

# **WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES**



### **MISSION STATEMENT**

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

*“Whole Child, Whole Community”*

**MEETING OF**  
July 23, 2014

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
MEETING AGENDA  
JULY 23, 2014**

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**BOARD AGENDA PACKETS AND INFORMATION:**

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

Complete Board agendas and packets are available online at: [www.wccusd.net](http://www.wccusd.net).

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

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**VIEWING THE BOARD MEETINGS:**

**Television:**

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

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

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

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

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**ATTENDING BOARD MEETINGS:**

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

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

**Time:**            The **Board of Education's Open Session meeting will begin at 6:30 PM.** The Board will convene at **6:00 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.

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

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

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

## **B. OPENING PROCEDURES**

- B.1 Pledge of Allegiance**
- B.2 Welcome and Meeting Procedures**
- B.3 Roll Call**
- B.4 Report/Ratification of Closed Session**
- \* **B.5 Agenda Review and Adoption** (Public Comment)
- \* **B.6 Minutes:** June 25, 2014; July 9, 2014
- \* **B.7 WCCUSD Public Comment**

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

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

## **C. BUSINESS ITEMS**

### **CONSENT ITEMS** (Routine Matters)

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

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

##### Comment:

Formal action is requested from the Board of Education to accept the grants/awards/agreements as detailed, dated July 23, 2014.

##### Recommendation:

Recommend Approval

##### Fiscal Impact:

As noted per grants summary

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

##### Comment:

The District has received donations as summarized, dated July 23, 2014.

##### Recommendation:

Recommend Approval

Fiscal Impact:

As noted per donations summary

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

Comment:

The planned fund-raising events for the 2014-2015 school year are summarized, dated July 23, 2014.

Recommendation:

Recommend Approval

Fiscal Impact:

Additional revenue for schools

**\*CI C.4 Contracts**

Comment:

Permission is requested of the Board of Education to approve the contracts as detailed, dated July 23, 2014.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per contracts summary

**\*CI C.5 Agreements for Nonpublic, Nonsectarian School/Agency Services**

Comment:

Permission is requested of the Board of Education to approve the Master Contracts between the District and named schools/agencies for nonpublic, nonsectarian school/agency services for the period of July 1, 2014 through June 30, 2015.

Recommendation:

Recommend Approval

Fiscal Impact:

\$7,500,000.00 Non-Licensed Children's Institute / Licensed Children's Institute

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

Comment:

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

Recommendation:

Approve Classified Personnel Changes



Fiscal Impact:

None

**\*CI C.7 Approve the following New Job Description: Coordinator, Electronic Communications**

Comment:

This position will support the Director, Communications to provide technical leadership for the district's website, social media platforms and other electronic communications. The Coordinator, Electronic Communications will support site administrators, departments and other staff in delivering effective messages via electronic communications.

Recommendation:

Recommend Approval

Fiscal Impact:

\$100,945.21

**\*CI C.8 Approve the following New Job Description: Supervisor, Library Services**

Comment:

This position will supervise the district's centralized library and textbook services department, which is responsible for establishing processes and procedures. The Supervisor, Library Services plays a pivotal role in Williams compliance for district textbooks by supporting school sites with ordering, tracking and distribution requirements. This classification will be fundamental in leading district sites in analyzing, inventorying and ordering library media to meet the needs of their students.

Recommendation:

Recommend Approval

Fiscal Impact:

\$76,667.72

**\*CI C.9 Ratification and Approval of Engineering Services Contracts**

Comment:

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

Recommendation:

Ratify and approve contracts

Fiscal Impact:

Total for this action: \$1,559,807. Funding sources are Bond Fund and Fund 40.

**\*CI C.10 Approval of Negotiated Change Orders**

Comment:

Staff is seeking approval of Change Orders on the following current District construction projects: Coronado ES New School; Gompers/LPS New Schools; Kennedy HS Field Lighting; Ohlone ES FF&E; Pinole Valley HS Interim Campus; Kennedy HS Science Wing Renovation; Ohlone ES Phase I New Classrooms. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board approval is the final step required under state law in order to complete payment and contract adjustment.

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

Recommendation:

Approve negotiated Change Orders as noted

Fiscal Impact:

Total approval by this action: \$319,200.42

**\*CI C.11 Ratification and Approval of Negotiated Change Orders – M&O**

Comment:

Staff is seeking ratification of Change Orders on the following current District construction projects: Collins ES Floor and Door Hardware; Hercules MHS Health Center. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

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

Recommendation:

Approve negotiated Change Orders as noted.

Fiscal Services:

Total approval by this action: \$8,867.85

**\*CI C.12 Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Kennedy High School Science Building)**

Comment:

The District has a need for classroom furniture, case goods, seating, office accessories and related services and solutions ("Products and Services") for the Kennedy High School Science Building. The District intends to purchase these Products and Services from Contrax Furnishings ("Contrax"). After a competitive solicitation and selection process by The Cooperative Purchasing Network ("TCPN"),

Contrax entered into a Master Agreement with TCPN to provide the Products and Services (“TCPN Contract”). The TCPN Contract provides that “Participating Public Agencies” may purchase Products and Services on the same terms, conditions and pricing as TCPN. The TCPN Contract contains a “piggyback” provision pursuant to section 20118 of the California Public Contract Code.

The total value for all Products and Services purchased pursuant to the Agreement shall be in an amount not-to-exceed \$118,210.14. The price includes all furniture, material, delivery, installation and cutting of holes in the furniture in order to provide access to power and/or data. The District shall pay for the Products and Services individually after each Product or Service is delivered to and installed in the Kennedy High School Science Building.

Recommendation:

Approve the FF&E Agreement between the WCCUSD and Contrax Furnishings for classroom furniture and related services at the Kennedy High School Science Building.

Fiscal Impact:

\$118,210.14. Funded from Bond Fund.

**\*CI C.13 Ratification of Staff Awarded Contracts (CUPCCAA): January 1, 2014 – June 30, 2014**

Comment:

Staff solicited bids per the California Uniform Public Construction Cost Accounting Act (CUPCCAA) Resolution #90-0809 (2009); Educ. Code § 22034.

Recommendation:

Ratify staff awarded contracts as noted

Fiscal Impact:

\$300,093. Funded by Bond Fund.

**\*CI C.14 Ratification of Staff Awarded Contract: Nystrom Elementary School Modernization Project**

Comment:

Interactive Resources has prepared plans and specifications for the project. Scope of work includes: the modernization of an existing main classroom building, including selective demolition and abatement of existing exterior wood siding, wood trim, molding and reconstruction of the addition connecting the two existing wood framed buildings including but not limited to new concrete slab; new flooring, doors, frames, hardware; new mechanical, plumbing, electrical and low-voltage systems/equipment; in addition to related site work, ac paving, parking improvements, striping, concrete curbs, landscaping, sod playfield and playground equipment/improvements. Also included in this scope is replacement of the fire alarm system in the existing multi-purpose building with a new fire alarm system and demolition of selected temporary structures.

The District conducted a public bid process for the project. Bids were opened on July 15, 2014. Three contractors submitted bids, Roebbelen Contracting, Inc. \$21,514,968, Landmark Construction \$21,974,551, C. Overaa & Company \$22,832,172. Total bid is the sum of base bid, alternates and unit pricing. The apparent lowest responsive, responsible bidder is Roebbelen Contracting, Inc.

Determining the award is based on three components; the lump sum base bid, alternates and unit cost multiplied by quantities to be determined in the field. This benefits the District by locking in unit pricing to be used in negotiating future change orders. The contract award is only associated with the lump sum base bid.

Recommendation:

Ratify the award to the lowest responsive, responsible bidder at the expiration of the bid protest period.

Fiscal Impact:

Funded from Bond Fund

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

**\* D.1 Recognition of Coach Jim Ulversoy**

Comment:

We would like to recognize Pinole Valley High School's Water Polo Coach Jim Ulversoy for being awarded the State Boys Water Polo Coach of the Year. Is a great honor to receive such award, as only a small group of coaches are selected throughout the entire state, and only one is chosen to receive the award. We would like to congratulate and recognize him for his dedication and commitment to the students.

Recommendation:

For Information Only

Fiscal Impact:

None

**\* D.2 Report on Student Demographics**

Comment:

Davis Demographics & Planning, Inc. has completed the Student Population Projections By Residence report. The report provides projected student demographics for the District from Fall 2014 through Fall 2023 based on data collected during 2013-14.

The Board has been provided the full report under separate cover. The report will be available on the District website at the Business Services page at <http://www.wccusd.net>.

Recommendation:

For Information Only

Fiscal Impact:

None

\* **D.3 Certificated Substitutes for 2014-2015**

Comment:

The Human Resources Department analyzed the certificated substitute system during the spring of 2014. Through the analysis of data adjustments were made for the upcoming school year in the delivery of certificated substitute services for the 2014-15 school year.

The adjustments such as the use of dedicated substitutes for larger schools who demonstrate need, collaborative calendar for professional development trainings, and the effect on the entire substitute pool will be presented to the Board.

Recommendation:

For Information Only

Fiscal Impact:

None

\* **D.4 New Certificated Personnel Evaluation Rubric**

Comment:

During the 2013-2014 negotiations with the United Teachers of Richmond agreement was reached to have a joint committee review the current certificated evaluation system and make recommendations for improvement. The negotiation teams requested the evaluation tool reflect a greater emphasis on improving teaching and learning. The Board of Education will receive information tonight on the changes which were agreed to for the 2014-15 school year.

The presentation will highlight the following areas:

- The committee members which reflect a true collaborative effort in reviewing the evaluation tool.
- Why the group felt a need to review the evaluation system.
- The research on current practice which the evaluation subcommittee received and reviewed. Also how the research meshed with the California Standards for teaching practices.
- The committee's belief the evaluation tool should be a method to improve classroom instruction by collaborative interaction with the evaluator.
- The development of a rubric which provides feedback beyond satisfactory and unsatisfactory. The committee wanted a rubric which delineated how a teacher earned a rating.
- How the rubric was developed.
- The next steps for implementation, training for principals and training for certificated staff.

Recommendation:

For Information Only

Fiscal Impact:

None

**E. COMMITTEE COMMUNICATIONS**

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

**\* E.1 Standing Reports**

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

Academic Subcommittee  
Bayside Parent Teacher Association  
Citizens’ Bond Oversight Committee  
College and Career Readiness Academies  
Community Budget Advisory Committee  
Facilities Subcommittee  
Ivy League Connection

Public Employees Local 1  
Safety and School Climate Committee  
School Supervisors Association  
Technology Subcommittee  
United Teachers of Richmond  
West Contra Costa Administrators Association  
Youth Commission

**\* E.2 Superintendent’s Report**

**F. ACTION ITEMS**

**\* F.1 45 - Day Budget Revision – 2014-15**

Comment:

The 2014-15 State budget was adopted Friday June 20, 2014. E.C. 42127(i)(4) states that: “Not later than 45 days later the Governor signs the annual Budget Act, the school district shall make available for public review any revisions, in revenues and expenditures that it has made to its budget to reflect the funding made available by the Budget Act.”

The Summary including a budget for estimated revenues and expenses for 2014-15 is included for the General Fund and the Building Fund. The General Fund Revision includes an adjustment to the Local Control funding Formula and to the State Teachers Retirement System. The Building Fund reflects adjustments to align with a twelve month program activity plan.

Recommendation:

Adopt the 45 day budget revision.

Fiscal Impact:

Budget Revision

**G. DISCUSSION ITEMS**

**\* G.1 Report and Request from the El Cerrito Archiving Committee to Name Portions of ECHS**

Comment:

The El Cerrito Archiving Committee has requested time to make a presentation to open the process for naming various portions of the El Cerrito High School building to honor contributors to that school.

Recommendation:

For information and direction

Fiscal Impact:  
Not Determined

**\* G.2 Project Status Report: Pinole Valley High School Interim Campus**

Comment:

WLC Architects prepared plans and specifications for the project. Scope of work includes installation of portable classroom buildings, connection of portables to new and existing utilities, site improvements and installation of site furnishings.

The project started in April 2014 and is projected to be complete in August 2014. The project team is in attendance to provide the project status update.

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 – August 13, 2014

**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**

**July 23, 2014**

**1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR**

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

- a. WCCUSD v. Orrick
- b. Palmer and Pollack v. WCCUSD
- c. AC, a minor, by and through his Guardian, Ad Litem, Crystal McNeal

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

Five 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**

Principal  
Assistant Principal

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

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

Expulsions

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

**10. REPORT OF CLOSED SESSION ACTIONS**

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

Agenda Item B.6

**June 25, 2014**

**A. CLOSED SESSION**

**B. OPENING PROCEDURES**

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

**B.1 Pledge of Allegiance**

President Ramsey led the pledge of allegiance.

**B.2 Welcome and Meeting Procedures**

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

**B.3 Roll Call**

**Board Members Present:** Randall Enos, Todd Groves, Madeline Kronenberg, Charles Ramsey

**Board Members Absent:** Elaine Merriweather

**Staff Present:** Magdy Abdalla, Engineering Officer; Steve Collins, SELPA Director; Denise Cifelli, Confidential Secretary; Sheri Gamba, Associate Superintendent Business Services; Wendell Greer, Associate Superintendent K-Adult Schools; Bruce Harter, Superintendent; Cliff Dorton, Electronics Technician; Mary Phillips, Chief Technology Officer; Nia Rashidchi, Assistant Superintendent Educational Services; Reyna Touriel, Translator; Ken Whitemore, Assistant Superintendent Human Resources

**B.4 Report/Ratification of Closed Session**

Superintendent Harter asked the Board to ratify action made in Closed Session to ratify a student settlement agreement.

**MOTION: Mr. Enos moved approval of action taken in Closed Session to ratify a student settlement agreement. Mr. Groves seconded. Mr. Enos, Mr. Groves, and Ms. Kronenberg voted yes, with President Ramsey abstaining and Ms. Merriweather absent. Motion carried 3-0-1-1.**

Superintendent Harter asked the Board to ratify action taken in Closed Session to approve a settlement agreement with CF Contracting.

**MOTION: Ms. Kronenberg moved approval of action taken in Closed Session to approve a settlement agreement with CF Contracting. Mr. Groves seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voted yes with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.**

Superintendent Harter asked the Board to ratify taken in Closed Session to approve the following Administrative Appointments:

Director, Education Services – Sonja Neely-Johnson  
Principal Wilson Elementary – Claudia Velez  
Principal, Verde Elementary – Erik Acosta-Verprauskus  
Assistant Principal Hercules High – Dingane Newson  
Assistant Principal Kennedy High – Charlotte Betson  
Assistant Principal Hercules Middle – Ryan Shaw  
Assistant Principal Pinole Middle – Esaul Orozco  
Assistant Principal DeJean – Liah Jones  
Information Technology Operations Manager – Mark Terrill.

**MOTION: Mr. Enos moved approval of action taken in Closed Session to approve Administrative Appointments. Ms. Kronenberg seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voted yes with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.**

**B.5 Agenda Review and Adoption**

President Ramsey requested that the Consent Calendar be moved to follow B.6 Minutes and items D.1 and D.2 be moved before B.9 Public Comment.

**MOTION:** Mr. Groves moved approval of the agenda as amended. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voted yes, with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.

**B.6 Minutes: June 11, 2014**

**MOTION:** Mr. Groves moved approval of the Minutes of June 11, 2014. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voted yes, with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.

**C. BUSINESS ITEM**

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

**C.2 Contracts**

**C.3 Annual Renewal of Continuing Services**

**C.4 Notice of Completion: Bid 2101101-16 Helms Middle School Sports Fields & Landscaping**

**C.5 Notification of Claims Rejected – Personal Injury**

**C.6 Notification of Claim Rejected - Property**

**C.7 Community Budget Advisory Committee Amended Member Ratification**

**Public Comment:**

Antonio Medrano

**C.8 Community Budget Advisory Committee (CBAC Report)**

**C.9 Routine Personnel Changes – Classified**

**C.10 Revised School Calendar 2014-2015**

**C.11 Ratification and Approval of Engineering Services Contracts**

**C.12 Approval of Negotiated Change Orders**

**C.13 Approval of Additional Program Management Expense**

**C.14 Ratification of Staff Awarded Contract: Harding Elementary School Exterior Repairs and Select Roofing Replacement Project**

**C.15 Ohlone Elementary School Security ACS/IDS/SVS Project Rejection of All Bids**

**C.16 Ratification of Technology Equipment & Services for Ohlone Elementary RFP Dated 4/28/2014**

**C.17 CBOC Appointment Date**

**C.18 Approval of Board Members Travel**

**MOTION:** Ms. Kronenberg moved Approval of Consent Items C. 1 – C.18. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voted yes, with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.

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

**D.1 Richmond Writes Poetry Contest**

Ms. Sonja Neely-Johnson introduced student, Melissa Garcia from Washington Elementary, who read the poem she submitted. Ms. Brenda Williams from the Richmond Arts & Culture Commission provided background on the annual contest. Kit Panheimer, also from the Richmond Arts & Culture Commission, thanked the Board for working and collaborating with them in support of the Common Core.

**Public Comment:**

None

**Board Comment:**

None

**D.2 Title I Academic Achievement Award**

Ms. Rashdichi gave background and explained the achievements the school needs to meet in order to receive the award. Ms. Peppina Chang, CEO of Richmond College Prep, which opened 10 years ago, stated how grateful they

were for the support the District has provided. The Board and supporters of Richmond College Prep were invited to congratulate Ms. Chang. The Title I Achievement award was presented.

**Public Comment:**

None

**Board Comment:**

None

**B.7 Request to Address the Board – Supervisor John Gioia**

Terrance Chung, Supervisor John Gioia's Chief of Staff, read a letter written by Supervisor Gioia as he was unable to attend in person. He wrote of his support for the District's efforts to "successfully bring school-based health services to every high school and some middle and elementary schools in the district". He urged the District to utilize the opportunities provided by the Local Control Funding Formula to continue adequately funding school-based health services in the District's Local Control Accountability Program.

**Board Comment:**

None

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

Mr. Jungherr withdrew his request to address the Board.

President Ramsey asked the Board to move items F.1 and F.2 to the next two items on the agenda.

**MOTION: Mr. Groves moved approval of moving items F.1 and F.2 to the next items on the agenda. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voting yes, with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.**

**F.1 Approval of the Local Control Accountability Plan**

Superintendent Harter presented the plan highlighting the changes and updates in the Plan noting that the Executive Summary is an important piece to explain the details in the rest of the plan. He mentioned the entire process had been a learning experience for everyone and that the District will work to improve the process going forward. Superintendent Harter discussed next steps which include the plan adoption followed by submission to the County Office of Education. The next meeting of the Local Control Accountability Plan Committee is set for September 30, 2014 at which time the committee will review available data from the measures, review implementation of actions/strategies and plan for DLCAP committee processes for 2015.

**Public Comment:**

Yolanda Lopez, Maria Montes, Antonio Medrano, Liliana Garcia, Dennis Pimentel and Laila Fehimuddin

**Board Comment:**

Ms. Kronenberg thanked the speakers, in particular the students as an important voice. She felt everyone had worked very hard and done a great job. She asked for clarification of the Playworks contract which Superintendent Harter and Mr. Greer clarified.

Mr. Enos commended the community for what has been accomplished and making improvements where needed.

Mr. Groves said he felt that this was just the beginning and that the Board will continue to listen and be responsive to the needs of the community. He saw the Board continuing to focus on students and schools with the highest needs while continuing to adapt and grow the Plan.

President Ramsey echoed the comments of the others. He thanked the State and Legislation for giving the District opportunity to have a robust educational system.

**MOTION: Mr. Groves moved approval of the Local Control Accountability Plan. Ms. Kronenberg seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voting yes, with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.**

**F.2 Budget for 2014-15**

Ms. Gamba provided a presentation regarding 2014-15 budget. Since the budget presentation was presented in its entirety at the public hearing at the June 11 meeting, Ms. Gamba only highlighted several of the slides commenting on the deficit spending for 2014-15, special reserve and fund review. She noted the 45-day budget revision which will reflect the changes in the State's adopted budget and next steps. She also noted that the financial reports were also available on the District's website.

**Public Comment:**

None

**Board Comment:**

Mr. Groves questioned the limits of reserve funds. Ms. Gamba offered explanation.

**MOTION: Mr. Enos moved approval of the Budget for 2014-15. Ms. Kronenberg seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voting yes, with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.**

**B.9 WCCUSD Public Comment**

Janet Johnson, Alicia Jackson, Ray Dennen, Lynson Beaulieu, Dulce Galicia, and Alex Aliferis.

**D.3 Masterplan for English Learners Initial Review**

Dr. Jose A. Lopez gave a presentation with an overview of the District Masterplan for English Learners.

**Public Comment:**

Antonio Medrano

**Board Comment:**

None

**D.4 Update on SBAC Testing**

Mr. Greer introduced Assessment Supervisor Stephanie Hearne, who provided an overview of the Smarter Balance Field Test. Mr. Greer also recognized Nicole Joyner, Chief Data Officer, for her work in this endeavor. Ms. Hearne noted that this was one of the largest testing endeavors the District has been involved in. She provided statistics on participation and completion rates for the students. Ms. Hearne introduced Carlene Houston who provided her insight as the school site coordinator. Mr. Greer presented a certificate of appreciation to Ms. Hearne and her department members.

**Public Comment:**

None

**Board Comment:**

Mr. Enos thanked Ms. Hearne and her department for all their efforts and said he was pleased with the focus of the students.

Ms. Kronenberg also thanked Ms. Hearne saying she was very interested in the results shared at the meeting and the plan to prepare the students who may be struggling with the basic skills such as keyboarding. Ms. Rashidchi was able to articulate plans and strategies to use going forward.

Mr. Groves was interested in hearing more about modified input and assessment relating to access issues. Ms. Hearne explained the computer adaptive test that will be available in 2014-15.

**E. COMMITTEE COMMUNICATIONS**

**E.1 Standing Reports**

**Citizen's Bond Oversight Committee.** Chairperson Ivette Ricco thanked Superintendent Harter for attending the last meeting. She requested that future bond waiver requests be brought to the CBOC in order to research those requests.

**College and Career Readiness Academics.** Mr. Greer announced that staff attended a Linked Learning Conference in San Jose where they learned that the District received funding of \$200,000 from the Irvine Foundation for the 2014-15 school year.

**Ivy League Connection.** President Ramsey advised that students and chaperones have made visits to various college campuses on the East Coast. He also noted that past students are now working as coordinators for the program.

**E.2 Superintendent's Report**

Superintendent Harter provided a report of activities in the District.

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

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

**Public Comment:**

None

**Board Comment:**

None

**F.3 Resolution No. 86-1314: Authorizing the Issuance and Sale of its General Obligation (GO) Refunding Bonds, 2014 Series A, in an Aggregate Principal Amount not to Exceed \$100,000,000, Including Bond Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to Said Bonds**

Presenters on the topic included Lisel Wells and Graham Beck from Nixon Peabody (Bond Counsel), Blake Boehm and John Armstrong from KNN Public Finance (Financial Advisors), Jeff Baratta and Trinis Wright from Piper Jaffray (Underwriters) and Vince McCarley from Backstrom, McCarley, Berry & Co. Mr. Boehm presented information on the 2014 GO Bond and Assessed Value Growth and how it affects future tax rates.

**Public Comment:**

Alex Aliferis, Ben Steinberg, Valerie Snider, Lorraine Humes

**Board Comment:**

None

**MOTION:** Ms. Kronenberg moved approval of Resolution No. 86-1314: Authorizing the Issuance and Sale of its General Obligation Refunding Bonds, 2014 Series A, in an Aggregate Principal Amount not to Exceed \$100,000,000, Including Bond Subject to the Compounding of Interest, and Approving Certain Other Matters Relating to Said Bonds. President Ramsey seconded. Mr. Enos, Mr. Groves, Ms. Kronenberg, and President Ramsey voting yes, with no abstentions and Ms. Merriweather absent. Motion carried 4-0-0-1.

**G. DISCUSSION ITEMS**

**G.1 Project Status Report**

A presentation was made updating project status on the Gomper's Leadership Public School. The presentation team included Magdy Abdalla from WCCUSD; Karim Nassab, Tim Peel and Greg Smith from SGI; Marly Norris and John Gramling from HMC Architects and Roy Moreno, one of the Inspectors of Record for the program. Artist renderings of the completed views were shared along with current construction photos.

**Public Comment:**

None

**Board Comment:**

President Ramsey brought up concerns about pedestrian traffic and sidewalks on 9th street. It was explained that this building is an urban design which brings the building all the way up to the property line with sidewalks included.

Mr. Enos also had concerns about narrow streets and sidewalks. He did not feel the additional entrances were adequately portrayed.

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

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

President Ramsey commented that even though Resolution 86-1314 was approved, he'd like legal counsel to review.

Mr. Enos reminded those in attendance and those watching on television of the upcoming meeting to rename Portola Middle School at Harding Elementary from 7:00 - 8:30pm.

President Ramsey noted that the renaming meetings had been very educational and appreciated everyone who attended.

Mr. Groves wished everyone a happy summer. He noted that summer school was under way.

Ms. Kronenberg saluted everyone who worked on the LCAP, Strategic Plan and Budget. She stated it showed the District truly is a whole child, whole community.

President Ramsey recognized Elaine Merriweather on her 30th wedding anniversary. He also recognized staff efforts on the budget. President Ramsey closed the meeting in honor of Diane Brown, President of UTR, who was retiring. He applauded her polite and respectful demeanor during her tenure.

**J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**  
Lovonya DeJean Middle School – July 9, 2014

**K. ADJOURNMENT**

President Ramsey adjourned the meeting at 9:29 PM.

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

BH:dc

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

Agenda Item B.6

**July 9, 2014**

**A. CLOSED SESSION**

**B. OPENING PROCEDURES**

President Ramsey called the meeting to order at 5:30 P.M. The Board recessed into Closed Session. President Ramsey called the Public Session to order at 6:32 P.M.

**B.1 Pledge of Allegiance**

President Ramsey led the pledge of allegiance.

**B.2 Welcome and Meeting Procedures**

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

**B.3 Roll Call**

**Board Members Present:** Randall Enos, Todd Groves, Madeline Kronenberg, Elaine Merriweather, Charles Ramsey

**Staff Present:** Magdy Abdalla, Engineering Officer; Martin Coyne, Executive Director Bond Finance; Wendell Greer, Associate Superintendent K-Adult Schools; Bruce Harter, Superintendent; Debbie Haynie, Executive Secretary; Joshua Herrera, Electronics Technician; Keith Holtlander, Director of Facilities; Leticia Oregon, Translator; Tim Peel, Deputy Program Manager-Construction; Mary Phillips, Chief Technology Officer; Lyn Potter, Director Educational Services; Adam Taylor, Executive Director K-12; Marin Trujillo, Coordinator Community Engagement; Marcus Walton, Communications Director; Ken Whittemore, Assistant Superintendent Human Resources

**B.4 Report/Ratification of Closed Session**

Superintendent Harter asked the Board to ratify action taken in Closed Session to approve the following administrative appointments for 2014-2015:

Dan MacDonald, Principal at Shannon Elementary  
Jeff Carr, Principal at Ellerhorst Elementary  
Christine Hatcher, Principal at Riverside Elementary  
Athena Valdez, Assistant Principal at DeJean Middle School  
Greg Whaling, Instructional Specialist at Helms Middle School

**MOTION: Ms. Kronenberg moved approval of action taken in Closed Session to approve administrative appointments. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Merriweather, Ms. Kronenberg, and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

Superintendent Harter asked the Board to ratify action taken in Closed Session to approve an employee settlement agreement.

**MOTION: Mr. Groves moved approval of action taken in Closed Session to approve an employee settlement agreement. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Merriweather, Ms. Kronenberg, and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**B.5 Agenda Review and Adoption**

President Ramsey asked that item F.1 be moved to follow Consent Items and that item D.1 be moved to follow G.1.

**MOTION: Mr. Groves moved approval of the agenda as amended. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Merriweather, Ms. Kronenberg, and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**B.6 Request to Address the Board – Mr. Al Kirkman**



Mr. Kirkman and Mr. Marcos Garcia addressed the Board regarding support for a proposal of a one cent parcel tax to be placed on the November general election that would fund camp experiences for students.

**Public Comment:**  
None

**Board Comment:**  
President Ramsey said that the Board would confer and consider the proposal.

**B.7 WCCUSD Public Comment**  
None

**C. BUSINESS ITEM**

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

**C.2 Acceptance of Donations**

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

**C.4 Summary of Payroll and Vendor Warrant Reports**

**C.5 Contracts**

**C.6 Routine Personnel Changes - Certificated**

**C.7 Certificated Board Authorization - Education Code 44258.3**

**C.8 Approve the following New Job Description: Director, Community Engagement**

**C.9 2014-2015 Salary Schedules, as of July 1, 2014, for the following groups:**

UTR

Local One

SSA

Confidential

Management

WCCAA

**C.10 2014-15 Consolidated Application for Funding**

**C.11 Data and Wireless for Pinole Valley High School**

**C.12 Ratification and Approval of Engineering Services Contracts**

Superintendent Harter read a correction into the record due to pages missing in the printed packet.

**C.13 Approval of Negotiated Change Orders**

**C.14 Ratification of Staff Awarded Contract: Nystrom Elementary School Modernization Project**

This item was tabled to a future meeting.

**C.15 Ratification of Staff Awarded Contract: Ohlone Elementary School Playground & Parking Lot Completion Project**

**C.16 Williams Lawsuit Complaints Quarterly Report**

**C.17 Resolution Nos. 01-1415 through 14-1415: Board of Education Annual Resolutions for the 2014-2015 School Year**

**MOTION: Mr. Groves moved Approval of Consent Items C. 1 – C.13, and C. 15 - C.17. Mr. Enos seconded. Mr. Enos, Mr. Groves, Ms. Merriweather, Ms. Kronenberg, and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**F.1 Renaming of Portola as Fred Korematsu Middle School**

Superintendent Harter recapped the events related to consideration of renaming Portola Middle School and the series of public hearings held in the community. He added that at the last meeting, the committee voted unanimously to recommend renaming the school as Fred T. Korematsu Middle School.

Committee Chair, James Ghidella, provided additional background. He related the criteria for the community meetings based on Board Policy, the District's Strategic Plan and a Full Service Schools resolution. He also spoke about the opposition to the name change. He provided a history of Gaspar de Portola, for whom the school is currently named, as well as land owner Don Victor Castro, another historic Spanish land owner. Mr. Ghidella provided additional background information for the Board's consideration.

**Public Comment:**

Bill Sato, Mary Ann Furuichi, Yoshio Murakawa, Katherine Weinstein, Ray Dennen, Sue Roberts, Peter Chau, DDL Lewis, Toru Saito, Adrienne Ramsey, Jo Ann Scherich, Joni Hiramoto

**Board Comment:**

Ms. Merriweather had questions for Chairperson Ghidella regarding the various names put forward for consideration and how he felt the process went. Mr. Ghidella responded.

Mr. Enos spoke in support of the action to rename the school and made a motion to approve the committee recommendation.

Superintendent Harter asked Mr. Enos to clarify whether the recommendation, if approved, would rename the school starting immediately. Mr. Enos affirmed.

President Ramsey explained that he felt this event was important as illustrated in the recent committee meetings. He also spoke of the diversity of the District along with the lack of recognition of the Asian-American community.

Mr. Groves spoke about the Sycamore Congregational Church which hosts the oldest Japanese-American congregations on the west coast and its proximity to Portola Middle School. He related the pain experienced by his extended family members as a result of the internment camps for Japanese-Americans. He said that this was an opportunity to memorialize the lesson of history.

Ms. Kronenberg thanked everyone who participated in the process. She said that she respected the heartfelt contributions made by community members. She spoke about the process as detailed by Board Policy and the democratic process. She concluded by speaking about having the best schools for students and the name Korematsu will bring that.

**MOTION: Mr. Enos moved approval of the Renaming of Portola as Fred T. Korematsu Middle School effective immediately. Ms. Kronenberg seconded. A roll call vote was taken with Mr. Enos, Mr. Groves, Ms. Merriweather, Ms. Kronenberg, and President Ramsey voting yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

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

**D.1 Update on the Impact of the Assessed Valuation for 2014-15 on Bond Finance**  
This item was moved to follow item G.1.

**E. COMMITTEE COMMUNICATIONS**

**E.1 Standing Reports**

**Public Employees Union Local One.** Business Agent Peter Tiernan introduced new business representatives, Madeleine Jen Kin and Chung Park.

**Ivy League Connection.** President Ramsey spoke of the 32 students who are currently visiting colleges and universities on East Coast. He remarked that college admissions officers have been meeting with the students. Superintendent Harter spoke about this ninth year of the program and seeing improved college admissions and acceptance rates. Ms. Kronenberg added that the students are using Twitter and blogging daily.

**E.2 Superintendent's Report**  
Superintendent Harter provided a report of activities in the District.

**F. ACTION ITEMS**

**F.1 Renaming of Portola as Fred Korematsu Middle School**  
This item was moved to follow Consent Items.

**F.2 Authorize Construction on Valley View Elementary**  
Architects Wally Gordon and Scott Berg of DLM Architects provided an overview of the construction plan for the 15 acre Valley View site. Juan Garrahan of SGI Construction provided information regarding the phases of the project.

**Public Comment:**  
None

**Board Comment:**

President Ramsey had questions about the time line for purchasing portables and set up on the interim campus. Mr. Garrahan responded. Mr. Abdalla also responded for additional clarification.

President Ramsey requested that all paper work be done and notice to proceed be prepared by November. He said that he would like to see the bidding process for the new campus take place in May 2015.

**MOTION: President Ramsey moved approval to Authorize Construction on Valley View Elementary. Ms. Kronenberg seconded. Mr. Enos, Mr. Groves, Ms. Merriweather, Ms. Kronenberg, and President Ramsey voting yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**G. DISCUSSION ITEMS**

**G.1 Project Status Report**

Mr. Abdalla provided an update of construction projects in the District.

Mr. Garrahan, Mr. Gordon and Mr. Berg detailed the DeAnza Career Technology building construction. Ms. Phillips commented about the technology package for the buildings at DeAnza.

Mr. Peel provided an update of the Kennedy Swim Center construction project.

**Public Comment:**

None

**Board Comment:**

Mr. Ramsey asked various questions during the presentations to which staff responded.

**D.1 Update on the Impact of the Assessed Valuation for 2014-15 on Bond Finance**

Superintendent Harter introduced the bond finance team. The team shared details regarding the 2014-2015 assessed property values with an increase of 10.8% and its impact on bond construction finance and the upcoming bond sale.

Blake Boehm, KNN Public Finance

Erwin Tam, KNN Public Finance

Graham Beck, Nixon Peabody LLC

Rudy Salo, Nixon Peabody LLC

Leon Berry, Backstrom, McCarley, Berry & Co. LLC

Martin Coyne, Executive Director Bond Finance

Mr. Enos left the meeting for the evening.

**Public Comment:**

None

**Board Comment:**

President Ramsey had various questions that the team addressed throughout the presentation.

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

None

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

President Ramsey presented plaques to Superintendent Harter and Associate Superintendent Greer from the Young Black Scholars Program to express their appreciation. Superintendent Harter thanked the group for the award as well as the work they do for students. Mr. Greer spoke of the group as a model for growth and development for men of color.

Ms. Kronenberg reminded the audience of the Summer School graduation ceremony planned for the following night.

Ms. Merriweather said she was glad to be back after missing the last meeting. She remarked that summer programs are going well for students. She looked forward to all the work to prepare for opening school in August.

Mr. Groves thanked staff for all the work being done for students in summer school.

President Ramsey asked Superintendent Harter to speak with Board members about Mr. Kirkman's proposal and reply with comments.

President Ramsey spoke of valuing resiliency and moving the District forward. He was happy about the good news around improved assessed property valuations.

President Ramsey adjourned the meeting in the names of former Board members Woodrow Wilson Snodgrass, Karen Ortega and Diane Easton.

**J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**  
Lovonya DeJean Middle School – July 23, 2014

**K. ADJOURNMENT**  
President Ramsey adjourned the meeting at 10:51 PM.

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

BH:dh

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

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

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**To:** Board of Education

**Meeting Date:** July 9, 2014

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

**Agenda Item:** CI C.1

**Subject:** Grants/Awards/Agreements

**Background Information:**

Formal action is requested from the Board of Education to accept the grants/awards/agreements, as detailed on the attached sheet dated July 23, 2014.

**Recommendation:** Recommend Approval

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

**DISPOSITION BY BOARD OF EDUCATION**

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

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

West Contra Costa Unified School District  
 July 23, 2014 Board Meeting

GRANT / AWARD / AGREEMENT NOTIFICATIONS

Project Name	Project Amount for Budget Period	Funding Agency	Comments
After School Education and Safety Program	\$3,573,130	California Department of Education - After School Division	Support of the After School Programs for 2014-15
Resource # 6010	7/1/14 - 6/30/15		PCA # 23939-EZ
2013-14 Infant Discretionary Funds	\$17,692	California Department of Education - Special ED Division, Admin Services Unit	Funding for the Special Ed Infant Program
Resource # 6515	7/1/13 - 9/30/14		PCA # 24462-01

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** C.2

**Subject:** Acceptance of Donations

**Background Information:** The District has received donations as summarized on the attached sheet dated July 23, 2014. The estimated values for any non-cash donations (as indicated by an asterisk) are those provided by the donor. Staff recommends acceptance of these donations.

**Recommendation:** Recommend Approval

**Fiscal Impact:** As noted per donations summary.

DISPOSITION BY BOARD OF EDUCATION

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

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

West Contra Costa Unified School District  
 July 23, 2014 Board Meeting

<b><u>Donor Name</u></b>	<b><u>Description or Purpose</u></b>	<b><u>Estimated Value</u></b>	<b><u>Receiving School or Department</u></b>
Chevron Humankind Matching Gift Program	Materials & Supplies	\$500.00	Hanna Ranch Elementary
Augustine's Albany Judo	Materials & Supplies	\$25.00	Hanna Ranch Elementary
Kaiser Permanente Community Matching Gift Program	Materials & Supplies	\$200.00	Hanna Ranch Elementary
Kaiser Permanente Community Matching Gift Program	Materials & Supplies	\$200.00	Portola Middle
Ms. Sarah Scott	Office Supplies	*\$1,000.00	Juan Crespi Middle

\*Estimated values for the non-cash donations are provided by the donor  
 Donation Précis 072314



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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** C.3

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

**Background Information:** The planned fund-raising events for the 2014-15 school year is summarized on the attached sheet dated July 23, 2014.

**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 23, 2014 Board Meeting

APPROVAL OF FUND-RAISERS

<b><u>School</u></b>	<b><u>Fund-Raising Activity</u></b>	<b><u>Activity Sponsor</u></b>
Pinole Valley High School	Dinner at Mel's	PVHS Cheerleading Squad
Pinole Valley High School	Dinner at Chipotle	PVHS Cheerleading Squad
Pinole Valley High School	Sale of Jamba Juice	PVHS Cheerleading Squad
Pinole Valley High School	Sale of Teriyaki Beef Jerky	PVHS Cheerleading Squad
Pinole Valley High School	Sale of Mrs. Fields Cookies	PVHS Cheerleading Squad

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** C.4

**Subject:** Contracts

**Background Information:** Permission is requested of the Board of Education to approve the following contracts as detailed on the attached sheets dated July 23, 2014.

**Recommendation:** Recommend Approval

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

**DISPOSITION BY BOARD OF EDUCATION**

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

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

West Contra Costa Unified School District  
July 23, 2014 Board Meeting

CONTRACTS

The following contracts are recommended for approval.

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<u>DEPARTMENT</u>	<u>Effective Date</u>	<u>VENDOR NAME</u>	<u>COST &amp; FUNDING</u>	<u>PURPOSE</u>
Business Services	7/1/14 Thru 6/30/17	School Innovations and Achievement	\$124,500 General Fund	Provide consulting services to assist in the preparation and filing of reimbursement claims for the costs of the Mandated Reimbursement Program and assessment of compliance practices relating to the Mandated Block Grant Program. This is a three year contract with an annual cost of \$41,400
Special Ed	7/1/14 Thru 6/30/15	Community Options for Families and Youth	\$60,000 Mental Health	Provide Psychoeducational assessments, out of state psychoeducational assessments, educationally related mental health services assessments. Concurrent educationally related mental health services assessments and out of state concurrent educationally related mental health services and psychoeducational assessments.
Information Technology	7/1/2014 Thru 6/30/15	Tyler/MUNIS	\$114,894 Data Processing Services	*Revised Amount* Submitted on 6/25/14 for 101,890. Provide maintenance and licenses for the MUNIS System
Ed Services	7/14/14 Thru 6/30/15	Janet Amani-Scott	\$100,000 Central Supplemental / Concentration	Provide professional development/coaching to Teachers, Admin, and Parents on mindset, cultural competence, and efficacy to build beliefs and actions towards a student growth model that supports the transition to the Common Core State Standards, new ELD standards, and the Next Generation Science Standards, Participate in the Best Practices Conference, Target parent engagement strategies to increase knowledge of the CCSS, students' academic mindset, and cultural relevance, and conduct action research on the above-mentioned service areas.

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

**From:** Sheri Gamba, Assoc. Supt., Business Services **Agenda Item:** C.5

**Subject:** Agreements for Nonpublic, Nonsectarian School/Agency Services

**Background Information:** Permission is requested of the Board of Education to approve the Master Contracts between the District and named schools/agencies for nonpublic, nonsectarian school/agency services for the period of July 1, 2014 through June 30, 2015.

**Recommendation:** Recommend Approval

**Fiscal Impact:** \$7,500,000.00 Non-Licensed Children's Institute / Licensed Children's Institute

**DISPOSITION BY BOARD OF EDUCATION**

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

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

## CONTRACT FOR NON-PUBLIC SCHOOLS 2014-2015 BOARD APPROVAL

Name of School	Address	City / State	Zip
1 The Avalon Academy	818 Mahler Road	Burlingame	94010
2 BayHill High School	521 Boden Way	Oakland	94610
3 A Better Chance School	4138 Lakeside Drive	Richmond	94806
4 Childrens Learning Center	1910 Central Avenue	Alameda	94501
5 Copper Hills Youth Center	5899 West Rivendell Drive	West Jordan, Utah	84081
6 Cypress Primary School	3880 Cypress Drive	Petaluma	94954
7 Cypress Secondary School	3835 Cypress Drive, Suite 103	Petaluma	94954
8 Devereux Foundation	5850 T.G. Lee Boulevard, Ste 400	Orlando, FL	32822
9 Glenholme School	81 Sabbaday Lane	Washington, CT	06794
10 Intermountain Deaconess	500 S Lamborn Street	Helena, MT	59601
11 La Cheim School	2853 Groom Drive	Richmond	94806
12 Logan River Academy	P. O. Box 3662	Logan, Utah	84323
13 Oakhill School	300 Sunny Hills Dr., Building 6	San Anselmo	94960
14 Oakgrove School, Inc	3375 Harrison Blvd.	Ogden, UT	84403
15 Seneca Center	2275 Arlington Drive	San Leandro	94578
16 Spectrum Center	16360 San Pablo Ave	San Pablo	94806
17 Springstone Community High School	1035 Carol Lane	Lafayette	94549
18 Star Academy	4470 Redwood Highway	San Rafael	94903
19 Journey High School (TLC Child & Family Services)	P.O. Box 2079	Sebastopol	95472
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# CONTRACT FOR NON-PUBLIC AGENCIES 2014-2015 BOARD APPROVAL

Name of Agency	Address	City / State	Zip
1 Accentcare Home Health	2300 Contra Costa Blvd #125	Pleasant Hill	94523
2 ANOVA INC	2911 Cleveland Ave	Santa Rosa	95403
3 Augmentative Communications & Technology	350 Santa Ana Avenue	San Francisco	94127
4 Avalon, Marcie	1305 Blake Street	Berkeley	94702
5 Bright Path Therapists	3444 A 21st Street	San Francisco	94110
6 Bridght Star Healthcare	3746 Mt. Diablo Blvd. Suite 204	Lafayette	94549
7 Building Connections Behavioral Health	811 San Ramon Valley Blvd #100	Danville	94526
8 Center for Accessible Technology	3075 Adeline Street, Suite 220	Berleley	94703
9 Center for Safe Youth	595 Sandstone Drive	Athens, GA	30605
10 Checker Transport	3632 West Ct.	San Pablo	94806
11 Communication Works	4400 Keller Ave., Suite 200	Oakland	94605
12 Contra Costa County Office of Education/JPA	77 Santa Barbara Road	Pleasant Hill	94523
13 Contra Costa ARC/George Miller Pool	20 Allen Street, #120	Martinez	94553
14 Contra Costa Health Department/Mental Health	525 Green Street	Martinez	94553
15 Contra Costa Health Services	50 Douglas Drive, Suite 320 A	Martinez	94553
16 Deborah McCloskey	2550 Ninth Street Suite 115	Berkeley	94710
17 Dori Maxon	5830 Sacramento Avenue	Richmond	94804
18 Elizabeth Isono	1940 Webster Street, Ste. 200	Oakland	94612
19 Hearing Conservation	10952 South Airport Way	Manteca	95336
20 Interpreting and Consulting Services	836 B Southhampton Rd #353	Benicia	94510
21 MacMillian, Anne	85 Crestmont Drive	Oakland	94619
22 Maxim Health Care	1000 Broadway Street Suite 340	Oakland	94607
23 Professional Tutors of America	3350 East Birch Street, Suite 108	Brea	92821
24 Robert Patterson	2030 East 4th Street, Suite 122A	Santa Ana	92705
25 Speech Pathology/Susan Stark	2021 Ygnacio Valley Road, C-103	Walnut Creek	94598
26 STE Consultants	2560 9th Street, Suite 319A	Berkeley	94710
27 Sunbelt Staffing	3687 Tampa Road, Suite 200	Oldsmar, FL	34677
28 Syntex Global LLC	2040 Bancroft Way STE 400B	Berkeley	94704
29 Trumpet Behavioral Health	5729 Sonoma Drive, Suite F	Pleasanton	94566
30 Williams-Masters, Donna	16032 Windsor Drive	San Leandro	94578
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West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** C.6

**Subject:** Routine Personnel Changes – Classified

**Background Information:**

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

**Recommendation:** Approve Classified Personnel Changes

**Fiscal Impact:** None

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_



# WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

July 23, 2014

## FOR INFORMATION ONLY Classified Employee Changes

NEW HIRES			
Arroyo, Julio	Maintenance & Operations	Energy Conservation Manager	6/9/2014

PROMOTION			
Gwathney, Andria	Ohlone	Classroom Support Aide	5/29/2014
Rohrbach, Bertha	Library - Districtwide	Information Literacy Assistant	6/11/2014
Sellers, Dorian	Bayview	Typist Clerk I	5/30/2014
Vega, Veronica	Richmond High	Registrar	6/10/2014

RESIGNATION			
Downing, Sitapa	Special Education	Occupational Therapist	6/10/2014
Foster, Richard	Juan Crespi	Campus Security Officer Ii	6/6/2014
Jones, Shannon	Helms Middle	Graduate Tutor	6/6/2014
Moore, Talicia	Kensington	Classroom Support Aide	6/6/2014

RETIREMENT			
Camel, Ann	Kennedy High	Food Services Worker I	6/6/2014
Douglas, Janie	Kennedy High	Behavior Technician	4/23/2014

TERMINATION - ADMINISTRATIVE			
Dubois, Latasha	Mira Vista	Graduate Tutor	4/24/2014
Smith, Yvette	Portola Middle	Instructional Assistant Sp. Ed.	6/30/2014

TERMINATION - DECEASED			
Edward, James	Maintenance & Operations	Maintenance Supervisor	6/2/2014

LEAVES - UNPAID			
Jiles, Patricia	Stege	Head Custodian	6/19/2014
Lopez-Jones, Monique	Cameron	Special Ed. Assistant Autistic	6/2/2014
Shipman, Ivy	Hercules High	Custodian	6/25/2014

RETURN FROM LEAVE			
Aeschbacher, Donald	Riverside	Head Custodian	6/16/2014
Gil, Celia	Fairmont	Special Education Assistant	6/1/2014

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

---

**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** C.7

**Subject:** Approve the following New Job Description:

Coordinator, Electronic Communications

**Background Information:**

This position will support the Director, Communications to provide technical leadership for the district's website, social media platforms and other electronic communications. The Coordinator, Electronic Communications will support site administrators, departments and other staff in delivering effective messages via electronic communications.

**Recommendation:** Recommend Approval

**Fiscal Impact:** \$100,945.21

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

**COORDINATOR, ELECTRONIC COMMUNICATIONS**

**PRIMARY FUNCTIONS:**

Perform independent, specialized technical duties requiring independent judgment and analysis related to the creation and maintenance of the district's official website, social media platforms, and electronic communications; support school sites and departments in creating web content and publishing web data; provide professional and technical support, assistance and guidance to district and school site staff in communication matters; support marketing, special events, services, programs and other district or assigned community related activities; and performs other related duties as assigned.

**MAJOR DUTIES AND RESPONSIBILITIES:**

- Performs independent, specialized technical duties requiring independent judgment and analysis related to the development, design, programming, testing, implementation, and maintenance of the district's website.
- Manages all content on district website utilizing content management systems and Hyper Text Markup Language (HTML) programming, and oversight of content accuracy and relevance.
- Creates, edits, and produces text, graphics, animation, audio, and video files for use in a variety of formats.
- Edits and manages district social networking accounts, including the creation of content and the broadening of audience.
- Trains identified content owners in the use of web conversion tools and applications.
- Assigns security access to site webmasters and pagemasters as needed.
- Maintains regular contact with district sites/departments contacts to advise and train on developing web-based applications and programs.
- Assists with the development, dissemination and observance or adherence to standards for publishing on the district's web sites.
- Monitors website users on the system and analyzes a variety of data to evaluate user trends and recommend modifications to provide ongoing improvement of the district's web site.
- Participates in a variety of work groups, committees, and task forces to design, develop, and implement web-based applications to communicate the district's programs, objectives, vision, mission, and guiding principles.
- Explains complex concepts and Internet-related matters clearly and simply to a wide variety of users requesting content published in Web format, which includes troubleshooting, analyzing and solving web page problems.
- Manages, creates and distributes regular email newsletter to district stakeholders.

- Establishes positive relationships with district personnel, other departments, vendors, representatives from external organizations, the general public, and others, which includes responding to phone calls, emails, letters, and other communications.
- Assists in other Communications Department tasks, such as writing press releases, taking photographs, recording video, coordinating media events, and creating marketing/promotional materials as assigned.
- Attends training workshops and professional development as directed.
- Other duties as assigned.

## **QUALIFICATIONS:**

### **Knowledge of:**

- Principles and practices of public relations.
- Methods and techniques of writing, editing, designing and publishing.
- Practices, procedures, resources, and applications on the Internet.
- Current webpage software applications, programming languages and tools (HTML, CSS, Java, etc.)
- Hypertext Transfer Protocol (HTTP) concepts and technologies.
- Troubleshooting strategies for PC and MAC platforms and various Internet browsers and versions.
- Windows and MAC operating environments.
- Microsoft Office Suite (Excel, Word, Publisher, PowerPoint, Outlook, etc.), Adobe Creative Suite (Photoshop, Illustrator, InDesign, Dreamweaver, etc.), and other software and applications used for publishing electronic and print media.
- Accepted design concepts, Internet protocol, Graphical User Interface and other standards.
- Graphics creation and manipulation tools.
- Operation of a computer, related hardware and software and standard office equipment.
- Effective techniques of supervision, training, coaching, conflict resolution and motivation of employees.
- Public speaking and instructional techniques.
- Modern business practices and district authorized software to complete duties, tasks and responsibilities.
- Clear and effective oral and written communication skills for all types of audiences.
- School and district policies, rules and regulations.
- Interpersonal skills including tact, patience and courtesy.

### **Ability to:**

- Design and implement user-friendly and creative web pages.
- Design and develop professional quality graphics for use on district websites and printed publications.
- Train users on web-based applications, concepts, and techniques.
- Troubleshoot, analyze and solve web page problems.
- Perform responsible analysis without supervision.
- Operate a computer, related hardware/software and standard office equipment.

- Establish and maintain cooperative and effective working relationships with others.
- Work independently on assignments and meet schedules and timelines.
- Supervise and direct the work of others.
- Understand and carry out verbal and written directions.
- Read, write and speak English with sufficient comprehension to perform duties accurately and competently.
- Work non-traditional and/or extended hours.

## **EDUCATION AND EXPERIENCE:**

### **Education:**

- Bachelor's Degree from an accredited college or university in Communications, Marketing, Graphic Design, Computer Science or a closely related field.

### **Experience:**

- Three (3) years of experience, preferred, in web design, public relations, journalism, or closely related field that performs a majority of the duties and responsibilities outlined above, including creating/maintaining a website using web development tools.
- Demonstrated experience may be substituted for the Bachelor's degree on a year for year basis (up to four years).

### **Licenses or Certificates Needed:**

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

## **PHYSICAL EFFORT / WORK ENVIRONMENT:**

### **Environment:**

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

### **Physical Abilities:**

Employees in this position must have/be able to:

- Observe safe lifting and carrying practices.
- Walk, climb, stand, stoop, lift and carry sufficient to perform tasks.
- Hear and understand speech at normal levels and on the telephone with/without assistive devices.
- See, hear and speak with/without assistive devices sufficient to communicate effectively with others.
- Bend at the waist.
- Reach overhead, above the shoulders and horizontally; grasp.
- Sit for extended periods of time with intermittent walking.
- Dexterity of hands and fingers to use keyboard and office equipment.
- Drive and travel to various work and school sites.
- Lift up to 40 pounds.

**SALARY:**

Schedule: SSA Schedule 4B

Salary Range: Range 44

Approved by the Human Resources Department

Approved by the Board of Education \_\_\_\_\_.

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

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

---

**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** C.8

**Subject:** Approve the following New Job Description:

Supervisor, Library Services

**Background Information:** This position will supervise the district's centralized library and textbook services department, which is responsible for establishing processes and procedures. The Supervisor, Library Services plays a pivotal role in Williams compliance for district textbooks by supporting school sites with ordering, tracking and distribution requirements. This classification will be fundamental in leading district sites in analyzing, inventorying and ordering library media to meet the needs of their students.

**Recommendation:** Recommend Approval

**Fiscal Impact:** \$76,667.72

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_

## **WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

### **SUPERVISOR, LIBRARY SERVICES**

#### **PRIMARY FUNCTIONS:**

Assumes lead role in electronic and physical operations of centralized library and textbook automation systems; works closely with General Services, Educational Services and Information Technology staff to ensure all students and teachers have appropriate instructional media items; uses analytical and communication skills to troubleshoot, anticipate and improve district procedures for library services; and performs other related duties as assigned.

#### **MAJOR DUTIES AND RESPONSIBILITIES:**

- Develops guidelines and procedures to manage the integrated software system for all instructional materials.
- Tracks, distributes and redistributes requested textbooks to meet the needs of the students and for Williams compliance.
- Creates accessibility of State Standards from the system as a resource reference for parents and staff.
- Instructs staff on managing instructional resource content to complete classroom assignments, projects and activities.
- Collects, processes and reports all data analysis and supporting activities for library collection analysis, textbook purchases and related items.
- Serves as an expert resource to departments involved in the procurement and delivery of instructional media.
- Confers with representatives from administrative or instructional departments to gather, process and utilize data, facts and information.
- Collaborates with district personnel for the purpose of implementing and maintaining library services and/or library related programs, activities and resources.
- Meets with district staff to frequently review textbook and library orders and inventories, which includes reviewing for compliance with district's library and textbook policies and procedures.
- Travels, as necessary, to various sites within the district to deliver presentations, provide support to staff and train new employees.
- Develops, implements and coordinates district-wide training program for library and textbook procedures, which includes training on required programs and software utilized to submit appropriate data/information.
- Composes and prepares letters, forms and other communications regarding library media and textbook purchases, training, inventories and other commensurate activities.
- Attends meetings as assigned for the purpose of conveying and/or receiving information.
- Trains, directs, guides, coaches, evaluates, support and discipline assigned staff.
- Attends training workshops and professional development as directed.

#### **QUALIFICATIONS:**

##### **Knowledge of:**

- Software programs intended to provide management and delivery of instructional media resources.
- Techniques of project management including work planning, scheduling, measurement and reporting.
- Methods of project and process control, budgeting, cost analysis and prediction.



- Procedures and techniques of operations analysis, records development and management and statistical analysis and presentation.
- State Education Code and other federal, state and local laws, rules and regulations pertaining to library media and textbooks.
- Data collection and comparative analysis techniques.
- Computer skills in Microsoft suite (Excel, Word, PowerPoint, Outlook, etc.) and other software and applications.
- Complex letter and report writing, which includes documents for presentations to various stakeholders.
- Techniques of supervision, training, coaching, conflict resolution and motivation of employees.
- Effective oral and written communication skills.
- School and district policies, rules and regulations.

**Ability to:**

- Complete multiple priorities with short deadlines.
- Conduct and participate in meetings, conferences, professional development and other trainings.
- Develop and update policies and procedures and manuals relating to library services and textbooks.
- Provide ongoing instruction and assistance to students, district staff, teachers and administrators, as related to library media and textbooks.
- Compile data to prepare complex reports.
- Utilize computer software and applications to create both online and classroom training components and documents, materials, PowerPoint presentations and other mechanisms to assist in training presentations.
- Set priorities based on instructional media needs and successfully complete tasks in a timely manner.
- Work cooperatively, efficiently and effectively with internal district departments and outside organizations.
- Work effectively and efficiently without close supervision.
- Supervise and direct the work of others.
- Understand and carry out verbal and written directions.
- Read, write and speak English with sufficient comprehension to perform duties accurately and competently.
- Train, work effectively and work cooperatively with individuals from diverse backgrounds.
- Communicate positively and effectively, orally and in writing, with district staff, students and various community partners.

**EDUCATION AND EXPERIENCE:**

**Education:**

- Bachelor's Degree from an accredited college or university in Library Science, Journalism, Education or a closely related field.
- Library Media Credential or Master's degree in Library & Information Science, preferred.

**Experience:**

- Three or more years demonstrated experience in providing textbook and library services in an education environment. Additional verifiable experience may be substituted on a year-for-year basis in lieu of the Bachelor's Degree.

- Demonstrated management skills and abilities.
- Demonstrated high level of successful customer service.

**Licenses or Certificates Needed:**

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

**PHYSICAL EFFORT / WORK ENVIRONMENT:**

**Environment:**

- Primarily indoor office, with regular visits to district offices and school sites.
- Office setting with phones, computer work, customer contact, drop-ins and other communications.

**Physical Abilities:**

Employees in this position must have/be able to:

- Observe safe lifting and carrying practices.
- Walk, climb, stand, stoop, lift and carry sufficient to perform tasks.
- Hear and understand speech at normal levels and on the telephone with/without assistive devices.
- See, hear and speak with/without assistive devices sufficient to communicate effectively with others.
- Bend at the waist.
- Reach overhead, above the shoulders and horizontally; grasp.
- Sit for extended periods of time with intermittent walking.
- Dexterity of hands and fingers to use keyboard and office equipment.
- Drive and travel to various work and school sites.
- Occasionally lift and carry up to twenty (20) pounds for short distances.

**SALARY:**

Schedule: SSA

Salary Range: 71

Approved by the Human Resources Department \_\_\_\_\_.

Approved by the Board of Education \_\_\_\_\_.

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

**From:** Bruce Harter  
Superintendent

**Agenda Item:** C.9

**Subject:** Ratification and Approval of Engineering Services Contracts

**Background Information:**

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

**Recommendation:**

Ratify and approve contracts.

**Fiscal Impact:** Total for this action: \$1,559,807. Funding sources are Bond Fund and Fund 40.

**DISPOSITION BY BOARD OF EDUCATION**

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

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

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

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

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

<b>Project/Funding</b>	<b>Dates</b>	<b>Firm</b>	<b>Contract Cost</b>	<b>Reference</b>
Various Sites  Bond Measure Funded	July 2014 through June 2015	Employers' Advocate, Inc.	\$70,000	Project Labor Agreement Administration Services.
Bond Program Management  Bond Measure Funded (PID:6151396-00)	July 2014 through September 2014	SGL Construction Management	\$221,501	Design Management Services.
Bond Program Management  Bond Measure Funded (PID:61510057-00)	July 2014 through December 2014	Bay Area News Group	\$30,000	Legal Advertising Services.
De Anza High School Linked Learning Project  Bond Measure Funded (PID:3521208-02)	July 2014 through June 2015	Kleinfelder	\$48,700	Geotechnical Construction Observation and Testing Services.
Dover Elementary School Parking and Site Improvement Project  Bond Measure Funded (PID:1151201-05)	June 2014 through September 2014	Kleinfelder	\$21,400	Geotechnical Construction Observation and Testing Services.
Dover Elementary School Synthetic Field Project  Bond Measure Funded	July 2014 through December 2014	HY Architects, Inc.	\$94,500	Design and Construction Administration Services.
Downer Elementary School Playfield Project  Bond Measure Funded (PID:1161224-04)	July 2014 through December 2014	Conestoga-Rovers & Associates	\$7,200	Additional Air Monitoring Services During Construction.
EL Cerrito High School Air-Conditioning for Dance Studio Project  Bond Measure Funded (PID:35410055-00)	June 2014 through August 2014	Consolidated Engineering Laboratories	\$6,000	Testing and Inspection Services.
Gompers & LPS Campus Replacement Project  Bond Measure Funded (PID:3581366-05)	July 2014 through October 2015	HMC Architects	\$18,500	Design Study for field and use of vacated 8 <sup>th</sup> Street.

July 23, 2014

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

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

Highland Elementary School Campus Replacement Project  Bond Measure Funded (PID:1221357-04)	July 2014 through December 2014	3QC	\$32,420	Commissioning Consulting Services during Design Phase.
Kennedy High School Chevron Fab Lab  Fund 40 (PID:36010063-00)	July 2014 through June 2015	DLM	\$119,000	Design and Construction Administration Services.
Lincoln Elementary School  Bond Measure Funded (PID:13510083-00)	July 2014 through August 2014	Construction Cost Management Services	\$10,540	Cost Estimating Services for Seismic Eligibility Assessment.
Montalvin Elementary School New Classroom Building  Bond Measure Funded (PID:1401347-00)	July 2014 through December 2014	3QC	\$18,800	Commissioning Services during Construction.
Ohlone Elementary School East Campus Replacement Project  Bond Measure Funded (PID:1461206-03)	July 2014 through December 2014	Kleinfelder	\$91,200	Geotechnical Construction Observation and Testing Services.
Ohlone Elementary School East Campus Replacement Project  Bond Measure Funded (PID:1461206-03)	July 2014 through October 2014	SGL Construction Management, Inc.	\$46,488	Constructability Review Services.
Pinole Middle School Soccer & Football Fields Project  Bond Measure Funded (PID:2121102-06)	July 2014 through March 2015	Consolidated Engineering Laboratories	\$50,000	Testing and Inspection Services.
Pinole Middle School Soccer & Football Fields Project  Bond Measure Funded (PID:2121102-06)	July 2014	Powell & Partners Architects	\$2,640	Additional Design Services.

July 23, 2014

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

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

Pinole Valley High School Off-Site Parking & Traffic Project  Bond Measure Funded (PID:3621377-10)	June 2014 through August 2014	Kister, Savio & Rei	\$5,600	Construction Administration Services.
Pinole Valley High School Off-Site Parking & Traffic Project  Bond Measure Funded (PID:3621377-10)	June 2014 through August 2014	Kleinfelder	\$13,200	Testing and Inspection Services.
Pinole Valley High School Campus Demolition Project  Bond Measure Funded (PID: 3621377-03)	July 2014 through June 2015	SGI Construction Management, Inc.	\$120,046	Construction Management Services.
Pinole Valley High School Hillside Stabilization Project  Bond Measure Funded (PID: 3621377-04)	July 2014 through June 2015	SGI Construction Management, Inc.	\$120,046	Construction Management Services.
Pinole Valley High School Hillside Stabilization Project  Bond Measure Funded (PID: 3621377-04)	May 2014 through June 2014	SGI Construction Management, Inc.	\$5,172	Constructability Review Services.
Pinole Valley High School Campus Replacement Project  Bond Measure Funded (PID: 3621377-05)	September 2014 through December 2014	SGI Construction Management, Inc.	\$188,950	Constructability Review Services.
Shannon Elementary School Campus Replacement  Bond Measure Funded (PID: 15410042-00)	September 2014 through October 2014	Fehr & Peers	\$26,735	Transportation Assessment Services.

July 23, 2014

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

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

Valley View Elementary School Campus Replacement Project  Bond Measure Funded (PID:1601382-03)	July 2014 through December 2014	Security By Design	\$64,800	Security System Design & Implementation Support Services.
Valley View Elementary School Campus Replacement Project  Bond Measure Funded (PID:1601382-03)	August 2014 through November 2014	SGI Construction Management, Inc.	\$126,369	Constructability Review Services.

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

**From:** Bruce Harter  
Superintendent

**Agenda Item:** C.10

**Subject:** Approval of Negotiated Change Orders

**Background information:**

Staff is seeking approval of Change Orders on the following current District construction projects: Coronado ES New School; Gompers/LPS New Schools; Kennedy HS Field Lighting; Ohlone ES FF&E; Pinole Valley HS Interim Campus; Kennedy HS Science Wing Renovation; Ohlone ES Phase I New Classrooms. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board approval is the final step required under state law in order to complete payment and contract adjustment.

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

**Recommendation:**

Approve negotiated Change Orders as noted.

**Fiscal Impact:** Total approval by this action: \$319,200.42

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_



**July 23, 2014 Change Order Ratification Summary**

	Project	Company	Original Contract	Previously Approved CO's	CO's Pending Approval	Change Percent	Total CO's	Total CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers
1	Coronado ES New School	Lathrop Construction Assoc.	\$26,974,910.00	\$56,529.00	21,906.00	0.08%	\$78,435.00	0.29%	\$27,053,345.00	4
2	Gompers/LPS New Schools	Lathrop Construction Assoc.	\$53,887,350.00	\$811,920.00	26,562.00	0.05%	\$838,482.00	1.56%	\$54,725,832.00	45
3	Kennedy HS Field Lighting	W. Bradley Electric	\$39,127.00	\$0.00	\$3,500.00	8.945%	\$3,500.00	8.95%	\$42,627.00	1
4	Ohlone ES FF&E	Concepts	\$443,101.42	\$0.00	-\$3,897.58	-0.880%	-\$3,897.58	-0.88%	\$439,203.84	1
5	Pinole Valley HS Interim Campus	JUV, Inc.	\$5,530,000.00	\$0.00	\$105,090.00	1.900%	\$165,850.00	3.00%	\$5,695,850.00	1
					\$34,714.00	0.628%				2
					\$26,046.00	0.471%				3
6	Kennedy HS Science Wing Renovation	BHM Construction, Inc.	\$4,136,303.00	\$171,099.00	\$3,233.00	0.078%	\$194,777.00	4.71%	\$4,331,080.00	25
					\$896.00	0.022%				26
					\$6,419.00	0.155%				27
					\$9,603.00	0.232%				28
					\$1,777.00	0.043%				29
					\$1,750.00	0.042%				30
8	Ohlone ES Phase I New Classrooms	Zovich Construction	\$16,961,000.00	\$1,903,596.51	\$11,661.00	0.069%	\$1,985,198.51	11.70%	\$18,946,198.51	97
					\$27,283.00	0.161%				98
					\$6,496.00	0.038%				99
					\$6,806.00	0.040%				100
					\$20,556.00	0.121%				101
					\$8,800.00	0.052%				102

<b>Total Board Action</b>	<b>\$319,200.42</b>
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Note: the proposed Board Action is to Approve all Change Orders below ten percent (10%) of the Contract Value.

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

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

**To:** Board of Education

**Meeting Date:** July 23, 2014

**From:** Bruce Harter  
Superintendent

**Agenda Item:** C.11

**Subject:** Ratification and Approval of Negotiated Change Orders – M&O

**Background information:**

Staff is seeking ratification of Change Orders on the following current District construction projects: Collins ES Floor and Door Hardware; Hercules MHS Health Center. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

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

**Recommendation:**

Approve negotiated Change Orders as noted.

**Fiscal Impact:** Total approval by this action: \$8,867.85

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_

**July 23, 2014 Change Order Approval Summary - M&O**

	Project	Company	Original Contract	Previously Approved CO's	CO's Pending Approval	Change Percent	Total CO's	Total CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers
1	Collins ES Floor and Door Hardware	Hung Construction Builder	\$247,500.00	\$0.00	\$3,523.80	1.42%	\$3,523.80	1.42%	\$251,023.80	1
2	Hercules MHS Health Center	ERA Construction, Inc.	\$130,000.00	\$0.00	\$3,964.05	3.049%	\$5,344.05	4.11%	\$135,344.05	1
					\$1,380.00	1.062%				2

<b>Total Board Action</b>	<b>\$8,867.85</b>
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Note: the proposed Board Action is to Approve all Change Orders below ten percent (10%) of the Contract Value.

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

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

**To:** Board of Education **Meeting Date:** July 23, 2014  
**From:** Bruce Harter **Agenda Item:** C.12  
Superintendent  
**Subject:** Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Kennedy High School Science Building)

**Background Information:**

The District has a need for classroom furniture, case goods, seating, office accessories and related services and solutions ("Products and Services") for the Kennedy High School Science Building. The District intends to purchase these Products and Services from Contrax Furnishings ("Contrax"). After a competitive solicitation and selection process by The Cooperative Purchasing Network ("TCPN"), Contrax entered into a Master Agreement with TCPN to provide the Products and Services ("TCPN Contract"). The TCPN Contract provides that "Participating Public Agencies" may purchase Products and Services on the same terms, conditions and pricing as TCPN. The TCPN Contract contains a "piggyback" provision pursuant to section 20118 of the California Public Contract Code.

The total value for all Products and Services purchased pursuant to the Agreement shall be in an amount not-to-exceed \$118,210.14. The price includes all furniture, material, delivery, installation and cutting of holes in the furniture in order to provide access to power and/or data. The District shall pay for the Products and Services individually after each Product or Service is delivered to and installed in the Kennedy High School Science Building.

**Recommendation:**

Approve the FF&E Agreement between the WCCUSD and Contrax Furnishings for classroom furniture and related services at the Kennedy High School Science Building.

**Fiscal Impact:** \$118,210.14. Funded from Bond Fund.

**DISPOSITION BY BOARD OF EDUCATION**

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

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

ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION

**To:** Board of Education

**Meeting Date:** July 23, 2014

**From:** Bruce Harter  
Superintendent

**Agenda Item:** C.13

**Subject:** Ratification of Staff Awarded Contracts (CUPCCAA): January 1, 2014 – June 30, 2014

**Background information:**

Staff solicited bids per the California Uniform Public Construction Cost Accounting Act (CUPCCAA) Resolution #90-0809 (2009); Educ. Code § 22034.

**Recommendation:**

Ratify staff awarded contracts as noted on next page.

**Fiscal Impact:** \$300,093. Funded by Bond Fund.

DISPOSITION BY BOARD OF EDUCATION

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_

**Staff Awarded Contracts (CUPCCAA):**

Pinole Valley HS	Baseball Park Backstop Replacement	Roebbelen Contracting, Inc.	\$45,000
Pinole Valley HS	Baseball Park Site Work	Suarez and Munoz Construction	\$44,700
De Anza HS	Temporary Parking Traffic Signage	Linear Tech Striping	\$2,400
Seaview ES	Portable Buildings Removal and Relocation	Anaya Construction	\$42,000
El Cerrito HS	Drobner Percolation Tests	California Constructores	\$1,150
El Cerrito HS	Drobner Tree Removal	Bay Area Tree Care	\$2,750
Peres ES	Modernization Miscellaneous Repairs	Arthulia, Inc.	\$21,000
Coronado ES	Well Destruction	Hedman Drilling	\$21,060
Kennedy HS	Science Building Electric Cables Replacement	BBJ Electric, Inc.	\$22,588
Kennedy HS	Football Field Lighting Controls Conduit	BBJ Electric, Inc.	\$11,480
El Cerrito HS	Communications Boxes Move	California Constructores	\$1,495
El Cerrito HS	Antenna Maintenance	P & R Tower Company	\$11,910
Pinole Valley HS	Tree Removal	M & M Tree Service	\$6,600
Helms MS	Sports Field Chain Link Fencing and Gates	Roebbelen Contracting, Inc.	\$33,960
Pinole Valley HS	Fixed Furniture, Equipment, Miscellaneous Casework Removal and Relocation	Streamline Builders	\$32,000

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:** July 23, 2014

**From:** Bruce Harter  
Superintendent

**Agenda Item:** C.14

**Subject:** Ratification of Staff Awarded Contract: Nystrom Elementary School Modernization Project

**Background Information:**

Interactive Resources has prepared plans and specifications for the project. Scope of work includes: the modernization of an existing main classroom building, including selective demolition and abatement of existing exterior wood siding, wood trim, molding and reconstruction of the addition connecting the two existing wood framed buildings including but not limited to new concrete slab; new flooring, doors, frames, hardware; new mechanical, plumbing, electrical and low-voltage systems/equipment; in addition to related site work, ac paving, parking improvements, striping, concrete curbs, landscaping, sod playfield and playground equipment/improvements. Also included in this scope is replacement of the fire alarm system in the existing multi-purpose building with a new fire alarm system and demolition of selected temporary structures.

The District conducted a public bid process for the project. Bids were opened on July 15, 2014. Three contractors submitted bids, Roebbelen Contracting, Inc. \$21,514,968, Landmark Construction \$21,974,551, C. Overaa & Company \$22,832,172. Total bid is the sum of base bid, alternates and unit pricing. The apparent lowest responsive, responsible bidder is Roebbelen Contracting, Inc.

Determining the award is based on three components; the lump sum base bid, alternates and unit cost multiplied by quantities to be determined in the field. This benefits the District by locking in unit pricing to be used in negotiating future change orders. The contract award is only associated with the lump sum base bid.

**Recommendation:**

Ratify the award to the lowest responsive, responsible bidder at the expiration of the bid protest period.

**Fiscal Impact:** Funded from Bond Fund.

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** D.1

**Subject:** Recognition of Coach Jim Ulversoy

**Background Information:**

We would like to recognize Pinole Valley High School's Water Polo Coach Jim Ulversoy for being awarded the State Boys Water Polo Coach of the Year. Is a great honor to receive such award, as only a small group of coaches are selected throughout the entire state, and only one is chosen to receive the award. We would like to congratulate and recognize him for his dedication and commitment to the students.

**Recommendation:** For Information Only

**Fiscal Impact:** None

**DISPOSITION BY BOARD OF EDUCATION**

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

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



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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** D.2

**Subject:** Report on Student Demographics

**Background Information:** Davis Demographics & Planning, Inc. has completed the Student Population Projections By Residence report. The report provides projected student demographics for the District from Fall 2014 through Fall 2023 based on data collected during 2013-14.

The Board has been provided the full report under separate cover. The report will be available on the District website at the Business Services page at <http://www.wccusd.net>.

**Recommendation:** For information only

**Fiscal Impact:** None

**DISPOSITION BY BOARD OF EDUCATION**

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

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

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** D.3

**Subject:** Certificated Substitutes for 2014-2015

**Background Information:** The Human Resources Department analyzed the certificated substitute system during the spring of 2014. Through the analysis of data adjustments were made for the upcoming school year in the delivery of certificated substitute services for the 2014-15 school year.

The adjustments such as the use of dedicated substitutes for larger schools who demonstrate need, collaborative calendar for professional development trainings, and the effect on the entire substitute pool will be presented to the board.

**Recommendation:** Information Only

**Fiscal Impact:** None

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

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

**Agenda Item:** D.4

**Subject:** New Certificated Personnel Evaluation Rubric

**Background Information:**

During the 2013-2014 negotiations with the United Teachers of Richmond agreement was reached to have a joint committee review the current certificated evaluation system and make recommendations for improvement. The negotiation teams requested the evaluation tool reflect a greater emphasis on improving teaching and learning. The Board of Education will receive information tonight on the changes which were agreed to for the 2014-15 school year.

The presentation will highlight the following areas:

- The committee members which reflect a true collaborative effort in reviewing the evaluation tool.
- Why the group felt a need to review the evaluation system.
- The research on current practice which the evaluation subcommittee received and reviewed. Also how the research meshed with the California Standards for teaching practices.
- The committee's belief the evaluation tool should be a method to improve classroom instruction by collaborative interaction with the evaluator.
- The development of a rubric which provides feedback beyond satisfactory and unsatisfactory. The committee wanted a rubric which delineated how a teacher earned a rating.
- How the rubric was developed.
- The next steps for implementation, training for principals and training for certificated staff.

**Recommendation:** Information Only

**Fiscal Impact:** None

**DISPOSITION BY BOARD OF EDUCATION**

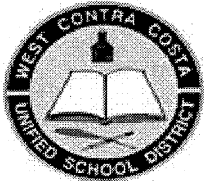
Motion by: \_\_\_\_\_

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
CERTIFICATED PERSONNEL EVALUATION

☐ Observation 1   ☐ Observation 2   ☐ Observation 3   ☐ Final Evaluation

\_\_\_\_\_  
Evaluatee \_\_\_\_\_ Position \_\_\_\_\_ School \_\_\_\_\_

Employee ID# \_\_\_\_\_ Standard Selected (at least 2) \_\_\_\_\_

Status:   ☐ Temporary   ☐ Prob Intern/Probationary I   ☐ Probationary II   ☐ Permanent

Peer Assistance and Review (PAR) Program:   ☐ Yes   ☐ No

Rating:   B=Basic (Meets Standard)   P=Proficient   D=Distinguished   DN=Does not meet Standard

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Original 1 - Personnel

Copy 2 - Evaluator

Copy 3 - Evaluatee

## Standard 1: Engaging and Supporting All Students in Learning

Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> <span style="float: right;">→</span>			

### Element 1.1: Connect students' prior knowledge, life experience, and interests with classroom learning.

The teacher makes some connections between classroom learning and students' prior knowledge, experiences, or interests. The teachers elicits some questions from students during a lesson to monitor their understanding.	The teacher makes many connections between classroom learning and students' prior knowledge, experiences, or interests. The teacher elicits students' cultural, socio-economic, ethnic diversities and perspectives. Teacher uses students' questions and comments during a lesson to extend their understanding.	The teacher helps students make ongoing connections between classroom learning and their own prior knowledge and experiences. The teacher facilitates activities that focus on students' interests, experiences and diverse individual perspectives. The teacher adjusts instruction to enhance student voice.	The teacher makes few or no connections between the classroom learning and the students' prior knowledge, experiences, backgrounds, and perspectives. The teacher rarely elicits relevant student questions or comments during a lesson.
Rating (Mark one X)			

Observer/Evaluator	Observed/Evaluated
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Comments:


Recommendations:


Evidence:


**Element 1.2: Use a variety of instructional strategies to respond to students' diverse needs.**

The teacher uses more than one alternate instructional strategy that are appropriate to address the students' developmental needs, learning styles, and language needs. The teacher sometimes makes modifications through scaffolding to respond to students' individual needs.

The teacher uses several instructional strategies to effectively address the students' developmental needs, learning styles, and language needs. The teacher consistently makes modifications to respond to students' individual needs.

The teacher engages students in a variety of learning experiences that accommodate different learning styles. Instructional strategies consistently address students' diverse needs and include adaptations, modifications and differentiations to meet students' individual needs. Students identify optimal strategies for their learning.

The teacher uses instructional strategies, however they lack variety, and are sometimes not responsive to the students' learning needs. Few or no modifications are made to respond to students' individual needs.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 1.3: Facilitate learning experiences that promote autonomy, interaction, and choice.**

The teacher usually directs the learning experiences, although s/he permits some student interaction. The teacher sometimes encourages student independence or choice.

The teacher facilitates the learning experiences to promote constructive student interactions. Students develop decision-making responsibility through choices about learning, and their use of time and materials.

The teacher uses a variety of collaborative structures to promote interaction and student leadership in support of learning. Students regularly work independently and collaboratively, and effectively manage their learning, time and materials.

The teacher directs the learning experiences, and student interactions are infrequent and limited. Student autonomy or choice is rarely encouraged.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 1.4: Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful.**

The teacher models and encourages open ended, depth of knowledge questions, and provides opportunities for students to ask questions and solve problems within a subject. However teacher seldomly develops students' questioning skills. Teachers and students ask depth of knowledge questions.

The teacher regularly provides opportunities and support for students to engage in multiple strategies to problem solve, and explores diverse perspectives of concepts within a subject matter area. Students' questions exhibit a depth of knowledge. Teacher scaffolds to support various student needs.

The teacher frequently engages students in problem solving and depth of knowledge question posing, and the investigation and critical analysis of diverse perspectives of concepts within a subject area. Students identify and explore their own interests to extend understanding of content.

The teacher provides few opportunities for students to problem solve, analyze, or investigate in lessons. Teacher encourages student questioning, and most are low order, fact based.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:



**Element 1.5: Promote self-directed, reflective learning in all students.**

The teacher usually directs the learning activities and provides some choices for student learning. S/he monitors student learning, and provides some opportunities for students to reflect individually on their learning.

The teacher supports students in developing the skills needed to monitor their own learning and make decisions during activities. Students use Common Core Standards and other criteria to assess their learning. Teacher encourages student collaboration.

The teacher creates opportunities for all students to initiate their own learning and to monitor and describe their learning process and progress. Students use Common Core Standards and other criteria to assess their own and their peers' learning, and to set new learning and improvement goals.

The teacher provides few or no opportunities for students to initiate, make decisions about, or reflect upon their own learning.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

## Standard 2: Creating and Maintaining an Effective Environment for Learning

Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> <span style="float: right;">→</span>			
<b>Element 2.1: Create a physical environment that engages all students.</b>			
<p>The physical environment is clean and arranged for safety and accessibility for all students in the classroom. It facilitates individual student engagement in learning and access to necessary instructional materials. The teacher creates room displays which include some student work and are related to current topics of study.</p>	<p>The physical environment allows for group interaction and movement between activities, or different simultaneous activities. The teacher creates room displays, which contain key information, are used in learning activities and represent current topics of study. A variety of student work is regularly displayed and related to current topics of study.</p>	<p>The physical environment reflects, promotes, and supports group, as well as, individual student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.</p>	<p>The physical environment is not appropriate for student learning, classroom appears unorganized. The physical environment may have one or more safety hazards, and materials are difficult to access by students with special needs. There are few or no room displays and few or no student work products are observed.</p>
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

**Element 2.2: Establish a climate that promotes fairness and respect.**

Teacher establishes a climate of caring, equity and respect. Teacher has developed relationships and rapport with students. The pattern of teacher response to students is usually fair, consistent, and equitable. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender.

The teacher models and promotes fairness, caring, equity, and respect. Teacher acknowledges and shows respect for student race, socio-economic, sexual orientation, religion, culture, language, and/or gender. The teacher encourages students to take academic risks and be creative.

The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.

Teacher has not established a classroom environment that promotes fairness or respect with regard to race, class, culture, language, sexual orientation, religion, or gender. Teacher responses to student behaviors are often unfair, inconsistent, or inequitable.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

<b>Element 2.3: Promote social development and group responsibility.</b>			
Students respect each other's differences most of the time and work together fairly well. The teacher provides some opportunities for students to assume individual responsibility. The teacher sometimes provides opportunities for students to work collaboratively.	Students respect each other's differences and points of view. The teacher regularly provides opportunities for students to work independently and collaboratively, and to take responsibility for themselves and their peers.	The students effectively communicate and collaborate together. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings, and points of view.	The teacher does not actively support students' social development, self-esteem, or diversity. Students have little or no sense of responsibility for one another. Teacher rarely provides opportunities for students to work collaboratively.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

**Element 2.4: Establish and maintain standards for student behavior.**

The teacher has established and consistently enforces standards for behavior that are aligned with the school and district standards. The patterns of teacher responses to student behavior are generally appropriate, if limited in variety.

The teacher consistently models and maintains standards for behavior. The teacher's response to student behavior reflects a range of appropriate and effective responses.

The teacher establishes/maintains opportunities for students to share in decision-making, and the establishment of rules and conflict resolution. Teacher's response to student behavior reflects students' developmental and personal needs.

Few or no standards for behavior appear to have been established or enforced. The teacher's response to student behavior is inconsistent and often inappropriate.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 2.5: Plan and implement classroom procedures and routines that support student learning.**

Classroom procedures and routines work moderately well. Teacher periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time. Teacher sometimes monitors student readiness and time on task.

Procedures and routines work smoothly. Students can explain and follow classroom procedures and routines with no loss of instructional time. Students understand and follow directions with no loss of instructional time. Teacher holds all students accountable for time on task.

The teacher implements reasonable and flexible procedures and routines that promote student self-sufficiency. S/he modifies procedures and routines to support and maximize student learning.

Classroom procedures and routines are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time. Teacher rarely monitors or holds students accountable for being ready and on task.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

### Standard 3: Understanding and Organizing Subject Matter Knowledge

**Meets Standard (Basic)**

**Proficient**

**Distinguished**

**Does Not Meet Standard**

*Each Level is inclusive of the one before*



#### **Element 3.1: Demonstrate Knowledge of subject matter.**

The teacher has a clear, basic knowledge of subject matter and understands which skills and key concepts to teach. The teacher sometimes makes direct connections between subject knowledge and expected student outcomes.

The teacher's knowledge of subject matter has breadth and depth and incorporates key concepts and different perspectives. Teacher consistently and directly connects subject knowledge to student learning outcomes.

Teacher knowledge of content has depth, is current and consistently incorporates key concepts, themes, connections, and student learning outcomes. Teacher actively has students address a variety of perspectives in demonstrating depth of knowledge.

The teacher's lack of knowledge of subject matter is frequently evident. Student learning outcomes are rarely evident, or rarely linked to subject knowledge.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 3.2: Organize curriculum to support student understanding of subject matter based on the *Common Core Standards***

The teacher organizes and designs curriculum based on essential, grade level appropriate Common Core Standards, which results in students demonstrating understanding of key concepts within those standards. Teacher encourages critical thinking about standards.

The teacher clearly organizes and aligns curriculum to the Common Core Standards. The curriculum design clearly focuses on key themes, concepts and facilitates standards based achievement. Teacher engages students in critical thinking in regards to the standards and objectives of the lesson.

The teacher builds curriculum that is developmental, demonstrates depth, and connects various concepts and themes. The Common Core Standards are used to plan and adapt instruction, and to create specific outcomes for all students, which include demonstrating critical, depth of knowledge about the subject matter.

The teacher rarely organizes the curriculum or incorporates key concepts, themes or skills; curriculum is often not directly connected to the Common Core Standards. There is no evidence the teacher encourages students to think critically.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:



**Element 3.3: Interrelate ideas and information within and across subject matter areas.**

The teacher usually identifies and connects the key concepts within the content being taught. S/he sometimes relates content to previous or future learning, other subject areas, and students' needs and experiences.

The teacher identifies and integrates for students the key concepts and information within the Core Curriculum, routinely makes connections to other subjects and routinely relates content to students' lives, previous and future learning.

The teacher routinely uses strategies and activities that integrate concepts and information within and across subject areas and Standards. S/he challenges students to make their own connections and extend and apply knowledge.

The teacher rarely identifies or integrates key concepts and information when presenting curriculum. S/he rarely relates content to previous learning to enhance understanding.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

<b>Element 3.4: Develop student understanding through instructional strategies that are appropriate to the subject.</b>			
The teacher uses at least one appropriate instructional strategy from a larger repertoire to make content accessible to students. S/he encourages students to think critically and to extend their knowledge of the subject matter.	The teacher uses a variety of appropriate instructional strategies to make content accessible to students and develop understanding. S/he challenges and supports students to think critically and to extend their knowledge of subject matter.	The teacher selects from a wide variety of appropriate instructional strategies to address individual learning styles and needs so all students understand. S/he challenges and supports students to construct their own knowledge, think critically, and see relationships.	The teacher rarely matches instructional strategies appropriately to subject matter content or concepts and there is no evidence that students are encouraged to think critically.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

**Element 3.5: Use materials, resources, and technologies to make subject matter accessible and engaging to students.**

The teacher sometimes uses varied instructional materials, resources, and technologies to convey key subject matter concepts, and sometimes provides opportunities for student use. Teacher locates or adapts some supplementary materials to reflect diverse perspectives, or to relate to cultural and linguistic backgrounds of students.

The teacher uses varied instructional materials, resources, and technologies, including adaptive technologies if needed, to promote students' understanding of core content and standards. A rich variety of resources is consistently available to students and reflects diverse perspectives, experiences, and cultural and linguistic needs of students.

The teacher integrates and uses a variety of instructional resources to organize curriculum, address learning styles, and promote student understanding. Students can independently access a variety of materials, resources, and technologies that reflect the diversity of the classroom and support students' learning needs and styles.

The teacher rarely uses instructional materials, resources and technologies. The instructional materials are either not adequately used, or may be inaccessible to some students. There is no evidence of supplementary materials being used appropriately. Materials do not reflect diverse perspectives or relate to cultural and linguistic backgrounds of students.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

## Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> <div style="text-align: center;"> </div>			
<b>Element 4.1: Design lesson plans to foster and support student learning.</b>			
Individual lesson plans have a structure with meaningful elements that will develop students' conceptual understanding and application of Common Core content. Provision for review and assessment may be inconsistently evident.	Individual lesson plans have all pertinent Common Core concepts, are well-sequenced, and build upon previous learning to promote understanding. Long-term plans are organized, coherent, and developmental.	Individual, weekly, unit, and long-term curriculum plans are organized, developmental in nature, and provide for review and assessment. They include opportunities for all students to access challenging and diverse content and apply learning in a variety of contexts.	Individual lesson plans rarely have effective structure or often lack some elements necessary for student learning. They rarely relate to a continuum of learning outcomes in a unit or long-range plan or make connections to other learning or content areas.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

**Element 4.2: Value students' backgrounds, interests, languages, and developmental needs.**

The teacher's lesson design uses information about students' backgrounds, experiences, language, and developmental needs.

The teacher's lesson design and instructional strategies consistently reflect backgrounds, experiences, interests, language, and developmental needs. The teacher utilizes appropriate adopted and supplementary instructional materials to address these needs.

The teacher solicits students' input for curriculum design which reflects their backgrounds, experiences, interests, and languages. Lessons challenge and extend students at their own physical, social, and academic developmental levels.

The teacher's instructional plans show limited reflection of students' backgrounds, experiences, interests, and developmental needs.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 4.3: Establish and articulate student learning outcomes, consistent with *Common Core Standards*.**

The teacher sometimes articulates student learning outcomes. Expectations for most students that are generally high and realistic.

The teacher clearly articulates short-term and long-term student learning outcomes that are challenging and represent Common Core Standards. Expectations for students are generally high and realistic.

The teacher consistently articulates how instructional activities are related to student learning outcomes and Standards. Expectations promote achievement by all students at high and realistic levels.

The teacher rarely establishes clear instructional learning outcomes, or aligns outcomes with standards. Expectations for students are usually low or unrealistic.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 4.4: Sequence and use instructional time effectively.**

Instructional time is paced so that most students complete the learning activities. Transitions are used to move students into activities with little or no loss of instructional time. Lessons have a clear opening and closing.

Pacing and the time spent on lesson are appropriate to the activities and enable all students to engage successfully with the content. Transitions are efficient and smooth. Students have time to complete learning activities. Lesson opening and closing effectively engage students in learning.

Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Beginning and closing activities make connections to previous and future learning.

Pacing and time spent on learning activities is either rushed or too long. Transitions are rough or confusing, resulting in a loss of instructional time. There is rarely an effective opening or closing to the lessons.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 4.5: Modify instructional plans to adjust for student needs.**

The teacher sometimes adapts instructional plans to address aspects of the lesson that were ineffective and some of the individual learning needs of the students. (IEP, CELDT, SBAC, Standardized Tests, etc.)

The teacher adapts and modifies instruction to enhance student learning based on formal and informal assessment. The teacher uses strategies identified in pertinent assessment resources.(IEP, CELDT, SBAC, Standardized Tests, etc.)

The teacher adapts plans, modifies, and differentiates instruction, to ensure opportunities for ALL students to successfully participate in learning activities. Teacher revises plans and instructional practices based upon on-going assessment. (IEP, CELDT, SBAC, Standardized Tests, etc.)

The teacher's instructional plans are rarely modified, adapted or differentiated in spite of evidence that modifications would improve student learning.  
(IEP, CELDT, SBAC, Standardized Tests, etc.)

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:



## Standard 5: Assessing Student Learning

Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> <div style="text-align: center;"> </div>			
<b>Element 5.1: Establish and communicate learning outcomes for students.</b>			
The teacher establishes expected learning outcomes for students based on Common Core Standards. Teacher communicates student progress to all students and families.	The teacher establishes student learning outcomes based on the Common Core Standards. Teacher communicates learning progress to students and families on a regular basis.	The teacher uses the Common Core Standards to guide and modify specific student learning outcomes, ensuring that outcomes are appropriate to students' developmental, language, or other special needs. Teacher uses multiple avenues to communicate student progress.	There are few or no student learning outcomes established or clearly communicated to students or families.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

**Element 5.2: Use multiple sources of information to assess learning.**

The teacher regularly uses one or more appropriate sources of information and strategies to monitor student progress and assess student learning.

The teacher uses a variety appropriate assessment strategies to monitor and assess student progress on an ongoing basis, including formative and summative assessment. Assessment strategies are aligned to Common Core.

The teacher uses a wide variety of assessment strategies aligned with Common Core Standards. The teacher uses student work and varied assessments to reflect upon, modify assessment strategies to drive instruction.

The teacher rarely uses appropriate data or strategies to monitor and assess student learning and achievements.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

**Element 5.3: Involves and guides students in assessing their own learning.**

The teacher encourages and guides student reflection during some learning activities. The teacher provides some opportunities for students to discuss and assess their work with peers.

The teacher includes student reflection and self-assessment in most learning activities. The teacher has established Common Core Standards. S/he uses a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.

The teacher uses assessments to help students understand and articulate their learning process. S/he uses reflective tools including rubrics and portfolios, that help students assess, monitor, and reflect upon their own work as well as discuss work with peers.

The teacher rarely provides opportunities for students to reflect on or assess their own work or discuss work with their peers.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

Element 5.4: Uses results of assessments to guide instruction.			
The teacher uses information from one or more assessment sources to plan learning activities, but not necessarily to adjust instruction during a lesson.	The teacher uses information from a variety of sources of assessments to plan and modify learning activities as well as to adjust instruction during a lesson to meet class and individual needs.	The teacher uses ongoing formal and informal assessments to guide planning and modify instruction. Assessment data is used to address individual student needs and prepare individual education plans.	The teacher rarely uses results of assessments to plan, guide, or adjust instruction.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

**Element 5.5: Communicate with students and families about progress.**

The teacher provides information about student learning to students and families to promote understanding and academic progress. This information may be used on an ongoing basis in response to learning difficulties exhibited by the student.

The teacher regularly provides all students with information about their learning. The teacher regularly exchanges information about student learning with students and families, using multiple methods of communication. This communication occurs as an ongoing review of student work.

The teacher provides all students, and their families with ongoing information about their progress towards learning outcomes and relevant Common Core Standards. Students and their families frequently discuss academic and social progress with the teacher, based on a variety of assessments.

The teacher provides little or no information about student progress to students and their families, aside from progress reports and report card grades.

Rating (Mark one X)

Observer/Evaluator

Observed/Evaluated

Comments:

Recommendations:

Evidence:

## Standard 6: Developing as a Professional Educator

Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> <div style="text-align: right;">→</div>			
<b>Element 6.1: Reflect upon teaching practice</b>			
<p>The teacher reviews student work and examines the results of his/her teaching in relation to student achievement and performance. Professional development may not be related to teacher's own practices.</p>	<p>The teacher reflects on student work and achievement in designing his/her professional development. Professional development is related to the teacher's instructional practices and content expertise.</p>	<p>The teacher assesses own growth over time by analyzing his/her practices related to student learning. The teacher makes Professional Development Plans and decisions based on individual and collaborative reflection and analysis of student work.</p>	<p>The teacher rarely demonstrate reflection on his/her practices. There is minimal evidence to demonstrate professional development plans are based on analysis of school priorities, objectives and student needs.</p>
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 6.2: Work with families to foster collaboration and ensure student success.			
The teacher provides periodic communication to families about student learning and achievement. The teacher sometimes engages families in learning opportunities at school.	The teacher engages families in two-way communication as a source of information related to student needs. Families are engaged in school activities for students and to enhance their own learning to support students.	The teacher promotes interactions with all families, and responds to their concerns about student progress. S/he provides opportunities for all families to participate in classroom and school activities and learning opportunities.	The teacher rarely uses families as a source of information about students, actively communicates with families, or involves them in opportunities for student learning.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

**Element 6.3: Work with communities to foster collaboration and ensure student success.**

The teacher uses appropriate schools/community services or agencies to provide support to students in identified areas. The teacher seeks greater understanding of students' community and life experiences.	The teacher uses a variety of school and schools/community services to support student learning and personal areas of need. The teacher seeks greater understanding of students personal, cultural, language and learning strengths, and individual areas of need.	The teacher promotes school/community collaboration to support student learning and help address their needs. S/he identifies and uses community services and resources to benefit students and families.	The teacher minimally utilizes or works with schools/community services to enhance student learning or improve his/her own professional knowledge.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:



**Element 6.4: Establish professional goals and pursue growth opportunities.**

The teacher participates in school-based and/or district offered professional development activities.	The teacher participates in a variety of school and district professional development activities aligned with school priorities, personal growth goals, and the identified needs of students.	The teacher establishes professional goals and pursues continuous professional growth. S/he refines skills and strategies, uses research, resources and engages in opportunities such as peer support, coaching, or mentoring to increase understanding of teaching and learning.	The teacher minimally engages in ongoing learning opportunities or participate in school or district professional development opportunities.
Rating (Mark one X)			
Observer/Evaluator	Observed/Evaluated		

Comments:

Recommendations:

Evidence:

**Element 6.5: Work with colleagues to improve professional practice.**

The teacher collaborates and actively works with colleagues in grade level, cross curricular groups, small learning communities, and/or content areas to ensure that all students' diverse learning needs are met.	The teacher also actively collaborates with colleagues in school-wide activities to promote student learning. S/he works with others to solve problems and address school goals and objectives.	The teacher maintains positive relationships with others, takes leadership roles in the school, district or professional organizations. S/he actively seeks to solve problems, resolve conflicts, and advance common school goals.	The teacher rarely collaborates with colleagues in meeting to improve professional practice, or to implement school, department, or grade level activities.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	

Comments:	
Recommendations:	
Evidence:	

The teacher participates in school-wide activities, meets basic professional expectations, including timely record keeping, attendance, grading, and enforcement of school regulations.	The teacher consistently participates in school-wide activities. Professional expectations which include reflections of student progress, and actively supports school expectations for students and staff.	The teacher regularly exhibits leadership in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs.	The teacher rarely meets basic professional expectations to follow procedures or participate in required teacher activities.
Rating (Mark one X)			
Observer/Evaluator			Observed/Evaluated

### Recommendations:

**Evidence:**

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:** July 23, 2014

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

**Agenda Item:** F.1

**Subject:** 45 Day Budget Revision – 2014-15

**Background Information:**

The 2014-15 State budget was adopted on Friday, June 20, 2014. E.C. 42127(i)(4) states that: "Not later than 45 days later the Governor signs the annual Budget Act, the school district shall make available for public review any revisions, in revenues and expenditures that it has made to its budget to reflect the funding made available by the Budget Act."

The Summary including a budget for estimated revenues and expenses for 2014-15 is included for the General Fund and the Building Fund. The General Fund Revision includes an adjustment to the Local Control funding Formula and to the State Teachers Retirement System. The Building Fund reflects adjustments to align with a twelve month program activity plan.

**Recommendation:**

Adopt the 45 day budget revision.

**Fiscal Impact:** Budget Revision

**DISPOSITION BY BOARD OF EDUCATION**

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

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

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
2014-15 45 DAY REVISION TO ADOPTED BUDGET**

	ADOPTED BUDGET GENERAL FUND			45 DAY REVISION GENERAL FUND		
	UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL
<b>REVENUES</b>						
LCFF Sources	\$ 217,641,738	\$ -	\$ 217,641,738	\$ 218,928,980	\$ -	\$ 218,928,980
Federal Revenues	0	21,208,843	21,208,843	0	21,208,843	21,208,843
Other State Revenues	4,848,248	26,983,934	31,832,182	4,848,248	26,983,934	31,832,182
Other Local Revenues	1,175,000	19,649,756	20,824,756	1,175,000	19,649,756	20,824,756
Total Revenues	223,664,986	67,842,533	291,507,519	224,952,228	67,842,533	292,794,761
<b>EXPENDITURES</b>						
Certificated Salaries	84,599,506	33,890,275	118,489,781	84,599,506	33,890,275	118,489,781
Classified Salaries	26,830,943	18,330,077	45,161,020	27,070,543	18,330,077	45,400,620
Employee Benefits	49,084,415	23,249,562	72,333,977	49,771,955	23,456,437	73,228,392
Books and Supplies	8,071,226	10,667,830	18,739,056	8,071,726	10,667,830	18,739,556
Services and Other Operating Expenditures	15,212,118	29,394,948	44,607,066	15,400,143	29,394,948	44,795,091
Capital Outlay	1,207,000	2,760,483	3,967,483	1,252,400	2,760,483	4,012,883
Other Outgo	995,352	-	995,352	995,352	-	995,352
Direct/Indirect Support Costs	(1,689,784)	1,224,779	(465,005)	(1,689,784)	1,224,779	(465,005)
Total Expenditures	184,310,776	119,517,954	303,828,730	185,471,841	119,724,829	305,196,670
<b>INCREASE OF (DECREASE) IN FUND BALANCE RESULTING FROM OPERATIONS</b>	39,354,210	(51,675,421)	(12,321,211)	39,480,387	(51,882,296)	(12,401,909)
<b>OTHER FINANCING SOURCES AND (USES)</b>						
Interfund Transfers In	-	-	-	-	-	-
Interfund Transfers Out	(1,495,396)	-	(1,495,396)	(1,495,396)	-	(1,495,396)
Other Sources	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-
Contributions To Restricted Programs	(43,389,758)	43,389,758	-	(43,389,758)	43,389,758	-
Total Other Financing Sources and Uses	(44,885,154)	43,389,758	(1,495,396)	(44,885,154)	43,389,758	(1,495,396)
<b>NET CHANGE IN FUND BALANCE</b>	(5,530,944)	(8,285,663)	(13,816,607)	(5,404,767)	(8,492,538)	(13,897,305)
<b>JULY 1, 2014</b>	17,875,744	14,094,776	31,970,520	17,875,744	14,094,776	31,970,520
<b>JUNE 30, 2015</b>	\$ 12,344,800	\$ 5,809,113	\$ 18,153,913	\$ 12,470,977	\$ 5,602,238	\$ 18,073,215

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
2014-15 45 DAY REVISION TO ADOPTED BUDGET  
BUILDING FUND**

	<b>ADOPTED BUDGET</b>	<b>45 DAY REVISION</b>
<b>REVENUES</b>		
LCFF Sources	\$ -	\$ -
Federal Revenues	-	-
Other State Revenues	-	-
Other Local Revenues	150,000	150,000
Total Revenues	<u>150,000</u>	<u>150,000</u>
<b>EXPENDITURES</b>		
Certificated Salaries	-	-
Classified Salaries	1,634,207	1,634,207
Employee Benefits	746,242	746,242
Books and Supplies	629,500	629,500
Services and Other Operating Expenditures	8,332,000	8,332,000
Capital Outlay	165,202,566	150,000,000
Other Outgo	-	-
Direct/Indirect Support Costs	-	-
Total Expenditures	<u>176,544,515</u>	<u>161,341,949</u>
<b>INCREASE OF (DECREASE) IN FUND BALANCE RESULTING FROM OPERATIONS</b>	<u>(176,394,515)</u>	<u>(161,191,949)</u>
<b>OTHER FINANCING SOURCES AND (USES)</b>		
Interfund Transfers In	-	-
Interfund Transfers Out	-	-
Other Sources	170,000,000	170,000,000
Other Uses	-	-
Contributions To Restricted Programs	-	-
Total Other Financing Sources and Uses	<u>170,000,000</u>	<u>170,000,000</u>
<b>NET CHANGE IN FUND BALANCE</b>	(6,394,515)	8,808,051
<b>ESTIMATED BEGINNING FUND BALANCE, JULY 1, 2014</b>	<u>51,971,127</u>	<u>103,971,127</u>
<b>ESTIMATED ENDING FUND BALANCE, JUNE 30, 2015</b>	<u>\$ 45,576,612</u>	<u>\$ 112,779,178</u>

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

**From:** Bruce Harter  
Superintendent

**Agenda Item:** G.1

**Subject:** Report and Request from the El Cerrito Archiving Committee to Name Portions of ECHS

**Background Information:**

The El Cerrito Archiving Committee has requested time to make a presentation to open the process for naming various portions of the El Cerrito High School building to honor contributors to that school.

**Recommendation:**

For information and direction.

**Fiscal Impact:** Not Determined

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_

**Who we are:** The impending demolition of El Cerrito High School in 2005 inspired a group of volunteer parents, alumni, community members, students and teachers to form the ECHS Archiving Project. This dynamic group of people quickly started the arduous process of gathering and preserving the 65 years of Old School history. Currently, there are more than 500 items catalogued. Some significant pieces from the old building were reinstalled in the new school. These include the original California Art tiles, gym clock and students' art work. We currently support and care for our unique museum and the many department display cases located throughout the school. We also give annual college scholarships to graduating seniors.

**Our mission is to:**

Support the development of a strong El Cerrito High School alumni body.

Collect, preserve and celebrate the history of El Cerrito High School.

Develop connections to current students and the El Cerrito community.

**Our goal this evening** is to present to the school board our choices for naming four facilities at the school. The Naming Project was tossed around for a couple of years. When the construction of the new football stadium started, we agreed that the time is right to honor worthy teachers from the past.

**What criteria did we use to name the facilities?** Many people contributed to a long list of names for consideration. We had input from our Archiving Project members, who have been very close to the school's history for over seven years, and from a hundred-plus alumni. Making a decision was difficult for the committee as there were many wonderful suggestions. The committee focused their selections on persons who made long-term contributions to El Cerrito High School. Another criterion was to honor staff or teachers who had mentored and influenced many students throughout their careers at El Cerrito High School; a person who left a legacy as an example to the next generation. We want to personalize places at the high school. We want our choices to be from the heart.

**What will we do with the approved names in the school?** Our plan is to display the person's name and picture at the site they were chosen for. Eventually, we will start a Hall of Honor for the many other deserving Gauchos.

**Now to our selected names.** We have chosen four people to honor. Presenting this evening will be Kathie Weinstein for Mr. Berman, our president Jackie Fonken for Dr. Elkind, Larry Quirico for Mr. Milo and Roddy Lee for Mr. Roach.

Our committee members will share the contributions of these individuals and explain why they were chosen.

Thank you for your consideration.



### **The Sandy Berman Press Box**

On behalf of the El Cerrito High Archiving Project, I happily submit the name of Sanford 'Sandy' Berman for our new Press Box in the memorial stadium. The name should be the "Sandy Berman Press Box."

**Sandy Berman** spent over 30 years at El Cerrito High School, retiring in 1998. Sandy was first and foremost a teacher of advanced math analysis, Trigonometry and Calculus, but he was recognized for his dedicated service to school athletics. He was very involved in the Forensics programs at El Cerrito and Kennedy High schools, where his wife Catherine was the faculty sponsor. He helped coach the students, sometimes serving as a judge and often chauffeuring students to the meets.

Due to his commitment to competitive equity, gender equality and fairness—he was a great supporter of Title 9, equal representation of female athletes—plus his invaluable service to the students of all of the North Coast Section (NCS) schools, Sandy was awarded NCS' highest honor - the Philip Hempler Service Award. He served as Commissioner of the Richmond-Berkeley Athletic League and the Alameda County League and was the original NCS Auditor. For many years, he was the Public Address announcer of the NCS Football, Basketball and Track and Field Championships, as well as serving on numerous committees of the NCS governing board.

Sandy announced for our school sports programs -- football, basketball, the El Cerrito Relays (which became the Hale Roach Relays) and wrestling. He loved to announce; his voice echoing over the fields inspired spectators and athletes alike. It was electrifying!

He really loved kids and "his" athletes; they all knew they were valued and felt proud of what they accomplished. He was a person of courage, passion, intelligence, global vision, integrity and responsibility and had an incredible work ethic.

Most of all, he loved the students and was totally committed to providing opportunities for them. To those of us who knew him, worked with him, the memories of our association are immeasurable!

It is no wonder that we proudly dedicate our Press Box to Sanford 'Sandy' Berman!



**Sandy Berman**

Photo from ECHS's 1973 yearbook, *El Camino*

## The Dr. Sam Elkind Performing Arts Theater

The El Cerrito High School Archiving Project proposes naming the school's Performing Arts Theater the "Dr. Sam Elkind Performing Arts Theater." From an informal survey of alumni regarding their choice, the winner was clearly Dr. Elkind.

**Dr. Sam Elkind** was an El Cerrito High School teacher, educator, and theater director from 1954 to 1967. When Dr. Elkind arrived at the school, there was no drama department to speak of. During his thirteen-year tenure, the department grew in size and stature. With his daring spirit and tremendous enthusiasm, Dr. Elkind created a department that was widely acclaimed and highly respected. In addition to drama, he taught his students the arts of set design, lighting, and makeup.

In 1964, Dr. Elkind received his Ed.D. from Teachers College, Columbia University, which made him the first California high school teacher to earn a doctorate. From then on, his students called him "Dr. Sam." He brought the theater to life with outstanding dramatic and musical productions, demonstrating his talents as a visionary and an innovator. The musicals were collaborative efforts, combining the talents of the students in orchestra, chorus, dance, and home economics. Noted productions that Dr. Sam was particularly proud of included *Death Takes a Holiday*, *Wonderful Town*, *The Importance of Being Earnest*, *Antigone*, *You Can't Take It With You*, *The Madwoman of Chaillot*, *Our Town*, *Job*, *The Crucible* and *The Miser*. During one production of Moliere's *The Miser*, the power went out in the gym, but the show went on, illuminated by lanterns that Dr. Sam set up at the edge of the stage.

Following his tenure at El Cerrito High School, Dr. Elkind taught at San Francisco State University as a professor of theater arts for over twenty years. He was an extraordinary teacher who imparted his love of the theater and the classics to his students. Many of his high school students went on to work in the theatre in a variety of capacities, either on the stage, in production or in the classroom. Dr. Elkind died in 2001. He had made El Cerrito his lifelong home.



Samuel Elkind

Photo from ECHS's 1966 yearbook, *El Camino*.

## **The Frank Milo Football Field**

On behalf of the El Cerrito High School Archiving Project, I propose we name the high school's new football field the "Frank Milo Football Field."

**Mr. Frank Milo** was coach of varsity football at El Cerrito High School from 1982 until 2000. His football record for those years was 138 wins, 71 losses and four ties. In addition to coaching, Mr. Milo was the school's Athletic Director from 1988 until 2001.

During his football coaching career at El Cerrito High School, the school won eight League Championships and three North Coast Section Runner Ups.

While coaching at El Cerrito High School, Mr. Milo won many awards. The Contra Costa-Alameda County Sports Writers voted Coach Milo one of the top high-school football coaches of the 20<sup>th</sup> century.

In 2001, while coaching at the high school, he was awarded the State of California Senate Certificate of Recognition Award.

The Oakland Raiders and San Francisco 49ers awarded Mr. Milo the Coach of the Week Awards; the Raiders in 1996 and '99, and the 49'ers in 1997.

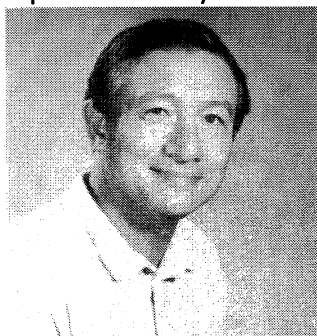
Other awards he received were the 2001 North Coast CIF Section Football Honor Coach and a number of League Coach-of-the-Year Awards.

One of the biggest honors Coach Milo received was being honored by the 2002 California Coaches Association with the Dan Fukushima Lifetime Achievement Award.

Coach Milo was inducted into the El Cerrito High School Athletic Hall of Fame in 2009, and his 1983 football team was inducted in 2012.

Coach Milo's love of football extends beyond the El Cerrito High School football field. For thirty years, he coached and advised the Contra Costa-Alameda United Cerebral Palsy All-Star football games. Coach Milo still represents Contra Costa County as a committee member for the prestigious National Football Foundation's College Hall of Fame Scholarship Program based on academic and athletic accomplishments.

Coach Milo consistently instilled values and integrity into his football teams. He set high standards of behavior and academic achievement for his players. He made sure his football players were accountable and responsible for their actions. A multitude of his athletes have moved on to play football at the next level and five played professionally for the National Football League.



**Frank Milo**

Photo from ECHS's 1983 yearbook, *El Camino*

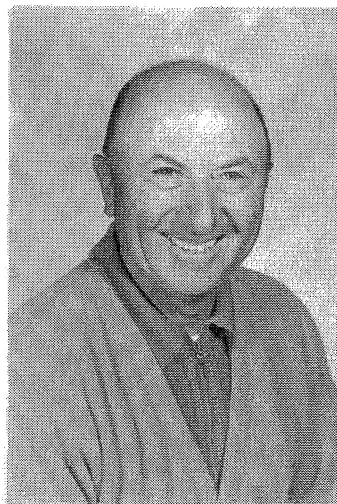
## **The Hale Roach Track**

The El Cerrito High School Archiving Project proposes naming the school's new track the "Hale Roach Track."

**Hale Roach** was a founding El Cerrito High School teacher, coach (cross country, track and field and football), athletic director and mentor to many student athletes from 1941 to 1973. As a track coach for 29 years, he garnered five League Championships and five North Coast Championships for ECHS. He was the East Bay Coach of the Year in 1962, 8<sup>th</sup> District Coach of the Year in 1971, National High School Track Coach of the Year in 1971 and was inducted into the California Coaches Association Hall of Fame in 1980. Perhaps his greatest accomplishment was establishing the El Cerrito Relays in 1950. Spanning three decades and attracting as many as 85 schools, the El Cerrito Relays became the premier high school spring track event in Northern California and put the city of El Cerrito on the national map.

In addition to his involvement in establishing the many traditions of a new school, including adopting the school mascot, the Gaucho, Roach served as Track Chairman, Vice President and President of the California Coaches Association, organized the first Coaching clinics of California coaches, was the Track Chairman of the National High School Athletic Coaches Association for Dist. 8, directed two State California Interscholastic Federation Track Championships, and was an Assistant Coach of the First USA vs. USSR Jr. Track and Field Meet in 1972.

Many of Roach's athletes went on to achieve regional and national honors at the high school and college level. Many athletes Roach coached came back to coach and become head coaches at various high schools in the district and Contra Costa College. He was instrumental in getting the first stadium built at El Cerrito in 1949, "El Cerrito Memorial Field," so named for those who had fallen during WWII.



**Hale Roach**

Photo from ECHS's yearbook, *El Camino*

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

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

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**To:** Board of Education

**Meeting Date:** July 23, 2014

**From:** Bruce Harter  
Superintendent

**Agenda Item:** G.2

**Subject:** Project Status Report: Pinole Valley High School Interim Campus

**Background Information:**

WLC Architects prepared plans and specifications for the project. Scope of work includes installation of portable classroom buildings, connection of portables to new and existing utilities, site improvements and installation of site furnishings.

The project started in April 2014 and is projected to be complete in August 2014. The project team is in attendance to provide the project status update.

**Recommendation:** For information only

**Fiscal Impact:** None.

**DISPOSITION BY BOARD OF EDUCATION**

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

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

Approved \_\_\_\_\_

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

Tabled \_\_\_\_\_