manager; Pat Calvert, Director Certificated Employees; Steve Collins, SELPA Director; Otilia Espinoza, Interpreter; Bill Fay, Associate Superintendent for Operations; Erin Fleming, Director Classified Employees; Luis Freese, Executive Director Maintenance and Operations; Sheri Gamba, Associate Superintendent for Business Services; Wendell Greer, Associate Superintendent K-Adult; Bruce Harter, Superintendent; Linda Jackson, Executive Director; Elmer Meredith, Electronics Technician; Nia Rashidchi, Assistant Superintendent Educational Services; Jessica Romeo, Assistant Superintendent for Human Resources; Marin Trujillo, Coordinator Community Engagement

B.4 Report/Ratification of Closed Session

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to expel two (2) students and suspend those expulsions for placement in the West Contra Costa Unified School District.

MOTION: Mr. Ramsey moved to ratify approval of the expulsion of two (2) students, suspending those expulsions for placement in the West Contra Costa Unified School District. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Mr. Ramsey and President Miles voted yes, with Mr. Thurmond abstaining and no absences. Motion carried 4-0-1-0.

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to approve a settlement agreement with a teacher and two settlement agreements regarding student issues, as well as to approve Marcos Garcia as Assistant Principal at El Cerrito High School.

MOTION: Mr. Ramsey moved to ratify approval of the vote taken in Closed Session to approve a settlement agreement with a teacher and two settlement agreements regarding student issues, as well as to approve Marcos Garcia as Assistant Principal at El Cerrito High School. Ms. Kronenberg seconded. Ms. Kronenberg,

Mr. Medrano, Mr. Ramsey and President Miles voted yes, with Mr. Thurmond abstaining and no absences. Motion carried 4-0-1-0.

B.5 Agenda Review and Adoption

MOTION: President Miles noted that Item D.3 would be deleted, as that report was provided earlier at the joint meeting with CBOC. Mr. Ramsey requested that Item F.4 follow the Consent Items to accommodate the police officers and moved approval of the Agenda as amended. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Mr. Ramsey, Mr. Thurmond and President Miles voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

B.6 Board Minutes: June 24, 2009; July 8, 2009

MOTION: Mr. Medrano moved approval of the minutes of June 24, 2009. Mr. Ramsey seconded. Ms. Kronenberg, Mr. Medrano, Mr. Ramsey, Mr. Thurmond and President Miles voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

MOTION: Mr. Medrano moved approval of the minutes of July 8, 2009. Mr. Ramsey seconded. Ms. Kronenberg, Mr. Medrano, Mr. Ramsey and President Miles voted yes, with Mr. Thurmond abstaining and no absences. Motion carried 4-0-1-0.

C. BUSINESS ITEMS

C.1 Contracted Services

This item was moved after Item F.4 and before Section D.

C.2 Grants/Awards/Agreements

C.3 Acceptance of Donations

C.4 Approval of Fund-Raising Activities

C.5 Notification of Claim Approval and Settlement Payment

C.6 Acceptance of Contracts for Placement of Student Teachers

C.7 Notice of Completions: Bid E068154 TLC Portable Ramps Replacement, E068155 TLC Fencing & Gate Replacement Project, E068147 Pinole Valley HS Communication System Replacement

C.8 Revised Board of Education Annual Resolutions 02-0910, 04-0910, 05-0910

C.9 Certificated Personnel Changes

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

C.11 Ratification and Approval of Engineering Services Contracts

C.12 Ratification and Approval of Negotiated Change Orders

C.13 Adoption of Resolution No. 19-0910 in Support of Office of Public School Construction Applications for Modernization, New Construction, and Overcrowding Relief Grants at District Bond Program Sites

C.14 Kennedy High School Fire Alarm Project Award of Contract

C.15 Coronado Elementary Fence & Gates Emergency Repair Project: Acceptance of Bid Alternate

C.16 Crespi Jr. High Emergency Repair Program Kitchen Repairs Contract Award

C.17 Crespi Jr. High Emergency Repair Program Paving Contract Award

C.18 Williams Lawsuit Complaints Quarterly Reports

MOTION: Mr. Ramsey moved approval of the Consent Items, except Item C.1. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Mr. Ramsey, Mr. Thurmond and President Miles voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

F.4 Agreement with the Cities of Richmond, El Cerrito, Pinole and Hercules and the Office of the Sheriff-Coroner to provide School Resource Officer (SRO) services to district campuses

Mr. Greer introduced Chief Kirkland of the El Cerrito Police Department, Lieutenant Bradley of the County Sheriff's Office and Sergeant Christa Cappiali of the Richmond Police Department to provide an overview of the SRO program in place for the past three years. Mr. Greer recognized Sergeant Cappiali for support and commitment for the past three years and her reassignment to dayshift Patrol Supervisor.

Sergeant Cappiali responded to questions from Mr. Medrano regarding chemical substance abuse and from Mr. Thurmond regarding non-SRO officers responding on campus and about data maintained by the SROs.

Lieutenant Bradley provided an update of the past year in partnership with the District and commented on the large decline in complaints from neighborhoods. He responded to questions from Mr. Ramsey regarding coverage for the

Montalvin community, from Mr. Thurmond regarding regular meetings with SROs and sharing information, and from Mr. Medrano regarding gang graffiti.

Chief Kirkland spoke about the accomplishments of the SRO program and being part of the school community and establishing open and regular communication. He responded to questions from Mr. Medrano regarding chemical substance abuse and property crime, from Mr. Ramsey regarding confiscation of cell phones, working with principals and site supervisors, and evaluation of SROs at middle school sites, from Mr. Thurmond regarding training; from Ms. Kronenberg regarding Mountain Bike and Youth Explorer programs; and from President Miles regarding communication with school staff, minor's rights and protocols.

Board Comment:

Mr. Ramsey asked about the two officers in San Pablo and clarification of the term "Family schools," for clarification on placing dedicated officers at middle schools and about the cost of the programs. Mr. Greer responded. Mr. Ramsey said he would not vote on any terms or conditions not yet negotiated amongst the parties.

Mr. Medrano recommended that San Pablo Police report back to the Board in August on work performed at Helms. Mr. Thurmond spoke about memorializing an expectation for an annual impact report, that all SRO departments participate in ongoing training, and that all departments participate in efforts to streamline communication and create an integrated SRO program across departments.

Mr. Ramsey spoke against imposing conditions that have not been negotiated, although he agreed with the need for the items listed by Mr. Thurmond.

Ms. Kronenberg said she agrees there should be more depth and direction in the contracts and that this item should be tabled because the goal in middle schools is for SROs to educate staff and children to the level we no longer need the police officers.

Mr. Ramsey spoke against tabling, for approval, and for coming back with an addendum that has been negotiated.

President Miles asked Mr. Greer to comment regarding the status of an agreement on these additional items, and she inquired about a timeline for signing of a final agreement. Mr. Greer responded.

President Miles spoke about the need for an addendum and said the item should not be tabled at this time.

Mr. Medrano spoke about having the safety committee conduct an evaluation of the use of police on school campuses and the prior use of Local One District police.

Mr. Ramsey provided some background regarding the District police and said he agreed with Mr. Medrano and the need for a thorough evaluation.

MOTION: Mr. Thurmond moved to approve and direct staff to incorporate the feedback and the direction the Board has given this evening. President Miles seconded.

Mr. Medrano asked that the Safety Committee obtain feedback from principals and counselors in middle schools on the level of improvement.

Mr. Ramsey cautioned about the legal implications of including items in the body of the motion that are not within the existing agreements.

President Miles asked Mr. Greer about the status of obtaining an addendum. Mr. Greer responded.

Mr. Ramsey raised concern about possible additional costs. Mr. Greer responded

Mr. Ramsey asked Ms. Romeo to comment on the legality of the motion.

Ms. Romeo said she understood Mr. Thurmond to approve the agreements and then to direct staff to come back with the provisions that would incorporate all those additional items that the Board had discussed.

Mr. Ramsey clarified that we are only approving the existing contracts.

President Miles said that what she seconded was that the contracts would be approved as is, and that an addendum would then come back to the Board for approval at another meeting.

Ms. Kronenberg said each item - establishing a shared communication protocol, developing shared training, drafting expectations, and drafting job descriptions - that would be described in an addendum should be vetted financially.

President Miles asked Mr. Greer to include financial impact when the item came back to the Board.

Mr. Thurmond said he believed that performing these items would not increase the costs.

Mr. Ramsey asked to clarify the motion.

Ms. Romeo clarified that she understood the motion was to approve the agreements with direction to the Board to come back with an addendum that addresses the concerns of the Board. She asked Mr. Thurmond to state for the record whether that was his intent. Mr. Thurmond said yes.

Mr. Ramsey questioned connecting a subsequent condition to the motion.

Ms. Romeo clarified that the motion is to approve each contract as is, then direct staff to bring forward language in an addendum to address the Board's concerns with associated costs, and if the addendum is not approved, the original agreements will still be in full force and effect.

MOTION: Mr. Thurmond moved approval of Item F.4 Agreement with the Cities of Richmond, El Cerrito, Pinole and Hercules and the Office of the Sheriff-Coroner to provide School Resource Officer (SRO) services to district campuses with direction to staff to bring back an addendum for approval that addresses the concerns expressed by the Board. President Miles seconded. A roll call vote was taken. Ms. Kronenberg, Mr. Medrano, Mr. Ramsey, Mr. Thurmond and President Miles voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

C.1 Contracted Services

This item was pulled for public comment; however, the requestor was no longer available.

MOTION: Mr. Ramsey moved approval of the Consent Item C.1. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Mr. Ramsey, Mr. Thurmond and President Miles voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.1 Standing Reports

Bayside Parent Teacher Association. President Cathy Garza spoke about participating in The Ed. Fund focus group.
Ivy League Connection. Ms. Kronenberg and Mr. Ramsey provided an update on program activities.
Safety Committee. Mr. Thurmond provided an update and announced the next meeting on August 26.
Youth Commission. Mr. Thurmond announced the next meeting on August 10 and introduced alumni Elizabeth Sanders. Ms. Sanders spoke about her participation in the program this summer.
Facilities Subcommittee. Mr. Medrano reported on the meeting of July 21. Mr. Ramsey provided additional comments.

D.2 Update on School Resource Officer Programs

Mr. Greer provided a report on the School Resource Officer Programs under Item F.4.

D.3 Report on Status of Measure J, Series C Bond Sales

This item was removed from the agenda, as it was discussed at the joint meeting with CBOC.

D.4 Budget Report Updates

Ms. Gamba provided a brief update of information provided from the July revision of the state budget.

D.5 In Memory of Members of the School Community

Dr. Harter recognized contributions of members of the community who have passed away,

Board Comment:

Mr. Thurmond acknowledged former employee George Brown Jr., who passed away early July. His father, Revered George Brown, spoke in honor of his son and expressed appreciation for all the phone calls and prayers.

E. PUBLIC AND COMMITTEE COMMUNICATIONS

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

E.1 Superintendent's Report

Dr. Harter provided a report of events in District schools.

E.2 WCCUSD Public Comment

Public Comment: Tony Favila, Patricia Ponce, Morales Juana, Gayle Louie, Andres Orozco, Thomas de Leon, Kristin Pursley

Mr. Ramsey left the meeting at 9:55 PM

F. ACTION ITEMS

F.1 Resolution 17-0910 In Support of the Employee Free Choice Act (HR 1409)

Mr. Thurmond introduced this item, providing background and expressing a commitment to supporting employee rights.

Board Comment:

Mr. Medrano said he “enthusiastically endorsed” this resolution.

MOTION: Mr. Medrano moved approval of Resolution 17-0910. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Mr. Thurmond and President Miles voted yes, with no abstentions and Mr. Ramsey absent. Motion carried 4-0-0-1.

F.2 Resolution 21-0910 Authorizing the Issuance of Refunding Bonds

This item was introduced by Ms. Gamba.

MOTION: Mr. Medrano moved approval of Resolution 21-0910. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Mr. Thurmond and President Miles voted yes, with no abstentions and Mr. Ramsey absent. Motion carried 4-0-0-1.

F.3 Resolution 22-0910: Emergency Substitute Teacher Pay Authorization

Ms. Romeo said that there is an indication UTR will consider a strike, and therefore asked the Board to approve a resolution that would set salary and authorize hiring additional staff.

Board Comment:

Mr. Thurmond asked the Board to pull this item and reconsider taking every step possible to avert a strike.

MOTION: Mr. Medrano moved approval of Resolution 22-0910. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano and President Miles voted yes, Mr. Thurmond voted no, with no abstentions and Mr. Ramsey absent. Motion carried 3-1-0-1.

F.5 Addition of Board Policy 5145.9 Students – Hate-Motivated Behavior

Ms. Linda Jackson introduced this item and provided background information.

Board Comment:

Mr. Thurmond said he appreciated making equity a theme. He spoke about parallels with the Youth Commission.

Ms. Kronenberg said this was an important connection to the earlier discussion on school safety.

Mr. Medrano spoke about advancements that are being made on this issue.

President Miles provided insight from a historical perspective and thanked Ms. Jackson and Superintendent Harter for the positive outcome resolving the incident at Pinole Valley High School.

MOTION: Mr. Medrano moved approval of Item F.5 Board Policy 5145.9. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Mr. Thurmond and President Miles voted yes, with no abstentions and Mr. Ramsey absent. Motion carried 4-0-0-1.

G. DISCUSSION ITEMS

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 – August 19, 2009

K. ADJOURNMENT

President Miles adjourned the meeting at 10:17 PM.

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

BH:pr

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: August 19, 2009

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

Agenda Item: CI C.1

Subject: Contracted Services

Background Information: Permission is requested of the Board of Education to approve the following contracts for services as detailed on the attached sheets dated August 19, 2009.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

CONTRACTED SERVICES

The following professional consultant services are recommended for approval.

<u>DEPARTMENT</u>	<u>DATE OF SERVICE</u>	<u>CONSULTANT NAME</u>	<u>COST & FUNDING</u>	<u>PURPOSE</u>
Curriculum-Federal Project	7/1/09 thru 6/30/10	Medi-Cal Billing Services R13867	\$55,000 Special Ed.	Vendor for claiming Medi-Cal reimbursement for the West Contra Costa Unified School District. They will process claims starting July 1, 2009. Training qualified LEA providers, perform Medi-Cal eligibility checks on SPED students, prepare submitted documents for billing, send billing to Medi-Cal, follow-up on denied claims, prepare financial reports, keep client updated on program changes and compliance issues.
Curriculum-Federal Project State Project	8/3/09 thru 6/30/10	Hatchuel Tabernik & Associates R14259	\$73,500 ASES 21 st Century	Hatchuel Tabernik & Associates (HTA) proposes to evaluate the 31 elementary and middle school and the 2 high school After School Programs in WCCUSD. This proposal is a compliance oriented evaluation that provides assistance with instrumentation, data collection (archival and original survey data), data analysis, and reporting for both After School Education and Safety and 21st Century Community Learning Center programs. In addition to mandatory reports, HTA will also provide the district with site-specific reports which can be used for local planning and program improvement. In addition, HTA proposes to provide evaluation services for the Richmond High School After School Safety and Enrichment for Teens (ASSETS) program. This evaluation will include instrumentation, quantitative and qualitative data collection, reporting, and formative feedback designed to assure compliance and program improvement. Evaluation will be for: Bayview, Chavez, Coronado, Dover, Downer, Fairmont, Ford, Grant, Harding, Highland, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Riverside, Sheldon, Stege, Stewart, Tara Hills, Verde, Washington, Wilson, Crespi, DeJean, Helms, Pinole Middle, Portola, El Cerrito High, and Kennedy High.
Human Resources Special Education	7/1/09 Thru 6/30/10	Fagen Friedman & Fulfrost	\$425,000 General Legal	To provide miscellaneous legal services including general legal matters, general student matters, special education and collective bargaining. This will impact students and staff throughout the West Contra Costa Unified School District.
Business Services	7/1/09 Thru 6/30/10	Bertrand Fox & Elliot	\$20,000 General Legal	To provide miscellaneous legal services including tort claims, workers' compensation (serious and willful), contract issues, and student records. This will impact students and staff throughout the West Contra Costa Unified School District.
K-Adult	7/1/09 Thru 6/30/10	Lozano Smith	\$50,000 General Legal	To provide miscellaneous legal services including general legal matters, student discipline, and employee issues. This will impact students and staff throughout the West Contra Costa Unified School District.
Business Services	7/1/09 Thru 6/30/10	Edrington Schirmer Murphy	\$10,000 General Legal	To provide miscellaneous legal services including tort claims, workers' compensation (serious and willful), contract issues, and student records. This will impact students and staff throughout the West Contra Costa Unified School District.
Operations	7/1/09 Thru 6/30/10	Miller Brown Dannis	\$255,000 General Legal Capital Facilities Bond Measures	To provide miscellaneous legal services including general legal matters, real property and construction matters, bond and facilities issues, and charter schools. This will impact students and staff throughout the West Contra Costa Unified School District.
Operations	7/1/09 Thru 6/30/10	Archer Norris	\$10,000 General Legal	To provide miscellaneous legal services including general legal matters, real property and construction matters. This will impact students and staff throughout the West Contra Costa Unified School District.

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: August 19, 2009

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

Agenda Item: CI C.2

Subject: Approval of Fund-Raising Activities

Background Information: The planned fund-raising events for the 2009-10 school year are summarized on the attached sheet dated August 19, 2009.

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
July 29, 2009 Board Meeting

APPROVAL OF FUND-RAISERS

<u>School</u>	<u>Fund-Raising Activity</u>	<u>Activity Sponsor</u>
Lake	Sept. 15 to Oct. 20, 2009 Lake Students and Families to sell catalog items.	Lake Student Body

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: Aug 19, 2009

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

Agenda Item: CI C.3

Subject: Acceptance of Donations

Background Information: The District has received donations as summarized on the attached sheet dated Aug 19, 2009. 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 _____

ACCEPTANCE OF DONATIONS

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
PG & E	Clayborn Madison-Matching funds	\$ 125.04	Ford Elementary
Ohiopyle Prints Inc	Donation	\$ 81.34	De Anza High School
City of San Pablo	Summer Resource Guide	\$ 500.00	Community Engagement
Richmond Sanitary Dept.	2 Lincoln Arc Welding Machines	\$ 800.00	Kennedy High School
Social Security Administration	1000 Dell Computers, CRT Monitors, Keyboards, & misc Printers	\$124,000.00	Accountability Information Technology Systems Dept.

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

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** August 19, 2009
From: Sheri Gamba, Assoc. Supt., Business Services **Agenda Item:** CI C. 4
Subject: Grants/Awards/Agreements

Background Information: Formal acceptance is requested from the Board of Education to accept the grants/awards/agreements, as detailed on the attached sheet dated August 19, 2009.

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

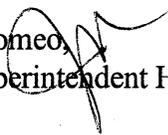
Project Name	Project Amount for Budget Period	Funding Agency	Comments
After School Education and Safety Program-Core	\$4,015,238	California Department of Education - After School Programs Office	To maintain the After School Programs at: Adams, Bayview, Chavez, Coronado, Crespi, Dover, Downer, El Sobrante, Fairmont, Ford, Grant, Helms, Highland, King, lake, Lincoln, De Jean, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Portola, Riverside, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson
Resource # 6010	7/1/09 - 6/30/10		
Measure J West County Safe Transportation for Children: Low Income Bus Pass Program	\$39,856	West Contra Costa Transportation Advisory Committee	Bus passes for low income students
Resource #	7/1/09 - 6/30/10		Agreement No. 09-01

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: August 19, 2009

From: Jessica R. Romeo, 
Assistant Superintendent Human Resources

Agenda Item: CI C.5

Subject: Certificated Personnel Changes

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

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

August 19, 2009

	Site	Assignment
<u>Waivers</u>		
Ba, Shi Shyuan	Hanna Ranch/Fairmont	SH
Fish, Michael	TLC	English Learner
Garcia, Marcos	ECHS	AP
Gilmore, Laura	Hanna Ranch	English Learner
Kunaniec, Francie	Juan Crespi Middle	Librarian
Narasaki, Deborah		K-12 Specialist

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

Consent

Gerry, Barbara	Kappa	Art
Morris, Estella	North Campus	History

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: August 19, 2009

From: Jessica R. Romeo
Assistant Superintendent Human Resources

Agenda Item: CI C.6

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

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

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

August 19, 2009

Action Taken

PIP

SITE

ASSIGNMENT

District Intern

Cameron, Leroy

Washington Elem

3rd Grade DI

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:** August 19, 2009
From: Bill Fay **Agenda Item:** CI C.7
Associate Superintendent for 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 as noted.

Fiscal Impact: Total for this action: \$871,124. Funding sources as noted

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Project/Funding	Dates	Firm	Contract Cost	Reference
Ohlone Elementary School Admin/Classroom Buildings Reconstruction Measure J Bond	July 2009 thru August 2012	WCSCa	\$57,700	Comprehensive Commissioning Services for design phase & construction phase.
Ohlone Elementary School Admin/Classroom Buildings Reconstruction Measure J Bond	August 2009 thru October 2009	Powell and Partners Architects	\$51,720	Mechanical system redesign to meet changed District standards.
Crespi Administration Building Reconstruction Fire Insurance Fund	August 2009 thru August 2010	Seville Group ("SGI")	\$222,504	Construction management services.
Dover Elementary Reconstruction Measure J Bond	August 2009 thru August 2012	HY Architects	\$300,000	Extended Construction Administration based upon phased project, 3 year construction.
Nystrom Elementary New Multi-Purpose Building & Classroom Building Renovations Measure J Bond	August 2009 thru November 2009	Vanir Construction Management	\$88,780	Constructability Plan Review for both Increments.
Richmond HS Fieldhouse and Security Cameras Projects Measure J Bond	August 2009 thru January 2010	Seville Group ("SGI")	\$115,420	Construction management services.
Pinole Middle School Main Building Renovations Measure J Bond	July 2009 thru October 2009	Grossman Design Group	\$35,000	Additional waterproofing & roofing design coordination.

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:** August 19, 2009
From: Bill Fay **Agenda Item:** CI C.8
Associate Superintendent for Operations
Subject: Ratification and Approval of Negotiated Change Orders

Background information:

Staff is seeking ratification of Change Orders on the following current District construction projects: Richmond High School Fieldhouse; El Cerrito High School Admin/Theater Building; and El Cerrito High School New Campus. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

Recommendation: Ratify negotiated Change Orders as noted

Fiscal Impact: Total ratification and approval by this action: \$110,736.

DISPOSITION BY BOARD OF EDUCATION

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

August 19, 2009 Change Order Ratification Summary

		Items Pending Board Action								
	Project	Company	Original Contract	Previously Approved CO's	CO's Pending Ratification	CO's Pending Approval	Total CO's	CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers
1	Richmond HS Fieldhouse	West Bay Builders	\$5,556,000.00	\$190,523.85	\$25,891.00	\$0.00	\$216,414.85	3.90%	\$5,772,414.85	3
2	El Cerrito HS Theatre	Lathrop Construction Associates	\$22,580,000.00	\$991,416.00	\$37,853.00	\$0.00	\$1,029,269.00	4.56%	\$23,609,269.00	24
2	El Cerrito HS New Construction	Lathrop Construction Associates	\$54,264,000.00	\$3,073,910.00	\$46,992.00	\$0.00	\$3,120,902.00	5.75%	\$57,384,902.00	38

Pending Board Actions	Ratifications	\$110,736.00
	Approvals	\$0.00
	Total Board Action	\$110,736.00

Note: the proposed Board Action is to Ratify all Change Orders below ten percent (10%) of the Contract Value; the change order amounts pending Board Approval is the portion of the Change Order(s) above 10%.

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** August 19, 2009
From: Bill Fay **Agenda Item:** CI C.9
Associate Superintendent for Operations
Subject: 2010 Facilities Master Plan: Contract for Asset Management Plan

Background Information: The District needs to update its Facilities Master Plan. There have been a number of recent recommendations from audit reports and management reports (MGT Report 2006, TSS Performance Audit 2008) which have stressed the need to complete an updated, and fully integrated plan. In addition, the District has completed the development of its School Consolidation plans which need to be integrated into a new facilities master plan. Finally, the District needs to engage in an update of its Bond Program plans, integrating the Bond Program planning with all District facilities needs. A new WCCUSD Facilities Master Plan is anticipated to include the following components:

1. Overall Facilities Master Plan fully integrated with updated District Bond Program planning;
2. New District-wide plan incorporating adopted School consolidation plans;
3. Updated seismic and geotechnical impacts and mitigation planning;
4. Asset Management options, timing and impacts;
5. Specific planning focus on administrative and support facilities consolidation;
6. Updated facilities assessments and planning for Deferred Maintenance and Routine Maintenance expenditures;
7. Capacity analysis planning and student population projections for identified areas of the District.

Staff has reviewed the proposed 2010 Facilities Master Plan process with the Board's Facilities Subcommittee on two occasions. The first step in completing the plan is to hire teams to complete the basic information studies. The capacity analysis and site mapping has previously been approved by the Board. District staff has circulated two Requests for Proposals ("RFP's) for Facilities Assessments and Asset Management. This award is for Asset Management Services component of the Facilities Master Plan. Staff reviewed the proposals and recommends award to California Financial Services based upon qualifications and experience of the firm in preparing comparable plans for California School Districts.

Recommendation: Award contract to California Financial Services.

Fiscal Impact: \$97,680. Funded from Measure J Bond.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** August 19, 2009
From: Bill Fay **Agenda Item:** CI C.10
Associate Superintendent for Operations
Subject: Multi-site Playstructures & Surfaces Project Award of Contract

Background Information:

The District has a number of sites which are in need of upgrades to playstructure safety surfacing and require safety-related repairs. Ten sites are included in this project. They are: Collins, Coronado, Ellerhorst, Grant, Hanna Ranch, Highland, Peres, Stege, Valley View, and Wilson. The work at each site typically involves removal and replacement of "fibar," bark-type safety surface with new rubberized matting surfaces. There is associated work regarding access issues, curbs, drainage, and fencing/gates. In addition, there is work on replacement of some playstructures which have safety issues or are severely deteriorated.

Keller Mitchell Landscape Architects prepared construction documents for the project. The District conducted a public bid process for the project. Bids were opened on July 2, 2009. Three contractors submitted bids. They are as follows: WR Forde Associates \$1,967,973; Ghilotti Brothers \$1,707,917; and Goldspring Construction \$1,481,889. The lowest responsive, responsible bidder is Goldspring Construction at \$1,481,889.

Recommendation: Award contract to lowest responsive, responsible bidder.

Fiscal Impact: \$1,481,889. Bond program schools fund from Measure J Bond. Other sites will be funded from MRAD.

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:** August 19, 2009
From: Bill Fay **Agenda Item:** CI C.11
Associate Superintendent for Operations
Subject: Crespi Fire Reconstruction Project Award of Construction Contract

Background Information:

The next step in completing the reconstruction of the fire-damaged administration building at Juan Crespi Middle School is construction of the project. HY Architects prepared construction documents for the project. They have been approved by the Division of State Architect.

The District conducted a public bid process for the project. Bids were opened on July 30, 2009. Fourteen Contractors submitted bids. They are as follows: Best Contracting \$7,361,000; West Coast Contractors \$3,818,000; BRCO Constructors \$3,678,000; John Plane Construction \$3,645,000; Cal Pacific \$3,533,000; Albay Construction \$3,479,000; West Bay Builders \$3,470,000; W.A. Thomas Co. \$3,422,000; JW and Sons \$3,416,000; Ralph Larsen and Son \$3,403,000; C Overaa \$3,318,000; Alpha Bay Builders \$3,129,450; Alten Construction \$3,096,000; and Bollo Construction \$3,080,850. The lowest responsive, responsible bidder is Bollo Construction at \$3,080,850.

Recommendation: Award contract to the lowest responsive, responsible bidder.

Fiscal Impact: \$3,080,850. Funded from Fire Insurance proceeds.

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: August 19, 2009

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: CI C.12

Subject: DeAnza High School Baseball Field Renovation Project Award of Contract

Background Information:

The next step in the reconstruction of DeAnza High School is to complete the renovation of the existing baseball field. This project includes demolition of existing improvements, site grading & drainage, removal of existing hazard trees, new irrigation system, natural turf field, infield, fencing, backstops, gates, dugouts, bleachers, landscaping, scoreboard, sitework and electrical/low voltage systems.

DLM Architects has prepared plans and specifications for the DeAnza Baseball Field project. The District conducted a public bid process for this project. Bids were opened on August 4, 2009. Ten Contractors submitted bids. They are as follows: MPC \$1,706,712; Cleary Bros Landscape \$1,663,000; Maguire Hester \$1,595,000; Evans Brothers \$1,536,988; Valley Crest \$1,507,000; AJF/BHM \$1,496,690; Team Ghilotti \$1,493,377; AHI \$1,462,492; Ghilotti Bros. \$1,426,171; and Bay Cities Paving and Grading \$1,350,000. The lowest responsive, responsible bidder is Bay Cities Paving and Grading at \$1,350,000.

Recommendation: Award contract to the lowest responsive, responsible bidder

Fiscal Impact: \$1,350,000. Funded from the Measure J Bond.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** August 19, 2009
From: Bill Fay **Agenda Item:** CI C.13
Associate Superintendent for Operations
Subject: Coronado Elementary Doors & Hardware Replacement Emergency Repair Program Contract Award

Background Information:

The District has received funding from the state Emergency Repair Program (“ERP”) to replace seriously deteriorated doors and hardware at the Coronado Elementary site.

Seville Group (“SGI”) prepared bid documents for the state-approved project. The District conducted a public bid process for the project. Bids were opened on August 11, 2009. Five Contractors submitted bids. They are as follows: Boyett Doors \$159,000; Cailin Construction \$72,160; California Constructors \$61,000; NS Construction \$58,500; and, Builder Max Inc. \$47,250. Unfortunately, Builder Max’ bid documents were improperly prepared on a form that did not include the correct contract allowance amount. This bid is non-responsive. Therefore, the lowest responsive, responsible bidder is NS Construction at \$58,500.

Recommendation: Award contract to lowest responsive, responsible bidder.

Fiscal Impact: \$58,500. Funded from the Emergency Repair Program (“ERP”).

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:** August 19, 2009
From: Wendell Greer 
Associate Superintendent for K – Adult Operations **Agenda Item:** CI C.14
Subject: State Approved Course List/A-22 Course Approval

Background Information:

Every year the Adult Ed program must submit for Board approval their state approved course list in order to receive revenue for ADA generated by these classes.

Recommendation: Recommend approval.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

California Department of Education

Date: 07/16/2009

To: Jose Raul Ramirez
Adult Education Administrator
West Contra Costa Unified School District
CDS: 07-61796

From: Cliff Moss
Education Programs Consultant
Adult Education Office
916-327-8765



Subject: Course Approval for 2009-10

Your request for approval of the following 66 courses have been received, recorded, and approved for the 2009-10 school year.

Course Number	Course Name	Most Recent Year Course Outline Developed/Update	Job Market Study Year
1.1001	English Language Arts	2005	---
1.1002	Mathematics	2005	---
1.1007	Employability and Life Skills	2005	---
1.1008	ABE Family Literacy	2006	---
1.2011	English 1	2005	---
1.2012	English 2	2005	---
1.2013	English 3	2005	---
1.2014	English 4	2005	---
1.2019	Consumer Mathematics	2006	---
1.2021	Algebra I	2005	---
1.2027	Mathematics Electives	2005	---
1.2031	Physical Science	2005	---
1.2032	Health & Life Sciences	2005	---
1.2041	US History	2005	---
1.2042	World History	2005	---
1.2043	American Government	2005	---
1.2044	Economics	2005	---
1.2046	Social Studies/Social Science Electives	2005	---
1.2047	Geography	2006	---

1.2055	Visual and Performing Arts	2006	---
1.2056	Foreign Language/American Sign Language	2006	---
1.2057	Electives	2005	---
1.2058	Test Preparation	2005	---
2.1010	ESL Beginning Literacy	2001	---
2.1020	ESL Beginning (Low-High)	2001	---
2.1030	ESL Intermediate (Low-High)	2001	---
2.1040	ESL Advanced (Low-High)	2001	---
2.1050	ESL Multi Level	2001	---
2.1060	ESL Vocational / Workplace	2001	---
2.1080	Family Literacy ESL	2001	---
2.1090	ESL/Citizenship	2001	---
2.2000	Citizenship Preparation	2001	---
3.0100	Life Skills and Functional Academics	2005	---
3.0200	Community Access Skills and Functional Academics	2005	---
3.0400	Workplace Skills and Functional Academics	2005	---
4.2451	Programming and Systems Development	2005	2007
4.2722	Career Preparation	2005	2007
4.4000	Education	2005	2007
4.4103	Business Financial Management	2005	2007
4.4255	Support Services	2005	2007
4.4420	Food Service and Hospitality	2005	2007
4.4600	Accounting Services	2005	2007
4.4615	Information Support and Services	2005	2007
4.5502	Residential/Commercial Construction	2005	2007
4.5531	Cabinet Making and Wood Products	2005	2007
4.5607	Manufacturing Systems and Processes	2005	2007
4.5608	Mechanical Construction	2005	2007
4.5688	Automotive Services	2008	2008
5.5200	Effective Parenting Techniques	2005	---
5.5300	Parenting for Special Needs	2005	---
5.6100	Family Members Interaction	2005	---
5.7100	Health, Fitness, Nutrition, and Safety	2005	---
5.7200	Food Preparation	2005	---

5.7300	Clothing Construction	2005	---
5.7400	Home Arts	2005	---
5.7500	Financial Literacy	2005	---
6.6000	Family	2006	---
6.6020	Community	2005	---
6.6030	World	2005	---
6.6040	The Arts	2005	---
6.6050	Communication	2005	---
6.6060	Employment	2005	---
6.6070	Technology	2005	---
6.6080	Health and Fitness Literacy	2005	---
6.6090	Safeguarding Self and Property	2005	---
6.6100	Retirement	2005	---

You are authorized to claim apportionment for the above courses. It is recommended that you use these Course Titles with your suggested classes listed under them when communicating your program offerings to the public.

Course Outlines for all apportionment classes shall be on file and available for review at the adult school or the district office (5 CCR 10508).

To meet optimum educational standards, these course outlines should contain:

- Goals and purposes
- Performance objectives or competencies
- Instructional strategies
- Units of study, with approximate hours allotted for each unit
- Evaluation procedures
- Clear course completion requirements of established goals and objectives

From EC 1900; 41976; 52506; 52515; 52518; 52570.

For Vocational Education courses:

Before establishing a Vocational or Occupational Education Program, you must conduct a job market study in your market area and have it reviewed every two years to justify the vocational program. Refer to the Job Market Study *in EC 52519; 52520* for more information.

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:** August 19, 2009
From: Bruce Harter **Agenda Item:** CI C.15
Superintendent of Schools
Subject: Terence Martin Day – August 23, 2009

Background Information:

Terence Martin was a dedicated father, community member and school employee who gave his life while going to the assistance of a citizen of our community. In 2005 the Board of Education declared, in perpetuity, August 23rd as Terence Lionel Martin Day in honor of his dedication and commitment to our school district and community. August 23rd is a day to remember Terence and what he stood for and believed in: taking care of one another.

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
RESOLUTION NO. 39-0506**

In Honor of Terence Lionel Martin

WHEREAS, Terence Lionel Martin spent his educational career within the schools of the West Contra Costa Unified School District. He was a student in our district beginning with his elementary education at King Elementary School. He attended 7th and 8th grades at Adams Middle School. Terence completed his high school education at Kennedy High School; and

WHEREAS, Terence Lionel Martin served the West Contra Costa Unified School District as a dedicated employee for the past 22 years. He began his career with the district in November, 1983 as a Substitute Custodian. In November, 1984, Terence was permanently assigned as a Custodian in the Operations department.

WHEREAS, he continued to provide custodial support for the next 5 years at Mira Vista Elementary School and later at Portola Middle School. In April, 1989, Terence became the Head Custodian at El Portal and eventually continued his service as Head Custodian for Highland Elementary School.

WHEREAS, In June of 2003, Terence began in the Maintenance and Operations Department as a Furniture Repair Worker. In his last assignment he provided repair and delivery services for all district schools and departments.

WHEREAS, Terence contributed to the district workforce along with the committed service of his parents, Lonnie and Clara Martin; and

WHEREAS, Terence Lionel Martin gave his life while helping a struggling citizen in our community; and

WHEREAS, the West Contra Costa Unified School District Board of Education respectfully acknowledges Terence Lionel Martin for his work, dedication and commitment to the students, staff and community of West Contra Costa School District.

NOW, THEREFORE, BE IT RESOLVED, that the West Contra Costa Unified School District Board of Education declares, in perpetuity, August 23rd as Terence Lionel Martin Day in honor of his dedication and commitment to our school district and community.

PASSED AND ADOPTED by the Board of Education of the West Contra Costa Unified School District on the seventh day of September 2005, by the following vote:

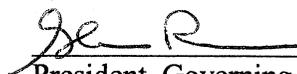
AYES: 5

NOES: 0

ABSENT: 0

ABSTAIN: 0

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed, and adopted by the Board of Education at a meeting held on September 7, 2005.



President, Governing Board

West Contra Costa Unified School District

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:** August 19, 2009
From: Bruce Harter **Agenda Item:** D.2
Subject: In Memory of Members of the School Community

Background Information:

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

Hazel Dunn passed away in July. Ms. Dunn was a retired Instructional Aide at Nystrom Elementary School.

Joe Thomas passed away July 27, 2009. Mr. Thomas was a retired teacher from Richmond High School.

Connie Ludy, former Executive Assistant to the Superintendent, passed away August 10, 2009. Ms. Ludy worked for the District from 1988 until she retired in 2002.

Joseph Coleman, who this year graduated from eighth grade at Lavonya DeJean Middle School in June, died of a gunshot wound on July 24. Friends, coaches and teachers described him as a focused student-athlete who spent most of his free time competing in various youth-league sports. According to those who knew him well, he was a little shy, but he had a good sense of humor. He was extremely popular with other students, particularly those involved in the Police Activities League. He was part of a group representing Richmond in the 2008 U.S. Youth Games.

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

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: August 19, 2009

From: Charles Ramsey, Board Member

Agenda Item: E.2

Subject: Request to Address the Board - Desmond Carson

Background Information:

Desmond Carson has requested to speak about the lack of restroom facilities at the Kennedy High School Football Field.

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: August 19, 2009

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: F.1

Subject: Resolution No. 23-0910, Authorizing the Completion and Submission of an Application for Qualified School Construction Bond Allocation (QSCB) from the California Department of Education

Background Information:

Purpose: To authorize and direct staff to prepare and file an application with the California Department of Education seeking an allocation of authority to issue federal tax credit bonds known as "Qualified School Construction Bonds" ("QSCB") in the form of general obligation bonds of the District in the maximum principal amount of \$25 million.

Background: A tax credit bond simply refers to any kind of bond otherwise authorized to be issued by the District under California law, such as general obligation bonds or certificates of participation, where the investor receives a tax credit from the U.S. Treasury instead of tax-exempt interest payments by the District. The investor may use the tax credit to offset any tax obligation owed to the IRS. Because the District does not need to repay principal with interest (or may pay only a very small interest supplement), QSCB can be issued at a lower overall debt service cost, which may permit the District to borrow more money sooner, accelerate the bond construction program, and achieve savings in construction costs. Certain significant limitations apply to QSCB: the bonds may only be issued for specific purposes, generally limited to new construction or rehabilitation of school facilities and related capital costs, including land and equipment, which overlap closely with the District's own voter-approved Bond Project List. Refunding of outstanding bonds or Certificates of Participation is not a permitted purpose. Bond proceeds have to be spent within three years, and costs of issuance cannot exceed 2% of the bond amount.

To issue QSCB, the District must receive an allocation from the California Department of Education. The allocation must be used by December 31, 2009. If the District is awarded an allocation, the District staff will analyze how and at what costs the bonds can be sold, and make a recommendation regarding issuing the QSCB.

Recommendation: It is recommended that the Board of Education adopt the resolution.

Fiscal Impact: Possible funding for construction related projects.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

Resolution No. 23-0910

AUTHORIZING THE COMPLETION AND SUBMISSION OF AN
APPLICATION FOR QUALIFIED SCHOOL CONSTRUCTION BOND
ALLOCATION FROM THE CALIFORNIA DEPARTMENT OF EDUCATION

WHEREAS, the federal American Recovery and Reinvestment Act of 2009 authorizes the designation of certain bonds issued by or on behalf of public schools as “qualified school construction bonds” (“QSCB”), which will provide federal income tax credits to investors, as an alternative to issuing bonds that bear interest exempt from federal income taxes, and thus may eliminate or significantly reduce the interest cost associated with financing public school facilities; and

WHEREAS, QSCB proceeds may be spent on the construction, rehabilitation, or repair of public school facilities, the acquisition of land on which such a facility is to be constructed with part of the QSCB proceeds, or the acquisition of equipment to be used in such portion or portions of the public school facility that is being constructed, rehabilitated or repaired with QSCB proceeds; and

WHEREAS, prior to issuing bonds designated as QSCB, a California school district must receive authorization from the California Department of Education (“CDE”) upon proper application to the CDE pursuant to procedures established thereby, submitted no later than August 25, 2009, which authorization shall not exceed \$25,000,000;

WHEREAS, the CDE procedures require that the governing board of a local education agency submitting an application must certify through a resolution that the local education agency has or will satisfy certain requirements with respect to QSCB; and

WHEREAS, the voters of the West Contra Costa Unified School District (the “District”) approved a bond measure at the election held on November 8, 2005, known locally as “Measure J,” authorizing the issuance of \$400,000,000 in principal amount of bonds of the District (of which \$190,000,000 has been issued), the proceeds of which may be spent on the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, as specifically described in the Measure J Bond Project List; and

WHEREAS, this Board of Education desires to issue a portion of the Measure J Bonds and to designate such bonds as QSCB, in an aggregate principal amount not exceeding \$25,000,000, in order to finance additional qualifying Measure J Projects (the “QSCB Projects”); and

WHEREAS, the District will need to employ certain consultants to assist it in applying for QSCB allocation and in implementing the financing of the QSCB Projects; and

WHEREAS, the District expects to pay certain expenditures in connection with the QSCB Projects prior to the issuance of QSCB and expects that certain of the proceeds of QSCB will be used to reimburse those expenditures;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the West Contra Costa Unified School District, as follows:

Section 1. All of the recitals herein contained are true and correct and the Board of Education of the District so finds.

Section 2. The Superintendent of the District, the Associate Superintendent for Business Services, and such other officer or employee of the District as either of the named officers may designate (the “Authorized District Representative”), are each hereby authorized and directed on behalf of the District to do any and all things which they may deem necessary or advisable in order to properly apply to the CDE for QSCB allocation in an amount not exceeding \$25,000,000, in substantially the form on file with the Secretary of the Board of Education, with such changes therein as the Authorized District Representative executing the same may require or approve, such approval to be conclusively evidenced by the execution and filing thereof.

Section 3. The Board of Education of the District hereby certifies, with respect to the proposed QSCB financing, as follows:

(a) 100% of the available project proceeds of the QSCB received by the District will be used for (i) construction of public school facilities (ii) rehabilitation or repair of public school facilities, (iii) acquisition of land on which public school facilities will be constructed with proceeds of issuance, or (iii) acquisition of equipment related to the project(s) constructed or rehabilitated with proceeds of issuance, or otherwise in accordance with the requirements of the Internal Revenue Code of 1986 and applicable regulations;

(b) The District reasonably expects (i) that 100% of the available project proceeds of the QSCB received by the District will be spent for one or more qualified purposes within three years of date of issuance of the QSCB, and (ii) that the District will incur a binding commitment with a third party to spend at least 10% of the available project proceeds of the QSCB within six months of the date of issuance of the QSCB;

(c) All laborers and mechanics employed by contractors or subcontractors on projects funded by QSCB proceeds shall be paid wages and fringe benefits at rates not less than those prevailing on similar projects in locality (federal Davis-Bacon prevailing wage rules apply);

(d) Applicable state and local law requirements governing conflicts of interest are satisfied with respect to the proposed QSCB issue, and if additional conflict of interest rules are imposed by Internal Revenue Service regulation, such additional rules will be satisfied with respect to the QSCB issue;

(e) Within fifteen days of the QSCB issuance, the District will submit a copy of IRS Form 8038, Information Return for Tax-Exempt Private Activity Bonds, to the CDE;

(f) At the conclusion of the QSCB projects, a completion report will be submitted to the CDE;

(g) In the event that the District does not issue the QSCB in the full amount of authorization by December 31, 2009, the Board of Education declares that any and all unused portion of the authorization, without further action, shall revert to the CDE, to be allocated or re-allocated as determined by the CDE in its sole discretion; and

(h) That, to the extent applicable, the District will comply with the provisions of California Education Code Sections and 17150 through 17150.1 and 42133.

Section 4. Orrick, Herrington & Sutcliffe LLP, the District's bond counsel, is hereby confirmed as the District's bond counsel and disclosure counsel with respect to QSCB. The Authorized District Representative is hereby authorized and directed to modify the District's contract with such firm as necessary for the provision of services as bond counsel and disclosure counsel with respect to QSCB.

Section 5. KNN Public Finance, the District's financial advisor, is hereby confirmed as the District's financial advisor with respect to QSCB. The Authorized District Representative is hereby authorized and directed to modify the District's contract with such firm as necessary for the provision of services as financial advisor with respect to QSCB.

Section 6. The District hereby declares its official intent to use proceeds of the QSCB to reimburse itself for expenditures incurred on QSCB Projects prior to the issuance of the QSCB. This declaration is made solely for purposes of establishing compliance with the requirements of Section 54A(d)(2)(D) of the Internal Revenue Code of 1986. This declaration does not bind the District to make any expenditure, incur any indebtedness, or proceed with any QSCB Projects.

Section 7. The President of this Board of Education, the Clerk of this Board of Education, the Superintendent of the District, the Associate Superintendent for Business Services, and other officers and employees of the District, are hereby authorized and directed, jointly and severally, to do any and all things which they may deem necessary or advisable in order to carry out, give effect to and comply with the terms and intent of this Resolution.

Section 8. All actions heretofore taken by the officers, employees and agents of the District with respect to the proposed QSCB are hereby approved, confirmed and ratified.

Section 9. This Resolution shall take effect from and after its date of adoption.

PASSED AND ADOPTED this 19th day of August, 2009, by the West Contra Costa Unified School District Board of Education, County of Contra Costa, State of California.

Audrey Miles, President
Board of Education
West Contra Costa Unified School District

SECRETARY'S CERTIFICATE

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

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly held at the regular meeting place thereof on the 19th day of August, 2009, of which meeting all of the members of said Board of Education had due notice and at which a quorum thereof was present; and at said meeting said resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

An agenda of said meeting was posted at least 72 hours before said meeting at 1108 Bissell Avenue, Richmond, California, a location freely accessible to members of the public, and a brief description of said resolution appeared on said agenda. The agenda is also posted on the District's website for viewing by the public at www.wccusd.net.

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

WITNESS my hand this 19th day of August, 2009.

Bruce Harter, Superintendent
Secretary to the Board of Education
West Contra Costa Unified School District

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

ITEM REQUIRING ATTENTION—BOARD OF EDUCATION

To: Board of Education

Meeting Date: August 19, 2009

From: Jessica R. Romeo,
Assistant Superintendent Human Resources

Agenda Item: F.2

Subject: BTSA Induction Program

Background Information:

The West Contra Costa Beginning Teacher Support and Assessment Induction Program (“BTSA”) is operated by the West Contra Costa Unified School District. We are required to submit our Program Plan, including appropriate Induction Program Standards, and an Agreement Verification and Assurances to the CCTC for approval. A copy of the Agreement and proposed plan is attached.

The BTSA Induction Program holds a vision in which new teachers are knowledgeable, effective practitioners of current pedagogy who create safe and equitable environments in which all students learn. This vision is realized through a two-year professional learning experience that is sustained, standards-based, and embedded in the daily work of the participating teacher.

All beginning teachers must successfully complete the Induction Program to obtain a clear credential.

Recommendation: Approval

Fiscal Impact: Approximately \$250,000

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

**Sponsorship Agreement Verification and Assurances
of the West Contra Costa Unified School District (LEA) for the
West Contra Costa BTSA Induction Program**

The following general assurances reflect the West Contra Costa's BTSA Induction Program's adherence to Education Code Section 44227(a) and constitute the agreement of the West Contra Costa Unified School District to sponsor the West Contra Costa BTSA Induction Program.

1. The position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the West Contra Costa BTSA Induction Program is:

Patricia Calvert, Director of Human Resources

(Precondition 2)

2. The Program Managers of the West Contra Costa BTSA Induction Program are:

Adi Lapin, BTSA Induction Program Manager
and
Annita Lakey, BTSA Induction Program Manager

Ms. Lapin and Ms. Lakey report directly to Patricia Calvert, the Director of Human Resources.
(Precondition 2)

3. The West Contra Costa BTSA Induction Program is operated by the West Contra Costa Unified School District, which makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.

(Precondition 3)

4. The following qualified individuals are responsible for reporting and responding to all requests from the Commission for the electronic submission of data, including, but not limited to, program enrollments, program completers, transferring candidate transportability processes, Early Completion Option criteria, and number of Early Completion Option program completers.

Adi Lapin, BTSA Induction Program Manager
and
Annita Lakey, BTSA Induction Program Manager

(Precondition 6)

5. The West Contra Costa BTSA Induction Program assesses each candidate's standing in relation to the eligibility criteria for enrollment in a teacher induction program and admits only those candidates who meet the first requirement and the second, if applicable:
 - o The candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential)
 - o The candidate, if trained out of state, has less than two years of teaching experience.

Reference: Education Code Sections 44279.1, 44279.4.

(Precondition 7)

6. The West Contra Costa BTSA Induction Program makes available and advises candidates of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria. Candidates are advised of the option at the initial orientation meeting and upon review of the Credential Analysis form.

*Reference: Education Code Section 44279.25.
(Precondition 8)*

7. The West Contra Costa BTSA Induction Program works to ensure the assignment of a support provider for each beginning teacher within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher.

(Precondition 9)

8. The West Contra Costa BTSA Induction Program works to ensure that all support providers hold a valid California teaching credential, or have equivalent professional background and experience. Each candidate’s possession of these qualifications is verified during the support provider registration process.

*Reference: Education Code Section 44279.
(Precondition 9)*

9. The West Contra Costa BTSA Induction Program requires each candidate to demonstrate knowledge of methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language.

*Reference: Education Code Section 44259.5.
(Precondition 10)*

10. The West Contra Costa BTSA Induction Program determines, prior to the recommending of a candidate for the Clear credential, that each candidate has completed the approved induction program. Completion is based on a portfolio review. Completion is documented in a letter to the candidate and the district and stored in the program database.

*Reference: Education Code Sections 44259, 44274.2.
(Precondition 11)*

By their signatures below, the following representatives of the sponsoring agency, the West Contra Costa Unified School District, and the West Contra Costa BTSA Induction Program make the above-listed assurances:

Name of Sponsoring Local Education Agency:	West Contra Costa Unified School District
Signature of Board President:	
Name of Board President:	Audrey Miles
Signature of Superintendent:	
Name of Superintendent:	Bruce Harter
Signature of BTSA Induction Program Director:	
Name of BTSA Induction Program Director:	Adi Lapin
Date of Board Approval (minutes attached):	

(Precondition 1)

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 1:
EDUCATIONAL LEADERSHIP**

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Program Narrative	Evidence
<p>The West Contra Costa Unified School District, through its BTSA Induction Program, holds a vision in which new teachers are knowledgeable, effective practitioners of current pedagogy who create safe and equitable environments in which all students learn. This vision is realized through a two-year professional learning experience that is sustained, standards-based, and embedded in the daily work of the participating teacher. Research shows that this type of professional learning can have a powerful effect on teacher skills and knowledge, as well as on student learning. (<i>Stanford University and National Staff Development Council, "Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad", February 4, 2009</i>)</p> <p>In addition, this vision guides all aspects of induction program decision-making, as the Leadership Team and BTSA staff continually assess the design, delivery, and outcomes of the program. The Leadership Team is comprised of representatives from all stakeholder groups, including participating teachers, support providers, district leadership, union leadership, IHEs, and BTSA staff. This body meets regularly to advise in policy and fiscal decisions, and to assist in the implementation and evaluation of the program. The Leadership Team supports program leadership with the organization, coordination, and governance of the program.</p>	<ul style="list-style-type: none"> ● <i>BTSA Handbook</i>, "Vision" Page ● Leadership Team Membership Roster ● Organizational Chart ● <i>Handbook</i>, "Steps for Completion" ● BTSA Eligibility Agreement ● PT Agreement to Participate ● Sample PT database transcript ● BTSA Calendar ● Letter of Completion ● PT Journey

The BTSA Induction Program operates within the Human Resources Department and is overseen by the HR Director of Certificated Staff and the Assistant Superintendent of Human Resources. Overall program design, implementation, and evaluation are conducted by the BTSA Induction Program Managers.

The West Contra Costa BTSA Induction Program works collaboratively with the Human Resources Department to plan for and implement a process that informs and supports new teachers towards completing the requirements for the Clear Credential. This process entails an ordered sequence of steps from point-of-hire through induction program participation and completion of BTSA Induction Program requirements, as described in the *"PT Journey"*. Records of participation and accountability are maintained in the BTSA Database and progress is monitored through Credential Candidate Meetings, semiannual Inquiry Binder Reviews. Upon completion, HR is notified and supports candidates in applying for the Clear Credential. *(See Common Standard 9 and Program Standard 1 for a fuller description of the credential recommendation process)*

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 2:
UNIT AND PROGRAM EVALUATION SYSTEM**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies and competence, as well as program effectiveness, and is used for improvement purposes.

Program Narrative	Evidence
<p>The West Contra Costa BTSA Induction Program is committed to continual program improvement and implements an assessment and evaluation system that is structured to provide information about program quality and candidate performance. Data is collected through formal and informal means and is analyzed by the Leadership Team and/or BTSA program staff to inform decision-making processes and program revisions.</p> <p>Formal data collection tools that are used to examine program quality include:</p> <ul style="list-style-type: none"> • January Survey • Spring State Survey • Training and workshop evaluations • Inquiry Binder Review (twice yearly) • State Accreditation Cycle <p>Informal data includes:</p> <ul style="list-style-type: none"> • Analysis of Individual Learning Plans (ILP) • Program staff meetings/conversations • Leadership Team discussions • Training and workshop feedback from participants • Debriefing meetings with professional development providers • Conferences with individual and small groups of stakeholders (PT, SP, SA) <p>Analysis of this data is used by the Leadership Team and program staff to assess individual components of the program, such as the formative assessment/inquiry processes, formal professional development activities, and support provider efficacy. Assessment of these</p>	<ul style="list-style-type: none"> • January Survey Results • State Survey Results • Training/Workshop/Meeting Feedback • PT Inquiry Binders • ILP Analysis Forms • Leadership Team Agendas & Minutes • BTSA Database • HR Intake Form • Retention Survey Results • State Accreditation Cycle

individual components is examined in the context of the program as a whole and appropriate revisions are determined that will improve overall program quality. Ongoing program evaluation data is further used to shape and clarify the program's vision for its participants.

Data collection tools that are used to assess participant and completer performance include:

- HR intake form
- BTSA database system
- Inquiry Binder Review (twice yearly)
- Inquiry Review written formative feedback
- January Survey
- Spring State Survey
- Retention data
- Conversations and emails with participating teachers and support providers

Analysis of this data is used by the Leadership Team and program staff to keep informed about current participant needs, progress and performance, as well as to identify modifications that will positively impact future participation and completion.

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 3:
RESOURCES**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Program Narrative	Evidence
<p>As LEA for an approved single district induction program, the West Contra Costa Unified School District provides the BTSA Induction Program with the necessary facilities, technology, and support to prepare candidates to effectively meet the state-adopted standards for educator preparation. The district receives funds allocated by the state, which are used to support program components in a manner consistent with the program design.</p> <p>In accordance with BTSA policy guidelines, the district hires personnel to adequately support the program. Currently, this includes 1.5 FTE Program Managers, and a Coach who serves as a support provider. Each participating teacher is assigned a support provider, who is usually a classroom teacher at the same site.</p> <p>Collaboration with departments such as Human Resources, Curriculum and Instruction, English Language Development, Fiscal, and Information Technology ensure that program and candidate needs can be met.</p> <p>The Program Managers monitor and adjust resource allocations on an ongoing basis and conduct an annual review of resource needs. A budget is developed by the Program Managers, with input from the Leadership Team and approval from the Director and Assistant Superintendent of Human Resources. Program Managers keep a ledger of all expenditures and track them within the Fiscal Department's accounting system.</p>	<ul style="list-style-type: none"> • Program Budget • Funding Award Letter • Staff Roster • PT/SP Matches • Agendas/Notes from Collaboration Meetings with District Departments/Programs • Leadership Team Minutes • Ledgers

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 4:
FACULTY AND INSTRUCTIONAL PERSONNEL**

Qualified persons are employed and assigned to teach all courses to provide professional development and to supervise field based and/or clinical experiences in each credential and certificate program. Instructional Personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognized excellence, and retains only those who are consistently effective.

Program Narrative	Evidence
<p>The West Contra Costa Unified School District (WCCUSD) employs qualified staff to deliver the BTSA Induction Program to participating teachers. The Program Managers oversee the day-to-day operations of the program. Program faculty and instructional personnel, who include support providers and professional development providers, collaborate in the design and delivery of professional development and field-based experiences.</p> <p>As detailed in Program Standard 3, the WCCUSD BTSA Induction Program engages support providers and professional development providers who are exemplary and who demonstrate working knowledge of the <i>California Standards for the Teaching Profession (CSTP)</i>, state-adopted content standards and frameworks, content and grade-level pedagogy, and developmental levels of learning.</p> <p>As the primary deliverers of induction services to new teachers, it is essential that support providers and professional development providers are well-trained for their role and that training be aligned with the goals of the program. The WCCUSD BTSA Induction Program provides regularly scheduled training opportunities that develop and refine skills and knowledge of the <i>CSTP</i>, and the appropriate use of the formative assessment system. Additionally, program leadership regularly participates in high quality professional development activities at the state, cluster and local level.</p>	<ul style="list-style-type: none"> • Program Manager Job Description & Résumés • SP Selection Criteria • SP Matching Process • SP Letter of Commitment • PDP Résumés/Vitae/Contracts • BTSA Calendar • FAS Training/SP Forum Agendas • State/Cluster/County/NTC Meeting Agendas

The program makes every effort to ensure that professional development providers and support providers reflect the diverse society of teacher and student populations they serve. Professional development for support providers targets diverse abilities, cultural, language, ethnic, and gender diversity through the two-year FAS Training sequence, as described in Program Standard 3.

In order to facilitate support provider and professional development providers' development and program quality, WCCUSD supports ongoing collaboration among all stakeholders relative to their role in the program as follows:

- Statewide BTSA Directors Meeting
- Regional BTSA Cluster Meetings
- NTC FAS Network Meetings
- Regional Learning Team Partnerships
- BTSA IHE Collaborative (BIC)
- Support Provider Forums
- Support Provider Professional Development (See Program Standard 3)

The WCCUSD BTSA Induction Program makes every effort to retain only exemplary support providers and professional development providers through utilizing both formal and informal assessments. Ongoing data is collected and analyzed from a variety of sources throughout the year from program participants regarding the quality of services provided. (See Program Std. 3)

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 5:
ADMISSION**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Program Narrative	Evidence
<p>The West Contra Costa BTSA Induction program admits candidates according to the guidelines established by the California Commission on Teacher Credentialing. Participating teachers must hold a California Preliminary Multiple or Single Subject teaching credential and be in a teaching assignment that allows the participant to demonstrate the knowledge and skills required by the Common and Induction Program Standards. As detailed in Program Standard 1, participant eligibility is jointly determined by the Human Resources department and the BTSA Induction program.</p> <p>The West Contra Costa Unified School District is an equal opportunity employer and adheres to policies and procedures that are in place to ensure the hiring of qualified applicants. As specified in Precondition 3, the BTSA Induction Program is operated by the WCCUSD, which makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include employment, retention and promotion of employees. The BTSA Induction Program understands that all candidates possessing a California Preliminary Teaching Credential have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</p>	<ul style="list-style-type: none"> • HR Intake Form • BTSA Eligibility Agreement • PT Information Form • BTSA Agreement to Participate • BTSA Database (PT/SP Matches) • Copies of PT Credentials • PT Journey

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 9:
ASSESSMENT OF CANDIDATE COMPETENCE**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Program Narrative	Evidence
<p>The West Contra Costa BTSA Induction Program provides a two-year induction experience in which participating teachers continuously engage with the <i>California Standards for the Teaching Profession (CSTP)</i>, Induction Standard 5 (Pedagogy), and Induction Standard 6 (Universal Access). Each year, PTs conduct a self-selected, year-long inquiry that consists of an inquiry question focused on pedagogy and an identity safety focus that addresses issues of equity, classroom environment, and safety. In addition, two case study students are selected each year who serve to draw PTs’ attention to the learning needs of the full range of learners, as well as on Special Populations students (Year 1) and English learners (Year 2). (See Program Standards 4, 5, 6), 6a and 6b)</p> <p>The New Teacher Center’s Formative Assessment System (FAS) provides the internal structure for the year-long inquiry. This formative assessment system is aligned with the state-adopted content standards and provides job-embedded professional development for PTs. Through the use of FAS processes and tools, PTs assess their learning context, set and reflect upon professional goals, and examine their teaching practice – all within the context of the <i>CSTPs</i> and Induction Standards 5 and 6.</p> <p>FAS processes and tools are used to generate evidence of PT application and demonstration of the <i>CSTPs</i> and Induction Standards 5 and 6. Each year, PTs submit this evidence for review of adequate progress toward program completion. Inquiry Binder Reviews take place winter and spring. During the Inquiry Review, BTSA staff assesses each PT’s progress in relation to program requirements. Formative written feedback is provided for each PT/SP pair to note areas of strength, areas for</p>	<ul style="list-style-type: none"> • PT Journey • Inquiry Instructions • PT/SP Logs • Inquiry Binder Review Feedback • BTSA Database • Letter of Completion • PT Inquiry Binder

attention, and missing or incomplete elements. If a PT/SP team is not progressing satisfactorily, a meeting is held to provide guidance, arrange for additional support and develop an action plan, if needed.

Upon completion of all BTSA Induction Program requirements, a Letter of Completion is sent to Human Resources and the district's Credential Analyst files online for the Clear Credential with the CTC.

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 6:
ADVICE AND ASSISTANCE**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suitable for entry and advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Program Narrative	Evidence
<p>The West Contra Costa BTSA Induction Program recognizes that teaching is a complex process, and that participating teachers need a logically sequenced structure of extended preparation, professional development and support to continue developing the skills and abilities needed to foster learning in a diverse student population.</p> <p>Qualified staff provides advice and assistance to applicants/candidates across the two-year BTSA Induction experience as described below and detailed in Program Standard 1:</p> <ul style="list-style-type: none"> • Human Resources Department pre-screens new hires and notifies the BTSA Induction program managers of potential BTSA-eligible candidates. • There is ongoing collaboration between HR, BTSA Program Managers and site administrators to confirm appropriate candidates. • Program Managers notify the eligible candidates regarding acceptance into program and provide registration information for the Orientation Meeting. • BTSA Program Managers collaborate with all stakeholders (site administrators, support providers, participating teachers) to effectively match participating teachers and support providers. • Program Managers provide a BTSA Induction Program Orientation Meeting for all Year 1 participating teachers. Information on Early Completion Option (ECO) is provided and explained. • Credential Candidate Meetings provide additional information and support re: program 	<ul style="list-style-type: none"> • HR Intake Form • BTSA Orientation Agenda/ Welcome Packet • ECO Eligibility Criteria/ Application • Credential Meeting Agendas • PT/SP BTSA Logs • Inquiry Instructions Packet • Letter of Completion • Program Database • PT Journey • Binder Review Feedback • Emails to PTs/SPs • Letter of Insufficient Progress

requirements.

- Support providers meet weekly with participating teachers to support the PT's inquiry through engagement in the formative assessment process to meet program requirements.
- Program Managers provide participating teachers with advice and assistance regarding completion of program requirements through progress monitoring/end of the year Induction Binder Reviews, as well as individualized meetings, as needed
- The Human Resources Department assists the participating teacher in applying for the Clear Credential upon receipt of a Letter of Completion from the BTSA Induction Program Manager

The program monitors progress and uses this information to guide and assist participating teacher in attainment of program requirements in the following ways:

- Orientation
- Credential Candidate Meetings
- Inquiry Instructions
- Induction Review Written Feedback
- Progress monitoring conversation/interviews
- Ongoing communication between program staff and PTs

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
COMMON STANDARD 7:
FIELD EXPERIENCE AND CLINICAL PRACTICE**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Program Narrative	Evidence
<p>The West Contra Costa BTSA Induction Program provides a planned sequence of job-embedded experiences for participating teachers via a year-long inquiry of practice. By using the New Teacher Center’s Formative Assessment System (FAS), PTs demonstrate application of pedagogy (Program Standard 5) and universal access (Program Standard 6-6b). This inquiry is structured around three components: Assessing Learning Context, Setting and Reflecting on Professional Goals, and Examining Practice through Inquiry.</p> <p>Each year, the participating teacher creates an Individual Learning Plan (ILP) that serves as the road map for their year-long inquiry. This ILP consists of a teacher-selected, pedagogy-based inquiry question and an identity safety focus (see <i>Glossary</i>). Each PT investigates their inquiry question and identity safety focus through the lens of two case study students each year: a representative student (full range of learners) and a Special Populations Student (Year 1) or English learner (Year 2).</p> <p>Through the inquiry, PTs develop and hone a repertoire of research-based strategies for improving student learning. Exploration of the pedagogy-based inquiry question enables them to demonstrate the knowledge and skills needed to help students meet academic standards.</p> <p>In addition, the identity safety focus provides the</p>	<ul style="list-style-type: none"> • PT Journey • Inquiry Instructions • Equitable Classroom/Cultural Eye Symposia Agendas • NTC FAS Year Graphic • ILP • Identity Safety Elements • PT Inquiry Binder • PT/SP Matches List • SP Matching Process & Selection Criteria • PT/SP Logs • Leadership Team Agendas/ Minutes • January Survey Results\ • State Survey Results • Training/Workshop/Meeting Feedback

framework for exploring issues of diversity and school/ classroom environments while meeting students' social, emotional, and cognitive needs.

(See Program Standards 4, 5, 6, 6a and 6b for a more extensive description)

Each PT's induction experience is facilitated by a trained support provider. Program Managers work with site administrators to review the needs of new teachers and criteria for support provider selection. BTSA staff collaborates with district and site personnel to make appropriate SP assignments. In addition to the Support Provider Selection Criteria, grade level, subject area, location, and personal/ professional compatibility are also considered in the matching process. PTs meet weekly with their support provider. The SP uses FAS processes and tools to guide the PT's classroom-based inquiry and completion of program requirements. (See Program Standard 3)

Program Managers and the Leadership Team engage in ongoing evaluation of the induction experience. Formal feedback is collected from stakeholders via the January Survey and State Survey. Informal feedback is received at Credential Candidate Meetings, SP Forums, and FAS Trainings. In addition, program staff debriefs after each Inquiry Binder Review (winter and spring) and makes recommendations for revisions. (See Common Standard 2)

WEST CONTRA COSTA BTSA INDUCTION PROGRAM COMMON STANDARD 9: ASSESSMENT OF CANDIDATE COMPETENCE

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Program Narrative	Evidence
<p>The West Contra Costa BTSA Induction Program provides a two-year induction experience in which participating teachers continuously engage with the <i>California Standards for the Teaching Profession (CSTP)</i>, Induction Standard 5 (Pedagogy), and Induction Standard 6 (Universal Access). Each year, PTs conduct a self-selected, year-long inquiry that consists of an inquiry question focused on pedagogy and an identity safety focus that addresses issues of equity, classroom environment, and safety. In addition, two case study students are selected each year who serve to draw PTs’ attention to the learning needs of the full range of learners, as well as on Special Populations students (Year 1) and English learners (Year 2). (See Program Standards 4, 5, 6), 6a and 6b)</p> <p>The New Teacher Center’s Formative Assessment System (FAS) provides the internal structure for the year-long inquiry. This formative assessment system is aligned with the state-adopted content standards and provides job-embedded professional development for PTs. Through the use of FAS processes and tools, PTs assess their learning context, set and reflect upon professional goals, and examine their teaching practice – all within the context of the <i>CSTPs</i> and Induction Standards 5 and 6.</p> <p>FAS processes and tools are used to generate evidence of PT application and demonstration of the <i>CSTPs</i> and Induction Standards 5 and 6. Each year, PTs submit this evidence for review of adequate progress toward program completion. Inquiry Binder Reviews take place winter and spring. During the Inquiry Review, BTSA staff assesses each PT’s progress in relation to program requirements. Formative written feedback is provided for each PT/SP pair to note areas of strength, areas for</p>	<ul style="list-style-type: none"> • PT Journey • Inquiry Instructions • PT/SP Logs • Inquiry Binder Review Feedback • BTSA Database • Letter of Completion • PT Inquiry Binder

attention, and missing or incomplete elements. If a PT/SP team is not progressing satisfactorily, a meeting is held to provide guidance, arrange for additional support and develop an action plan, if needed.

Upon completion of all BTSA Induction Program requirements, a Letter of Completion is sent to Human Resources and the district's Credential Analyst files online for the Clear Credential with the CTC.

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 1:
PROGRAM RATIONALE and DESIGN**

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.

<i>Program Narrative</i>	<i>Evidence</i>
<p>Consistent with the Education Code, the West Contra Costa BTSA Induction Program provides a purposeful, sequenced structure of extended preparation and offers systematic opportunities for application and demonstration of pedagogy. The program design is responsive to individual teachers' needs and is relevant to the contemporary conditions of teaching and learning.</p> <ul style="list-style-type: none"> • The program provides each participating teacher (PT) with one-on-one mentoring that offers individualized support and assistance through timely conversation and interactions. Support providers (SP) use the New Teacher Center's formative assessment processes and tools to facilitate PTs' examination of practice. • Each year, PT/SP pairs conduct a self-determined, year-long inquiry using the New Teacher Center's formative assessment processes and tools. The inquiry explores pedagogical issues within a specific content area and emphasizes creating equitable environments, meeting the learning needs of the full range of learners, and differentiating instruction for Special Populations (Year 1) and English learners (Year 2) • The inquiry consists of three components: <ul style="list-style-type: none"> ○ Assessing the Learning Context, in which the SP guides the PT in gathering timely, relevant information about their students, school, and community. This information is used to identify 	<ul style="list-style-type: none"> • BTSA Database: PT/SP Matches • Instructions for PT Inquiry • PT Inquiry Binder • FAS Processes/Tools: <i>Collaborative Assessment Log; Continuum of Teacher Development; Individual Learning Plan (ILP); Pre-Assessment Tools; Lesson Plans; Observation Tools; Analysis of Student Work</i> • Mid-Year and End-of-Year Inquiry Review; Inquiry Review PT/SP Feedback • Letter of Completion • ECO Policy/Application • Travel Approvals; workshop/training agendas and handouts

available resources and provide pre-assessment data that is used to assess and plan for individual student and PT needs.

- **Setting Professional Goals**, in which PTs are guided by their SPs in a self-assessment of their practice in relation to the *CSTP* and Induction Standards 5 and 6, using the *Continuum of Teacher Development*. The PT creates an Individual Learning Plan (ILP) that lays the foundation for their year-long inquiry. The ILP includes the PT's inquiry question, identity safety focus, and identification of two case study students who represent the full range of learners, along with a Special Populations Student (Year 1) and English learner (Year 2).
- **Examining Practice through Inquiry**, in which PTs investigate their inquiry question and identity safety focus through the "eyes" and experiences of their Case Study Students. PTs use FAS processes and tools to assess their teaching practice in the context of their inquiry. These processes and tools generate evidence that is used to demonstrate application of Induction Standards 5 and 6, as well as the *CSTPs*. PT/SP pairs analyze and reflect upon the collected evidence and submit it for review twice each year.
- Program staff reviews the submitted evidence during the Mid-Year and End-of-Year Inquiry Binder Reviews. Each PT's inquiry is read by a program staff member who provides written formative feedback to each PT/SP pair.
- Upon completion of program requirements, the BTSA Program Manager notifies the Human Resources Department via a "Letter of Completion." The district's Credential Analyst guides the candidate through the application process for the Clear Credential.
- The Program provides an Early Completion Option (ECO) for exceptional candidates with significant teaching experience. PTs learn about ECO at the BTSA Orientation and potential candidates are encouraged to apply.
- BTSA Program Managers attend professional development that extends their own skills and knowledge in order to maintain program relevance to the contemporary conditions of teaching and learning. Professional development may include participation in Cluster Meetings, New Teacher Center Leadership/Co-Presenter Network, BTSA IHE Collaborative (BIC) and reciprocal professional development opportunities through professional development partners such as BayCES,

Facing History, and the Stanford University Center for Comparative Studies in Race and Ethnicity.

The program coordinates administrative components and collaborates with P-12 organizations to integrate induction activities.

- The program operates under the umbrella of the Human Resources Department. The BTSA Program Managers work closely with HR administrators and staff to coordinate identification, eligibility, and advisement procedures
 - The program maintains a database system and files that document participating teacher and support provider participation
 - The BTSA Induction Program Managers direct and oversee all aspects of the program
 - Program Managers develop and monitor the program budget
 - Program Managers oversee formal and informal program evaluation
 - Program Managers supervise PT/SP matching and work with site administrators to facilitate appropriate PT/SP matches
 - Program Managers design and provide orientation, training, and other informational meetings for participating teachers and support providers
 - A Leadership Team consisting of representatives from stakeholder groups such as the teachers' union, IHE partner(s), support providers, participating teachers, Human Resources, and district administrators work with BTSA Program Managers on program design, implementation, and assessment
 - BTSA Program Managers meet with district administrators to cultivate awareness and understanding of BTSA, as well as to collaboratively develop professional development activities that support induction
 - BTSA Program Managers participate in state and cluster meetings, as well as the New Teacher Center Network meetings
- Organization Chart
 - Job Description: Program Manager
 - Meeting/Training/Workshop registration flyers, agendas, notes, minutes, and handouts
 - HR New Teacher Orientation agenda and handouts
 - HR Point-of-Hire Forms
 - BTSA staff/district administrator emails
 - BTSA Database
 - PT/SP Letters of Commitment; Consent Forms
 - BTSA Budgets
 - *PT/SP Matching Process* handouts
 - Leadership Team membership list, agendas, minutes
 - Travel approvals

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 2:
COMMUNICATION and COLLABORATION**

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.

<i>Program Narrative</i>	<i>Evidence</i>
<p>The West Contra Costa BTSA Induction Program facilitates the transition from teacher preparation to induction.</p> <ul style="list-style-type: none"> • Program Managers meet and communicate with the WCCUSD/CSUEB Alternative Certification (Intern Program) Program Manager • BTSA Program Managers meet with the WCCUSD/CSUEB Alternative Certification Program interns each May in order to introduce them to BTSA Induction and answer questions • Program Managers participate in the BTSA/IHE Collaboration Network (BIC), a group of local BTSA Program leaders and representatives from IHEs such as Saint Mary's, Chapman, Dominican, and Cal State-East Bay (CSUEB). The group has developed a BTSA informational PowerPoint that BTSA members present to local preservice program participants, along with a BTSA Induction brochure. In addition, BIC members discuss and problem-solve transition issues at their ongoing meetings. • An IHE representative is invited to serve on the Leadership Team • As part of the Individual Learning Plan (ILP) development process, participating teachers have opportunities to share information about their teacher preparation experience with their support provider. Using the <i>Continuum of</i> 	<ul style="list-style-type: none"> • Meeting sign-ins, agendas, notes, and minutes • Emails • Intern Information Survey • BIC Brochure • ILP Workshop handouts • <i>Continuum of Teacher Development</i> FAS Tool

Teacher Development, PT/SP pairs assess the PT's current level of practice in relation to the *CSTP* and Induction Standards 5 and 6. As part of the process, PTs are encouraged to bring the TPA and PACT experience into the conversation.

The West Contra Costa BTSA Induction Program collaborates with district personnel.

- Program Managers meet with the HR Director of Certificated Staff and the HR Assistant Superintendent to share information, engage in problem-solving, and receive advice about issues related to the administration of the BTSA Induction Program
- Program Managers work with district credential analysts re: identification, eligibility, and completion
- Program Managers review the district intake form with HR staff and provides feedback on its use. HR uses this form to gather required district information and determine program placement (District Intern, BTSA, Special Ed, etc.). The form serves to identify BTSA-eligible teachers and lists contact information for follow-up by BTSA staff to verify eligibility, provide initial advisement information, and begin the SP matching process.
- Program Managers work with district administrators such as the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, and the EL Services Director, and Response to Intervention (RtI) coordinator to ensure that BTSA Induction is aligned with and supports district curriculum and instructional priorities
- HR and other district representatives are invited to serve on the Leadership Team

- Meeting sign-ins, agendas, notes, and minutes
- Emails
- HR Intake Form
- Program Completion Letters

The Program collaborates with administrators in order to establish a professional educational community that supports the activities of induction.

- Program Managers work with the Assistant Superintendents of Human Resources and Educational Services to define BTSA's role in supporting district goals and reform efforts
- Program Managers maintain a reciprocal relationship with administrators from departments such as Curriculum and Instruction and EL Services to coordinate professional development efforts that meet induction and district requirements

- Meeting sign-ins, agendas, notes, and minutes
- Email

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| <ul style="list-style-type: none">• Program Managers work with the Assistant Superintendents of Human Resources and Educational Services to create opportunities to develop administrators' understanding of induction and their role in meeting the needs of new teachers.• Program staff communicates with principals in person, via email, or by phone about issues related to induction and the specific needs of individual PTs and SPs | |
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**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 3:
SUPPORT PROVIDERS and PROFESSIONAL DEVELOPMENT
PROVIDERS**

The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional providers on their work, retaining only those who meet the established criteria.

<i>Program Narrative</i>	<i>Evidence</i>
<p>The West Contra Costa BTSA Induction Program works with participating teachers and principals to select and assign support providers and to make reassignments as needed.</p> <ul style="list-style-type: none"> • The program uses classroom teachers as support providers • The district's PAR coach also serves as a BTSA Induction support provider • The program emphasizes the importance of the PT/SP relationship and matches on-site, grade/subject-alike PT/SP pairs, whenever possible • Principals learn about their role in the support provider identification and matching process at district Management Meetings and through individual communication with BTSA staff • The program provides site administrators with a list of identified PTs and experienced support providers at their sites. The list includes a section where principals can recommend new SPs, using the <i>SP Selection Criteria</i> as a guideline • PTs receive information about the initial matching process and procedures for reassignment at the BTSA Orientation. • Program staff makes every effort to complete the PT/SP 	<ul style="list-style-type: none"> • BTSA Database • BTSA Orientation Agenda • <i>PT/SP Matching Process</i> handout • <i>SP Selection Criteria</i> • Meeting sign-ins, agendas, notes, minutes • Site Support Provider Lists for Principals • BTSA staff emails with PTs and/or site administrators

matching process within 30 days of entry into the BTSA Induction Program.

Support providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles.

- The program enjoys a long, collaborative relationship with the New Teacher Center. FAS Training for support providers is conducted through collaboration between NTC trainers and BTSA staff. The Program Managers and NTC Liaison jointly coordinate, plan, and assess all FAS training.
- Level 1 support providers (new mentors) receive five days of training that introduces them to the foundational concepts of mentoring, New Teacher Center formative assessment processes and tools, mentoring skills, the Induction Standards, the CSTP, the PT/SP relationship, and program requirements
- Level 2 support providers (second year of mentoring) attend three days of training that advance their understanding of New Teacher Center formative assessment processes/tools and mentoring skills related to equity, English learners, and special populations students
- Level 3 support providers (three or more years) attend SP Forums that are specially designed to update their understanding of program requirements and increase their mentoring skill
- Support providers are expected to attend three Support Provider Forums each year. Forums provide opportunities to gain deeper understanding of the induction process and formative assessment; network and problem solve with other support providers; and continue to develop and hone effective mentoring skills. SP Forums consist of an overall topic that is presented to everyone, followed by breakout groups that address specific areas of need and are determined by the group and/or program staff, as appropriate.

The program regularly assesses the quality of services provided by support providers to participating teachers and offers formative feedback to SPs.

- Program staff examines each ILP and provides formative feedback to the support provider and participating teacher, if needed
- Program staff analyzes data from the BTSA Logs, the January and State Surveys, and the semi-annual Inquiry

- NTC Contract
- Program Manager/Liaison meeting agendas
- FAS Training agendas and handouts
- Level 3 Support Provider Meeting agendas and handouts
- Support Provider Forum agendas and handouts

- ILP Feedback forms
- PPR Self-Studies
- Meeting/Training/Forum agendas, notes and minutes
- BTSA Logs
- January and State Surveys
- Inquiry Review feedback forms

Reviews to appraise SPs' provision of services and level of skill

- Inquiry Binder Reviews provide written formative feedback to PTs and SPs
- Trends and patterns from the program evaluation process are shared with support providers at SP Forums and FAS Trainings
- Program staff offers ongoing support and formative feedback at events intended to provide additional assistance and information to SPs. These include Credential Meetings, which offer PT/SP pairs facilitated work time, as well as clarification and support for meeting program requirements and SP Forums, which are intended to increase mentoring skills and understanding of program components.
- Program staff works with individual support providers who have been assessed as less effective and/or struggling, or who have requested additional help

The program selects, prepares, and evaluates professional development providers.

- The program works closely with professional development providers from organizations such as the New Teacher Center; Facing History & Ourselves; Bay Area Coalition for Equitable Schools (BayCES); and district departments/programs to provide high quality professional development experiences for participating teachers and support providers

NTC-FAS Training for Support Providers

- BTSA staff and NTC trainers present Level 1 and Level 2 FAS Training.
- Program Managers work closely with the NTC Liaison/Trainer to ensure understanding of program context and needs
- Co-trainers participate in detailed preparation procedures, pre-training meetings, and post-training debriefing sessions that include trainer self-assessment and analysis of participant evaluations
- Co-trainers (BTSA staff and NTC Liaison) attend New Teacher Center Network and Co-Presenter Meetings that promote and facilitate team-building and planning

Equitable Classroom /Cultural Eye Symposia

- Program Managers work collaboratively with professional development providers and researchers from Facing

- NTC-FAS Co-Presenter Collaborative Assessment Logs
- Meeting agendas, notes, minutes and handouts
- Email
- Travel approvals

- Meeting/Symposia/PLC registration flyers, agendas, notes, minutes, handouts
- Travel approvals

History & Ourselves and Bay Area Coalition for Equitable Schools (BayCES). Together, they construct a Year 1 symposium (The Equitable Classroom) that introduces the concepts underlying identity safety, including personal and institutional bias and a Year 2 symposium (Teaching with a Cultural Eye), in which they further examine personal and institutional biases, explore cultural responsiveness, and work to assess and increase their level of cultural competence. These symposia provide teachers with the foundational underpinnings for constructing their Individual Learning Plans (ILP) and engaging in their inquiries

- Pre- and post-symposia meetings help PDPs develop and expand their understanding of program context and requirements, and participant needs
- BTSA Program Managers and PDPs co-construct agendas, content and design of the symposia
- Debriefing discussions provide opportunities for PDPs to self-assess, analyze participant evaluations, and determine training modifications
- In order to more fully tap into PDPs' expertise, BTSA staff participates in workshops, conferences, and trainings offered by their organizations, when possible

Optional PT/SP Workshops

- BTSA Program Managers work with other district departments and programs to tap into district workshops for PTs and SPs related to their self-assessed needs, as determined by analysis of January and State Survey results and Biennial Reports.
- The program honors the PDP selection processes of district departments
- Program Managers hold planning meetings with PDPs to develop understanding of the program and the needs of participants, as well as debriefing/ assessment sessions that include analysis of participant feedback

- Survey results
- Biennial Report
- Meeting agendas, notes, minutes

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 4:
FORMATIVE ASSESSMENT SYSTEM**

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program’s inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on The California Standards for the Teaching Profession (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher’s assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

<i>Program Narrative</i>	<i>Evidence</i>
<p>The West Contra Costa BTSA Induction Program uses the New Teacher Center Formative Assessment System (NTC-FAS) to guide participating teachers’ examination of their practice. Using FAS processes and tools, PT/SP pairs engage in a year-long inquiry that is intended to promote teacher growth and efficacy. NTC-FAS encourages a cycle of plan-teach-reflect-apply (PTRA) in both the daily life of the PT and in the broader structure of the inquiry.</p> <p>The West Contra Costa BTSA Induction Program has designed an induction experience in which PT/SP pairs engage in a year-long inquiry that can best be illustrated using the image of a “three-legged stool”. The inquiry rests, or is supported by, a balanced examination of three “legs” of the PT’s practice:</p> <ul style="list-style-type: none"> • The <u>inquiry question</u>, a content-specific, teacher-selected query designed to explore a specific pedagogical issue • The <u>identity safety focus</u>, in which PTs strive to create and maintain a learning environment in which 	

all students feel welcomed, valued and safe

- The **case study students**, who provide a context for PT/SP pairs as they assess and analyze the participating teacher's practice in relation to the inquiry question and identity safety focus

NTC-FAS addresses these essential elements:

- **Standards:** The California Standards for the Teaching Profession (CSTP), Induction Standards 5 and 6, and academic content standards provide PTs with a comprehensive framework within which to focus their inquiry.
- **Criteria:** The program uses the NTC *Continuum of Teacher Development*, aligned with the CSTP and Induction Standards 5 and 6, which describe three levels of development: Beginning/Emerging, Applying, Integrating/Innovating. Using the Continuum, the participating teacher and support provider analyze the PT's practice, enabling them to identify teaching strengths and challenges. This analysis contributes to the development of the Individual Learning Plan (ILP) which drives the inquiry.
- **Evidence:** In the context of the inquiry, PTs collect evidence of their teaching practice, which helps to maintain a clear focus on instruction and student learning while demonstrating application of Induction Standards 5 and 6. The formative assessment process generates much of this evidence through the use of FAS Tools such as lesson plans, classroom observation data, and analysis of student work.

NTC-FAS protocols support the three structural components of the Inquiry:

- **Assessing and Understanding Learning Context** uses FAS processes and tools to gather data that help PTs know and understand their students, schools, district, and communities. This data is used to identify case study students, provide pre-assessment information used for planning and differentiating instruction, and for developing and conducting the inquiry. In collaboration with their support providers, PTs:
 - Focus on their school and community context to

- FAS Padfolios: *Mentor Booklet; PT Booklet; CSTP Booklet; Induction Standards/CSTP Placemat*

- FAS Processes/Tools: *Continuum of Teacher Evidence; ILP*

- FAS Tools: *Lesson Plans; Observation Tools; Analysis of Student Work*

- FAS Processes/Tools: *School, Family, Community Resources; Class Profile; Instructional Groups; Pre-Assessment Tools;*

- PT Inquiry Binder

identify and use appropriate resources, and collaborate with relevant personnel to support student learning.

- Focus on student and classroom context by gathering data about their students and forming instructional groupings that meet specific learning needs.
- Focus on identifying and monitoring two case study students each year which helps them to plan instruction and assess outcomes and impact on student learning. In Year One, PTs select one student from their full range of learners and a Special Populations student. In Year Two, PTs select another student from the full range of learners and an English learner. *Note: PTs are encouraged to select “back-up” students in case a student leaves during the course of the year. Note 2: In the rare event that a PT doesn’t have a Special Populations or EL student in their classroom, BTSA Program Managers work with the PT to make appropriate arrangements to meet program requirements. These may include team teaching, “guest teaching”, temporary assignment-switching, etc.*
- Gather data across multiple dimensions (cultural and linguistic, academic, and personal) to learn about the personal and academic lives of their students and how to best meet individual learning needs in the context of the PT’s inquiry.

● **Setting and Reflecting on Professional Goals**

supports PTs in assessing their practice in relation to the CSTP and Induction Standards 5 and 6, and in developing the ILP that serves as the road map to their year-long inquiry. Each year, in collaboration with their support providers, PTs:

- Self-assess their teaching practice to determine strengths and areas for growth, using the *Continuum of Teacher Development*, which is aligned with the CSTP and Induction Standards 5 and 6.
- Develop an Individual Learning Plan (ILP) that directs their year-long inquiry. The ILP includes a pedagogy-based inquiry question and a related identity safety focus. The CSTPs are used to establish the actions (next steps) PTs will take as

- FAS Processes/Tools: *Continuum of Teacher Development; Individual Learning Plan (ILP); Collaborative Assessment Logs (CAL)*
- PT Inquiry: *Winter Reflection; Spring Reflection*
- PT Inquiry Binder

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| <ul style="list-style-type: none"> ○ they undertake their inquiry investigation ○ Determine individualized professional development needed to support improvement of practice in relation to their ILP. ○ Use the inquiry to gather evidence of their practice related to Induction Standards 5 and 6. During the <i>Winter Reflection on Teaching Practice and Professional Goals</i> and the <i>Spring Reflection on Teaching Practice and Professional Goals</i>, PTs analyze this evidence and reflect on their learning, identifying additional CSTP-related actions to take, as appropriate. ○ Write a <i>Spring Reflection</i> summarizing their learning and growth. This reflection is based on reassessment on the <i>Continuum of Teacher Development</i> and analysis of additional artifacts related to Induction Standards 5 and 6, gathered through the inquiry <ul style="list-style-type: none"> ● Examining Practice Through Inquiry supports PTs' engagement with Induction Standards 5 and 6, use of the academic content standards, and application of the CSTP. Through the inquiry, participating teachers use formative assessment processes and tools to investigate their pedagogy-based inquiry question, differentiate instruction for English learners and Special Populations students, and strive to create an equitable, identity safe classroom. Support providers select and utilize appropriate mentoring skills, language, and coaching stances in order to guide the investigation and facilitate PTs' thinking. The inquiry sets the context for BTSA Induction work and is incorporated into the PT's day-to-day classroom practice. In collaboration with the support provider, PTs engage in the plan-teach-reflect-apply cycle (PTRA) to: <ul style="list-style-type: none"> ○ Examine their practice as they plan instruction, teach, analyze/reflect on data, and apply new learning in the context of their inquiry ○ Engage in conversations about equity and minimizing bias; about using cultural and linguistic backgrounds/experiences to promote learning; and about fostering students' physical, cognitive, emotional, and social well-being to create identity safe learning environments. These | <ul style="list-style-type: none"> ● FAS Processes/Tools: <i>Lesson Plans; Observation Tools; Analysis of Student Work; Collaborative Assessment Logs; Student/Family Communication Tools</i> ● PT Inquiry: <i>PTRA Lesson Sequence Instructions; Winter Reflection; Spring Reflection</i> ● PT Inquiry Binder ● SP FAS Conversation Guides |
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conversations are documented on a
Collaborative Assessment Log (CAL) FAS tool.

- Plan and teach standards-based lessons, some of which are observed by the SP
- Differentiate instruction with a focus on Special Populations students (Year 1) and English learners (Year 2)
- Analyze student work to assess learning outcomes and plan future instruction
- Communicate with students and families to discuss academic progress and assess levels of identity safety
- Collect and analyze ongoing evidence of practice at mid-year and end-of-year, culminating in a written reflection on PT learning and growth

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 5:
PEDAGOGY**

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Program Narrative	Evidence
<p>The West Contra Costa BTSA Induction Program provides opportunities for participating teachers to grow and improve within the context of their teaching assignment. PTs use the academic content standards, performance levels, curriculum frameworks, and instructional materials as they reflect upon and apply the CSTPs and subject matter pedagogical skills throughout their year-long inquiry.</p> <ul style="list-style-type: none"> • Each year, PTs work with their SPs to reflect upon their previous teaching and learning experience, which may include TPA/PACT. These conversations lead to and are part of the PT's self-assessment on the CSTP-based <i>Continuum of Teacher Development</i> and inform the development of an Individual Learning Plan (ILP) that drives their year-long inquiry • The ILP centers on a pedagogy-based inquiry question that is explored through the learning experiences of two case study students representing the full range of learners. <i>Note: PTs are encouraged to select "back-up" students in</i> 	<ul style="list-style-type: none"> • FAS Tools & Processes: <i>Class Profile, Continuum of Teacher Development; ILP, Lesson Plans; Observation Tools; Collaborative Assessment Logs; Analysis of Student Work</i> • PT Inquiry: <i>PTRA Sequences; Winter Reflection; Spring Reflection</i>

case a student leaves during the course of the year.

- PT/SP pairs use the formative assessment process to gather and reflect upon data as they:
 - Complete a class profile
 - Develop standards-based lesson plans
 - Engage in formal observation of the PT's practice to provide feedback about the content, delivery, and assessment of instruction
 - Analyze student work and assessment data to inform planning and instruction
- At three points in the year, PT/SP pairs analyze their collected evidence and synthesize the PT's learning in a written narrative. These include the *Introductory Narrative* (November), the *Winter Reflection on Teaching Practice* (January), and the *Spring Reflection on Teaching Practice* (May). These narratives provide a structure for PTs to:
 - Examine evidence related to the “three legs” of their “inquiry stool”: the inquiry question, the identity safety focus, and the case study students
 - Reflect upon their learning
 - Determine how they'll apply this knowledge to their teaching practice.

The West Contra Costa BTSA Induction Program provides opportunities for PTs to use and interpret student assessment data to plan and differentiate instruction for the full range of learners.

- During the Assessing and Understanding Learning Context component of the Inquiry, PT/SP pairs gather student assessment data from site and district sources and synthesize this data using FAS Tools such as:
 - *School, Family, Community Resources*
 - *Class Profile*
 - *Instructional Groups*
 - *Pre-Assessment Tools*
- PT/SP pairs use this collected data, along with additional information such as CELDT levels, CST scores, and IEP goals, to select two case study students each year who represent the full range of learners and identify their learning needs in order to provide appropriate differentiation
- PT/SP pairs synthesize this information and prepare an *Introductory Narrative* that serves as the introduction to their year-long inquiry
- During Examination of Practice through Inquiry, PT/SP

- FAS Processes/Tools: *School, Family, Community Resources; Class Profile; Instructional Groups; Pre-Assessment Tools; Lesson Plans; Observation Tools; Analysis of Student Work; Collaborative Assessment Logs*
- PT Inquiry: *Introductory Narrative*
- PT Inquiry: *PTRA Sequences*

pairs plan appropriately differentiated lessons and analyze student data to assess the effectiveness of instruction, using the **plan-teach-reflect-apply cycle (PTRA)**. PT/SP pairs conduct PTRA Sequences employing FAS tools such as:

- *Lesson Planning Tools*
- *SP Observation Tools*
- *Analysis of Student Work Tools*
- *Collaborative Assessment Logs*

The West Contra Costa BTSA Induction Program provides opportunities for PTs to create and maintain well-managed, safe, inclusive and healthy learning environments.

- PTs explore the concept of identity safety at the Equitable Classroom Symposium (Year 1) and deepen their understanding at the Teaching with a Cultural Eye Symposium (Year 2). (See *Glossary*)
- During the ILP development process, PT/SP pairs create an identity safety focus that supports the inquiry. This identity safety focus centers on maximizing learning through PTs' development of an identity safe environment that fosters students' physical, cognitive, emotional and social well-being
- During the Assessing Learning Context phase of the inquiry, PT/SP pairs gather and analyze case study student data that is used to write the academic and personal profile section of the *Introductory Narrative*.
- During the *Winter* and *Spring Reflections on Teaching Practice*, PT/SP pairs analyze inquiry evidence and reflect on PT learning related to the identity safety focus
- PTs may choose to attend district-sponsored and BTSA-sponsored professional development in accordance with their ILPs. BTSA-sponsored professional development may include workshops such as Classroom Organization and Management Program (COMP); Supporting Lesbian, Gay, Bisexual, Transgender, and Questioning Students (LGBTQ); Gender Identity and Expression; and TRIBES. District professional development may address reading and math adoptions, RtI, English learners, etc.

The West Contra Costa BTSA Induction Program provides opportunities for PTs to integrate the assessment, planning and delivery of instruction using technology.

- PTs self-assess their technology-related level of practice using the *Continuum of Teacher Development*.

- FAS Tool & Process: *ILP*
- *Elements of Identity Safety* handout
- PT Inquiry: *Introductory Narrative; Winter Reflection; Spring Reflection*
- Agendas and handouts
- Registration flyers; agendas; handouts

- FAS Tools/Process: *Continuum of Teacher Development; Lesson Plans; Collaborative Assessment Logs*

- PTs design, deliver, and assess lessons that integrate technology during the Examining Inquiry Through Practice component of their inquiry
- PTs use technology to assess student learning using Edusoft and other electronic tools

- PT Inquiry: *Lesson plans; student work; Edusoft reports; printouts*

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 6:
UNIVERSAL ACCESS: EQUITY FOR ALL STUDENTS**

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

<i>Program Narrative</i>	<i>Evidence</i>
<p>The West Contra Costa BTSA Induction Program supports PTs in designing and implementing an equitable, inclusive and bias-free learning environment. SPs support participating teachers in understanding their context, setting professional goals, and conducting their inquiry of practice as they strive to maximize achievement and provide equitable access for the full range of learners.</p> <ul style="list-style-type: none"> • Each year, PTs attend a symposium that supports their ILP identity safety focus. In Year 1, they attend the Equitable Classroom Symposium that introduces the concepts underlying identity safety, including personal and institutional bias. In Year 2, they attend the Teaching with a Cultural Eye Symposium, in which they further examine personal and institutional biases, explore cultural responsiveness, and work to assess and increase their level of cultural competence • During the Assessing and Understanding Learning Context component of the year-long inquiry, PT/SP pairs use the <i>School, Family and Community Resources FAS Tool</i> to identify appropriate resources. • During Assessing and Understanding Learning Context, PT/SP pairs examine multiple measures to identify student needs. Measures may include California English Language Development Test (CELDT), California Standards Test (CST), Individual Education Plan (IEP), 504 plans and/or advanced learner assessments, as well as conversations with appropriate site and district resource personnel who work with the PTs' case study students • Support providers guide PTs through the process of 	<ul style="list-style-type: none"> • FAS Processes/Tools: <i>School, Family & Community Resources; Class Profile; Pre-Assessment tools; Continuum of Teacher Development; ILP; Lesson Plans; Observation Tools; Analysis of Student Work; Family Communication Tool; Student Communication Tool; Collaborative Assessment Logs</i> • PT Inquiry: <i>Assessing & Understanding Learning Context component; Introductory Narrative; PTRS Sequences; Winter Reflection on Teaching Practice; Spring Reflection on Teaching Practice</i> • Agendas and handouts

developing an Individual Learning Plan (ILP) in which they identify an “Identity Safety Focus” (see Glossary). The identity safety focus supports their pedagogy-based inquiry question through the lens of equity, inclusion, and safety

- During the Year 1 Inquiry, PT/SP pairs examine issues of equity and identity safety in the context of an essential question of practice: “How will I build an inclusive, identity-safe environment that supports all students in reaching their full potential?” PT/SP pairs use FAS processes and tools, district tools, and the PT’s identity safety focus from the ILP to guide conversation
- During the Year 2 Inquiry, PT/SP pairs expand the essential question: “How do I develop my own cultural competence as I build an inclusive, identity-safe environment that supports all students in reaching their full potential?” Using FAS processes and tools, PTs, supported by their SPs, conduct a PTR A Sequence that employs culturally responsive and inclusive practices. The PTR A Sequence includes:
 - A PT/SP discussion about the case study students’ background and experiences. The conversation explores questions such as: What life experiences, culture and language do my students bring and what effects do they have on their engagement and learning? In what ways are my own experiences and background similar or different? How does this impact my teaching? What kinds of culturally responsive strategies will be most effective and relevant? How might they increase the level of identity safety in my classroom? The key points of the conversation are documented on a *Collaborative Assessment Log*.
 - PT/SP collaboration in designing a standards-based, culturally responsive lesson that is observed by the SP
 - PT/SP reflection on lesson outcomes, analysis of student work, assessment and discussion of future application of PT learning in relation to the “three legs of the inquiry stool”: inquiry question, identity safety focus, and case study students.
- Support providers use formative assessment tools such as the *Family Communication Tool* and the *Student Communication Tool* to engage PTs in conversations with their case study students and families re: student learning needs, progress, and inclusion
- Each year, during the *Winter and Spring Reflections on Teaching Practice*, PT/SP pairs analyze collected evidence to inform PTs about the impact of their inquiry on the development of an equitable, identity-safe

environment

- PTs may also participate in additional professional development activities that promote the development of equitable and inclusive learning environments. These may include district equity workshops, TRIBES; Supporting Lesbian, Gay, Bisexual, Transgender, and Questioning Youth (LGBTQ); and Gender Identity and Expression
- Mentoring for equity is woven throughout required FAS Training and SP Forums, as well as optional workshops related to topics such as differentiated instruction, culturally responsive pedagogy, and LGBTQ issues. FAS Training includes whole-day sessions on *Mentoring for Equity*, *Mentoring for English Learners* and *Mentoring for Special Populations*

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 6a:
ENGLISH LEARNERS**

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

<i>Program Narrative</i>	<i>Evidence</i>
<p>The West Contra Costa BTSA Induction Program supports PTs in adhering to legal and ethical obligations for teaching English learners and in implementing district policies.</p> <ul style="list-style-type: none"> • As part of the district's English Learner Master Plan, participating teachers follow district policies and adhere to legal and ethical obligations. Identifying, referring, and re-designating English learners is part of this process. • Implementation of district policies is monitored by the EL Support Services Department <p>The West Contra Costa BTSA Induction Program supports PTs in explicitly addressing the needs of English learners.</p> <ul style="list-style-type: none"> • Program leaders work with administrators and representatives from other departments and programs such as Curriculum and Instruction, and EL Support Services to ensure that program design provides PTs with essential experiences that are aligned with district EL policies • In Year 2, the PT engages in a year-long inquiry that addresses a pedagogy-based inquiry question and an identity safety focus (See Program Standard 4). • The PT, guided by the SP, conducts this inquiry through the learning and experiences of two case study students: one who represents the full range of learners and another who represents English learners • During the Assessing and Understanding Learning 	<ul style="list-style-type: none"> • District English Learner Master Plan • EL Support Services Job Descriptions <ul style="list-style-type: none"> • Meeting agendas, notes, minutes • FAS Tools: <i>Pre-Assessment Tools; School, Family & Community Resources; Class Profile; ILP; Lesson Plans; Observation tools; Analysis of Student Work; Collaborative Assessment Logs</i> • PT Inquiry: <i>Introductory Narrative; PTRS Sequences; Winter Reflection on Teaching Practice; Spring Reflection on Teaching Practice</i> • PT Inquiry Binder • FAS Training Agendas • SP Forum Agendas • Workshop Agendas

Context component of the inquiry, PT/SP pairs use the *School, Family and Community Resources FAS Tool* to identify appropriate resources.

- During Assessing and Understanding Learning Context, PT/SP pairs examine multiple measures to identify student needs. Measures may include California English Language Development Test (CELDT) and the California Standards Test (CST), as well as conversations with appropriate site and district resource personnel who work with the PTs' case study students
- During the inquiry, PT/SP pairs collect data that is used to pre-assess and monitor learning needs for the English learner case study student
- PT/SP pairs use this data as they plan lessons and determine appropriate instructional strategies to meet the English learner's needs.
- Using FAS processes and tools, PTs, supported by their SPs, conduct a PTRS Sequence that uses SDAIE strategies or the ELD curriculum, as appropriate. The PTRS Sequence includes:
 - PT/SP collaboration in designing a lesson that addresses a grade-appropriate content standard and a language development objective from the ELD standards. This lesson is observed by the SP.
 - PT/SP reflection on lesson outcomes, with special emphasis on the English learner case study student; analysis of student work; assessment and discussion of future application of PT learning in relation to the "three legs of the inquiry stool": inquiry question, identity safety focus, and teaching English learners.
- During the *Winter and Spring Reflections on Teaching Practice*, PT/SP pairs assess learning in relation to the PT's inquiry question and identity safety focus through three lenses: the PT's and that of each case study student
- PTs and SPs may choose to attend district workshops related to English learners.
- Support providers are required to attend FAS Training and SP Forums, in which issues related to teaching English learners are addressed. FAS Training includes a whole-day session on *Mentoring for English Learners*.

**WEST CONTRA COSTA BTSA INDUCTION PROGRAM
INDUCTION PROGRAM STANDARD 6b:
SPECIAL POPULATIONS**

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

<i>Program Narrative</i>	<i>Evidence</i>
<p>The West Contra Costa BTSA Induction Program supports PTs in adhering to legal and ethical obligations relative to the full range of special populations students and in implementing district policies.</p> <ul style="list-style-type: none"> • Participating teachers follow district policies and adhere to legal and ethical obligations. Identifying and referring students for special services is part of this process. • Implementation of district policies is monitored by the Special Education Department, Intervention Office, and the GATE Program <p>The West Contra Costa BTSA Induction Program supports PTs in explicitly addressing the needs of Special Populations students.</p> <ul style="list-style-type: none"> • BTSA Program Managers work with administrators and representatives from other departments and programs such as Curriculum and Instruction, the GATE Program, and Special Education to ensure that program design provides PTs with essential experiences that support successful instruction of Special Populations students • In Year 1, the PT engages in a year-long inquiry that addresses a pedagogy-based inquiry question and an identity safety focus (See Program Standard 4). • The PT, guided by the SP, conducts this inquiry through the learning and experiences of two case study students: 	<ul style="list-style-type: none"> • Special Education Department Job Descriptions • Intervention Office Bulletins • GATE Program Guidelines for Teachers • FAS Processes/Tools: <i>School, Family & Community Resources; Class Profile; Pre-Assessment tools; Continuum of Teacher Development; ILP; Lesson Plans; Observation Tools; Analysis of Student Work; Family Communication Tool; Student Communication Tool; Collaborative Assessment Logs</i> • PT Inquiry: <i>Assessing & Understanding Learning Context component; Introductory Narrative; PTRS Sequences; Winter Reflection on Teaching Practice; Spring Reflection on Teaching Practice</i> • Professional Development agendas and handouts

one who represents the full range of learners and another who represents Special Populations students

- During the Assessing and Understanding Learning Context component of the year-long inquiry, PT/SP pairs use the *School, Family and Community Resources FAS Tool* to identify appropriate site and district resources.
- During Assessing and Understanding Learning Context, PT/SP pairs examine multiple measures to identify student needs. Measures may include California English Language Development Test (CELDT), California Standards Test (CST), Individual Education Plan (IEP), 504 plans and/or advanced learner assessments, as well as conversations with appropriate site and district resource personnel who work with their case study students
- During the inquiry, PT/SP pairs collect data that is used to pre-assess and monitor learning needs for the Special Populations case study student
- PT/SP pairs use this data as they plan lessons, determine appropriate differentiation and provide modification, and/or accommodations, as needed.
- Using FAS processes and tools, PTs, supported by their SPs, conduct a *PTRA Sequence* that focuses on differentiating instruction for Special Populations students. The *PTRA Sequence* includes:
 - PT/SP collaboration in designing a lesson that is related to the inquiry question and shows explicit, appropriate differentiation for the Special Populations case study student. This lesson is observed by the SP.
 - PT/SP reflection on lesson outcomes, paying particular attention to the results of differentiation; analysis of student work; assessment and discussion of future application of PT learning in relation to the “three legs of the inquiry stool”: inquiry question, identity safety focus, and teaching Special Populations students.
- Support providers use formative assessment tools such as the *Family Communication Tool* and the *Student Communication Tool* to engage PTs in conversations with their case study students and families re: student learning needs, progress, and inclusion
- During the *Winter and Spring Reflections on Teaching Practice*, PT/SP pairs assess learning in relation to the PT’s inquiry question and identity safety focus through three lenses: the PT’s and that of each case study student
- PTs and SPs may choose to attend district workshops related to Special Education, GATE, RtI, Intervention, etc.
- Support providers are required to attend FAS Training and

- Meeting agendas, notes, minutes

SP Forums, in which issues related to teaching Special Populations students are addressed. FAS Training includes a whole-day session on *Mentoring for Special Populations*

WEST CONTRA COSTA BTSA INDUCTION PARTICIPATING TEACHER'S JOURNEY

July-November

- Point of Hire: Information on the district intake form determines induction eligibility; eligible participants sign the BTSA Agreement and receive dates/times for BTSA Orientation & Equitable Classroom Symposium
- Participant receives the BTSA Welcome Packet
- Participant attends BTSA Orientation (Year 1)
- Participant is matched with a Support Provider. PT/SP pairs begin meeting and developing a trusting relationship as they review previous year's experience during weekly meetings (Year 2: Continues working with previous SP, or is matched with a new SP, if necessary)
- PT attends Equity Symposium:
 - Year 1 – Equitable Classroom: Introduction to Identity Safety
 - Year 2 – Teaching with a Cultural Eye: Culturally responsive pedagogy & strategies to support English learners
- PT/SP pair attends required Credential Candidate meeting at which the year-long Inquiry and formative assessment system (NTC-FAS) are introduced
- PT begins gathering evidence of teaching practice for the inquiry
- PT/SP pair attends ILP Development Workshop and is introduced to the *Continuum of Teacher Development* and the *Individual Learning Plan (ILP)*
- PT/SP pair works on the *Understanding Teaching Context* component of the inquiry, using appropriate FAS processes and tools, as detailed in the Inquiry Instructions
- PT/SP pair completes the *Setting Professional Goals* component of the inquiry. Using the *Continuum of Teacher Development*, the PT self-assesses his/her practice in relation to the CSTP and Induction Standards 5 and 6. The PT/SP pair develops an *Individual Learning Plan*, which guides the year-long inquiry process. The ILP includes an inquiry question, identity safety focus and two case study students:
 - Year 1: A representative Student (Full Range of Learners) and a Special Populations Student
 - Year 2: A Representative Student (Full Range of Learners) and an English learner

November – March

- PT may attend district and other professional development activities related to his/her ILP and/or self-assessed needs
- PT/SP pair works on the *Examining Practice through Inquiry* component of the year-long inquiry as they continue to collect evidence of application, including the required plan, teach, reflect, apply (PTRA) lesson sequence(s):
 - Year 1: Differentiating for Special Populations Students PTRA Sequence
 - Year 2: A Culturally Responsive PTRA Sequence and an English Learner PTRA Sequence

January

- PT/SP pair conducts the *Winter Reflection on Teaching Practice and Professional Goals* in preparation for the mid-year Inquiry Review
- PT submits the inquiry binder for the mid-year review
- PT receives and uses formative feedback as he/she continues the inquiry process
- PT completes the January Survey (program evaluation)

February-May

- PT/SP pair moves forward in the *Examination of Practice through Inquiry* component of the year-long inquiry – continuing to collect evidence of application
- PT completes the end-of-year program evaluation (BTSA State Survey)
- PT/SP pair conducts the *Spring Reflection on Teaching Practice and Professional Goals* and prepares for the end-of-year Inquiry Review

May/June

- PT submits the Inquiry binder for end-of-year review
- PT reviews reader feedback, makes revisions/additions, if necessary, and is given verification of Year 1 or Year 2 completion
- Year 1 PT continues trusting relationship with SP and prepares to enter Year 2 of the program
- Year 2 PT is given information about the application process for the Clear Credential and a copy of the Letter of Completion is sent to HR
- PT makes appointment to meet with district credential analyst to apply for Clear Credential

WEST CONTRA COSTA BTSA INDUCTION PROGRAM

GLOSSARY

The **BTSA Inquiry** is a year-long process that provides a purposeful, sequenced structure of extended application, using the New Teacher Center Formative Assessment System (NTC-FAS). The **year-long inquiry** provides systematic opportunities for Participating Teachers to engage in and demonstrate application of Induction Standards 5 and 6 in the context of the CSTP.

Cultural Competence is the ability to recognize differences based on culture, language, race, ethnicity and other aspects of individual identity and to respond to those differences positively and constructively.

HR Point-of-Hire Forms consist of:

- **Intake Form** which was collaboratively developed by HR staff, the Intern Program Manager, and the BTSA Program Managers. This form provides information that aids in determining appropriate program eligibility.
- **BTSA Agreement** which informs potential participants of their responsibility to participate in BTSA Induction, if eligible

As part of the Inquiry, PTs explore an **Identity Safety Focus** in which they strive to create and maintain a learning environment in which all students feel welcomed, valued and safe, as contributive members of the classroom regardless of ethnicity, gender, sexual orientation and/or other aspects of individual identity.

Individual Learning Plan (ILP) consists of:

- **Inquiry Question** within a specific content area
- **Identity Safety Focus** that supports the investigation of the inquiry question
- **Two Case Study Students** who provide the lens through which PTs examine the impact of the inquiry investigation on teacher and student learning

During the semi-annual **Inquiry Review**, Participating Teachers submit their **Inquiry Binder**. This binder contains evidence and analysis from the investigation of their Inquiry and demonstrates application of Induction Standards 5 and 6 and the CSTP.

The UC Santa Cruz **New Teacher Center** provides the Formative Assessment System (FAS) used by the West Contra Costa BTSA induction Program. In addition, the New Teacher Center Liaison and Trainers facilitate FAS Training for support providers.

Program Managers are responsible for the design, implementation, and assessment of the BTSA Induction Program.

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:** August 19, 2009
From: Bruce Harter **Agenda Item:** F.3
Subject: Cooperative Agreement with the West Contra Costa Transportation Advisory Committee (WCCTAC) and WCCUSD for Measure J-West County Safe Transportation for Children Low Income Student Bus Pass Program (SBPP)

Background Information:

In 1988, Contra Costa voters approved Measure C, a half-percent transportation sales tax that would be in place for 20 years. In 2004, the voters approved Measure J, the continuation of the tax for another 25 years from 2009 through 2034. The Measure J Expenditure Plan specifically makes available 0.725% of sales tax revenues for the Low-Income Student Bus Pass Program. The purpose of the Program is to provide assistance to West County's low-income population by making the cost of transportation to and from school and after-school activities more affordable.

The Program aims to improve student attendance, promote equity, and enhance students' access to jobs and after-school activities through the provision of bus fare subsidies to low-income students in West Contra Costa County.

AGENCIES INVOLVED, ROLES & RESPONSIBILITIES

- *Contra Costa Transportation Authority (CCTA)* allocates funding for the Program.
- *West Contra Costa Transportation Advisory Committee (WCCTAC)* provides overall Program oversight and policy direction.
- *West Contra Costa Unified School District (District)* administers and implements the Program: establishes student eligibility and Program enrollment; develops and manages the Program budget; distributes bus passes and coupons to students; and monitors Program progress.
- *AC Transit and WestCAT* provide bus passes and discount coupons for the Program.

Recommendation: Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

COOPERATIVE AGREEMENT NO. 09-01

COOPERATIVE AGREEMENT

BETWEEN

WEST CONTRA COSTA TRANSPORTATION ADVISORY COMMITTEE

AND

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

FOR

**MEASURE J WEST COUNTY SAFE TRANSPORTATION FOR CHILDREN:
LOW INCOME STUDENT BUS PASS PROGRAM**

This COOPERATIVE AGREEMENT NO. 09-01 (“AGREEMENT”) is made and entered into as of this 1st day of April, 2009, by and between the WEST CONTRA COSTA TRANSPORTATION ADVISORY COMMITTEE (“WCCTAC”) and the WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT (“WCCUSD”).

RECITALS

WHEREAS, the Measure C Sales Tax Renewal Ordinance (#88-01 as amended by #04-02, #06-01, and #06-02) and Transportation Expenditure Plan authorizes the Contra Costa Transportation Authority (“AUTHORITY”) to expend 0.725% of sales tax revenues on Program 21b West County Low Income Student Bus Pass Program for the establishment and operation of a program to expand the subsidy for bus transit fares for low income students (“PROGRAM”); and

WHEREAS, the AUTHORITY has delegated to WCCTAC, the Regional Transportation Planning Committee in West County established under Measure C, the responsibility for programming funds allocated to the PROGRAM; and

WHEREAS, WCCTAC has established the following objectives of the PROGRAM: to increase student attendance, promote equity, and enhance students’ access to jobs and after-school activities through the provision of bus fare subsidies; and

WHEREAS, West County is served by two school districts: WCCUSD and the John Swett Unified School District (“JSUSD”); and WCCTAC has elected to distribute the

PROGRAM funds at 95% to WCCUSD students and 5% to JSUSD students, based on the proportion of low-income students in each school district as measured using 2007 student enrollment in the State's Free & Reduced Lunch Program; and

WHEREAS, public transportation for WCCUSD students is provided by AC Transit and WestCAT; and AC Transit offers a discounted \$15 monthly pass for youths and WestCAT offers a \$40 monthly pass for both adults and youth; and

WHEREAS, for the area served by WCCUSD, WCCTAC has elected to use the PROGRAM funds to offer a \$15 per month bus fare subsidy on a first-come, first-served basis to all alternative and high school students enrolled in the State's Free & Reduced Lunch Program, beginning in the summer session of the 2008-2009 school year and for 11 months out of the year for subsequent school years from September through July inclusive; and

WHEREAS, for the purpose of this AGREEMENT, "quarter" is taken to mean the roughly three-month period beginning on July 1, October 1, January 1, and April 1 of each year; and

WHEREAS, WCCTAC is also seeking from the AUTHORITY a commitment of dedicated PROGRAM funds for FY 2008-09, FY 2009-10, and FY 2010-11 to implement the PROGRAM for the students served by WCCUSD from the summer session of 2009 through the end of school year 2010-11; and

WHEREAS, the Parties seek to outline their roles and responsibilities with respect to the PROGRAM.

NOW, THEREFORE, in consideration of the foregoing, the Parties do hereby agree as follows:

SECTION I

WCCUSD AGREES:

1. To apply at least 90% of funds allocated to WCCUSD students under this AGREEMENT toward the purchase of AC Transit youth bus passes and WestCAT \$15-stored value cards/coupons ("Bus Pass" individually or "Bus Passes" collectively) for use by alternative and high school students enrolled in WCCUSD schools and State's Free & Reduced Lunch Program; and to apply no more than 10% of those funds for administration costs and direct expenses associated with the PROGRAM, including but not limited to the distribution of those Bus Passes to eligible students.
2. To verify student eligibility, Bus Pass type need, and desire for initial and continuing PROGRAM enrollment on at least a quarterly basis in accordance with the attached guidelines; and to mail out to the student the appropriate Bus Pass type on a monthly

basis at least three school days prior to the beginning of the month for which the pass will be used by the student.

3. To develop and monitor a monthly budget for the number of Bus Passes needed by type based on an annual allocation amount to be specified by WCCTAC and the estimated student PROGRAM enrollment data from Section I, paragraph 2 above; to notify AC Transit, WestCAT, and WCCTAC of the number of Bus Passes needed per month at least two weeks prior to when the Bus Passes will be distributed; to receive the requested Bus Passes from AC Transit and WestCAT, and be responsible for the safe storage of those Bus Passes; and to send out the Bus Passes to qualifying students on a first-come/first-served basis within the budgeted amount.
4. To track and report the number of qualifying students served each quarter and the type of Bus Pass provided.
5. To the extent feasible, to track each quarter the aggregate change in attendance of the students who receive a subsidy from the PROGRAM and other data as may be requested by WCCTAC.
6. To submit to WCCTAC quarterly expenditure reports for actual expenses incurred for administration of the PROGRAM. The reports shall be submitted no more than two months after the end of the quarter during which the expenses were incurred. The reports should indicate the number of students served during the quarter and the type of Bus Pass provided. The report should also indicate the number of unused Bus Passes by type. If available, the report should also report the change in attendance data collected under Section I, paragraph 5 above.
7. To allow WCCTAC to audit all expenditures relating to the PROGRAM. For the duration of this AGREEMENT and for four (4) years following, or earlier discharge of the AGREEMENT, to make available to WCCTAC all records relating to expenses incurred in performance of this AGREEMENT.
8. To work cooperatively and collaboratively with WCCTAC for the successful delivery of the PROGRAM, and to evaluate and improve the PROGRAM as necessary or appropriate.

SECTION II

WCCTAC AGREES:

1. To provide timely notice to WCCUSD of funding allocation amounts under the PROGRAM.
2. To advance payment for WCCUSD's administrative services on a quarterly basis within three weeks of WCCTAC's receipt of PROGRAM funds from the AUTHORITY, and to reconcile payments with actual expenditures at the end of each

fiscal year. The AUTHORITY is expected to advance the funds at around the beginning of each quarter.

3. To provide timely notice to WCCUSD if an audit is to be conducted.
4. To work cooperatively and collaboratively with WCCUSD for the successful delivery of the PROGRAM, and to evaluate and improve the PROGRAM as necessary or appropriate.

SECTION III

IT IS MUTUALLY AGREED:

1. Indemnity. Each Party shall defend, indemnify, and hold harmless the other party, its governing board, member agencies, officers, and employees from and against any and all liability, loss, damage, claims, expenses, and costs (including without limitation attorney's fees and costs and fees of litigation) (collectively "Liability") of every nature arising out of or in connection with the Party's performance of any work under this AGREEMENT, except for such Liability caused by the sole negligence of willful misconduct of the other party.
2. Notices. Any notice which may be required under this AGREEMENT shall be in writing and shall be effective when received, and shall be given by personal service, or by certified or registered mail, return receipt requested, to the addresses set forth below, or to such addresses which may be specified in writing to the parties hereto:

To WCCUSD:
Bruce Harter,
Superintendent
West Contra Costa Unified School District
1108 Bissell Avenue
Richmond CA 94801

To WCCTAC:
Christina Atienza,
Executive Director
West Contra Costa Transportation Advisory Committee
13831 San Pablo Avenue
San Pablo CA 94806

3. Term and Discharge of AGREEMENT.

- a. This AGREEMENT is effective as of April 1, 2009 and will remain in effect until September 30, 2011 or until discharged as provided below.

b. This AGREEMENT shall be subject to discharge as follows:

(i) Either of the parties may terminate this AGREEMENT at any time for cause pursuant to a power created by the AGREEMENT, or by law, other than for breach, by giving written notice of termination to the other party which shall specify both the cause and the effect of termination. Notice of termination under this provision shall be given at least ninety (90) days before the effective date of such termination. Except as provided in Section III, paragraph 13 below, on termination all obligations which are still executory on both sides are discharged, but any right based on prior breach or performance survives. Payment shall be made by the WCCTAC for expenses incurred by or on behalf of WCCUSD pursuant to this AGREEMENT, up to the time of termination, subject to any applicable expenditure limits under this AGREEMENT or otherwise.

(ii) This AGREEMENT may be canceled or terminated by a party for breach of any obligation, covenant or condition hereof by the other party upon notice to the breaching party. Except as provided in (v) below, with respect to any breach which is reasonably capable of being cured, the breaching party shall have thirty (30) days from the date of the notice to initiate steps to cure. If the breaching party diligently pursues cure, such party shall be allowed a reasonable time to cure, not to exceed sixty (60) days from the date of the initial notice, unless a further extension is granted by the non-breaching party. On cancellation, the non-breaching party retains the same rights as a party exercising its right to terminate under the provisions of (i) above, except that the canceling or terminating party also retains any remedy for breach of the whole contract or any unperformed balance.

(iii) By mutual consent of the parties, this AGREEMENT may be terminated at any time.

(iv) Except as to any rights or obligations which survive discharge, as provided herein, this AGREEMENT shall be discharged, and the parties shall have no further obligation to each other upon the disbursement of the amounts set forth above.

c. In the event that WCCUSD or WCCTAC ceases operation, upon termination of operation, any unexpended Measure J funding will be promptly reimbursed to the AUTHORITY.

4. Alternative Dispute Resolution. All disputes that arise in connection with interpretation or performance of the AGREEMENT shall first attempted to be resolved informally by the Parties. If not resolved, prior to instituting legal action, the Parties agree to participate in mediation with a mediator jointly selected by the Parties. The costs of mediation, if any, shall be evenly shared. If the dispute is not resolved by mediation, then the Parties will retain any and all remedies that they otherwise would have at law or equity.

5. Additional Acts and Documents. Each party agrees to do all such things and take all such actions, and to make, execute and deliver such other documents and instruments, as shall be reasonably requested to carry out the provisions, intent and purpose of this AGREEMENT.
6. Limitation. All obligations of WCCTAC under the terms of this AGREEMENT are expressly subject to the AUTHORITY's continued authorization to collect and expend sales tax proceeds provided by Measure J. If for any reason, the AUTHORITY's right to collect or expend such sales tax proceeds is terminated or suspended in whole or part, WCCTAC shall promptly notify WCCUSD upon receiving notice from the AUTHORITY, and the parties shall consult on a course of action. If, after twenty five (25) working days, a course of action is not agreed upon, this AGREEMENT shall be deemed terminated by mutual or joint consent; provided that any obligation to fund shall be expressly limited by and subject to (i) the lawful ability of WCCTAC to expend sales proceeds for the purpose of the AGREEMENT, as conferred upon it by the AUTHORITY; and (ii) the availability of funds for such purpose.
7. Integration. This AGREEMENT represents the entire agreement of the parties with respect to the subject matter hereof. No representations, warranties, inducements or oral agreements have been made by any of the parties except as expressly set forth herein.
8. Amendment. This AGREEMENT may not be changed, modified or rescinded except in writing signed by all the parties hereto, and any attempt at oral modification of this AGREEMENT shall be void and of no effect.
9. Independent Agency. WCCUSD renders services under this AGREEMENT as independent agency. None of WCCUSD's agents or employees shall be agents or employees of WCCTAC.
10. Assignment. This AGREEMENT may not be assigned, transferred, hypothecated or pledged by any party without the express written consent of the other parties.
11. Binding on Successors. This AGREEMENT shall be binding upon the successor(s), assignee(s) and transferee(s) of the parties as the case may be. This provision is not an authorization to assign, transfer, hypothecate or pledge this AGREEMENT other than as provided herein.
12. Severability. Should any part of this AGREEMENT be determined to be unenforceable, invalid or beyond the authority of any of the parties to enter into or carry out, such determination shall not affect the validity of the remainder of this AGREEMENT which shall continue in full force and effect; provided that the remainder of this AGREEMENT can, absent the excised portion, be reasonably interpreted to give effect to the intentions of the parties.
13. Survival. The following provisions of this AGREEMENT shall survive discharge:

a. As to WCCUSD, Section I, paragraphs 1 (duty to apply funds in accordance with AGREEMENT) and 7 (duty to maintain records).

b. As to WCCTAC, Section II, paragraph 4 (duty to provide notice of audit).

c. As to both parties, Section III, paragraphs 1 (indemnity obligations), 7 (integration provision), 9 (independent agency provision), 11 (binding on successor provision), 12 (severability provision), and 13 (survival provision).

"WCCUSD"

WEST CONTRA COSTA
UNIFIED SCHOOL DISTRICT

By: _____
Bruce Harter, Superintendent

APPROVED as to legal form and content:

By: _____
Legal Counsel

"WCCTAC"

WEST CONTRA COSTA
TRANSPORTATION ADVISORY
COMMITTEE

By: _____
Maria T. Viramontes, Chair

ATTEST:

By: _____
Christina Atienza, Executive Director

APPROVED as to legal form and content:

By: _____
Michael Rodriquez, Legal Counsel

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WEST COUNTY LOW-INCOME STUDENT BUS PASS PROGRAM

GUIDELINES FOR WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

BACKGROUND & PURPOSE OF GUIDELINES

In 1988, Contra Costa voters approved Measure C, a half-percent transportation sales tax that would be in place for 20 years. In 2004, the voters approved Measure J, the continuation of the tax for another 25 years from 2009 through 2034. The Measure J Expenditure Plan specifically makes available 0.725% of sales tax revenues for the Low-Income Student Bus Pass Program. The purpose of the Program is to provide assistance to West County's low-income population by making the cost of transportation to and from school and after-school activities more affordable. These guidelines pertain to the administration of the Program for students within the West Contra Costa Unified School District. Public transportation within the District is provided by AC Transit and WestCAT.

PROGRAM GOALS & OBJECTIVES

The Program aims to improve student attendance, promote equity, and enhance students' access to jobs and after-school activities through the provision of bus fare subsidies to low-income students in West Contra Costa County.

AGENCIES INVOLVED, ROLES & RESPONSIBILITIES

- ❖ *Contra Costa Transportation Authority (CCTA)* allocates funding for the Program.
- ❖ *West Contra Costa Transportation Advisory Committee (WCCTAC)* provides overall Program oversight and policy direction.
- ❖ *West Contra Costa Unified School District (District)* administers and implements the Program: establishes student eligibility and Program enrollment; develops and manages the Program budget; distributes bus passes and coupons to students; and monitors Program progress.
- ❖ *AC Transit and WestCAT* provide bus passes and discount coupons for the Program.

TERMS & PROGRAM BUDGET

These guidelines apply to school years 2009-10 and 2010-11. The projected quarterly budget for the 2009-10 school year is shown below.

School Yr	Quarterly Budget		
	Subsidy	Admin.	Total
2009-2010	\$89,680	\$9,964	\$99,644

Funding for the subsidies is provided by CCTA directly to AC Transit and WestCAT on a reimbursement basis.

Funding for the District's administration is provided by WCCTAC in quarterly disbursements (around July 1, Oct. 1, Jan. 1, Apr. 1), and is capped to 90% of the estimated allocation amount, then adjusted once per year to reconcile with actual sales tax revenue receipts.

SUBSIDY AMOUNTS & FARE OPTIONS

The subsidy is \$15 per month per student for 11 months out of the school year. No subsidy is provided during the month of August.

The subsidy may be applied towards any of the following transit fare options:

- ❖ AC Transit 31-day youth pass, valued at \$15
- ❖ WestCAT 15-ride stored value card/coupon off \$40 monthly pass, valued at \$15.

The AC Transit youth pass is a fare instrument. The WestCAT stored value card may be used either as a fare instrument or as a coupon off the monthly pass. To be used as a coupon, the student or the student's parent or guardian must redeem its value at WestCAT's office located at 601 Walter Avenue in Pinole, and supply the cost difference of \$25.

STUDENT ELIGIBILITY

All alternative and high school students enrolled in the State's Free and Reduced Lunch Program are eligible to receive a subsidy from the Program. However, the bus passes and/or coupons will be provided on a first come-first served basis until the budget allocation is reached. An estimated 2,000 students can be served per year.

The District may reserve bus passes/coupons for up to 25 students per year to distribute under special circumstances, as long as the provision for distribution of those passes/coupons are in keeping with the Program Goals and Objectives. The District may also reserve up to 25 bus passes/coupons per year for contingencies.

CONTACT INFORMATION

District Information Hotline: 510-307-4527

AC Transit: Dan Lillin, dlillin@actransit.org

CCTA: Peter Engel, pengel@ccta.net

District: Marin Trujillo, mtrujillo@wccusd.net

WCCTAC: Joanna Pallock, joannap@ci.san-pablo.ca.us

WestCAT: Yvonne Morrow, Yvonne@westcat.org

**WEST COUNTY LOW-INCOME STUDENT BUS PASS PROGRAM
GUIDELINES FOR WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

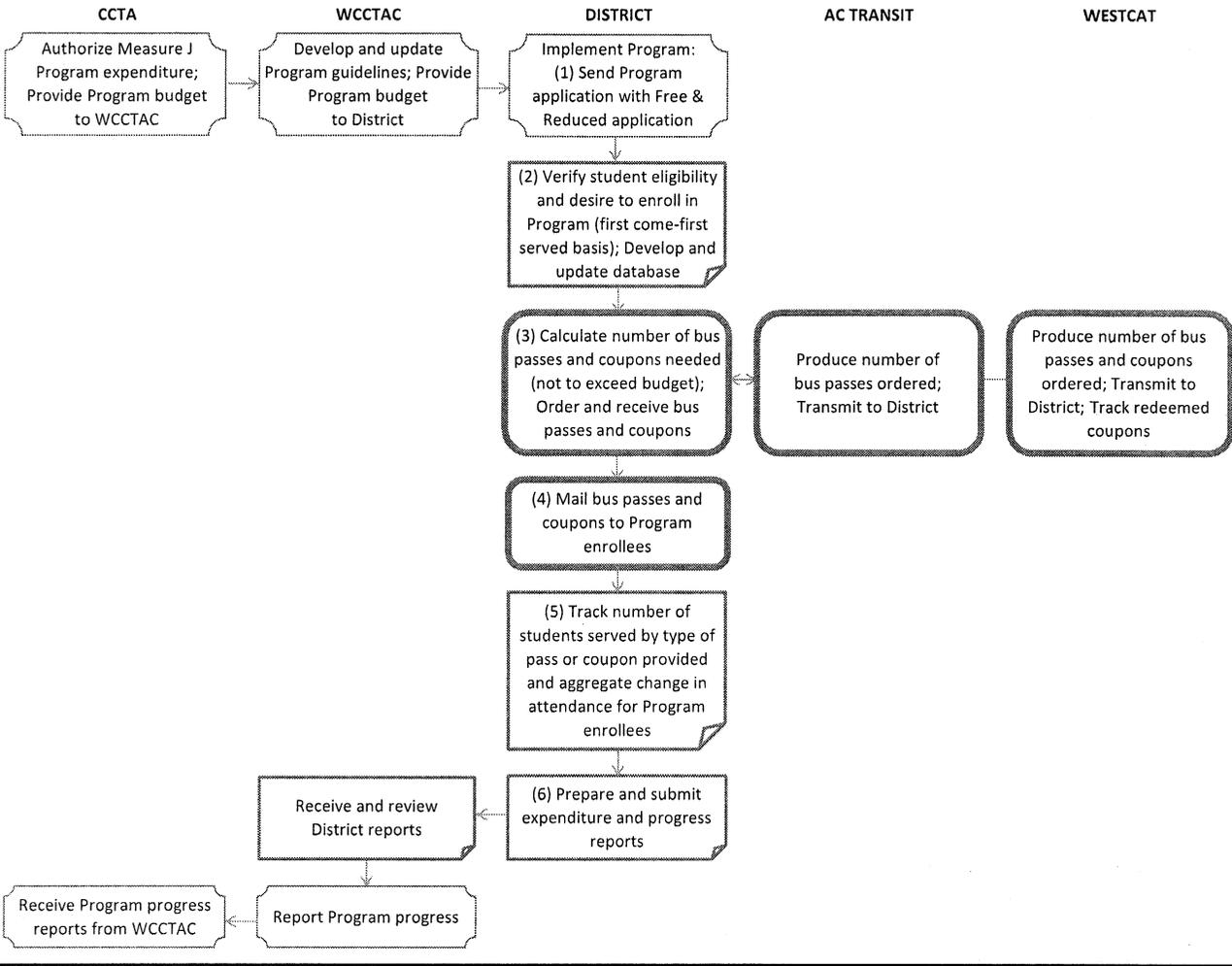
LEGEND

Monthly Task

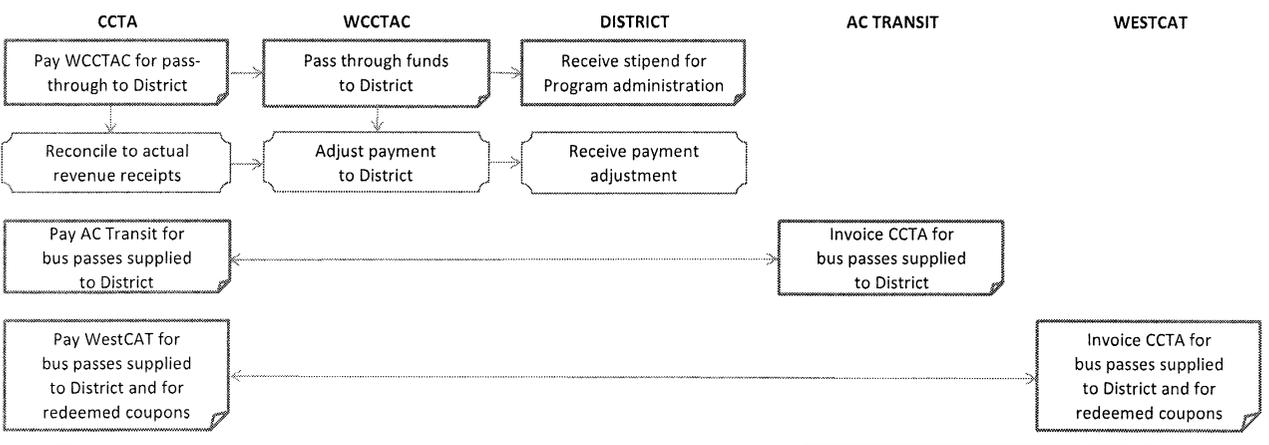
Quarterly Task

Annual Task

PROGRAM IMPLEMENTATION



FUNDING AGREEMENTS



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:** August 19, 2009
From: Bill Fay **Agenda Item:** F.4
Associate Superintendent for Operations
Subject: Reconsideration of Relocation of Portola Middle School

Background Information:

The Portola Middle School upper campus area is located on historic landslide debris which is potentially unstable in the event of a major earthquake. Staff and consultant teams have studied the site intensively over the last four years. The California Geologic Survey has concurred with findings that an "earthquake-induced landslide hazard" exists at the site.

The District has been actively working towards a permanent relocation of Portola Middle School and has completed Environmental Reviews of the proposed Castro site as the future home of the school. Full construction completion will not be completed for approximately three years at the new site.

At the February 11, 2009 meeting, the Board decided to move the Portola students to the existing El Cerrito High School temporary campus which was vacated when the El Cerrito High students moved on to the new campus in January. The Board had also considered moving the students to the lower pad area at Portola Middle School that had been used as a temporary site when Kensington elementary school was renovated.

The District retained PMC to prepare the relevant CEQA analysis for the El Cerrito site. District staff and PMC met with representatives of the City of El Cerrito to discuss the proposed temporary relocation project. The District also held two community meetings to solicit comments on the proposed relocation. Based on the volume and nature of the comments made by the City, in consultation with District staff and PMC, staff recommended that an EIR be prepared for the temporary relocation project. At the community meeting held on May 12, 2009, the City challenged the District's decision to proceed with the mitigated negative declaration (MND) on the grounds that the Board had "predetermined" the outcome and that there are potential traffic and public safety impacts that will likely have a significant impact on the environment. As a practical matter, an order by a court pursuant to Public Resources Code section 21168.9 would result in significant delays and additional costs.

Recommendation: That the Board rescind its decision to move the Portola students to modular buildings at El Cerrito High school and consider other options.

Fiscal Impact: Undetermined at this time.

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:** August 19, 2009
From: Nia Rashidchi **Agenda Item:** F.5
Assistant Superintendent Educational Services
Subject: Resolution No. 24-0910 Equity Initiative

Background Information:

As a district we believe that equity will be a reality when all students achieve at high levels of proficiency regardless of race. Despite this belief, the academic achievement gap persists and disproportionate numbers for students of color are referred for discipline, suspension and special education.

In the past year, we have renewed our commitment to successfully addressing the achievement gap and the issues of educational equity that surround it. We are building for a future where race is no longer a predictor of academic and social success in both school and later life. As we approach this challenge we realize that highly skilled, knowledgeable, culturally proficient adults and district institutional policies, rooted in culturally responsive practice, are critical to our success.

We understand that every decision we make and every action we take, in every district school and department, has a positive or negative impact in terms of moving us toward our goal. Therefore, our path to equity must encompass each program, office and staff member in WCCUSD. In addition, we recognize the importance of embracing parents and the community as partners in education and leveraging their resources in support of culturally responsive schools.

Tonight we bring forth a resolution to the Board of Education in support of our focus on equity and high achievement for all students. We respectfully request the Board to adopt this resolution in order to affirm the Districtwide commitment to ensuring that every student in WCCUSD has an equitable education which results in high, academic achievement, as well as future career, economic and social success.

Recommendation: Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

RESOLUTION NO. 24-0910
EQUITY INITIATIVE
August 19, 2009

WHEREAS, it is the belief of the West Contra Costa Unified School District that all students can achieve at high levels of proficiency and that the effects of institutionalized racism, poverty, and language-based oppression, can be mitigated through culturally responsive practices, strong, rigorous, standards-based instruction that address the needs and learning styles of every student, and professional learning based on Equity in Education. And,

WHEREAS, we recognize that, for all students to thrive, school staff must be engaged with families and our community to create welcoming connected environments in which teaching and learning practices support young people to reach their full potential. And,

WHEREAS, we realize that for all students to succeed, it is imperative that the District **actively** and **directly** address the conditions that create disproportionate gaps in student achievement, cause barriers for authentic community and family engagement, and hinder support for ongoing adult learning which provides multiple opportunities for student success. And,

WHEREAS, WCCUSD has made strides in closing the achievement gap between African American and Latino students and White and Asian students, but the gap still persists, making the learning experience for African American and Latino students a continuing area of urgency for focus and action;

THEREFORE, BE IT RESOLVED that as the WCCUSD Board, we commit to developing and sustaining an educational system based on beliefs, policies, practices and procedures that ensure high achievement, future social and economic success, and equitable access and outcomes for all students.

THEREFORE, BE IT FURTHER RESOLVED that in order to achieve this goal we commit to creating a school system where:

- Adults understand and practice culturally responsive education that supports all students to access knowledge in a nurturing environment that is just, fair and moves all students to high levels of proficiency,
- All students succeed academically as the result of rigorous, high quality standards-based instruction that is responsive to their learning needs and styles, life experiences, cultural practices, and traditions,
- Facilities are clean, safe, supportive to learning and welcoming to all students, families and community,
- Resources and interventions are targeted and allocated in a manner which ensures that the individual needs of all students, and the collective needs of every student subgroup, are met,
- Teacher pedagogy, classroom management and school discipline systems are built on culturally responsive approaches aimed at keeping students in class, and appropriately involved, while eliminating the disproportionality of students referred for discipline or suspension,
- A sense of urgency around issues of equity and the elimination of the achievement gap drives all of our thinking, planning and actions,
- Departments and sites recruit and retain staff who can effectively foster high levels of student learning, and provide relevant professional development opportunities and time to continue fine-tuning skills to meet the diverse needs of our students,

- Strong, collaborative partnerships are established to welcome and actively recruit the participation of parents, families and community organizations in our schools, guide and involve families in supporting high achievement by our children, and utilize the assets, innovation, creativity, expertise, and resources offered by our community members, and
- Schools, central office departments, parents and community-based organizations are charged with creating equitable partnerships that help raise achievement for all, close the achievement gap, improve access to information, increase parent/community volunteerism, and allow for seamless navigation through district systems, policies and practices.

PASSED AND ADOPTED this 19th day of August 2009 at a regular meeting of the Board of Education by the following vote:

AYE's: NO's: ABSENT: ABSTAIN:

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Governing Board of the West Contra Costa Unified School District, at a public meeting of said Board held on August 19, 2009.

Secretary of the Board of Education

RESOLUCIÓN NO. 24-0910
INICIATIVA DE EQUIDAD
19 de agosto de 2009

CONSIDERANDO QUE es la convicción del Distrito Escolar Unificado de West Contra Costa que todos los alumnos pueden alcanzar un alto nivel de rendimiento y que los efectos del racismo institucionalizado, pobreza y opresión basada en el lenguaje pueden ser mitigados a través de prácticas que consideren los aspectos culturales del alumnado, por medio de una instrucción sólida y rigurosa basada en los estándares, donde se tomen en cuenta las necesidades y estilos de aprendizaje de cada alumno y donde se implemente una enseñanza profesional basada en una Equidad en la Educación, y

CONSIDERANDO QUE reconocemos que para que todos los alumnos prosperen, el personal de la escuela debe relacionarse con las familias y la comunidad para poder crear un clima acogedor y con conexiones, en el cual las prácticas de enseñanza y aprendizaje estimulen a los jóvenes para que alcancen su máximo potencial, y,

CONSIDERANDO QUE estamos concientes que para que todos los alumnos tengan éxito, es imperativo que el Distrito analice **activa y directamente** las condiciones que crean las diferencias desproporcionadas entre el rendimiento de los alumnos; causan barreras en la creación de una autonomía comunitaria y en la participación activa de las familias; dificultan el aprendizaje continuo de los adultos, lo que proporciona oportunidades múltiples para el éxito de los alumnos. Además,

CONSIDERANDO QUE el Distrito Escolar Unificado de West Contra Costa ha hecho grandes progresos en la reducción de la diferencia entre el rendimiento de alumnos afro-americanos, latinoamericanos, blancos y asiáticos, el desnivel aún persiste, haciendo que la instrucción de los alumnos afro-americanos y latinoamericanos sea considerada una situación urgente a la que se debe prestar atención tomando medidas y creando un plan de acción;

POR CONSIGUIENTE SE RESUELVE QUE como miembros de La Mesa Directiva del Distrito (WCCUSD), nos comprometemos a desarrollar y mantener un sistema de educación basado en creencias, políticas, prácticas y procedimientos que aseguren un alto rendimiento de los alumnos, un éxito en el futuro social y económico y un acceso igualitario a la educación y del mismo modo una equidad en los resultados obtenidos por todos los alumnos.

POR CONSIGUIENTE SE RESUELVE QUE para lograr esta meta nos comprometemos a crear un sistema escolar en donde:

- Los adultos comprendan e implementen prácticas que consideren y apoyen los aspectos culturales de todos los alumnos para que estos tengan acceso al conocimiento en un medio estimulante, que sea justo y que haga progresar a los alumnos hacia altos niveles de rendimiento,
- Todos los alumnos logren éxito académico como resultado de una enseñanza rigurosa, basada en estándares de alta calidad, donde se consideran las necesidades y estilos de aprendizaje de cada alumno, sus experiencias en la vida, sus prácticas culturales y tradiciones,
- Se proporcione un recinto escolar limpio, seguro, propicio para el aprendizaje en el que se acoja a todos los alumnos, sus familias y a la comunidad,
- Los recursos e intervenciones estén dirigidos y asignados de una manera que aseguren que se satisfagan las necesidades de todos los alumnos y las necesidades colectivas de cada subgrupo de alumnos
- La pedagogía de los maestros, el manejo del aula y los sistema de disciplina escolar estén desarrollados de manera consecuente con una educación capaz de responder a diferencias culturales, dirigida a mantener a los alumnos en las clases, concentrados en su trabajo escolar, y al mismo tiempo eliminando la

desproporcionalidad con que algunos son enviados a la administración por asuntos de disciplina o por motivos de suspensión.

- La importancia asignada a asuntos relacionados con la equidad y la eliminación de los desniveles de rendimiento entre los alumnos sirvan como guía para nuestros pensamientos, planificación y acciones,
- Los departamentos y establecimientos escolares recluten y mantengan personal capaz de fomentar efectivamente altos niveles de aprendizaje en los alumnos, ofreciendo oportunidades relevantes de desarrollo y tiempo para afianzar sus destrezas de tal modo de satisfacer las diversas necesidades de nuestros alumnos,
- Se establezcan relaciones fuertes de colaboración entre los padres, las familias y la comunidad, brindándoles la bienvenida y fomentando activamente su participación en nuestras escuelas, así como también, guiando e involucrando a las familias en el apoyo que nuestros alumnos requieren para obtener un alto rendimiento, y en la utilización de los recursos, innovaciones, creatividad y experiencia ofrecida por los miembros de nuestra comunidad,
- Las escuelas, las oficinas centrales de los Departamentos, los padres y organizaciones de la comunidad estén encargadas de crear una relación de igualdad que ayude a elevar el nivel de rendimiento de todos los alumnos, disminuir los desniveles de aprendizaje entre los alumnos, mejorar el acceso a la información, aumentar el trabajo voluntario de padres y de miembros de la comunidad y permitir una navegación sin tropiezos a través de los sistemas del Distrito, de sus políticas y de sus prácticas.

APROBADO Y ADOPTADO el 19 de agosto en la reunión regular de la Mesa Directiva de Educación por la siguiente votación:

EN FAVOR:

EN OPOSICIÓN:

AUSENTES:

ABSTINENCIAS:

CON LA PRESENTE SE CERTIFICA que las resoluciones precedentes fueron introducidas, aprobadas y adoptadas de manera debida y regular por la Mesa Directiva Imperante del Distrito Escolar Unificado de West Contra Costa, en la reunión pública de dicha Mesa Directiva realizada el 1 de agosto de 2009.

Secretaría de la Mesa Directiva de Educación

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:** August 19, 2009
From: Bill Fay **Agenda Item:** G.1
Associate Superintendent for Operations
Subject: Status Reports – Facilities Planning and Construction

Background Information:

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

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

Recommendation: For information only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

PROJECT STATUS REPORT

De Anza High School - Utilities, Gym, Demo and Site Work

Period Ending: 8/5/2009

Scope: Portable Installation and Site Work

Construction Status:

Architect: DLM Architects
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Rod Sias, SGI Construction Management
 Contractor: Bay Cities Paving-Grading, Mobile Modular, Gym Doctors
 Inspector: Steve Cayson

Contract Status:

Notice to Proceed: 6/15/2009

	Original	Approved	Projected
Construction Schedule (days):	91		
Original Completion Date:	9/13/2009		
Projected Completion:	9/13/2009		

Buildings:

Field House
 (E) Modular Units

Progress This Period:

- Relocation of (E) & (N) modular classrooms on site
- Modular Unit Flooring Reinforced.
- Installation of (N) Asphalt Paving (additional Asphalt added).
- Installation of Electrical Infrastructure (Ongoing).

Anticipated Progress Next Period:

- Removal and Relocation of (E) small modular classroom to Portola ES.
- Installation of (N) Modular Classrooms and Ramps.
- Relocate and Install (N) Chain Link Fence & Vehicular Gate.
- Installation of Electrical Infrastructure & Overhead Cables.
- Installation of (N) Gym Equipment (Gym Doctors).
- Repair of (E) Gym Equipment (Gym Doctors).
- Installation of (N) Basketball Courts.
- Installation of (N) Bollards and Safety Fence Around Hydrant and Backflow Preventer.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	91
Construction Calendar Days Elapsed:	51
Construction Calendar Days Remaining:	40
Percent of Contract Calendar Days Elapsed:	56%
Percent of Construction Completed:	56%

Percentage of Work Done	10%	Total Project
Mobilization, Surveying/Staking		100%
Installation of (N) Asphalt Paving		100%
Removal-(E) small Modular Unit		0%
Relocation-(E) Modular Units		100%
Installation-(N) Modular Units		100%

Proposed Changes:

General Comment:

Progress Photos: 8/5/2009



Installation of (N) Asphalt Paving-COMPLETED



Relocation of (E) & (N) Modular Units-COMPLETED



Installation of Electrical Infrastructure-ONGOING

PROJECT STATUS REPORT

Dover Elementary School - New Construction

Period Ending: 8/5/2009

Scope: New School Construction

Construction Status:

Architect: HY Architects Inc.
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Marc Alojegan, SGI Construction Management
 Contractor: Alten Construction Inc.
 Inspector: Kris Gilbert

Contract Status:

Notice to Proceed:	6/15/2009		
		Original	Approved
Construction Schedule (days):	1110		
Original Completion Date:	6/28/2012		
Projected Completion:	6/28/2012		

Buildings:

Building A	Classrooms
Building B	Classrooms
Building C	Multit-Purpose

Progress This Period:

- Mobilization
- Staking/Surveying of Building Pad and Utilities
- Installation of Deep Electrical Utilities Under Footings
- Installation of Sewer/Gas/Water to Building Pad
- Installation of Sanitary Waste at Building Pad
- Excavation of Footings
- Installation of Footing Rebar
- Form Stem Walls

Anticipated Progress Next Period:

- Mobilization Continuation
- Staking/Surveying of Building Pad and Utilities Continuation
- Installation of Deep Electrical Utilities Under Footings Continuation
- Installation of Sewer/Gas/Water to Building Pad Continuation
- Excavation of Footings Continuation
- Installation of Footing Rebar Continuation
- Form Stem Walls Continuation
- Excavation and Rock for Elevator Pit
- Installation of Waterproofing Membrane at Elevator Pit

Schedule Assessment/Update:

Construction Duration (Calendar Days):	1110
Construction Calendar Days Elapsed:	51
Construction Calendar Days Remaining:	1059
Percent of Contract Calendar Days Elapsed:	4%
Percent of Construction Completed:	8%

Percentage of Work Done	14%	Total Project
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Phase 1--Demolition & Site Work	Increment 1 & 1A	100%
Phase 2--Building A Construction	Increment 2	8%

Proposed Changes:

- None

General Comment:

- None

Progress Photos: 8/5/2009



Excavation of Footings



Installation of Electrical Utilities



Installation of Footing Rebar and Stem Wall

PROJECT STATUS REPORT

Ford Elementary School -

Period Ending: 8/5/2009

Scope: Increment 1 Building Demolition and Site Work

Construction Status:

Architect: Sally Swanson Architects
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Marc Alojepan, SGI Construction Management
 Contractor: Bay Cities Paving and Grading
 Inspector: Steve Cayson

Contract Status:

Notice to Proceed:	2/18/2009		
		Original	Approved Projected
Construction Schedule (days):	120		17
Original Completion Date:	6/13/2009		
Projected Completion:	6/30/2009		

Buildings:

Modular Units
 Existing Building

Progress This Period:

- Installation of New Sanitary Sewer Continuation
- Removal of Existing Utilities Continuation
- Earthwork and Site Grading Continuation
- Asphalt Concrete and Base Grinding Off-Haul Continuation
- Installation of Erosion Control
- Lime Treatment
- Fine Grading
- Demobilization
- Final Survey

Anticipated Progress Next Period:

- None Required

Schedule Assessment/Update:

Construction Duration (Calendar Days):	137
Construction Calendar Days Elapsed:	137
Construction Calendar Days Remaining:	0
Percent of Contract Calendar Days Elapsed:	100%
Percent of Construction Completed:	100%

Percentage of Work Done **100%** **Total Project**

Demolition	100%
Abatement	100%
Modular Relocation	100%
Footing and Foundation Removal	100%
AC & Base Grinding	100%
Installation of Sanitary Sewer	100%
Removal of Existing Utilities	100%
Earthwork and Site Grading	100%

Proposed Changes:

- Additional Unforeseen Abatement
- Time Extension: 17 Non-Compensable Days Added to Schedule

General Comment:

- None

Progress Photos: 8/5/2009



Existing Utilities Removal



Lime Treatment



Fine Grading

PROJECT STATUS REPORT

Helms Middle School - New Construction

Period Ending: 8/5/2009

Scope: New Construction and Demolition of existing facilities.

Construction Status:

Architect: Baker Vilar Architects
 Project Manager: Elena Comrie, SGI Construction Management
 Project Engineer: Marcus Blackmon, Amanco Construction Management
 Contractor: West Bay Builders Inc.
 Inspector: AJ Washington

Contract Status:

Notice to Proceed:	04/09/2007		
	Original	Approved	Projected
Construction Schedule (days):	780	0	0
Original Completion Date:	05/28/2009		
Projected Completion:	05/28/2009		

Buildings:

Building G	Gymnasium
Building MC	Media Center
Building A	Administration
Building M	Multi-purpose Room
Building C	Classrooms

Progress This Period:

- Completed placement of Concrete at Second Floor Walkways and Stairs of C Bldgs.
- Completed Installation of Fire Sprinkler System in C-1 & C-2. Continued Fire Sprinklers in all other Bldgs.
- Began Installation of Finish Ceilings in all Bldgs.
- Installation of Insulation and Interior Gyp @ all Bldgs.
- Formed and placed Planters & Columns for West Wall & Gates.

Anticipated Progress Next Period:

- Install Durock, Paint & Tile all Gang Bathrooms.
- Continue Exterior and interior Painting of all Bldgs.
- Continue Installation of Fire Sprinkler System in all Bldgs.
- Install Furnace Enclosures in Classrooms @ C Bldgs.
- Grade & Pave East Parking Lot.
- Demo, Prep, & Place Driveway Entrances.
- Continue With Site Work: Grading, Installation of wiring for Site Lighting, & Irrigation.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	780
Construction Calendar Days Elapsed:	849
Construction Calendar Days Remaining:	-69
Percent of Contract Calendar Days Elapsed:	108%
Percent of Construction Completed:	76%

Percentage of Work Done

Total Project

Import and Off Haul Soil	99%
Framing: All Buildings	99%
Structural Steel: All Buildings	99%
Sanitary Sewer Installation	99%
Storm Drain Installation	99%
Mechanical Rough-In: All Buildings	92%
Electrical Rough-In: All Buildings	97%
Plumbing Rough-In: All Buildings	91%

Proposed Changes:

General Comment:

Progress Photos: 8/5/2009



Building G: Installation of Ceiling Panels



Bioswale @ rear of Building C.



Building C1: Plaster of Exterior Soffits

PROJECT STATUS REPORT

King Elementary School - Increment 2 New Construction

Period Ending: 8/5/2009

Scope: Phase 1: Construction of new school buildings and site work.

Construction Status:

Architect: Don Manthe, Andy Daly - Quattrocchi Kwok Architects
 Project Manager: Alaric Robinson, Don Todd Associates
 Project Engineer: Eddie Law, Don Todd Associates
 Contractor: West Bay Builders
 Inspector: Mark Eriksen

Contract Status:

Notice to Proceed: 03/25/2009

	Original	Approved	Projected
Construction Schedule (days):	720		
Original Completion Date:	3/15/2011		
Projected Completion:	3/16/2011		

Buildings:

Building A Single story - classrooms, library and admin areas.
 Building B Two story - classrooms.
 Building C Single story - multi-use with stage and kitchen.

Progress This Period:

- Building A West:
- Frame walls
 - Wall ply and blocking
 - Glulam and I-joist roof framing
- Building A East:
- Underground waste and electrical rough-in
 - Baserock, termite treatment and vapor barrier
 - Slab on grade rebar and concrete pour
- Building B & C:
- Footing concrete pour
 - Underground waste and electrical rough-in
 - Baserock and termite treatment
 - Stage and elevator pit form and concrete pour

Anticipated Progress Next Period:

- Building A West:
- Roof framing and tube steel columns
 - In-wall rough-in of plumbing and electrical
- Building A East:
- Wall framing, wall ply and blocking
 - Glulam and I-joist roof framing
- Building B & C:
- Vapor barrier, slab on grade rebar and concrete pour
- Site:
- Excavate and install sanitary sewer at Wall, 39th & Florida street

Schedule Assessment/Update:

Construction Duration (Calendar Days):	720
Construction Calendar Days Elapsed:	133
Construction Calendar Days Remaining:	587
Percent of Contract Calendar Days Elapsed:	18%
Percent of Construction Completed:	15%

Percentage of Work Done	15%	Total Project
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Proposed Changes:

General Comment:

Progress Photos: 8/5/2009



Building A West Framing - Walls, Wall Ply, Glulam & I-joist



Building A East SOG - Baserock, Vapor Barrier & Rebar



Building B & C - Underground Electrical & Plumbing

PROJECT STATUS REPORT

Richmond High School - New Bleacher & Field House Facilities

Period Ending: 8/5/2009

Scope: New Bleacher and Field House Facilities

Construction Status:

Architect: Baker Vilar Architects
 Project Manager: Hector Deleon, SGI Construction Management
 Project Engineer:
 Contractor: West Bay Builders
 Inspector: Mark Eriksen

Contract Status:

Notice to Proceed: 05/27/2008

	Original	Approved	Projected
Construction Schedule (days):	345	27	372
Original Completion Date:	05/07/2009		
Projected Completion:	9/4/2009		

Buildings:

New Structure	Bleacher & Field House Facility
Site Development	New Access road east side
Site Development	Re-surface and install tennis courts

Progress This Period:

Progressing with roofing membrane. Drywall taping is completed and interior primer is underway. The elevator installation is ongoing. PG& E has inspected the electrical panels. The switch over will occur Aug 11, 2009. Installation of bathroom tile is underway. Siding has just begun and will be complete by the end of the month.

Anticipated Progress Next Period:

Roofing, paving, bleachers, siding and site concrete work.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	372
Construction Calendar Days Elapsed:	239
Construction Calendar Days Remaining:	133
Percent of Contract Calendar Days Elapsed:	64%
Percent of Construction Completed:	72%

Percentage of Work Done	72%	Total Project
Roofing	25%	8%
Siding	10%	10%
Bathroom Tile	75%	5%
Elevator installation	10%	5%
Painting-interior-exterior	15%	15%

Proposed Changes:

General Comment:

Progress Photos: 8/5/2009



Torch down roof installed. Painted steel structure



Stair railing installation



Exterior handicap ramps with adjacent stair