

**WEST CONTRA COSTA
UNIFIED SCHOOL DISTRICT**

BOARD OF TRUSTEES



MISSION STATEMENT

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

“Whole Child, Whole Community”

MEETING OF
May 20, 2015

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
MAY 20, 2015**

BOARD AGENDA PACKETS AND INFORMATION:

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

Complete Board agendas and packets are available online at: www.wccusd.net.

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

VIEWING THE BOARD MEETINGS:

Television:

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

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

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

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

ATTENDING BOARD MEETINGS:

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

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

Time: The **Board of Education's Open Session meeting will begin at 6:30 PM**. The Board will convene at **5:15 PM** in the Multi-Purpose Room to receive comments from anyone wishing to address the Board regarding closed session items (Exhibit A). The Board will then adjourn to closed session and reconvene in open session to address the regular agenda (Exhibits B-G) at 6:30 PM.

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

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

“of children be more careful than anything.”
e.e. cummings

B. OPENING PROCEDURES

- B.1 Pledge of Allegiance**
- B.2 Welcome and Meeting Procedures**
- B.3 Roll Call**
- B.4 Presentation of Student Board Representative from Gompers High School**
- B.5 Report/Ratification of Closed Session**
- * **B.6 Agenda Review and Adoption (Public Comment)**
- * **B.7 Minutes: May 6, 2015**
- * **B.8 Request to Address the Board – Ken Ryan**
- * **B.9 WCCUSD Public Comment**

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

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

C. BUSINESS ITEMS

CONSENT ITEMS (Routine Matters)

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

***CI C.1 Acceptance of Donations**

Comment:

The District has received donations as summarized, dated May 20, 2015.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

***CI C.2 Contracts**

Comment:

Permission is requested of the Board of Education to approve contracts as detailed, dated May 20, 2015.

Recommendation:
Recommend Approval

Fiscal Impact:
As noted per contracts summary

***CI C.3 Summary of Payroll and Vendor Warrant Reports**

Comment:
The summaries of Payroll and Vendor Warrants issued during the month of April 2015 are detailed.

Total of payroll warrants (March 2015):	\$ 10,468,069
Total of vendor warrants (March 2015):	\$ 37,523,750

Recommendation:
Recommend approval of the payroll and vendor warrant reports

Fiscal Impact:
As noted above

***CI C.4 Notification of Claim Rejected**

Comment:
The District has received a claim requesting compensation for personal loss. The District's risk management firm has investigated the claim and is requesting the School Board to ratify the authorized claim rejection.

Recommendation:
Ratify the rejection of claim

Fiscal Impact:
None

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

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

Recommendation:
Ratify and Approve Certificated Personnel Changes

Fiscal Impact:
None

***CI C.6 Approve the following New Job Description: Director, Contracts Administration**

Comment:

The Director, Contracts Administration job classification and job description has been created to meet the current operational and business needs of the District's maintenance, operations, construction and facilities improvement program. The new job description provides a District mechanism to manage the District's contract administration and procurement activities. This classification shall provide guidance, review and oversight of the District's architectural, engineering, construction and professional services agreements related to the District's maintenance, operations, construction and facilities improvement program. The Facilities, Maintenance and Operations department has reviewed and approved the job description.

The fiscal impact is the actual cost of the new position with benefits. The net cost to the District will be mitigated in that the District shall be able to manage, enforce and adhere to labor compliance and contract administration.

Recommendation:

Recommend Approval

Fiscal Impact:

\$104,660.98 – Bond Fund

\$ 44, 854.71 – RRM (Routine Restrictive Maintenance) Fund

***CI C.7 Reasonable Accommodation - Revised Board Policy 4032 – Personnel**

Comment:

The Human Resources Department has worked to revise Board Policy 4032-Personnel; specifically to meet the federal and state requirements on a reasonable accommodation. The West Contra Costa Unified School District will, to the extent required by law, make reasonable accommodations for otherwise qualified individuals with disabilities who are employees, applicants for employment or elected officials unless undue hardship would result.

Recommendation:

That the Board approve the modifications to Board Policy 4032

Fiscal Impact:

None

***CI C.8 Approval Greenwood Academy Calendar for 2015-16 Only**

Comment:

Due to scheduling delays at Greenwood Academy it necessitates a one year calendar change to accommodate possible starting and ending dates to make up instruction days by not beginning school on the Board adopted date of August 24, 2015.

The staff from Gompers and North Campus were invited to meet on May 5, 2015 to discuss calendar options. The staff of the two schools provided input on calendars and draft calendars were assembled

for the groups viewing. At a meeting with the staff on May 12, 2015 the group reached consensus based on two possible starting dates.

The calendars provided tonight provide a modified schedule for:

A) Start date of August 31, 2105. This would require making up 5 days of instruction. This is the most desired by the group.

B) Start date of September 8, 2015. This would require making up 10 days of instruction.

Recommendation:
Recommend Approval

Fiscal Impact:
None

***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: \$372,008. Funding sources are Bond Fund, and Fund 40.

***CI C.10 Ratification of Negotiated Change Orders**

Comment:

Staff is seeking ratification of Change Orders on the following current District construction projects: Pinole MS New Playfield; Sylvester Greenwood Academy & LPS; Harding ES Exterior Repairs & Roof; Korematsu MS New Building. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

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

Recommendation:
Ratify negotiated Change Orders as noted

Fiscal Impact:

Total ratification by this action: \$130,364.30

***CI C.11 Hanna Ranch Elementary School Energy Management Controls Replacement Project
Award of Contract**

Comment:

The District has prepared plans and specifications for the project. Scope of work includes: replacement of the energy management controls for furnace units, exhaust fans and AC units.

The District conducted a public bid process for the project. Bids were opened on May 7, 2015. One contractor submitted a bid: Syserco \$133,765. The apparent lowest responsive, responsible bidder is Syserco.

Project Completion is anticipated August 2015.

Recommendation:

Award the contract to the lowest responsive, responsible bidder Syserco.

Fiscal Impact:

\$133,765. Funded from Prop 39 Funding.

***CI C.12 Ratification of Appointments to Governance Subcommittee**

Comment:

At the May 6, 2015 meeting, the Board approved the establishment of a Governance Subcommittee of the Board with the following provisions:

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

President Todd Groves has appointed Board member Valerie Cuevas and himself as the members of the committee for the remainder of 2015.

Recommendation:

That the Board ratify the appointments to the Governance Subcommittee

Fiscal Impact:

None

***CI C.13 Appointment to the Citizens Bond Oversight Committee**

Comment:

Valerie Cuevas is recommending the appointment of Tom Panas to the Citizens Bond Oversight Committee.

Recommendation:

That the Board appoint Tom Panas as Ms. Cuevas's representative on the CBOC

Fiscal Impact:

None

D. AWARDS, RECOGNITIONS, AND REPORTS

*** D.1 Gold Ribbon Award / Gates Millennium Scholar Recognition**

Comment:

We would like to recognize and congratulate DeAnza High School students, staff, and parents for receiving the 2015 California Ribbon Schools Award. DeAnza is 1 out of 180 high schools that have been honored under the state's new Gold Ribbon Schools Awards Program, which is temporarily taking the place of the California Distinguished Schools Program. This award is a direct reflection of the dedication, hard work, and vision of the school's educational community.

Schools applied for the award based on a model program their school has adopted that includes standards-based activities, projects, strategies, and practices that can be replicated by other local educational agencies.

The Gold Ribbon awards recognize California schools that have made gains in implementing the academic content and performance standards adopted by the State Board of Education. These include, the California Standards for English Language Arts and Mathematics, California English Language Development Standards, and Next Generation Science Standards.

We would like to congratulate the students, staff, and parents for their support and hard work on obtaining the Gold Ribbon Award status at DeAnza High School.

DeAnza also has another Gates Millennium Scholar - Jasmine Gil. There are only 1,000 students nationwide who receive this scholarship out of 50,000+ applications. Last year DeAnza had one senior graduate, Cali Nguyen, receive this scholarship where she currently attends Stanford University. Jasmine will be attending UC Berkeley this Fall 2015. The scholarship will cover her undergraduate degree as well as providing her the opportunity for her graduate degree paid by the scholarship should Jasmine decide to continue her education at the graduate level.

Recommendation:

For Information Only

Fiscal Impact:

None

- * **D.2 Ivy League Summer Programs: Students from El Cerrito High School, Pinole Valley High School, Hercules High School, De Anza High School, John F. Kennedy High School, Richmond High School and Middle College High School will participate in college readiness programs offered at respective Ivy League Universities**

Comment:

The Ivy League Connection program has been an integral college awareness program in the West Contra Costa Unified School District for the last ten years. Each year, students at our respective high schools participate in an extensive application and interview process in order to gain acceptance into a summer program at an Ivy League or nationally recognized highly selective university. The Ivy League Connection program has grown tremendously over the years as a result of the contributions from numerous benefactors and corporations who are vested in providing educational opportunities for our students. This summer, West Contra Costa Unified School District will be sending thirty-three students to various Ivy League universities including: Cornell University, Columbia University, Brown University, the University of Pennsylvania, Vanderbilt University and the University of Chicago. The school district is proud to honor these outstanding students for their determination and willingness to accept this unique challenge, and we are confident that they will serve as positive ambassadors representing the West Contra Costa Unified School District.

The District would like to thank the following sponsors for their contributions:

The Seville Group	Hamilton + Aitken Architects	Baker Vilar Architects
HMC Architects	Backstrom McCarley Berry & Co., LLC	Piper Jaffray & Co
AE3Partners	Plumbers & Steamfitters Local 342	Stifel Financial Advisors
Interactive Resources	Quattrocchi and Kwok Architects	Sally Swanson Architects
Davillier Sloan	Matthew A. Pettler School Facility Consultants	HY Architects
Powell and Partners	Deems, Lewis and McKinley Architects	WLC Architects
Employer Advocates, Inc	Electrical Contractors Trust of Alameda County	IBEW/NECA LMCC Statewide
Contra Costa Chapter National Electrical Contractors Association (NECA) Charles Ramsey	NorCal Chapter, NECA	Cate Boskoff, Orbach Huff Suarez + Henderson, LLP

The District would also like honor and recognize this year's chaperones: Alfredo ChanLaw, Tiffani Neal, John Hillyer, Alana Scott, Joyce Thrift and Jenny Gilbert. Their efforts to schedule college visits and meetings with admissions officers and alums affords insight to the students and greater exposure for the District.

In addition, the Ivy League Connection program would like to extend its appreciation for the scholarships provided from our partner schools to further support our mission: Brown, Columbia, Cornell, Vanderbilt, the University of Pennsylvania and the University of Chicago. A special thank you is also extended to Mr. Don Gosney for his on-going support toward the many facets of the program.

Recommendation:
For Information Only

Fiscal Impact:
None

*** D.3 District Local Control Accountability Plan (DLCAP) Parent Committee Report**

Comment:

The District Local Control Accountability Plan (DLCAP) Parent Committee consists of parents or guardians and current students. Parent and student members represent the 6 school families and 14 community organizations. DLCAP committee meets throughout the year providing feedback on the LCAP and progress updates, in addition to advising the school board.

DLCAP committee members will report their advice to the Board.

The packet contains: LCAP cover sheet; Executive Summary; 2015-16 LCAP Revised as of May 13, 2015; 2015-16 LCAP Revisions; matrix chart of Programs/Services; Glossary for the LCAP; Acronyms for LCAP; Actions/Services for LCAP; LCAP Budget by Goal.

Recommendation:
For Information Only

Fiscal Impact:
2015-16 Estimate Supplemental/Concentration funding \$30,292,183

*** D.4 LCAP Data Dashboard**

Comment:

Dashboards are visual displays that organize and present information in a way that is easy to read and interpret. They are web-based and interactive, providing visibility into key measures through simple graphics such as charts and tables.

The District's new LCAP Data Dashboards will be introduced by staff. These dashboards will display data in the following categories: demographics, student achievement, student engagement, school climate, parent involvement, and other data.

Recommendation:
For Information Only

Fiscal Impact:
None

E. COMMITTEE COMMUNICATIONS
(Education Code 35145.5; Government Code 54950 et seq.)

*** E.1 Standing Reports**

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

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

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

* **E.2 Superintendent’s Report**

F. ACTION ITEMS

* **F.1 Resolution No. 68 -1415: Authorization to Eliminate and/or Reduce Classified Positions and Layoff Classified Employees**

Comment:

Due to regulations in California State Education Code Sections 45114 – 45117, 45298 and 45308 and Article 24 – Layoff and Reemployment in the contract between the District and Public Employees Union, Local One, layoffs of classified employees must be conducted 60 days prior to the contractual year ending on June 30, 2015, to be in effect for the beginning of the 2015-16 school year. Layoffs by law occur due to either lack of work or lack of funds.

Before you tonight is the layoff of Graduate, Upper Division and Bilingual tutors for the 2015-16 school year.

Graduate, Upper Division and Bilingual tutors prior to 2014-15 were funded via a combination of site, district, and federal funding. It became necessary due to lack of funding to eliminate these positions. In working with sites, it was agreed LCAP funding would cover the tutors for the 2014-15 school year to allow sites time to plan for upcoming years.

The LCAP does not fund tutors for the 2015-16 school year. Some sites elected to use Local Control Funding Formula (LCFF) site allocated monies to retain tutors, while some did not.

This layoff of tutors represents a total of 30.57 Full Time Equivalent (FTE) positions which must be provided notice. Because many of the positions are part time, the 30.57 FTE represents the equivalent of 43 personnel. The equivalent of 15 FTE personnel will be returned through the bumping process. This will provide opportunity for approximately 16 personnel to return to tutor positions.

For personnel without positions after the bumping process human resources will work with these employees to enter the substitute teaching pool or assist them in entering a teacher credentialing program.

The following positions are slated for reduction in hours for the upcoming 2015-16 school year. Each of the reductions are explained below:

Food Services Aide/Clerk is a reduction in the workday for one employee due to program needs at the school site and is consistent with other Food Services Aide/Clerks at other school sites. There is one vacant position that will also be reduced due to program needs at the school site.

Tutors (Graduate and Graduate - Bilingual) are being reduced in the number of hours as they were not included in the LCFF for the 2015-16 school year. The budget from the school site can only fund less hours for these classifications. This reduction in hours impacts four employees.

Classroom Support Aides positions are being reduced at school sites due to School Improvement Grant (SIG) categorical funds being eliminated. There are no available site funds to backfill the hours for these positions so there will be a decrease in hours for 7 employees, which will move them back to their original FTE prior to the SIG categorical funding.

Recommendation:
Recommend Approval

Fiscal Impact:
To Be Determined

* **F.2 Amended Resolution No. 76-1415: Declaration to Hire 30-Day Substitutes on CBEST Waivers**

Comment:
There is a statewide shortage of qualified substitutes. The Commission on Teacher Credentialing require each 30-day substitute CBEST waiver request be approved by the Board of Education before the waiver request is submitted has been relaxed by the Commission on Teacher Credentialing (CCTC). This declaration need be approved only once for all CBEST waiver requested in 2015-2016. This item shall be included in the board agenda, and shall not be adopted by the board as a part of a consent calendar.

The Human Resources Department will continue to recruit and search for fully credentialed teachers while using this assignment option.

Recommendation:
Recommend Approval

Fiscal Impact:
None

* **F.3 Amended Resolution No. 75-1415: Credential Assignment Options**

Comment:
Pursuant to California Code of Regulations Section 80026 (e)(1) of Title 5, pertaining to Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as a part of a consent calendar.

The Board and the public must have the opportunity to see the number of Emergency and Limited Assignment permits that the District reasonable expects to request in each category and to understand the reasons for such requests. This resolution will provide the District with assignment options of a temporary nature when a teacher with an appropriate credential is not available to the district.

The options are only available to teachers who hold a current basic credential.

Recommendation:

Recommend Approval

Fiscal Impact:

None

*** F.4 Harmon Knolls, 2853 Groom Drive, Richmond, CA**

Comment:

On May 6, 2015 the Board did not award the demolition bid for the portable buildings formerly used as the Harmon Knolls site. The site is approximately 9 acres and is located south of Hilltop Mall and west of I-80. The property is adjacent to single family residences to south and east, a park to west, and is zoned for single family development. The final use of the property, if not used as a school, is subject to the City of Richmond planning and approval procedures. A California Environmental Quality Act (CEQA) analysis would likely be required for any use of the property. The site was last used by La Cheim School, Inc. and has been vacant since 2013. The portable buildings consisting of approximately 15,000 s.f. are approximately 50 years old and the foundations, plumbing/mechanical and electrical infrastructure are deteriorated.

Potential uses for the land could be to utilize it for a future district use as identified through the upcoming Facilities Master Plan process or consider it for lease and/or sale at a later date. An outright sale, or lease exceeding 30-days, requires a surplus property proceeding which includes first priority to charter schools to either lease or purchase the property and to, secondly, offer to sell it to public entities per the Education Code. Due to the lengthy procedures and 7-11 committee requirements, assessing and including all potential district surplus properties in the proceeding would be more effective allowing for a comprehensive planning effort to assess district-wide enrollment changes, program options, and facility needs. Options for the Board to consider include:

- Affirm the May 6, 2015 Board decision and reject all bids;
- Accept the bid and overturn the decision on May 6, 2015 to not award the bid;
- Initiate a surplus property proceeding for the site;
- Include the property in the Facilities Master Plan process.

Recommendation:

Reject all bids received for 2853 Groom Drive and include the property in the upcoming Facilities Master Plan process.

Fiscal Impact:

If the demolition option is considered and awarded, the fiscal impact would be \$178,200. Funded from Fund 40.

G. DISCUSSION ITEMS

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

Comment:

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

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

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

Recommendation:

For Information Only

Fiscal Impact:

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

*** G.2 Reducing the Number of Members on the Citizens Bond Oversight Committee**

Comment:

This is an item that was tabled at the January 21, 2015 meeting.

Board Policy 7214.2 establishes the size and composition of the Citizens Bond Oversight Committee. Currently, there are 19 positions on the committee with 17 positions currently filled. Community members and one city council have questioned whether the composition of this committee is too large and whether members of the Board of Education should each appoint one member of the committee.

Recommendation:

That the Board discuss the composition of the CBOC and provide direction around whether and how to reduce the committee's size.

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 – June 10, 2015

K. ADJOURNMENT

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

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

A. CLOSED SESSION

A.1 CALL TO ORDER

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

A.3 RECESS TO CLOSED SESSION AS SCHEDULED

See Exhibit A

(Government Code Section 54954.5)

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

EXHIBIT A

(Government Code Section 54954.5)
CLOSED SESSION AGENDA

May 20, 2015

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR (Section 54956.8)

2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION
[Government Code Section 54956.9(d)(1)]

- a. California Charter School Association v. WCCUSD
- b. Bain v. WCCUSD Case No. 2:15-CV-2465

3. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION/SIGNIFICANT EXPOSURE TO LITIGATION
[Government Code Section 54956.9(d)(2) or (d)(3)]

Five cases

4. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION/INITIATION OF LITIGATION
[Government Code Section 54956.9(d)(4)]

5. LIABILITY CLAIMS (Government Code Section 54956.95)

6. CONFERENCE WITH LABOR NEGOTIATORS

- a. Superintendent Dr. Bruce Harter
- b. Employee Organizations
 - UTR

- Local One
- School Supervisors Association
- WCCAA

- c. Unrepresented Employees
 - Confidential and Management

7. PUBLIC EMPLOYEE APPOINTMENT

Extending Learning Administrative Appointments
Coordinator

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

9. STUDENT DISCIPLINE (Education Code Section 35146)

Expulsions

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

Resolution No. 77-1415 Non-Reelection of Probationary Certificated Employees

11. REPORT OF CLOSED SESSION ACTIONS

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: A.10

Subject: Resolution No. 77-1415 Non-Reelection of Probationary Certificated Employees

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

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

RESOLUTION NO. 77-1415

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

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

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

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

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

PASSED AND ADOPTED this 20th day of May 2015 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

Secretary to the Board of Education

Date: _____

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

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

Agenda Item: B.4

Subject: Presentation of Student Board Representatives from Gompers High School

Background Information:

Student Board Representatives from Gompers High School will attend the Board of Education on May 20, 2015. We would like to recognize and commend their participation.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

Agenda Item B.7

May 6, 2015

A. CLOSED SESSION

B. OPENING PROCEDURES

President Groves called the meeting to order at 5:30 P.M. The Board recessed into Closed Session. President Groves called the Public Session to order at 6:31 P.M.

B.1 Pledge of Allegiance

President Groves led the Pledge of Allegiance.

B.2 Welcome and Meeting Procedures

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

B.3 Roll Call

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

Staff Present: Julio Arroyo, Energy Conservation Manager; Elizabeth Carmody, Director Community Engagement; Denise Cifelli, Senior Administrative Assistant; Steve Collins, SELPA Director; Luis Freese, District Engineering Officer; Sheri Gamba, Associate Superintendent Business Services; Bruce Harter, Superintendent; Joshua Herrera, Electronics Technician; Keith Holtslander, Director Facilities & Construction; Lisa LeBlanc, Associate Superintendent M & O/Bond Program; Vincent Meyer, Executive Director M & O; Eric Peterson, Director Special Education; Mary Phillips, Chief Technology Officer; Lyn Potter, Director Educational Services; Nia Rashidchi, Assistant Superintendent Educational Services; Reyna Touriel, Translator; Marcus Walton, Communications Director; Ken Whittemore, Assistant Superintendent Human Resources

B.4 Presentation of Student Board Representative from Richmond High School

Ms. Alejandra Barragan Hidalgo provided a report of activities regarding Richmond High School.

B.5 Report/Ratification of Closed Session

Superintendent Harter asked the Board to ratify action taken in Closed Session to appoint Patrick Martin as Coordinator of Visual and Performing Arts and Olanrewaju Ajayi, who will be Coordinator for Early Childhood Education, both appointments beginning with the 2015-16 school year.

MOTION: Ms. Kronenberg moved to ratify action taken in Closed Session to appoint Patrick Martin as the Coordinator of Visual and Performing Arts and Olanrewaju Ajayi as the Coordinator for Early Childhood Education. Ms. Block seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

B.6 Agenda Review and Adoption

Public Comment:

None

Board Comment:

President Groves requested to move Items B.8 and B.9 to the end of the agenda as the speaker was not available at the time and pull Item C.21 for discussion after Public Comment.

Ms. Block requested Item C.18 be pulled for discussion.

MOTION: Ms. Block moved approval of the agenda moving Items B.8 and B.9 to the end of the agenda and pulling Items C.18 and C.21 for discussion. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alejandra Barragan Hidalgo (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

B.7 Minutes: April 16, 2015; April 22, 2015; April 29, 2015

Public Comment:

Tom Panas, Ben Steinberg

Board Comment:

President Groves stated the comments from the public were correct and he did request an independent forensic examination.

MOTION: Ms. Kronenberg moved to amend the Minutes of April 29, 2015 for Item C.1. replacing the words “independent investigation” with “independent forensic examination”. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alejandra Barragan Hidalgo (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

MOTION: Ms. Block moved to further amend the Minutes of April 29, 2015 for Item C.1. to include steps the Board had previously agreed to taking toward the independent investigation process which included hiring of an independent attorney not having worked with the district in the past and choosing a forensic auditor. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alejandra Barragan Hidalgo (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

MOTION: Mr. Block moved approval of the Minutes of April 16, 2015 and April 22, 2015 and amended Minutes of April 29, 2015. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alejandra Barragan Hidalgo (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

B.10 WCCUSD Public Comment

Sandi Brown, Amanda Henderson, Carlos Tobada, Bob Mandel

Due to the number of Public Comment speakers, the Board discussed lowering time limits.

MOTION: Ms. Cuevas moved to limit Public Comment speakers to 1 minute each. Ms. Block seconded. Mr. Enos, Student Representative Alejandra Barragan Hidalgo (advisory vote only), and President Groves voted yes, Ms. Kronenberg voted no, with no abstentions and no absences. Motion carried 4-1-0-0.

President Groves asked that Public Comment be delayed so that Items D.1 and D.2 could be heard in order to recognize student achievements.

MOTION: Ms. Cuevas moved to hear items D.1 and D.2 then return to Public Comment. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alejandra Barragan Hidalgo (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.1 Recognition of Students in Forensics Programs

Mr. Walton, Director of Communications introduced and recognized the students from El Cerrito and Pinole Valley High Schools who participated in the 2015 California State High School Speech Association State Tournament. Lev Corne and Leo Gould from El Cerrito High were awarded 2nd place in Policy Debate; Thomas Johnston and Jun Hui Zhou from Pinole Valley High were awarded 11th place in Policy Debate. Leo Gould, Thomas Johnston, and Sophia Schachair took a few minutes to thank the Board and comment on their experiences.

Public Comment:

None

Board Comment:

President Groves congratulated the teams.

D.2 Class of 2015 Ed Fund Scholars Recognition

Ms. Rashidchi introduced Joel Mackey, Executive Director of West Contra Costa Education Fund, who presented certificates to the students receiving scholarships from the Ed Fund. The 66 scholars from 9 of WCCUSD's high schools were recognized. Pictures with the Board were taken after. The following students received certificates:

DeAnza High School

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

El Cerrito High School

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

Hercules High School

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

Kennedy High School

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

Public Comment:

None

Board Comment:

None

Leadership Public Schools - Richmond

Luis Ledesma
Maria Nunez
Juliana Valencia

Middle College High School

Eva Arias Ramirez
Matthew Chamberlain
Serena Saelee
Kimiko Satterfield
Ashley Tejada

Pinole Valley High School

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

Richmond High School

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

Vista High School

Richard Howard

B.10 WCCUSD Public Comment (continued)

Vitalee Giammalro, Viki Waxman, Beth Silverstein, La Shante Smith, Maria Santa Cruz, Brian Scioia, Carmen Tejada, Marvette Harris, Ada Dimas, Bea Lieberman, Kristen Pursley, Doug Marques, Qiang Ma, Ralph Baum, Sara Rodriguez, Gail Mendes, Sonia Elias, Mairead Owens, Perla Espinoza, Glenna Hamilton, Ernestina Arteaga, Guadalupe Gonzalea, John Irminger, Elin Hansen, Pat Miles, Maria L. De Santos, Julian Pont, James Sanders, Susan Billings, Jayne Nichols, Maria Hernandez, Andrea Duran, Sam Sciosin, Holly Ruff, Tyrone, Weems, Ulrike Bauer, Sarah Creeley, Ken Ryan, Ned Bach, Joanna Pace, Karen Van Winkle, Kristen Cason, Guillarmina Serrano, Nalleli Godinez, Eric Swabeck, Tracy La Freniere, Emily Santiago

Student Representative Alejandra Barragan Hidalgo left the meeting at approximately 7:30 PM.
President Groves called a 10 minute break at 8:10 PM; Board reconvened at 8:20PM.

C. BUSINESS ITEM

- C.1 Grants/Awards/Agreements**
- C.2 Acceptance of Donations**
- C.3 Approval of Fund-Raising Activities**
- C.4 Contracts**
- C.5 Notice of Completions: Bid 1161224-01 Downer Elementary School Playfield Renovations, Bid 1271223-02 Harding Elementary School Exterior and Roof Repairs, and Bid 3621377-10 Pinole Valley High School Off-Site Parking & Traffic Signal**
- C.6 Resolution No. 73-1415 Regarding Education Protection Account (EPA) and Spending Plan for the 2015-16 School Year**
- C.7 Resolution No. 74-1415 Intention to Levy Assessments for Fiscal Year 2015-16, Preliminarily Approving Engineer's Report and providing for Notice of a Public Hearing**
- C.8 Routine Personnel Changes – Classified**
- C.9 Resolution No. 66-1415: Classified School Employee Week, May 17-23, 2015**
- C.10 Resolution No. 67 -1415: California "Day of the Teacher"**
- C.11 Approve the following New Job Description - Database Administrator**
- C.12 Local Plan Policies**
- C.13 Approval of District Local Control Accountability Plan Parent Committee Nominee**
- C.14 Sylvester Greenwood Academy / LPS Technology Equipment and Services Award of Contract**
- C.15 Ratification and Approval of Engineering Services Contracts**
- C.16 Ratification of Negotiated Change Orders**
- C.17 Ratification of Negotiated Change Orders – M&O**
- C.18 Crespi Middle School Restroom Renovation Phase 1 Award of Contract**
This item was pulled for separate discussion and action.
- C.19 Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Coronado Elementary School Campus Replacement Project**
- C.20 Furniture, Fixtures & Equipment Agreement between WCCUSD and Contrax Furnishings for Classroom Furniture & Related Services (Sylvester Greenwood Academy / LPS Campus Replacement Project)**
- C.21 Harmon Knolls Campus Demolition Project Award of Contract**
This item was pulled for separate discussion and action.
- C.22 Ratification of Staff Awarded Contract: Coronado Elementary School Moving Services**
This item was pulled to be read in and for separate discussion and action.
- C.23 Appointment to the Citizens Bond Oversight Committee**

MOTION: Ms. Kronenberg moved Approval of Consent Items C. 1 – C.17, C.19-20 and C.23. Ms. Block seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

- C.18 Crespi Middle School Restroom Renovation Phase 1 Award of Contract**
Ms. Block requested an explanation of how the contractor was chosen as they were not the lowest bid. Ms. LeBlanc provided clarification and explanation.

MOTION: Ms. Block moved Approval of Consent Items C. 18. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

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

Public Comment:

Terrence Boyd, Royl Roberts, Otis E. Rounds, Reggie Humdy, Bob Redlo, Maria Sahagun, Chad A. Provost

Board Comment:

Ms. Cuevas questioned liability issues. Ms. LeBlanc and Mr. Freese responded. Ms. Cuevas also asked about forming a partnership or selling real estate. Superintendent Harter outlined the process for surplus properties and reiterated the reasons for recommending demolition.

Ms. Block requested the Board find a way to accommodate Ujima Lodge #35's request for use. If not the Harmon Knolls location, possibly assist in finding a suitable location.

Ms. Kronenberg reiterated the complicated process surrounding Harmon Knolls and the need to look for other ways to partner with Ujima.

Mr. Enos stated his support for the Lodge but not wanting any child in an unsafe location. He also agreed the District should assist in looking for alternate locations.

President Groves stated he is a supporter of the Lodge and that staff and the Board support Ujima's work but are unable accommodate them at the Harmon Knolls site.

Ms. Cuevas also valued the work Ujima does in the community. She felt there was a lot more work to be done.

MOTION: Ms. Block moved Approval of Consent Item C.21 to continue with the demolition of the Harmon Knolls site. President Groves seconded. Ms. Block and President Groves voted yes. Ms. Cuevas, Mr. Enos, and Ms. Kronenberg voted no. There were no abstentions and no absences. Motion failed 2-3-0-0.

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

Ms. LeBlanc read a revised item into the record.

MOTION: Ms. Cuevas moved Approval of Consent Item C.22. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, Student Representative Alejandra Barragan Hidalgo (advisory vote only), and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

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

Ms. Rashidchi introduced Lyn Potter, Director Educational Services, Eric Peterson, Director Special Education and Elizabeth Carmody, Director Community Engagement who presented updated information on the thirteen of the LCAP Actions and Services. The presentation focused on the actions completed and next steps.

Public Comment:

None

Board Comment:

Ms. Block questioned the effectiveness of programs moving forward into the next year and what data was there to show the effectiveness to ensure goals being met. Superintendent Harter discussed student and climate surveys. Ms. Rashidchi gave examples of data and benchmark assessment data that staff members review.

Ms. Cuevas asked whether or not the District was staffed appropriately to grow Community Engagement to reach and involve more parents and community members. Ms. Carmody explained the training models and what she saw for volunteer growth and training. Staff continued to discuss the options available and best way to build capacity through Parent University and Efficacy and parents ability to navigate through the school system.

Ms. Kronenberg asked Ms. Carmody to talk about the community funders and how the District is working with them to leverage partnerships. She also wanted to know the role of the outreach workers and how their time is utilized which Ms. Carmody explained.

Discussion continued around teacher and parent communication, special education and how the District is working to leverage all resources in the best interest of the students.

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

Dr. Alleyne spoke about her feelings on educational equity and about her school experiences growing up and what she saw for her children.

B.9 Request to Address the Board – Ari Alleyne

Master Alleyne spoke about his experiences as a student at Caliber Charter School and Washington Elementary School.

E. COMMITTEE COMMUNICATIONS

E.1 Standing Reports

Community Budget Advisory Committee. Elizabeth Bundschu-Mooney, Committee Chairperson, noted the resolution and roster before the Board and explained the committee's due diligence reviewing the ballot language detail and board adopted budget and expenses for the parcel tax. She also reported that the committee will include a separate balance sheet in the financial audit reporting parcel tax revenues and expenditures allowing for additional transparency. She announced that a full committee roster was also before the Board for approval.

Academic Subcommittee. Ms. Rashidchi announced the next meeting on May 12 at DeAnza High School.

Community Budget Oversight Committee. Ms. Block reported on the last meeting of April 29 noting the group received a bond program financial update, project status update and met counsel who will be attending all future meetings. She also stated the committee tabled an item to accept the financial report pending additional information. Delegates to attend the CalBOC statewide conference were chosen. She also read a brief statement from Yvette Rico, Chairperson of the committee.

College and Career Readiness Committee. Ms. Rashidchi reported the committee will host an Academy Awards event on May 13th at El Cerrito High School beginning at 5:30 pm. The committee has begun a new partnership with Contra Costa Community College for dual enrollment for law academy students for the fall. She also noted that DeAnza High School received a letter from State Superintendent of Schools Tom Torlakson congratulating them on becoming a California Gold Ribbon School with a celebration on May 19 in San Francisco.

Facility Subcommittee. Ms. Kronenberg stated the next meeting is May 12 at 4:00 pm.

Ivy League Connection. Ms. Kronenberg reported that all students have been admitted to Universities and they are currently hosting dinners uniting students and alumni.

Safety and School Climate Committee. Mr. Enos reported the last meeting was held at the new San Pablo Community Center, and that Contra Costa County has prepared a disaster preparedness awareness pamphlet the District will use for training.

Technology Subcommittee. Ms. Phillips reported the next meeting is May 11 at the IT department beginning at 4:00 pm.

Youth Commission. President Groves reported the next meeting for May 12 at Helms Middle School and will include meeting with the Title IX Coordinator. He said that adults will be asked to leave while the youth meets with the coordinator.

E.2 Superintendent's Report

Superintendent Harter provided a report of activities in the District.

At 10:00 PM, President Groves asked Board members whether or not to continue with the agenda. A decision was to continue and reassess at 10:30 pm, if needed.

F. ACTION ITEMS

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

Ms. LeBlanc noted that Items F.1 through F.4 were interrelated enabling the District to pursue money from the California Clean Energy Jobs Act Fund. Vincent Meyer, Executive Director M & O, provided information on the Act and the LED Lighting Retrofit projects. The District is looking to receive funding and he explained the sequence of events and next steps.

President Groves opened the public hearing.

Public Comment:

None

Board Comment:

Ms. Block asked whether LED lighting was being installed in new schools. Mr. Meyer and Mr. Freese responded stating they are looking into this for upcoming projects that have not yet been designed.

Mr. Groves questioned life of the lighting and Mr. Meyer explained lighting will significantly increase and lower costs over time.

President Groves closed the public hearing.

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

Public Comment:

None

Board Comment:

None

MOTION: Ms. Block moved approval of Resolution No. 72-1415 Making Determinations and Adopting Notices of Exemption Relating to Design, Installation, and Commissioning of Lighting Retrofit. Ms. Kronenberg seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

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

Public Comment:

None

Board Comment:

None

MOTION: Mr. Enos moved approval of Resolution No. 70-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit at Collins, Grant, Hanna Ranch and Lake Elementary Schools with Energy Conservation Options. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

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

Public Comment:

None

Board Comment:

None

MOTION: Ms. Kronenberg moved approval of Resolution No. 71-1415 Approving the Energy Conservation Services Contract for Design, Installation, and Commissioning of Lighting Retrofit at Richmond High School with Energy Management Technologies. Mr. Enos seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

F.5 Community Budget Advisory Committee (CBAC Report)

Ms. Gamba introduced the resolution approved by the CBAC.

Public Comment:

None

Board Comment:

Ms. Block raised concerns relating to the categories funded by the parcel tax versus the ballot language. Ms. Gamba provided history on the parcel tax explaining how programs listed came about and funding options. She also briefly explained the role of the CBAC.

Ms. Cuevas asked for clarification on unrestricted funds and usage, and ballot language. Ms. Gamba provided clarification.

MOTION: Ms. Cuevas moved approval of the Community Budget Advisory Committee (CBAC) Report. Ms. Kronenberg seconded. Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes. Ms. Block voted no. There were no abstentions and no absences. Motion carried 4-1-0-0.

F.6 Formation of a Subcommittee on Board Governance

Public Comment:

Tom Panas, Joanna Pace

Board Comment:

None

MOTION: Ms. Block moved approval of Formation of a Subcommittee on Board Governance. Ms. Cuevas seconded. Ms. Block, Ms. Cuevas, Mr. Enos, Ms. Kronenberg, and President Groves voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

G. DISCUSSION ITEMS

G.1 Initial Public Hearing for Summit Schools

This item was tabled to a future meeting.

G.2 Project Status Report

This item was tabled to a future meeting.

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

None

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

Mr. Enos commented that there is only 5 ½ weeks left of the academic year and lots to accomplish.

Ms. Block said she enjoyed learning about the Universal Design for Learning and hoped to see a presentation to the Board describing their role. She also wanted to see more community outreach to engage parents.

Ms. Kronenberg commended all those that came out to speak on behalf of the teachers, and for the people involved with the My Brother's Keeper event. She noted she will be attending the next parent University meeting.

Ms. Cuevas thanked staff and the Board for their hard work and for continuing to pursue a responsive school system, stepping up to all the challenges that have arisen.

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING

Lovonya DeJean Middle School – May 20, 2015

K. ADJOURNMENT

President Groves adjourned the meeting at 10:39 PM.

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

BH:dc

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Bruce Harter

Agenda Item: B.8

Subject: Request to Address the Board – Ken Ryan

Background Information:

Dr. Ryan will speak about Adult Education.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.1

Subject: Acceptance of Donations

Background Information: The District has received donations as summarized on the attached sheet dated **May 20, 2015**. The estimated values for any non-cash donations (as indicated by an asterisk) are those provided by the donor. Staff recommends acceptance of these donations.

Recommendation: Recommend Approval

Fiscal Impact: As noted per donations summary.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
May 20, 2015 Board Meeting

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
Box Top Education	Materials and Supplies	\$0.90	Korematsu Middle
Savemart	Materials and Supplies	\$29.53	Korematsu Middle
Mr. Barnaby Beck	Materials and Supplies	*\$560.00	Crespi Middle
Chamberlin Family Foundation	Materials and Supplies	\$219.00	Richmond High


*Estimated values for the non-cash donations are provided by the donor
Donation Précis 052015

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.2

Subject: Contracts

Background Information: Permission is requested of the Board of Education to approve the following contracts as detailed on the attached sheets dated May 20, 2015.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
May 20, 2015 Board Meeting

CONTRACTS

The following contracts are recommended for approval.

<u>DEPARTMENT</u>	<u>Effective Date</u>	<u>VENDOR NAME</u>	<u>COST & FUNDING</u>	<u>PURPOSE</u>
Business Services	4/1/15 Thru 6/30/15	Christy White Associates	\$62,605 General Fund	Provide financial and compliance audit services for the district and 2010 Measure D and 2012 Measure E audit services for FY 2013-2014 Year 1 of as 3 year contract.
Business Services	2/1/15 Thru 8/31/15	Ed Fund	\$90,000 LCFF	Ed Fund will serve as lead agency in the design, implementation, and evaluation of four pilot summer programs for the City of Richmond's Recreation Department at Shields Reid, Nevin, Booker T. Anderson, and Parchester Community Centers.
Human Resources	8/1/15 Thru 6/30/16	CSU, East Bay	\$85,000 General Fund	The District shall provide to University secure teaching classrooms for students who are in a cohort of 25 to 35 students and who are placed as student teachers and/or interns in the District and/or surrounding school districts. The classrooms will be accessible to faculty and instructors from the University for classes which will be held any time Monday through Thursday between the hours of 4 PM and 8:30 PM. Classes will follow the University academic calendar. The University will provide instructors for all classes. The coursework will be identical to cohorts taking classes at the University.
Technology	5/20/15 Thru 6/30/18	One Login Inc	\$245,000 General Fund	One Login Service subscription is for staff and student login to access network accounts. This unlimited service plan includes premium support, implementation and testing. Year One: 5/21/15 through 6/30/16 - \$84,000 Year Two: 7/1/16 through 6/30/17 - \$80,500 Year Three: 7/1/17 through 6/30/18 - \$80,500
K-12 Operations	1/1/15 Thru 6/30/15	Contra Costa Community College District	\$208,196 LCFF	Contra Costa Community College District will house and provide instruction for Gateway to College High School on the campus of Contra Costa College.

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.3

Subject: Summary of Payroll and Vendor Warrant Reports

Background Information:

Attached are the summaries of Payroll and Vendor Warrants issued during the month of April 2015.

Total of payroll warrants (March 2015):	\$ 10,468,069
Total of vendor warrants (March 2015):	\$ 37,523,750

Recommendation: Recommend approval of the payroll and vendor warrant reports

Fiscal Impact: As noted above

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District

Month of :

April 2015

Payrolls	Warrant From	Numbers To	Total Warrants Current	Total Warrants Previous	Total Warrants To Date
Variable				1,682,559	1,682,559
Regular	697089	698172	1,663,032	13,904,336	15,567,367
Special	698173	698232	35,213	370,360	405,573
Variable EFT				4,885,365	4,885,365
Regular EFT	469560	472598	8,686,271	67,975,536	76,661,807
Special EFT	472599	472770	62,563	102,174	164,737
Typed #1	697035	697068	26,541	819,612	849,927
Typed #2	697069	697085	3,396		
Typed #3	697086	697088	378		
Typed #4					
Typed #5					
Typed #6					
Typed #7					
BENEFITS				0	0
Cancelled	Various	Various	8,676	0	8,676
Totals			10,486,069	4,238,618	100,226,011

Salary detail is available in the Payroll office upon request.



 Vincent Morales, Payroll Supervisor

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
WEEKLY VENDOR WARRANT REPORT

2014-2015

PAYMENT

DATE: April 8, 2015

PAGE-1

FUND#	FUND DESCRIPTION	TOTAL WARRANTS THIS REPORT	TOTAL PREVIOUS WARRANTS	TOTAL WARRANTS TO DATE
7701	GENERAL	1,306,006	40,917,715	42,223,721
7706	CAFETERIA	166,537	4,965,096	5,131,633
7707	CHILD DEVELOPMENT	2,094	136,194	138,288
7708	SPECIAL RESERVE FOR CAPITAL OUTLAY	30,059	2,263,602	2,293,661
7710	BUILDING	4,689,801	94,111,239	98,801,040
7711	CAPITAL FACILITIES		80,007	80,007
7712	SELF INSURANCE PROPERTY & LIABILITY		1,948,857	1,948,857
7713	STATE SCHOOL LEASE/PURCHASE			0
7714	COUNTY SCHOOL FACILITIES			0
7715	SPECIAL RESERVE FOR NON-CAPITAL OUTLAY			0
7719	CHARTER SCHOOL			0
7725	MRAD			0
7728	DEBT SERVICE		2,830	2,830
7744	RETIREE BENEFITS	4,781	93,138	97,919
7770	ADULT EDUCATION	6,735	224,167	230,902
7785	DEFERRED MAINTENANCE		524,737	524,737
7790	BOND INTEREST & REDEMPN		0	0
7701	PAYROLL REVOLVING	3,961,212	92,121,056	96,082,268
	TOTALS	10,167,225	237,388,638	247,555,863

Christine Juy
Prepared By

J. Geron
Accounting Supervisor

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
WEEKLY VENDOR WARRANT REPORT

2014-2015

PAYMENT

PAGE-2

DATE: April 14, 2015

FUND#	FUND DESCRIPTION	TOTAL WARRANTS THIS REPORT	TOTAL PREVIOUS WARRANTS	TOTAL WARRANTS TO DATE
7701	GENERAL	1,999,620	42,223,721	44,223,341
7706	CAFETERIA	285,594	5,131,633	5,417,227
7707	CHILD DEVELOPMENT	17,824	138,288	156,112
7708	SPECIAL RESERVE FOR CAPITAL OUTLAY	8,425	2,293,661	2,302,086
7710	BUILDING	3,939,327	98,801,040	102,740,367
7711	CAPITAL FACILITIES		80,007	80,007
7712	SELF INSURANCE PROPERTY & LIABILITY	20,000	1,948,857	1,968,857
7713	STATE SCHOOL LEASE/PURCHASE		0	0
7714	COUNTY SCHOOL FACILITIES		0	0
7715	SPECIAL RESERVE FOR NON-CAPITAL OUTLAY		0	0
7719	CHARTER SCHOOL		0	0
7725	MRAD		0	0
7728	DEBT SERVICE		2,830	2,830
7744	RETIREE BENEFITS		97,919	97,919
7770	ADULT EDUCATION	6,610	230,902	237,512
7785	DEFERRED MAINTENANCE		524,737	524,737
7790	BOND INTEREST & REDEMPTN		0	0
7701	PAYROLL REVOLVING	22,767	96,082,268	96,105,035
	TOTALS	6,300,167	247,555,863	253,856,030

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
WEEKLY VENDOR WARRANT REPORT

2014-2015

PAYMENT

PAGE-3

DATE: April 21, 2015

FUND#	FUND DESCRIPTION	TOTAL WARRANTS THIS REPORT	TOTAL PREVIOUS WARRANTS	TOTAL WARRANTS TO DATE
7701	GENERAL	1,057,098	44,223,341	45,280,439
7706	CAFETERIA	164,057	5,417,227	5,581,284
7707	CHILD DEVELOPMENT	7,473	156,112	163,585
7708	SPECIAL RESERVE FOR CAPITAL OUTLAY	116,739	2,302,086	2,418,825
7710	BUILDING	5,677,461	102,740,367	108,417,828
7711	CAPITAL FACILITIES	3,937	80,007	83,944
7712	SELF INSURANCE PROPERTY & LIABILITY	111,740	1,968,857	2,080,597
7713	STATE SCHOOL LEASE/PURCHASE		0	0
7714	COUNTY SCHOOL FACILITIES		0	0
7715	SPECIAL RESERVE FOR NON-CAPITAL OUTLAY		0	0
7719	CHARTER SCHOOL		0	0
7725	MRAD		0	0
7728	DEBT SERVICE		2,830	2,830
7744	RETIREE BENEFITS		97,919	97,919
7770	ADULT EDUCATION	5,217	237,512	242,729
7785	DEFERRED MAINTENANCE	6,473	524,737	531,210
7790	BOND INTEREST & REDEMPN		0	0
7701	PAYROLL REVOLVING	1,100	96,105,035	96,106,135
	TOTALS	7,151,295	253,856,030	261,007,325

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
WEEKLY VENDOR WARRANT REPORT

2014-2015

PAYMENT

DATE: April 28, 2015

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FUND#	FUND DESCRIPTION	TOTAL WARRANTS THIS REPORT	TOTAL PREVIOUS WARRANTS	TOTAL WARRANTS TO DATE
7701	GENERAL	2,358,514	45,280,439	47,638,953
7706	CAFETERIA	25,125	5,581,284	5,606,409
7707	CHILD DEVELOPMENT	15,770	163,585	179,355
7708	SPECIAL RESERVE FOR CAPITAL OUTLAY	41,796	2,418,825	2,460,621
7710	BUILDING	5,145,655	108,417,828	113,563,483
7711	CAPITAL FACILITIES		83,944	83,944
7712	SELF INSURANCE PROPERTY & LIABILITY	9,000	2,080,597	2,089,597
7713	STATE SCHOOL LEASE/PURCHASE		0	0
7714	COUNTY SCHOOL FACILITIES		0	0
7715	SPECIAL RESERVE FOR NON-CAPITAL OUTLAY		0	0
7719	CHARTER SCHOOL		0	0
7725	MRAD		0	0
7728	DEBT SERVICE		2,830	2,830
7744	RETIREE BENEFITS		97,919	97,919
7770	ADULT EDUCATION	4,724	242,729	247,453
7785	DEFERRED MAINTENANCE		531,210	531,210
7790	BOND INTEREST & REDEMPTN		0	0
7701	PAYROLL REVOLVING	57,408	96,106,135	96,163,543
	TOTALS	7,657,992	261,007,325	268,665,317

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
WEEKLY VENDOR WARRANT REPORT

2014-2015

PAYMENT

PAGE-5

DATE: April 28, 2015

FUND#	FUND DESCRIPTION	TOTAL WARRANTS THIS REPORT	TOTAL PREVIOUS WARRANTS	TOTAL WARRANTS TO DATE
7701	GENERAL		47,638,953	47,638,953
7706	CAFETERIA		5,606,409	5,606,409
7707	CHILD DEVELOPMENT		179,355	179,355
7708	SPECIAL RESERVE FOR CAPITAL OUTLAY		2,460,621	2,460,621
7710	BUILDING		113,563,483	113,563,483
7711	CAPITAL FACILITIES		83,944	83,944
7712	SELF INSURANCE PROPERTY & LIABILITY		2,089,597	2,089,597
7713	STATE SCHOOL LEASE/PURCHASE		0	0
7714	COUNTY SCHOOL FACILITIES		0	0
7715	SPECIAL RESERVE FOR NON-CAPITAL OUTLAY		0	0
7719	CHARTER SCHOOL		0	0
7725	MRAD		0	0
7728	DEBT SERVICE		2,830	2,830
7744	RETIREE BENEFITS		97,919	97,919
7770	ADULT EDUCATION		247,453	247,453
7785	DEFERRED MAINTENANCE		531,210	531,210
7790	BOND INTEREST & REDEMPTN		0	0
7701	PAYROLL REVOLVING	6,247,071	96,163,543	102,410,614
	TOTALS	6,247,071	268,665,317	274,912,388

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Date: May 20, 2015

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.4

Subject: Notification of Claim Rejected

Background Information: The District has received a claim requesting compensation for personal loss. The District's risk management firm has investigated the claim and is requesting the School Board to ratify the authorized claim rejection.

Recommendation: Ratify the rejection of claim

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District
May 20, 2015

2014-2015 CLAIMS REJECTED

<u>School or Department</u>	<u>Date of Occurrence</u>	<u>Claimant</u>	<u>Type of Loss</u>	<u>Disposition of Settlement</u>
Highland Elementary	4/6/15	Sam Hollins	Personal Loss	Rejected

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: CI C.5

Subject: Routine Personnel Changes - Certificated

Background Information:

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

Recommendation: Ratify and Approve Certificated Personnel Changes

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

May 20, 2015

CERTIFICATED EMPLOYEE RATIFICATION

NEW HIRES			
<u>Name</u>	<u>Site</u>	<u>Position</u>	<u>Hire Date</u>
Kemmer, Alvin	Stege	4th SEI	12/4/2014
McClung, Nancy	King	60% Preschool-Job Share	1/5/2015
Hoy, Alyssa	Bayview	6th SEI	1/7/2015
Berlin-Stephens, Beth	Pinole Middle	Librarian	1/28/2015
Simms, Jessie	Harding	2nd SEI	1/28/2015
Wardle, Rinda	Harding	60% 2nd SEI-Job Share	1/29/2015
Amerson, Kendra	DeJean	NSH SEI	2/9/2015
Sideno, Mark	DeAnza	ROTC SEI	2/10/2015
Hudgins, Laura	Pupil Service Center	School Nurse	3/2/2015
Sorscher, Ethan	Stege	3rd SEI	3/2/2015
Czeck, Jessica	Kennedy	Biology SEI	3/31/2015
Fuentes, Alejandro	Pupil Service Center	School Nurse	4/13/2015
Amistoso, Amy	Highland	NSH SEI	4/14/2015
Satur, Breezy	Peres/Chavez	RSP SEI	4/14/2015

RESIGNATIONS

<u>Name</u>	<u>Site</u>	<u>Position</u>	<u>Last Day Worked</u>
Van Eyck, Kim	Lincoln	Kindergarten SEI	10/1/2014
Zamora, Jose	Kennedy	Physics/Chemistry SEI	10/6/2014
Zektser, Nicole	Itinerant	Elementary Prep SEI	11/12/2014
Ramirez, Jose R.	Kennedy	Spanish SEI	12/19/2014
Apostol Colin, Noelle	Helms	Instructional Support, Reading & ELD Coach	12/27/2014
Schine, Lloyd	King	3rd SEI	1/2/2015
Nakhuda, Aliyah	Harding	2nd SEI	1/14/2015
Carper, Jarrett	Richmond High	Math SEI	1/20/2015
Timm, Penney	Itinerant	Elementary Prep SEI	1/20/2015
Tuazon, Morris	Washington	SH	1/30/2015
Gaynor, Melissa	Cameron	SH	2/3/2015
Hamerschlag, Cassandra	Cameron	Speech, Language Pathologist	3/2/2015
Wesley, Deonne	DeJean	Counselor	5/1/2015
Brodman-Larson, Laura	Helms	Science SEI	6/5/2015
Bullock, Sylvia	DeJean	Math SEI	6/5/2015
Corrigan, Melissa	DeAnza	Spanish SEI	6/5/2015
Fowler, Michael	Hercules Middle	English/Math SEI	6/5/2015
Hamamoto Tribble	Michael	Math/Science SEI	6/5/2015
Holliday, Tiffany	Pinole Valley	English SEI	6/5/2015
Main, Nicole	Helms	ELD SEI	6/5/2015
McDuff, Robert	DeAnza	Math SEI	6/5/2015
Meremeyer, Clark	North Campus	Math SEI	6/5/2015
Middleton, Adjo	Kennedy	English SEI	6/5/2015

RESIGNATIONS CONTINUED

<u>Name</u>	<u>Site</u>	<u>Position</u>	<u>Last Day Worked</u>
Nguyen, Tuyen	Crespi	Science SEI	6/5/2015
Parker, Timothy	DeAnza	Math SEI	6/5/2015
Perry, David	Kennedy	PE SEI	6/5/2015
Robinson, Amy	Pinole Middle	PE/Science SEI	6/5/2015
Ryan, Jacqueline	Helms	Health Science SEI	6/5/2015
Sims-Evelyn, Abigail	DeJean	Social Science SEI	6/5/2015
Stone, Benjamin	Crespi	Math SEI	6/5/2015
Tank, Jacqueline	Nystrom	5th SEI	6/5/2015
Van Otterloo, Samuel	El Cerrito	Math SEI	6/5/2015
Yates, Fernando	Pinole Middle	Spanish SEI	6/5/2015
Alaniz, Celia	El Cerrito	Counselor	12/31/2014

TERMINATIONS-END OF ASSIGNMENT

<u>Name</u>	<u>Site</u>	<u>Position</u>	<u>Last Day Worked</u>
Rivera, Manuel	DeJean	Science SEI	1/28/2015
Porras, Luis	El Cerrito	Spanish SEI	2/5/2015
Ferrari, Mario	Richmond	ROP Graphic Arts SEI	3/5/2015

RETIREMENTS

<u>Name</u>	<u>Site</u>	<u>Position</u>	<u>Last Day Worked</u>
Nicholas, Ivy	King	School Psychologist	5/11/2015
Adams, Robert	Korematsu	Math/Science/Computer SEI	6/5/2015
Aloi, Michael	Korematsu	Social Science SEI	6/5/2015
Berrington, Jeffery	Hercules High	Music Director SEI	6/5/2015
Brady, Kathleen	Highland	Kindergarten SEI	6/5/2015
Brammer, Dennis	Pinole Middle	Soc Sci/Computers SEI	6/5/2015
Bremmond, Ronald	Richmond	Biology SEI	6/5/2015
Brumfield, Wanda	Lake	5th SEI	6/5/2015
Buckingham, Nanci	Fairmont	6th SEI	6/5/2015
Kresch, Ronald	Olinda	5th SEI	6/5/2015
Mac Donald, Timm	Hercules Middle	Read 180 SEI	6/5/2015
Maher, Margaret	Hercules High	P.E.	6/5/2015
Mekonnen, Mesrak	Montalvin	3rd SEI	6/5/2015
Nethaway, Lorraine	Montalvin	2nd SEI	6/5/2015
O'Connor, Mary Louise	Pinole Middle	English SEI	6/5/2015
Owens, Adrienne	Montalvin	1st SEI	6/5/2015
Ryder, John	Olinda	6th SEI	6/5/2015
Saxton, Maria	Washington	2nd TBE	6/5/2015

RETIREMENTS Continued			
<u>Name</u>	<u>Site</u>	<u>Position</u>	<u>Last Day Worked</u>
Shea, Deiedre	Ellerhorst	RSP SEI	6/5/2015
Simon, Patricia	Montalvin	5th SEI	6/5/2015
Tuttle, Susan	Tara Hills	4th SEI	6/5/2015
Wilairat, Pallop	Pinole Middle	Social Science SEI	6/5/2015
Brooke, John	Rap Center	Project Assistant	6/9/2015
Taboada, Carlos	North Campus	Counselor	6/9/2015
Broomall, Cheryl	Ed Services	Coordinator	6/30/2015
Thompson, Janice	Preschool Office	Coordinator	6/30/2015
Torio, Elizabeth	Academic Intervention	Director	6/30/2015
Lara, Consuelo	Helms	ELD SEI	7/11/2015

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: CI C.6

Subject: Approve the following New Job Description

Director, Contracts Administration

Background Information: The Director, Contracts Administration job classification and job description has been created to meet the current operational and business needs of the district's maintenance, operations, construction and facilities improvement program. The new job description provides a district mechanism to manage the district's contract administration and procurement activities. This classification shall provide guidance, review and oversight of the district's architectural, engineering, construction and professional services agreements related to the district's maintenance, operations, construction and facilities improvement program. The Facilities, Maintenance and Operations department has reviewed and approved the job description.

The fiscal impact is the actual cost of the new position with benefits. The net cost to the district will be mitigated in that the district shall be able to manage, enforce and adhere to labor compliance and contract administration.

Recommendation: Recommend Approval

Fiscal Impact: \$104,660.98 – Bond Fund
\$ 44, 854.71 – RRM (Routine Restrictive Maintenance) Fund

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

DIRECTOR, CONTRACT ADMINISTRATION

PRIMARY FUNCTIONS:

Plans, organizes, directs and oversees contract administration and procurement activities relating to maintenance, operations, construction and facilities improvement program; manages, negotiates, monitors and enforces all phases of contract administration relating to facilities improvement activities; oversees areas of architectural, engineering, construction, goods and/or professional services contracts as relating to facilities improvement activities; and performs other related duties as assigned.

MAJOR DUTIES AND RESPONSIBILITIES:

- Manages, administers, negotiates, monitors reviews and enforces all phases of contract administration, which includes pre-qualification, procurement, professional services, construction, architecture, engineering, goods.
- Establishes, develops, monitors and evaluates goals, objectives, policies, procedures, work standards, expectations and internal controls.
- Creates, evaluates, prioritizes and oversees the process for Requests for Proposals (RFP), Invitations for Bids (IBF), and Requests for Qualification (RFQ).
- Manages, monitors and reviews the advertising, pre-qualification, pre-award, recommendation to award and post-award functions for contract awards.
- Manages, monitors and enforces labor compliance on facilities improvement projects as may be required by the state of California.
- Reviews and evaluates bid specifications and scopes of work prior to advertising.
- Reviews, evaluates, analyzes, approves, recommends, submits and prepares contracts and contract provisions for approval by the Board of Education.
- Identifies, analyzes, interprets and applies federal laws, state laws, California Education code, contracts, agreements, district policies and applicable codes and regulations.
- Analyzes issues and prepares reports and recommendations regarding technical and project specific contractual matters to the Board of Education and various committees.
- Identifies, evaluates and analyzes technical and project-specific contractual issues to prepare complex reports, comparative analysis and recommendations to the Board of Education and various committees.
- Acts as a liaison between managers, contractors, vendors and district personnel regarding prequalification, bid and contract administration processes.
- Consults with district administrators and legal counsel regarding legal interpretation of procurement and/or contract terms and conditions, which includes claims, law revisions and other matters.

- Trains, supports and coaches district staff and conducts in-service training programs related to contract administration activities.
- Identifies, evaluates, manages, utilizes and allocates district resources for various facilities improvement projects and activities.
- Coordinates with district departments to establish, develop and manage business outreach efforts to encourage business participation in contracts with the district.
- Assists in the development, recommendation, and administration of the department budget for the purpose of ensuring services are delivered in conformance with district objectives and within budget parameters.
- Researches information from a variety of sources for the purpose of providing information for recommendations, reports and decision making.
- Attends meetings as assigned for the purpose of conveying and/or receiving information.
- Trains, directs, guides, coaches, evaluates, supports and disciplines assigned staff.
- Attends training workshops and professional development as directed.

QUALIFICATIONS:

Knowledge of:

- Legal terminology, business practices and industry standards related to procurement, construction, architectural and engineering contract administration.
- Principles and practices of procurement, contract administration and expenditure control.
- Federal and state regulations/laws, applicable contract codes, surety bonds, insurance and other pertinent bodies of law.
- Laws and regulations governing contractor licensing requirements.
- Division of State Architect (DSA) codes, standards, processes, timelines, workflows and requirements.
- Principles and procedures of cost and price analysis.
- Acquisition life cycle and planning.
- Large and small scale project management.
- Procedures and techniques of contract administration, comparative analysis, management, and complex analysis and presentation.
- Data collection and comparative analysis techniques.
- Microsoft suite (Excel, Word, PowerPoint, Outlook, etc.) and other software and applications.
- Techniques of supervision, training, coaching, conflict resolution and motivation of employees.
- Effective oral and written communication skills.
- School and district policies, rules and regulations.

Ability to:

- Create, develop, implement, prioritize and monitor goals, objectives, policies, procedures and internal controls.
- Analyze, evaluate and process acquisition data to develop strategic acquisitions.
- Complete multiple priorities with short deadlines.
- Conduct and participate in meetings, conferences, professional development and other trainings.
- Compile data to prepare complex reports.
- Analyze and interpret technical materials and problems involving rules, procedures and related matters.
- Develop bid specifications, evaluate proposals, negotiate contracts and monitor/enforce contract compliance.
- Set priorities based on departmental needs and successfully complete tasks in a timely manner.
- Analyze and interpret materials and problems involving protocols, procedures, documentation and other related reference materials.
- Contributing effectively to the accomplishment of team or work unit goals, objectives and activities.
- Work cooperatively, efficiently and effectively with other departments and organizations to assure optimal network performance and reliability.
- 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 Engineering, Finance, Public Administration, Business Management, Law or a closely related field. The district, at its discretion, may substitute one year of verifiable experience for one year of education, not to exceed 4 (four) years.

Experience:

- 5 (five) years of professional and increasingly responsible contract administration in one or more of the following areas: 1) Prequalification (PQ) and award of construction contracting; 2) Formal Competitive Bidding (IFB) in construction contracting; and/or 3) Professional services, architecture and/or engineering.

- 3 (three) years of supervisory and/or management regarding development and administration of contracts.
- Demonstrated project management skills and abilities.
- Demonstrated high level of successful customer service with public.

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

Physical Abilities:

Employees in this position must have/be able to:

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

SALARY:

Schedule:	Management – 225 Days
Salary Range:	Index 1.13

Approved by the Human Resources Department

Approved by the Board of Education _____.

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: CI C.7

Subject: Reasonable Accommodation- Revised Board Policy 4032 – Personnel

Background Information:

The Human Resources Department has worked to revise Board Policy 4032-Personnel; specifically to meet the federal and state requirements on a reasonable accommodation. The West Contra Costa Unified School District will, to the extent required by law, make reasonable accommodations for otherwise qualified individuals with disabilities who are employees, applicants for employment or elected officials unless undue hardship would result.

Recommendation: That the Board approve the modifications to Board Policy 4032.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by:

Approved _____

Not Approved _____

Tabled _____

West Contra Costa USD
Board Policy
Reasonable Accommodation

BP 4032
Personnel

Americans with Disabilities Act

The Governing Board of the West Contra Costa Unified School District ensures that employment practices do not unlawfully discriminate against qualified persons with disabilities in the application and recruitment process, pre-employment testing, hiring, advancement, training, compensation and termination of employment, or in the terms, conditions and privileges of employment. West Contra Costa Unified School District will, to the extent required by law, make reasonable accommodations for otherwise qualified individuals with disabilities who are employees or applicants for employment unless undue hardship would result.

Protected Individuals

The Americans With Disabilities Act ("ADA") and related federal and state laws protect qualified individuals with disabilities from employment discrimination. It is further recognized that, according to the Equal Employment Opportunity Commission's ("EEOC's") Interpretive Guidance, the definition of "employee" under the ADA would include elected officials. Persons entitled to protection under these laws are those who either:

1. Have a physical or mental impairment that substantially limits one or more major life activities;
2. Have a record of such an impairment; or
3. Are regarded as having such an impairment.

Medical Inquiry and Confidentiality

1. The district may condition an offer of employment on the results of a medical examination, provided all entering employees in the same job category are subjected to such an examination.
2. An applicant, ~~or~~ employee or elected official who requests accommodation will be required to submit documentation verifying that the individual has covered disability and that he/she needs an accommodation. The district reserves the right to require an individual requesting accommodation to submit to a medical examination by a district-approved medical professional at district expense.
3. All information obtained through medical inquiry or examination is kept confidential and

maintained in a medical file separate from an employee's general personnel file except:

- a. Managers and supervisors shall be informed of restrictions on the work or duties of disabled employees. An elected official requesting reasonable accommodations shall inform the Superintendent or designee of restrictions impacting their ability to perform one or more of the essential functions of their elected position.
 - b. Upon receiving notice of any employee's work restrictions, the manager or supervisor shall be responsible for contacting the Assistant Superintendent of Human Resources, or designee, both of whom shall, when appropriate, work with the employee to determine what accommodation is reasonable. The Superintendent or designee shall, when appropriate, work with the elected official to determine what accommodation is reasonable. The Superintendent or designee may utilize an outside consultant to facilitate the interactive process and help to determine what accommodations(s) may be reasonable.
 - c. When a proposed accommodation conflicts with language in contracts with any of our bargaining units, the district and union will meet and confer to determine what accommodation is reasonable.
 - d. First aid and safety personnel are informed of conditions that might require emergency treatment.
 - e. When government officials are investigating compliance with the ADA or related laws.
 - f. Is subject to disclosure on request by state workers' compensation offices, state second injury funds, or workers' compensation insurance carriers in accordance with state workers' compensation laws.
 - g. It may be used for insurance purposes.
4. All medical information will remain confidential even if the person is no longer an applicant, or is no longer an employee or elected official.
 5. Records of sick leave and medical appointments are not considered confidential medical information under this procedure.

Legal Reference:

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

UNITED STATES CODE, TITLE 29
701-794e Vocational Rehabilitation Act

UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act, especially:
35.107 Designation of employee
36.101-36.608 Nondiscrimination on the basis of disability by public facilities

CODE OF FEDERAL REGULATIONS, TITLE 29
1630.2 Direct threat

COURT DECISIONS
Colmenares v. Braemar Country Club, Inc., 2003 Cal.LEXIS 1131
Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045
US Airways, Inc. v. Barnett, (2002) 535 U.S., 122 S.Ct. 1516

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

WEB SITES

EEOC: <http://www.eeoc.gov>

Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
adopted: April 19, 2000 Richmond, California
revised: August 20, 2008
revised:

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: CI C.8

Subject: Approval Greenwood Academy Calendar for 2015-16 Only

Background Information:

Due to scheduling delays at Greenwood Academy it necessitates a one year calendar change to accommodate possible starting and ending dates to make up instruction days by not beginning school on the board adopted date of August 24, 2015.

The staff from Gompers and North Campus were invited to meet on May 5, 2015 to discuss calendar options. The staff of the two schools provided input on calendars and draft calendars were assembled for the groups viewing. At a meeting with the staff on May 12, 2015 the group reached consensus based on two possible starting dates.

The calendars provided tonight provide a modified schedule for:

- A) Start date of August 31, 2105. This would require making up 5 days of instruction. This is the most desired by the group.
- B) Start date of September 8, 2015. This would require making up 10 days of instruction.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District School Calendar Greenwood Academy - 2015-16 (August 31 – June 15) Option A

July '15

S	M	T	W	T	F	S	
			1	2	3	4	3 – Independence Day Holiday
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

January '16

S	M	T	W	T	F	S	
					1	2	1 – District Holiday
3	4	5	6	7	8	9	4 – Class Reconvene after recess
10	11	12	13	14	15	16	15 – End of 2 nd Quarter
17	18	19	20	21	22	23	18 – Martin Luther King Holiday
24	25	26	27	28	29	30	19 – Secondary Work Day (No School Middle & High Schools)
31							

School Days

18

August '15

S	M	T	W	T	F	S	
						1	19 – New Teacher Orientation
2	3	4	5	6	7	8	23 – Terence Martin Day (Memorial Day)
9	10	11	12	13	14	15	26 – Move in Day
16	17	18	19	20	21	22	27 – Professional Development (August)
23	24	25	26	27	28	29	28 – Teacher work day (August)
30	31						31 – First Day of School (Min. Day)

School Days

1

February '16

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	15-16 – Presidents' Week Recess (District Holidays)
21	22	23	24	25	26	27	
28	29						22 – 100 th day

School Days

16

September '15

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	7 – Labor Day (District Holiday)
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	24 – Back to School High High Schools (Minimum Day)
27	28	29	30				

School Days

17

March '16

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	31 – Open House- High Schools- Minimum Day
27	28	29	30	31			

School Days

23

October '15

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	12 – In-Service Training Day
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

School Days

21

April '16

S	M	T	W	T	F	S	
					1	2	1 – High School Minimum Day (Mark Report Cards)
3	4	5	6	7	8	9	5-8 – Spring Recess (No School)
10	11	12	13	14	15	16	15 – End of 3 rd Quarter
17	*18	19	20	21	22	23	18 – School Minimum Day (Mark Report Cards)
24	25	26	27	28	29	30	

School Days

20

November '15

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	6 – End of 1 st Quarter
8	*9	10	11	12	13	14	9 – School Minimum Day (Mark Report Cards)
15	16	17	18	19	20	21	11 – Veterans Day Holiday
22	23	24	*25	26	27	28	25 – Minimum Day All Schools
29	30						26-27 – Thanksgiving Holiday

18

May '16

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	30 – Memorial Day - Holiday
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

School Days

21

December '15

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	*18	19	18 – Minimum Day All Schools
20	21	22	23	24	25	26	23-31 – Winter Recess (No School)
27	28	29	30	31			24-25 – District Holidays

School Days










14

June '16

S	M	T	W	T	F	S	
			1	2	3	4	15 – Last day of School (Noon Dismissal)
5	6	7	8	9	10	11	
12	13	14	*15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

School Days

11

	Holiday
	No School
	Teacher Workday
	Professional Development
	New Teacher Orientation
	Terence Martin Day
	First/Last day of school
	100 th Day
	Move in/out day

Total School Days 180
Total Teacher Workdays 185

*MIN-Minimum Day First Semester 81
Second Semester 99

West Contra Costa Unified School District School Calendar

Greenwood Academy - 2015-16 (September 8 – June 17) Option B

July '15

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 – Independence Day Holiday

January '16

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 – District Holiday

4 – Class Reconvene after recess

18 – Martin Luther King Holiday

29 – End of 2nd Quarter

School Days

19

August '15

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 – New Teacher Orientation

23 – Terence Martin Day (Memorial Day)

31 – In-Service Training Day (October)

February '16

S	M	T	W	T	F	S
	*1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

1 – High School Minimum Day (Mark Report Cards)

12 – 100th day

15-16 – Presidents' Week Recess (District Holidays)

School Days

16

September '15

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 – Professional Development (August)

2 – move in day

3&4 – Teacher work day (August/January)

7 – Labor Day (District Holiday)

8 – First Day of School Min. Day

24 – Back to School Nigh High Schools (Minimum Day)

School Days

17

March '16

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

31 – Open House- High Schools- Minimum Day

School Days

23

October '15

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Days

22

April '16

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	*18	19	20	21	22	23
24	25	26	27	28	29	30

5-8 – Spring Recess (No School)

15 – End of 3rd Quarter

18 – School Minimum Day (Mark Report Cards)

School Days

20

November '15

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	*9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	*25	26	27	28
29	30					

6 – End of 1st Quarter

9 – School Minimum Day (Mark Report Cards)

11 – Veterans Day Holiday

25 – Minimum Day All Schools

26-27 – Thanksgiving Holiday

18

May '16

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

30 – Memorial Day - Holiday

School Days

21

December '15

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	*18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 – Minimum Day All Schools

23-31 – Winter Recess (No School)

24-25 – District Holidays

School Days

14










June '16

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	*17	18
19	20	21	22	23	24	25
26	27	28	29	30		

17 – Last day of School (Noon Dismissal)

School Days

13

	Holiday
	No School
	Teacher Workday
	Professional Development
	New Teacher Orientation
	Terence Martin Day
	First/Last day of school
	100 th Day
	Move in/out day

Total School Days 180

Total Teacher Workdays 185

*MIN-Minimum Day

First Semester 86

Second Semester 92

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.9
Associate Superintendent of Operations
Subject: Ratification and Approval of Engineering Services Contracts

Background Information:

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

Recommendation: Ratify and approve contracts.

Fiscal Impact: Total for this action: \$372,008. 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

Project/Funding	Dates	Firm	Contract Cost	Reference
Various Sites Bond Measure Funded	July 2015 through June 2016	School Facility Consultants	\$50,000	State School Facility Funding Services.
Scope of Work: State School Facility program support and funding assistance including filing and monitoring funding applications for all bond program projects.				

Crespi Middle School Hot Water Boiler Replacement Project Fund 40	November 2014 through May 2015	SJ Engineers	\$15,600	Design Services.
Scope of Work: Design and engineering services for the replacement of the existing Hot Water Boiler.				

Dover Elementary School Synthetic Field Project Bond Measure Funded (PID: 11510093-00)	May 2015	Kleinfelder	\$850	Additional Geotechnical Engineering Services.
Scope of Work: Additional geotechnical plan review.				

El Cerrito High School Stadium Project Bond Measure Funded (PID: 3541348-00)	January 2015 through November 2015	SGI Construction Management	\$252,816	Additional Construction Management Services
Scope of Work: Extension of construction management services through project completion. Staffing proposal includes one construction manager and one project engineer providing full-time services May through August and part time services September through November.				

King Elementary School Flooring Project Bond Measure Funded	May 2015	Conestoga-Rovers & Associates	\$5,716	Environmental Engineering Services.
Scope of Work: Moisture testing the flooring substrate to determine if a sealant is required prior to installation of the flooring.				

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

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Project/Funding	Dates	Firm	Contract Cost	Reference
Pinole Valley High School Off-Site Improvements & Security Project	May 2015 through June 2015	Mercurial Consulting	\$8,160	Cost Estimating Services.
Bond Measure Funded				

Scope of Work:

Third party cost estimating for planning and cost savings purposes.

Valley View Elementary School Interim Campus Project	May 2015 through November 2015	Consolidated Engineering Laboratories	\$15,000	Testing and Inspection Services.
Bond Measure Funded (PID:1601382-02)				

Scope of Work:

Material testing and construction inspection services.

Valley View Elementary School Campus Replacement Project	May 2015 through June 2015	Deems Lewis McKinley Architects	\$23,866	Additional Design Services.
Bond Measure Funded (PID:1601382-03)				

Scope of Work:

Additional design services to incorporate the three modular buildings from Ohlone ES including the Kitchen, Kindergarten and toilet modular.

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

ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.10
Associate Superintendent, Operations
Subject: Ratification of Negotiated Change Orders

Background information:

Staff is seeking ratification of Change Orders on the following current District construction projects: Pinole MS New Playfield; Sylvester Greenwood Academy & LPS; Harding ES Exterior Repairs & Roof; Korematsu MS New Building. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

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

Recommendation:

Ratify negotiated Change Orders as noted.

Fiscal Impact: Total ratification by this action: \$130,364.30

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

May 20, 2015 Change Order Summary

	Project	Company	Original Contract	Previously Approved/ Ratified CO's	CO's Pending Ratification	Change Percent	Total CO's	Total CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers	* Reason Code
1	Pinole MS New Playfield	Roebbelen Contracting	\$3,959,000.00	\$95,788.00	\$4,835.00	0.122%	\$104,850.00	2.65%	\$4,063,850.00	9	3, 2
					\$4,227.00	0.107%				10	3, 1
2	Sylvester Greenwood Academy & LPS	Lathrop Construction Associates, Inc.	\$53,887,350.00	\$2,035,140.00	\$61,799.00	0.11%	\$2,096,939.00	3.89%	\$55,984,289.00	72	3
3	Harding ES Exterior Repairs & Roof	Best Contracting Services, Inc.	\$918,600.00	\$33,088.66	\$24,619.29	2.68%	\$57,707.95	6.28%	\$976,307.95	4	1
4	Korematsu MS New Building	Arntz Builders, Inc.	\$42,762,406.00	\$794,877.13	\$34,884.01	0.08%	\$829,761.14	1.94%	\$43,592,167.14	52	3, 1

Total Board Action	\$130,364.30
---------------------------	---------------------

Note: the proposed Board Action is to Approve all Change Orders below ten percent (10%) of the Contract Value.

*** Change Order Reason Codes**

- 1 - Unforeseen Conditions
- 2 - Owner
- 3 - Design
- 4 - Outside Agency

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015
From: Lisa LeBlanc **Agenda Item:** CI C.11
Associate Superintendent, Operations
Subject: Hanna Ranch Elementary School Energy Management Controls Replacement Project Award of Contract

Background Information:

The District has prepared plans and specifications for the project. Scope of work includes: replacement of the energy management controls for furnace units, exhaust fans and AC units.

The District conducted a public bid process for the project. Bids were opened on May 7th, 2015. One contractor submitted a bid: Syserco \$133,765. The apparent lowest responsive, responsible bidder is Syserco.

Project Completion is anticipated August 2015.

Recommendation:

Award the contract to the lowest responsive, responsible bidder Syserco.

Fiscal Impact: \$133,765. Funded from Prop 39 Funding.

DISPOSITION BY BOARD OF EDUCATION

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

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015
From: Bruce Harter **Agenda Item:** CI C.12
Superintendent
Subject: Ratification of Appointments to Governance Subcommittee

Background Information:

At the May 6, 2015 meeting, the Board approved the establishment of a Governance Subcommittee of the Board with the following provisions:

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

President Todd Groves has appointed Board member Valerie Cuevas and himself as the members of the committee for the remainder of 2015.

Recommendation:

That the Board ratify the appointments to the Governance Subcommittee

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Bruce Harter
Superintendent

Agenda Item: CI C.13

Subject: Appointment to the Citizens Bond Oversight Committee

Background Information:

Valerie Cuevas is recommending the appointment of Tom Panas to the Citizens Bond Oversight Committee.

Recommendation:

That the Board appoint Tom Panas as Ms. Cuevas's representative on the CBOC

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015
From: Wendell C. Greer **Agenda Item:** D.1
Associate Superintendent, K – Adult Operations
Subject: Gold Ribbon Award / Gates Millennium Scholar Recognition

Background Information:

We would like to recognize and congratulate DeAnza High School students, staff, and parents for receiving the 2015 California Ribbon Schools Award. DeAnza is 1 out of 180 high schools that have been honored under the state's new Gold Ribbon Schools Awards Program, which is temporarily taking the place of the California Distinguished Schools Program. This award is a direct reflection of the dedication, hard work, and vision of the school's educational community.

Schools applied for the award based on a model program their school has adopted that includes standards-based activities, projects, strategies, and practices that can be replicated by other local educational agencies.

The Gold Ribbon awards recognize California schools that have made gains in implementing the academic content and performance standards adopted by the State Board of Education. These include, the California Standards for English Language Arts and Mathematics, California English Language Development Standards, and Next Generation Science Standards.

We would like to congratulate the students, staff, and parents for their support and hard work on obtaining the Gold Ribbon Award status at DeAnza High School.

DeAnza also has another Gates Millennium Scholar - Jasmine Gil. There are only 1,000 students nationwide who receive this scholarship out of 50,000+ applications. Last year DeAnza had one senior graduate, Cali Nguyen, receive this scholarship where she currently attends Stanford University. Jasmine will be attending UC Berkeley this Fall 2015. The scholarship will cover her undergraduate degree as well as providing her the opportunity for her graduate degree paid by the scholarship should Jasmine decide to continue her education at the graduate level.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015

From: Wendell C. Greer **Agenda Item:** D.2
Associate Superintendent K-Adult Education

Subject: Ivy League Summer Programs: Students from El Cerrito High School, Pinole Valley High School, Hercules High School, De Anza High School, John F. Kennedy High School, Richmond High School and Middle College High School will participate in college readiness programs offered at respective Ivy League Universities

Background Information:

The Ivy League Connection program has been an integral college awareness program in the West Contra Costa Unified School District for the last ten years. Each year, students at our respective high schools participate in an extensive application and interview process in order to gain acceptance into a summer program at an Ivy League or nationally recognized highly selective university. The Ivy League Connection program has grown tremendously over the years as a result of the contributions from numerous benefactors and corporations who are vested in providing educational opportunities for our students. This summer, West Contra Costa Unified School District will be sending thirty-three students to various Ivy League universities including: Cornell University, Columbia University, Brown University, the University of Pennsylvania, Vanderbilt University and the University of Chicago. The school district is proud to honor these outstanding students for their determination and willingness to accept this unique challenge, and we are confident that they will serve as positive ambassadors representing the West Contra Costa Unified School District.

The District would like to thank the following sponsors for their contributions:

The Seville Group	Hamilton + Aitken Architects	Baker Vilar Architects
HMC Architects	Backstrom McCarley Berry & Co., LLC	Piper Jaffray & Co
AE3Partners	Plumbers & Steamfitters Local 342	Stifel Financial Advisors
Interactive Resources	Quattrocchi and Kwok Architects	Sally Swanson Architects
Davillier Sloan	Matthew A. Pettler School Facility Consultants	HY Architects
Powell and Partners	Deems, Lewis and McKinley Architects	WLC Architects
Employer Advocates, Inc	Electrical Contractors Trust of Alameda County	IBEW/NECA LMCC Statewide
Contra Costa Chapter National Electrical Contractors Association (NECA) Charles Ramsey	NorCal Chapter, NECA	Cate Boskoff, Orbach Huff Suarez + Henderson, LLP

The District would also like honor and recognize this year's chaperones: Alfredo ChanLaw, Tiffani Neal, John Hillyer, Alana Scott, Joyce Thrift and Jenny Gilbert. Their efforts to schedule college visits and meetings with admissions officers and alums affords insight to the students and greater exposure for the District.

In addition, the Ivy League Connection program would like to extend its appreciation for the scholarships provided from our partner schools to further support our mission: Brown, Columbia, Cornell, Vanderbilt, the University of Pennsylvania and the University of Chicago. A special thank you is also extended to Mr. Don Gosney for his on-going support toward the many facets of the program.

Recommendation:
For Recognition Only

Fiscal Impact:
None

DISPOSITION BY BOARD OF EDUCATION

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

IVY LEAGUE CONNECTION 2015
SUMMER PROGRAM

Travel arrangements will be made by the school district. Students will be lodged on the respective campuses for the duration of the program and a certificated staff member will be accompanying the students. The appropriate study trip forms and insurance information will be completed prior to each trip and the district will retain a copy for its records.

COLUMBIA UNIVERSITY

Dates: 06/24/15 thru 07/18/15

Certificated Chaperone: Joyce Thrift~Hercules High

Program: Constitutional Law

Students:

Izabel Rodriguez	Kennedy High
Alyanna Paulino	Hercules High
Mark Bordas	De Anza High

Program: Introduction to Business, Finance, and Economics

Students:

Deborah Kyong	El Cerrito High
Saba Haile	Middle College High

CORNELL UNIVERSITY

Dates: 06/16/15 thru 07/11/15

Certificated Chaperone: Alfredo Chan-Law~Hercules High

Program: Hotel Management

Students:

Shanti Shrestha	Hercules High
Stephen Fong	De Anza High
Julie Lum	Hercules High

Program: The Individual in the Social World

Student:

Thao Le Hoang	Hercules High
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Program: An Introduction to Debate and Rhetoric

Students:

Justice delos Santos	Hercules High
Helen Gilbert-Snyder	El Cerrito High

BROWN UNIVERSITY-I

Dates: 7/11/15 thru 08/03/15

Certificated Chaperone: Tiffani Neal~Lovonya DeJean Middle School

Program: DNA Based Biotechnology

Students:

Komal Kumar	Hercules High
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BROWN UNIVERSITY-II

Dates: 07/18/15 thru 08/03/15

Certificated Chaperone: Tiffani Neal~Lovonya DeJean Middle School

Program: Women & Leadership

Students:

Maria Llose	Kennedy High
Cindy Reyes	De Anza High
Diana Ramirez	Richmond High
Erin Cain	El Cerrito High
Gabrielle Meacham	El Cerrito High
Esme Echavarria	Richmond High
Wendy Gonzalez	Richmond High

UNIVERSITY of PENNSLYVANIA

Dates: -7/01/15 thru 07/25/15

Certificated Chaperone: John Hillyer~De Anza High

Program: Academy of Physics

Students:

Rudy Suarez	Kennedy High
Justeen Hipolito	Middle College High

Program: Academy of Social Justice

Students:

Qian Jun Chen	Middle College High
Chiamaka Nwadike	Hercules High
Joanne Cheng	El Cerrito High
Elexis Webster	

VANDERBILT UNIVERSITY

Dates: 7/08/15 thru 7/31/15

Certificated Chaperone: Jenny Gilbert~De Anza High

Program: Medicine, Health and Society**Students:**

Arnold Dimas	Richmond High
Katherine Phan	Pinole Valley High
Hummd Alikhan	El Cerrito High

Program: Much Ado About Knotting**Students:**

Gwennie Gilbert-Snyder El Cerrito High

UNIVERSITY of CHICAGO

Dates: 07/07/15 thru 08/01/15

Certificated Chaperone: Alana Scott~Hercules High

Program: Developmental Psychology**Students:**

Brandon Dela Cruz	Hercules High
Tamika Whitenack	El Cerrito High

Program: Contagion: Infectious Agents and Emerging Diseases**Student:**

Aisha Asif El Cerrito High

Program: Physics of the Stars**Student:**

Jae-An Wang El Cerrito High

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Nicole Joyner
Director, Accountability

Agenda Item: D.3

Subject: District Local Control Accountability Plan (DLCAP) Parent Committee Report

Background Information: The District Local Control Accountability Plan (DLCAP) Parent Committee consists of parents or guardians and current students. Parent and student members represent the 6 school families and 14 community organizations. DLCAP committee meets throughout the year providing feedback on the LCAP and progress updates, in addition to advising the school board.

DLCAP committee members will report their advice to the Board.

The packet contains: LCAP cover sheet; Executive Summary; 2015-16 LCAP Revised as of May 13, 2015; 2015-16 LCAP Revisions; matrix chart of Programs/Services; Glossary for the LCAP; Acronyms for LCAP; Actions/Services for LCAP; LCAP Budget by Goal.

Recommendation: For Information Only

Fiscal Impact: 2015-16 Estimate Supplemental/Concentration funding \$30,292,183

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

2015—2016 LCAP Cover Sheet

LCAP and Annual Update Template Summary

Introduction :

The **Local Control and Accountability Plan (LCAP)** is a planning tool for districts to show how they will improve student outcomes and overall performance.

Eight State of California priorities must be covered: Basic Services, Academic Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and Other Outcomes. **LCAP** is a **3 year plan** for the upcoming school year and next 2 years. "Year 1" changes each year. For the 2015—16 LCAP:

Year 1 = 2015—2016

Year 2 = 2016—2017

Year 3 = 2017—2018

Section 1: Stakeholder Engagement

Section 1 details WCCUSD's plans to engage stakeholders (parents, pupils and others), and shares the anticipated impact. (p 3 –5)

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Part One: 2015-16 LCAP Goals (p 5 –19)

Goal 1: Improve student achievement for all students and accelerate student learning increases for English Language Learner (ELL) and Low Income (LI) students. (p 8—11)

Goal 2: Improve instructional practice through professional development and professional learning. (p 12-13)

Goal 3: Increase parent and community engagement, involvement, and satisfaction. (p 14)

Goal 4: Improve student engagement and climate outcomes, and allocate services to EL and LI students. (p 15—17)

Goal 5: Provide basic services to all students, including facilities and access to materials and technology. (p 18—19)

Part Two: 2014-15 LCAP Annual Update (p 20 –43)

Provides an overview of how the district performed on each of the 2014-2015 LCAP goals. Defines the changes in actions, services, and expenditures that will be made as a result of the review.

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

A. WCCUSD identifies the amount of supplemental funding received and how it is spent.

B. WCCUSD shows the percentage by which services for unduplicated pupils must be improved or increased. (p 44–45)

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Section 2

2015-16 Goals, Actions, Expenditures,
and Progress Indicators:

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Goal 2 p 12

Goal 3 p 14

Goal 4 p 15

Goal 5 p 18

2014-15 Annual Update p 20-43

Section 3

A. Use of Supplemental and
Concentration Grant Funds ... p 44

B. Proportionality p 44-45

Appendices

Appendix A: 2015-16 LCAP Revisions

Appendix B: Site Matrix

Appendix C: LCAP Glossary

Appendix D: Acronyms



Please visit www.wccusd.net/lcap
for LCAP and related documents.

EXECUTIVE SUMMARY

In 2013, the California State Legislature changed more than 40 years of schools funding calculations known as the “Revenue Limit.” The change resulted in what is now known as the Local Control Funding Formula (LCFF). The LCFF eliminated most “categorical” programs—restricted funds that could be used only for specific purposes. State funding now comes with a “base grant” that is the same for all school districts as well as supplemental and concentration funding based on the number of students who are English language learners, low income or foster youth. The LCFF will bring a significant increase in funding to the West Contra Unified School District (WCCUSD) over the next few years, but reduced enrollment and additional commitments placed on school districts by the state have tempered expectations.

The new funding that is generated through the LCFF is dedicated to improve the learning outcomes for three groups of students: English learners (EL), low-income (LI) students and foster youth (FY). In addition to the base grant, districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive what is known in the LCFF as a “supplemental grant.” Districts that have more than 55 percent of their students in one of those three categories also receive a “concentration grant.”

The district serves about 30,277 students from pre-K to Grade 12, three-quarters of which are English language learners, low-income, and/or foster youth (Table 1).

Under the LCFF formula, the district receives supplemental and concentration grants for the unduplicated count of students in those groups. Under the LCFF, the district is scheduled to receive consistent increases in funding until the year 2020-21, when the state expects to fully fund the formula. For 2015-16, the district will receive a base grant of \$198.5 million (including \$4.7 million of transportation and Targeted Instructional Improvement dollars), plus \$30.3 million in supplemental and concentration grants (Table 2).

Funding generated through the supplemental and concentration grants must be spent to increase or improve services for students who are English learners, low-income or foster youth. Districts have flexibility in determining which services to provide and how they will be implemented. Districts can distribute those funds through:

- Targeted Student Services—one-to-one services that go only to EL, LI or FY students.
- Schoolwide programs—for schools with 100% eligible students or on programs that primarily benefit EL, LI, and FY students.
- Districtwide Programs—initiatives for all that have achievement gap closing benefits to EL, LI and FY students.

Many of the programs and instructional methodologies that have proven effective in improving outcomes for the targeted student groups have been demonstrated to benefit all students.

The LCFF brings new resources and new accountability measures to WCCUSD. In enacting the LCFF, the Legislature also approved the Local Control Accountability Plan (LCAP), which mandates that districts describe how they intend to meet annual goals for all students and address state and local

priorities. The accountability plan must align goals to the defined priorities, set targets for improvement based on data and link expenditures to the District's goals.

In creating the LCAP requirement, the California legislature established priorities that must be included in the plan. These include:

- *Conditions of Learning*
 - Basic: Williams Settlement Criteria
 - Implementation of Common Core State Standards
 - Course Access
- *Pupil Outcomes*
 - Pupil Achievement
 - Other Student Outcomes
- *Engagement*
 - Parent Involvement
 - Pupil Engagement
 - School Climate

The Legislature also established requirements for stakeholder engagement in the process, including specific review by parents. The district's stakeholder engagement is detailed in Section I of the LCAP. In order to comply with the parental involvement mandate and to ensure the plan aligns with the community's goals and priorities, the WCCUSD Board of Education in January 2014 approved the formation of the District Local Control Accountability Parent Committee. The purpose of the committee is to advise the Board on the Local Control Accountability Plan. The committee is composed of parents or guardians of elementary and secondary WCCUSD students representing each high school attendance area, representatives from stakeholder groups who are parents or guardians of District students and students from each high school.

In addition to the committee meetings and regular updates to the Board of Education, the District has hosted five town hall meetings that brought together more than XXXX members of the community to offer their feedback. Three meetings were held for the general community, one for partner organizations and one for students.

MAJOR CHANGES FOR 2015-2016

The LCAP has a different look due to significant changes mandated by the State Board of Education, encouraged by county officials and prompted by feedback received from District stakeholders. The changes include:

- Modifications to the LCAP template that were mandated by the State Board of Education
- Consolidation of the 14 goals to 5, which was encouraged by county office of education officials
- Inclusion of only the supplemental and concentration grant funds, which was prompted by stakeholder feedback regarding the complexity of the document

It is hoped these changes give our stakeholders a more focused and less fractured look at the LCAP. Due to the changes ordered by the state Board of Education, the LCAP template now combines the Annual Measurable Outcomes with Actions, Services and Budget (Figure 1) and requires an annual review to compare plans with actual services, actions and expenditures (Figure 2).

The consolidation from 14 goals in 2014-2015 to five in 2015-2016 will provide more focus, improve the link between goals and services and allow the District and its stakeholders to better prioritize the work outlined in the LCAP.

The final change to the LCAP is the inclusion of only supplemental and concentration funds. The plan for 2014-2015 includes elements from some state and federal grants, capital improvement and general fund resources, which caused confusion for stakeholders and staff alike. With this change, it is hoped that stakeholders will have a better understanding of the funding that is covered by the LCAP and will be able to better identify the expenditures that should be prioritized.

2015-2016 GOALS AND EXPENDITURES

GOAL 1

Improve student achievement for all students and accelerate student learning increases for ELL and low income students.

\$9,673,797

GOAL 2

Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.

\$6,181,890

GOAL 3

Increase parent and community engagement, involvement, and satisfaction.

\$1,777,289

GOAL 4

Improve student engagement and climate outcomes, and allocate services to ELL and LI students.

\$11,577,617

GOAL 5

Provide basic services to all students, including facilities, access to materials and technology.

\$1,081,590

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**Revised 5/13/15****Introduction:**

LEA: West Contra Costa Unified

Contact (Name, Title, Email, Phone Number): Nicole Joyner, Director Accountability, njoyner@wccusd.net, 510-307-4502

LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Details of Meeting Dates and Stakeholder group:	All site plans will reflect the goals listed in our LCAP
September 30, 2014 – District LCAP Parent Committee (DLCAP) Meeting November 13, 2014 – DLCAP Meeting January 15, 2015 – DLCAP Meeting	Based on DLCAP participant feedbacks for more meetings, additional meetings were scheduled in November and January. During the meetings, parent participants received LCAP progress updates, budget updates, and more in-depth training about the LCAP. Participants also drafted a stakeholder engagement plan. In addition, based on DLCAP feedback, LCAP Infographics (Overall District and Site Based) were developed and used as a training tool at subsequent LCAP meetings. All materials were provided in English and Spanish.
January 28, 2015 – School Board Study Session February 25, 2015 – School Board Study Session	The School Board Study Sessions focused on creating parameters for the development of the 2015-16 LCAP. The Board reviewed the LCAP and overall budget for 2015-16 and provided general direction for the staff to incorporate into the LCAP and 2015-16 Budget.
February 9, 2015 – Youth Commission Meeting February 23, 2015 – Youth Commission Meeting March 9, 2015 – Youth Commission Meeting March 23, 2015 – Youth Commission Meeting	Youth Commission members were charged with developing an LCAP student engagement plan and implementing at least one major event from the plan in April. During preparation meetings, Youth Commission members received training about the LCFF and the LCAP. They were also trained as group facilitators, which enabled them to lead groups during the Student Town Hall Meeting.
February 10, 2015 – Academic Subcommittee Town Hall Meeting February 12, 2015 – Community Town Hall Meeting February 28, 2015 – Community Town Hall Meeting March 5, 2015 – Community Partner Town Hall Meeting March 7, 2015 – Community Town Hall Meeting April 16, 2015 – Student Community Town Hall Meeting	The 2015 Community Town Hall Meetings served as a way to inform, engage, and gather input and feedback from critical stakeholders: Parents, students, teachers, principals, staff, community partners, and community organizations. The Superintendent provided an informative LCFF/LCAP presentation and then participants rotated through group presentations on 16 support services. At the end of the meetings, participants voted for their top 3 priorities, which had been slated for addition or expansion in the 2015-16 LCAP. All materials were provided in English and Spanish. This information was used to revise 2015-16 priorities in the LCAP.
February 24, 2015 – Full Service Community Schools Advisory Committee Meeting	LCAP overview and details about the alignment with the strategic plan were presented to committee members.
March 31, 2015 – DLCAP Meeting April 23, 2015 – DLCAP Meeting May 11, 2015 – DLCAP Meeting	The draft LCAP presentation and updated iterations were posted on the district website for public review and feedback. The feedback and questions from stakeholders about the draft LCAP were responded to in writing, posted on the District website, and used to build the final LCAP.
May 20, 2015 – LCAP Public Hearing June 24, 2015 – LCAP Adoption	Board meetings focused on LCFF/LCAP were additional opportunities for the community to give feedback on the LCAP plan.
Annual Update:	Annual Update:

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Improve student achievement for all students and accelerate student learning increases for EL and low income students		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____																												
	Identified Need: To support all students to have equal access to high quality instructional programs so they may reach high academic standards that will ensure college and career readiness by the end of 12th grade																														
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All																												
LCAP Year 1: 2015-16																															
Expected Annual Measurable Outcomes:	a. Continue to provide full complement of specified courses for grade 7-12 students b. API Score c. Increase CAASPP ELA and Math proficiency based on baselines d. CAHSEE Pass Rate in English will increase by 2% e. CAHSEE Pass Rate in Math will increase by 2% f. PSAT Selection Index will increase 3% g. UC/CSU completion rate will increase 2%		h. # of Students completing CTE program will increase by 3% i. # of AP exams taken will increase by 2% j. % passing AP exams will increase by 2% k. % students Ready for College/Conditional in English will increase by 2% l. % students Ready for College/Conditional in math will increase by 2% m. % of students scoring Early Advanced/ Advanced on the CELDT will increase by 3% n. EL reclassification rate will increase by 2% o. Double Goal 1 Targets for LI, EL, FY students																												
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7) Psychological services for highest needs schools (11 elementary, 4 middle, and 5 high in 2015-16)	School-wide	____ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Expand psychologists for students in highest needs schools with \$340,667 in supplemental & concentration funds
8) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	LEA-wide	____ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Support and improve ELL assessment & reclassification services & materials with \$934,585 in supplemental & concentration funds
9) Staffing at high schools to improve learning of targeted students at high need schools (Kennedy, Richmond, North Campus, Gompers)	School-wide	____ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Staffing at high schools over 75% unduplicated student count with \$1,001,236 in supplemental & concentration funding
10) Continue to provide out-of-school time services to highest need students	LEA-wide	____ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Summer school with \$584,053 supplemental & concentration funding
11) Add psychiatric social work services at high need middle schools	School-wide	____ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Continue using \$44,238 in supplemental & concentration funding add psychiatric social work services to highest need middle schools
12) Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed	LEA-wide	____ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Use \$25,000 in supplemental & concentration funds to provide trainings/consultations

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	a. Continue to provide full complement of specified courses for grade 7-12 students	h. # of Students completing CTE program will increase by 3%
	b. API Score	i. # of AP exams taken will increase by 2%
	c. Increase CAASPP ELA and Math proficiency based on baselines	j. % passing AP exams will increase by 2%
	d. CAHSEE Pass Rate in English will increase by 2%	k. % students Ready for College/Conditional in English will increase by 2%
	e. CAHSEE Pass Rate in Math will increase by 2%	l. % students Ready for College/Conditional in math will increase by 2%
	f. PSAT Selection Index will increase 3%	m. % of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%
	g. UC/CSU completion rate will increase 2%	n. EL reclassification rate will increase by 2%
		o. Double Goal 1 Targets for LI, EL, FY students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Use \$1,300,000 from supplemental and concentration funds

2) Library book, science & arts materials refresh & accelerated reader at K-8	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$301,000 in supplemental & concentration grants
3) Continue to provide, and expand & improve college & career ready programs & services –e.g. college counseling & support for college going culture and linked learning implementation	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Add counseling staff, programs & services \$3,176,767 from supplemental & concentration grants
4) Expand innovative STEM opportunity – Fab Lab (located at Kennedy HS)	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Implementation of Fab Lab for KHS family of schools \$300,000 from supplemental, concentration grants
5) Implement full day kindergarten at district schools	School-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Extend school day for kindergarteners at additional schools with \$1,113,996 supplemental & concentration funds
6) Whole school intervention model (Stege Elementary)	School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	At 1 school extend school day, school year, add support services with \$55,225 from supplemental & concentration funds
7) Psychological services for highest needs schools	School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Expand psychologists for students in highest needs schools with \$340,667 in supplemental & concentration funds
8) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	LEA-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Support and improve ELL assessment & reclassification services & materials with \$934,585 in supplemental & concentration funds
9) Staffing at middle and high schools to improve learning of targeted students at high need schools	School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Staffing at high schools over 75% unduplicated student count with \$1,001,236 in supplemental & concentration funding
10) Continue to provide out-of-school time services to highest need students	LEA-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Summer school with \$584,053 supplemental & concentration funding
11) Add psychiatric social work services at high need middle schools	School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Continue using \$44,238 in supplemental & concentration funding add psychiatric social work services to highest need middle schools

12) Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed	LEA-wide	__ALL OR: __Low Income pupils __English Learners __X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Use \$25,000 in supplemental & concentration funds to provide trainings/consultations
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	a. Continue to provide full complement of specified courses for grade 7-12 students b. API Score c. Increase CAASPP ELA and Math proficiency based on baselines d. CAHSEE Pass Rate in English will increase by 2% e. CAHSEE Pass Rate in Math will increase by 2% f. PSAT Selection Index will increase 3% g. UC/CSU completion rate will increase 2%	h. # of Students completing CTE program will increase by 3% i. # of AP exams taken will increase by 2% j. % passing AP exams will increase by 2% k. % students Ready for College/Conditional in English will increase by 2% l. % students Ready for College/Conditional in math will increase by 2% m. % of students scoring Early Advanced/ Advanced on the CELDT will increase by 3% n. EL reclassification rate will increase by 2% o. Double Goal 1 Targets for LI, EL, FY students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) <u>Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School)</u>	<u>School-wide</u>	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Use \$1,300,000 from supplemental and concentration funds
2) Library book, science & arts materials refresh & accelerated reader at K-8	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Use \$301,000 in supplemental & concentration grants
3) Continue to provide, and expand & improve college & career ready programs & services –e.g. college counseling & support for college going culture and linked learning implementation	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Add counseling staff, programs & services \$3,176,767 from supplemental & concentration grants
4) Expand innovative STEM opportunity – Fab Lab (located at Kennedy HS)	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Implementation of Fab Lab for KHS family of schools \$300,000 from supplemental, concentration grants
5) Implement full day kindergarten at district schools (___ schools in 2017-18)	School-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Extend school day for kindergarteners at additional schools with \$1,113,996 supplemental & concentration funds
6) Whole school intervention model (Stege Elementary)	School-wide	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)	At 1 school extend school day, school year, add support services with \$52,225 from supplemental & concentration funds
7) Psychological services for highest needs schools	School-wide	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient	Expand psychologists for students in highest needs schools with \$340,667 in supplemental & concentration funds

8) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	LEA-wide	Other Subgroups:(Specify) _____ ___ALL OR: ___X___ Low Income pupils ___X___ English Learners ___X___ Foster Youth ___X___ Redesignated fluent English proficient Other Subgroups:(Specify) _____	Support and improve ELL assessment & reclassification services & materials with \$934,585 in supplemental & concentration funds
9) Staffing at middle and high schools to improve learning of targeted students at high need schools	School-wide	Other Subgroups:(Specify) _____ ___ALL OR: ___X___ Low Income pupils ___X___ English Learners ___X___ Foster Youth ___X___ Redesignated fluent English proficient Other Subgroups:(Specify) _____	Staffing at high schools over 75% unduplicated student count with \$1,001,236 in supplemental & concentration funding
10) Continue to provide out-of-school time services to highest need students	LEA-wide	Other Subgroups:(Specify) _____ ___ALL OR: ___X___ Low Income pupils ___X___ English Learners ___X___ Foster Youth ___X___ Redesignated fluent English proficient Other Subgroups:(Specify) _____	Summer school with \$584,053 supplemental & concentration funding
11) Add psychiatric social work services at high need middle schools	School-wide	Other Subgroups:(Specify) _____ ___ALL OR: ___X___ Low Income pupils ___X___ English Learners ___X___ Foster Youth ___X___ Redesignated fluent English proficient Other Subgroups:(Specify) _____	Continue using \$44,238 in supplemental & concentration funding add psychiatric social work services to highest need middle schools
12) Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed	LEA-wide	Other Subgroups:(Specify) _____ ___ALL OR: ___Low Income pupils ___English Learners ___X___ Foster Youth ___Redesignated fluent English proficient Other Subgroups:(Specify) _____	Use \$25,000 in supplemental & concentration funds to provide trainings/consultations

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	Goal 2: Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.		Related State and/or Local Priorities: 1__ 2__X__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
	Identified Need:	To support teachers, administrators, and other staff with basic credentialing needs and professional development opportunities to improve academic performance for all students		
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	a. Establish baselines for observational tool to measure CCSS implementation b. % of new teachers who stay into their 4th year will increase by 3% c. % of principals who stay into their 4th year will increase by 5%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1) Provide additional calendar days for teacher professional development	LEA-wide	___X___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient	Provide additional calendar days for teacher professional development using \$2,570,300 in supplemental & concentration funds	

		<u>Other Subgroups:(Specify)</u>	
2) District-wide staff development day, plus targeted training for classified staff	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Provide professional development for classified staff using \$10,000 in supplemental & concentration funds
3) Decentralize funding to schools for implementation of school plans	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Direct allocation to schools using \$3,000,000 in supplemental & concentration grants
4) Convene best practices conference, summer of innovation contest, and response to intervention/universal design for learning	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Continue best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$457,500 in supplemental & concentration funds
5) Implementation of CCSS, ELL Standards, Next Generation Science standards in all schools with an equity lens	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Provide professional coaches, data support tools, professional development using \$144,090 in supplemental and concentration funds

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	a. Establish baselines for observational tool to measure CCSS implementation b. % of new teachers who stay into their 4th year will increase by 3% c. % of principals who stay into their 4th year will increase by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide additional calendar days for teacher professional development	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Provide additional calendar days for teacher professional development using \$2,570,300 in supplemental & concentration funds
2) District-wide staff development day, plus targeted training for classified staff	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Provide professional development for classified staff using \$10,000 in supplemental & concentration funds
3) Decentralize funding to schools for implementation of school plans	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Direct allocation to schools using \$3,000,000 in supplemental & concentration funds
4) Convene best practices conference, summer of innovation contest, and response to intervention/universal design for learning	LEA-wide	<u>X</u> ALL OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Continue best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$457,500 in supplemental & concentration funds

5) Implementation of CCSS, ELL Standards, Next Generation Science standards in all schools with an equity lens	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Provide professional coaches, data support tools, professional development using \$144,090 in supplemental and concentration funds
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	a. Establish baselines for observational tool to measure CCSS implementation b. % of new teachers who stay into their 4th year will increase by 3% c. % of principals who stay into their 4th year will increase by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide additional calendar days for teacher professional development	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Provide additional calendar days for teacher professional development using \$2,570,300 in supplemental & concentration funds
2) District-wide staff development day, plus targeted training for classified staff	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Provide professional development for classified staff using \$10,000 in supplemental & concentration funds
3) Decentralize funding to schools for implementation of school plans	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Direct allocation to schools using \$3,000,000 in supplemental & concentration grants
4) Convene best practices conference, summer of innovation contest, and response to intervention/universal design for learning	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Continue best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$457,500 in supplemental & concentration funds
5) Implementation of CCSS, ELL Standards, Next Generation Science standards in all schools with an equity lens	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Provide professional coaches, data support tools, professional development using \$144,090 in supplemental and concentration funds

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	Related State and/or Local Priorities:
		1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	To provide opportunities for parents to build capacity so they can support children with their learning	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:	a. Healthy Kids Parent Survey response rate will increase by 10% b. Healthy Kids Parent Surveys will measure engagement, involvement, and satisfaction c. Community partner surveys will measure engagement and satisfaction		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)	LEA-wide	__ALL ----- OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Continue parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,777,289 in supplemental & concentration grants
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	a. Healthy Kids Parent Survey response rate will increase by 10% b. Healthy Kids Parent Surveys will measure engagement, involvement, and satisfaction c. Community partner surveys will measure engagement and satisfaction		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)	LEA-wide	__ALL ----- OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Continue parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,777,289 in supplemental & concentration grants
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	a. Healthy Kids Parent Survey response rate will increase by 10% b. Healthy Kids Parent Surveys will measure engagement, involvement, and satisfaction d. Community partner surveys will measure engagement and satisfaction		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)	LEA-wide	__ALL ----- OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Continue parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,777,289 in supplemental & concentration grants

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	Goal 4: Improve student engagement and climate outcomes, and allocate services to EL and LI students	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5__X__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	To provide systems, programs, and opportunities that directly support the nutritional, mental and physical health of all students	
Goal Applies to:	Schools:	All

Applicable Pupil Subgroups:		All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	a.	School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate	f.	Number of dropouts from underserved groups will decrease by 5%
	b.	ADA rate for underserved groups will decrease by 2%	g.	Graduate rate will increase by 2%
	c.	% students chronically absent will decrease by 3%	h.	Graduate rate of underserved students will increase by 3%
	d.	# of middle school dropouts will decrease by 5%	i.	# of out-of-school suspensions will decrease by 3%
	e.	Dropout rate will decrease by 0.5%	j.	# of out-of-school suspensions of underserved students will decrease by 5%
			k.	Maintain low level of expulsions
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$416,832 in supplemental & concentration grant funds
2) Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$338,265 in supplemental & concentration grant funds
3) Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$415,000 in supplemental & concentration funds
4) Add extracurricular programs at secondary schools and support for coordination within schools		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$455,000 in supplemental and concentration grant funding
5) Implement the 2014 English Language Learner master plan including professional development for parents and staff		LEA-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Continue staffing including professional development coaches and materials with \$1,601,302 from supplemental & concentration funds
6) Provide “Playworks” at elementary schools with greater than 65% ELL, low income & foster youth students (25 elementary schools)		School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$1,320,840 in supplemental & concentration funds to provide “Playworks” at elementary schools with greater than 70% ELL, low income & foster youth students
7) Provide technology coaches at targeted schools		School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$218,257 in supplemental & concentration funds to provide technology coaches at highest need schools
8) Continue to support coordination and programs for Full Services Community Schools		LEA-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$561,321 in supplemental & concentration grant funds.

9) Augment Special Education services provided to LI, EL, FY	LEA-wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	Use \$3,200,000 in supplemental & concentration grant funds.
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	a. School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate		f. Number of dropouts from underserved groups will decrease by 5%	
	b. ADA rate for underserved groups will decrease by 2%		g. Graduate rate will increase by 2%	
	c. % students chronically absent will decrease by 3%		h. Graduate rate of underserved students will increase by 3%	
	d. # of middle school dropouts will decrease by 5%		i. # of out-of-school suspensions will decrease by 3%	
	e. Dropout rate will decrease by 0.5%		j. # of out-of-school suspensions of underserved students will decrease by 5%	
			k. Maintain low level of expulsions	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$416,632 in supplemental & concentration grant funds
2) Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$3,389,265 in supplemental & concentration grant funds
3) Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$415,000 in supplemental & concentration funds
4) Add extracurricular programs at secondary schools and support for coordination within schools		LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$455,000 in supplemental and concentration grant funding
5) Implement the 2014 English Language Learner master plan including professional development for parents and staff		LEA-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Continue staffing including professional development coaches and materials with \$1,601,302 from supplemental & concentration funds
6) Provide “Playworks” at elementary schools with greater than 65% ELL, low income & foster youth students (25 elementary schools)		School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$1,279,021 in supplemental & concentration funds to provide “Playworks” at elementary schools with greater than 70% ELL, low income & foster youth students
7) Provide technology coaches at targeted schools		School-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$218,257 in supplemental & concentration funds to provide technology coaches at highest need schools

8) Continue to support coordination and programs for Full Services Community Schools	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)	Use \$561,321 in supplemental & concentration grant funds.
9) Augment Special Education services provided to LI, EL, FY	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)	Use \$3,200,000 in supplemental & concentration grant funds.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	a. School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate b. ADA rate for underserved groups will decrease by 2% c. % students chronically absent will decrease by 3% d. # of middle school dropouts will decrease by 5% e. Dropout rate will decrease by 0.5%				f. Number of dropouts from underserved groups will decrease by 5% g. Graduate rate will increase by 2% h. Graduate rate of underserved students will increase by 3% i. # of out-of-school suspensions will decrease by 3% j. # of out-of-school suspensions of underserved students will decrease by 5% k. Maintain low level of expulsions			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures			
1) Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices		LEA-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		Use \$416,632 in supplemental & concentration grant funds			
2) Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)		LEA-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		Use \$3,389,265 in supplemental & concentration grant funds			
3) Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers		LEA-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		Use \$415,000 in supplemental & concentration funds			
4) Add extracurricular programs at secondary schools and support for coordination within schools		LEA-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		Use \$455,000 in supplemental and concentration grant funding			
5) Implement the 2014 English Language Learner master plan including professional development for parents and staff		LEA-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)		Continue staffing including professional development coaches and materials with \$1,601,302 from supplemental & concentration funds			
6) Provide “Playworks” at elementary schools with greater than 65% ELL, low income & foster youth students (25 elementary schools)		School-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)		Use \$1,279,021 in supplemental & concentration funds to provide “Playworks” at elementary schools with greater than 70% ELL, low income & foster youth students			

7) Provide technology coaches at targeted schools	School-wide	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$218,257 in supplemental & concentration funds to provide technology coaches at highest need schools
8) Continue to support coordination and programs for Full Services Community Schools	LEA-wide	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$561,321 in supplemental & concentration grant funds.
9) Augment Special Education services provided to LI, EL, FY	LEA-wide	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$3,200,000 in supplemental & concentration grant funds.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	Goal 5: Provide basic services to all students, including facilities, access to materials and technology.		Related State and/or Local Priorities:	
			1 <u> </u> X 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify _____	
Identified Need:	To maintain facilities in "good repair," provide materials and technology to students, and to ensure teacher assignment is appropriate.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	a. Ensure Williams' certification finds that 100% students have access to standards aligned materials b. Ensure 0% misassignment rates		c. Ensure 0% misassignment rates of English Learners d. Increase % facilities with Good / Exemplary rating by 3%	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1) Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry (all elementary schools, 2 middle schools, 2 high schools)	LEA-wide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		Use \$956,590 in supplemental & concentration grant funds
2) Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	LEA-wide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		Use \$125,000 in supplemental, concentration grants
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	a. Ensure Williams' certification finds that 100% students have access to standards aligned materials b. Ensure 0% misassignment rates		c. Ensure 0% misassignment rates of English Learners d. Increase % facilities with Good / Exemplary rating by 3%	

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1)	Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$956,590 in supplemental & concentration grant funds
2)	Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$125,000 in supplemental, concentration grants
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	a. Ensure Williams' certification finds that 100% students have access to standards aligned materials b. Ensure 0% misassignment rates		c. Ensure 0% misassignment rates of English Learners d. Increase % facilities with Good / Exemplary rating by 3%	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1)	Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$956,590 in supplemental & concentration grant funds
2)	Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Use \$125,000 in supplemental, concentration grants

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	1.1 Improve student achievement for all students		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>X</u> 5__ 6__ 7__ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools			
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes	Ensure students have access and enrollment in all required courses of study Establish CAASPP ELA and Math proficiency baselines CAHSEE Pass Rate (350+) in English will increase by 2% CAHSEE Pass Rate (350+) in Math will increase by 2% PSAT Selection Index will increase 3% UC/CSU completion rate will increase 2% # of students completing CTE program will increase by 3% # of AP exams taken will increase by 2% % passing AP exams will increase by 2% % students who are 'Ready for College/Conditional' in English will increase by 2% % students who are 'Ready for College/Conditional' in math will increase by 2%		Actual Annual Measurable Outcomes	14-15 Baseline: pending 13-14 Baseline: 71% / 14-15 Goal: 73% / 14-15 Actual: pending 13-14 Baseline: 71% / 14-15 Goal: 73% / 14-15 Actual: pending 13-14 Baseline: 110 / 14-15 Goal: 113 / 14-15 Actual: 108 13-14 Baseline: <u>42%</u> / 14-15 Goal: <u>44%</u> / 14-15 Actual: pending 13-14 Baseline: 220 / 14-15 Goal: 227 / 14-15 Actual: pending 13-14 Baseline: 1916 / 14-15 Goal: 1954 / 14-15 Actual: pending 13-14 Baseline: 33% / 14-15 Goal: 35% / 14-15 Actual: pending 13-14 Baseline: 27% / 14-15 Goal: 29% / 14-15 Actual: pending 13-14 Baseline: 37% / 14-15 Goal: 39% / 14-15 Actual: pending
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement K-3 class size reduction to average of 24 students	Additional staff added \$2,600,000 from base budget	MAJOR ACTION(S) COMPLETED: K-3 class size average is 24 to 1		\$2,600,000
Scope of service: All schools K-3 LEA-wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		All schools K-3 LEA-wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
Expand transition kindergarten – add 5 per year (if space available)	Addition staff \$640,172 from base budget	MAJOR ACTION(S) COMPLETED: 4 Additional TK classrooms have been implemented (17 total TKs districtwide)		\$563,385
Scope of service: LEA-wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		LEA-wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
Expand dual immersion	Materials, supplies & staff \$100,000 from base budget	MAJOR ACTION(S) COMPLETED: Hired teacher, new dual immersion program started at Stewart		\$100,000

Scope of service: School-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		Elementary (kindergarten)	
Scope of service: School-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		Scope of service: School-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Library book, science & arts materials refresh & accelerated reader at K-8	Books, materials & supplies \$210,000 from base budget with \$300,000 in supplemental & concentration grants	IN PROGRESS: Hosted differentiated professional development sessions for teachers, coaches, administrators, and grad tutors; Integration of Renaissance Learning Program with existing WCCUSD data systems	Base=\$210,000 Supplemental/Concentration=\$301,000 Increased budget for supplies
Scope of service: LEA-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		Scope of service: LEA-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Continue to provide, and expand & improve college & career ready programs & services –e.g. college counseling & support for college going culture and linked learning implementation	In addition to existing, add counseling staff, programs & services \$2,277,000 from supplemental & concentration grants	MAJOR ACTION(S) COMPLETED: Hired 4 college and career-ready counselors (De Anza, Kennedy, Richmond, North Campus/Gompers), integrating Linked Learning (LL) into CCSS work, providing PD/Coaching	\$2,115,047 Increase to add 1.0 FTE Social Science teacher for the Gateway to College Program but overestimated GtoC annual invoice amount
Scope of service: LEA-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		Scope of service: LEA-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Expand innovative STEM opportunity – Fab Lab	Renovation of fab lab space at KHS \$750,000 from bond funds	MAJOR ACTION(S) COMPLETED: Host Focus Groups to gather data from stakeholders on the Fab Lab. Purchase beginning supplies and materials for the temporary Fab Lab while Fab Lab is under construction. Work with the Fab Foundation and Chevron to build curriculum for use in the Fab Lab. Provide professional development and coaching to teachers and other staff on the proper use of the Fab Lab equipment. Provide professional development and coaching on building integrated lesson plans to use in the Fab Lab.	\$167,000
Scope of service: School-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		Scope of service: School-wide <input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 1.1 and 1.2 were combined into Goal 1 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> • Implement K-3 class size reduction to average of 24 students • Expand transition kindergarten • Expand dual immersion <p>The following action/service was added to the 2015-16 LCAP Goal 1:</p> <ul style="list-style-type: none"> • Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School).
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Original GOAL from prior year LCAP:	1.2 Accelerate student learning increases for ELL and low income students		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	EL, LI, FY		
Expected Annual Measurable Outcomes	CELDT proficiency will increase by 3%		Actual Annual Measurable Outcomes	13-14 Baseline: 30% / 14-15 Goal: 33% / 14-15 Actual: pending
	EL reclassification rate will increase by 2%			13-14 Baseline: 14% / 14-15 Goal: 16% / 14-15 Actual: pending
	Double 1.1 Targets for LI, EL, FY students			13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement full day kindergarten at district schools	Extend school day for kindergarteners at 9 schools with \$434,100 supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: 11 schools have full day kindergarten programs (Verde, Lake, Dover, Downer, Chavez, Lincoln, Grant, Stege, Nystrom, King, Ford)	\$384,800-Reduced due to unfilled vacancies	
Scope of service:	School-wide		School-wide	
__ALL		__ALL		
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		
Whole school intervention model at targeted elementary school (Stege Elementary)	At one school extend school day, school year, add support services with \$449,033 from	MAJOR ACTION(S) COMPLETED: School day has been extended. School has 2 teachers and 2 instructional aides in the learning center. East Bay	Supplemental/Concentration= \$49,033 Title I=\$400,000	

	supplemental & concentration funds	Center for Performing Arts is providing services to students. Counseling services are being provided. Targeted coaching is being provided to teachers. Vice Principal is in place.	
Scope of service: School-wide		Scope of service: School-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Psychological services for highest needs schools	Provide additional psychologists for students in highest needs schools with \$400,000 in supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Additional psychologists were hired and assigned to sites (Verde, Lake, Dover, Downer, Chavez, Lincoln, Grant, Stege, Nystrom, King)	\$340,667
Scope of service: School-wide		Scope of service: School-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	Support and improve ELL assessment & reclassification services & materials with \$935,000 in supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Elementary Writing Spanish Benchmarks and Spanish Reading Language Arts Benchmarks aligned to Common Core State Standards (CCSS), distributed and administered; Accountability measures in place for EL student identification, placement, instruction, and assessment as per English Learner Master Plan; Interim EL Reclassification Criteria approved by the Board on December 17, 2014; Piloted new Secondary English Language Development (ELD) CCSS aligned curriculum in summer 2014; PD for teachers, coaches, and administrators to support the instruction of EL students in ELD, Specially Designed Academic Instruction in English (SDAIE), Transitional Bilingual and Dual Language Education, and Newcomer EL Student Support and Strategies	\$784,585-Late implementation reduced the materials/supplies budget
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Implement the full-services learning center model at highest need schools	Implement the full-services learning center model at one school in 2014-15 with \$136,820	MAJOR ACTION(S) COMPLETED: WCCUSD team visited exemplary models of Full Inclusion Learning Centers; Learning Center staff hired for 2014-15;	\$91,301-Actual personnel cost came in lower than anticipated

	in supplemental & concentration funds	Trained Stege staff on Pilot Learning Center Model; Learning Centers are fully operational	
Scope of service: School-wide		School-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Grad Tutor Pilot Initiative focused on supporting the learning center model at high need schools (This includes professional development.)	Pilot the Grad Tutor Initiative at schools 70%+ unduplicated count in 2014-15 with \$1,343,593 in supplemental & concentration fund and \$800,000 in federal funds	MAJOR ACTION(S) COMPLETED: Established differentiated training to address site/Grad Tutor-specific needs; Provided training for Grad Tutors in use of STAR data to support strategic instruction Participated in visitations to identified sites to observe Grad Tutor support to students within the Learning Center Model to identified students and progress monitoring;	Supplemental/Concentration=\$1,493,857-Increased due to additional Grad Tutors assigned at sites > 70% UDC
Scope of service: School-wide		School-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Staffing at middle and high schools to improve learning of targeted students at high need schools	Staffing at high schools over 75% unduplicated student count with \$1,137,277 in supplemental & concentration funding	MAJOR ACTION(S) COMPLETED: Staffing was added and positions were filled (Kennedy HS and Richmond HS)	\$971,219-Actual personnel cost came in lower than anticipated
Scope of service: School-wide		Scope of service: School-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Continue to provide out-of-school time services to highest need students	Summer school with \$554,053 supplemental & concentration funding and \$601,000 in federal funding	MAJOR ACTION(S) COMPLETED: Provided enhanced summer school program for students, including technology	Supplemental/Concentration= \$554,053 Title I=\$941,375 increased to provide more robust summer program with academic supports for neediest students
Scope of service: LEA-wide		LEA-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	

Add psychiatric social work services at high need middle schools	Using \$104,000 in supplemental & concentration funding add psychiatric social work services to highest need middle schools	MAJOR ACTION(S) COMPLETED: Agreement between WCCUSD and Contra Costa Mental Health developed for additional funding to add two social workers instead of one; Contra Costa Mental Health developed job description and advertised positions; Positions unfilled for 2014-15	\$97,333-Actual personnel cost came in lower than anticipated
Scope of service: School-wide		Scope of service: School-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	
Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed.	Use \$25,000 in supplemental & concentration funds to provide trainings/consultations	MAJOR ACTION(S) COMPLETED: Families in Transition liaison provided policy and practice training at 15 sites and for all SCOWs; also trained community partners (GRIP, Cali House)	\$6,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 1.1 and 1.2 were combined into Goal 1 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> Grad Tutor Pilot Initiative <p>The action/service "Implement the full-services learning center model" was combined with the "Whole School Intervention" action/service for 2015-16.</p>		

Original GOAL from prior year LCAP:	<u>2.1 Improve collaboration and autonomy at schools</u>			Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools			
	Applicable Pupil Subgroups:	All Students			
Expected Annual Measurable Outcomes	Staff survey will show defined autonomy process – establish baseline		Actual Annual Measurable Outcomes	14-15 Baseline: pending	
	Develop staff survey to measure collaborative decision-making			14-15 Baseline: pending	
LCAP Year: 2014-15					

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of collaboration time & professional learning at all schools	Instructional leadership academy, academic conferencing & data analysis using \$714,810 in state CCSS and federal Title I & Title II funds	MAJOR ACTION(S) COMPLETED: Successful Instructional Leadership Team (ILT) Summer Academies occurred, and sites have Title II allocations	CCSS=\$714,810
Scope of service: LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Decentralize funding to schools for implementation of school plans	Direct allocation to schools using \$2,700,000 in supplemental & concentration grants	MAJOR ACTION(S) COMPLETED: Schools were allocated LCAP funds based on the unduplicated student count. Schools, along with their School Site Councils, allocate areas of need based on data analysis. The areas of need included professional development, instructional materials, intervention, extended learning, parental involvement, and hiring staff.	\$2,109,722-First time school site planning delays-Carryover allowed
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> Implementation of collaboration time & professional learning at all schools 		

Original GOAL from prior year LCAP:	2.2 Recruit and train high quality teachers and principals		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students		
Expected Annual	Develop tool to rate teachers and principals proficient or		Actual Annual	15-16 Baseline: pending

Measurable Outcomes	exceptional	Measurable Outcomes	
	% of new teachers who stay into their 4th year will increase by 3%		13-14 Baseline: 48% / 14-15 Goal: 51% / 14-15 Actual: 63%
	% of principals who stay into their 4th year will increase by 5%		13-14 Baseline: 33% / 14-15 Goal: 38% / 14-15 Actual: 43%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention	Use \$85,000 in base budget and federal grants to hire hard to find teachers	MAJOR ACTION(S) COMPLETED: Participated in 17 job fairs for the year; Used Ed-Join's Partnered with New Leaders, Cal State East Bay, UC Berkeley, Internships, and Teach for America on-line services; 99% of the certificated teaching positions were filled at the beginning of the 2014-15 school year	\$85,000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u> </u> x ALL		<u> </u> x ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none">Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention		

Original GOAL from prior year LCAP:	<u>2.3 Improve instructional practice through professional development and professional learning communities at schools</u>		Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify_____	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes	Develop observational tool to measure CCSS implementation		Actual Annual Measurable Outcomes	15-16 Baseline: pending
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an	Provide professional coaches, data support tools, professional	MAJOR ACTION(S) COMPLETED: Communicated areas of focus, provided PD/coaching, and data		Supplemental/Concentration=\$144,090-Actual personnel cost

equity lens	development & supervision using \$3,950,533 in state CCSS funds and \$1,000,000 in Title II and \$129,592 in supplemental & concentration grant funds	analysis/action	came in higher than anticipated CCSS=\$3,950,533
Scope of service: LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (cultural competency)	Provide professional development to teachers, support staff, and admin., on cultural competence, and culturally relevant practices to better support African American and Latino students with \$250,000 from Title I and supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Contract with Selina Jackson to provide training at the 14 Focus Schools and timecards for teachers and other staff for afterschool and Saturday professional development.	Title I=\$50,000 Title II=\$151,000 Decreased due to initial training costs were less than expected; will provide additional training in summer of 2015 and during 2015-16
Scope of service: LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Efficacy Model)	Provide professional development to teachers, support staff, and admin., on the Efficacy Model to better support African American and Latino students with \$150,000 from Title I and supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Professional development with Dr. Scott on growth mindset and efficacy at the 14 Focus Schools. Provide a professional development day for teachers to share their key learnings on efficacy and growth mindset. Partnering with the Efficacy Institute to carry out teacher and administrator training on Efficacy, growth mindset, and engaging our students for better academic outcomes.	Title I=\$100,000 Title II=\$50,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Use teacher evaluation and student feedback surveys to improve student outcomes	Create & implement teacher evaluation and student feedback surveys with \$55,000 in base budget	MAJOR ACTION(S) COMPLETED: District has negotiated and implemented a new teacher evaluation instrument in the 2014-15 school year and is currently working collaboratively to develop the student	\$55,000

		feedback survey.	
Scope of service: LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Provide additional calendar days for teacher professional development	Provide additional calendar days for teacher professional development using \$2,445,300 in supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Teacher professional development days took place across WCCUSD August 14 and October 13	\$2,445,300
Scope of service: LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
District-wide staff development day, plus targeted training for classified staff	Provide professional development for classified staff using \$200,000 in base and \$10,000 in State & Federal	MAJOR ACTION(S) COMPLETED: Oct. 13 staff professional development day took place	Base=\$17,186 Title I=\$5,000-Initial training cost were less than expected; will provide additional training in the summer of 2015 and during 2015-16 school year
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> • Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (PD) • Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Efficacy Model) • Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Cultural Competency) • Use teacher evaluation and student feedback surveys to improve student outcomes 		

Original GOAL from prior year LCAP:	3.1 Increase parent engagement, involvement, and satisfaction			Related State and/or Local Priorities: 1__ 2__ 3__ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students			
Expected Annual Measurable Outcomes	# of Healthy Kids Parent Survey responses will increase by 10% Develop annual parent surveys which will measure engagement, involvement, and satisfaction.		Actual Annual Measurable Outcomes	13-14 Baseline: 2245 / 14-15 Goal: 2470 / 14-15 Actual: pending 14-15 Baseline: pending	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)		Add parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,490,393 in supplemental & concentration grants	MAJOR ACTION(S) COMPLETED: Recruited and hired additional School Community Outreach Workers (SCOWs); attend trainings and monthly staff meetings; support parent engagement and volunteerism at sites.		\$1,485,670-Actual personnel cost came in lower than anticipated
Scope of service:	School-wide for targeted schools			School-wide for targeted schools	
__ALL			__ALL		
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____		
Implement Parent University and provide adult school classes to serve our parents and targeted outreach to African-American and Latino parents		Implement Parent University and provide adult school classes using \$200,000 in Adult Education funds	MAJOR ACTION(S) COMPLETED: Completed pilot at Dover in the fall. Currently, Parent University is being implemented at 9 sites, serving 270 parents.		\$123,000-Late start to implementation
Scope of service:	LEA-wide			LEA-wide	
__ALL			__ALL		
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____		
Parent Workshops, focusing on "Promoting a Mindset of Achievement with Our Children" with special outreach to African American parents		Implement Parent Workshops with \$50,000 from Title I	MAJOR ACTION(S) COMPLETED: Partnering with the Efficacy Institute to carry out a 2-day training and a follow-up 5-day training on Efficacy, growth mindset, and engaging our parents to partner in the education system.		\$50,000
Scope of service:	LEA-wide			LEA-wide	
__ALL			__ALL		

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> • Implement Parent University and provide adult school classes to serve our parents and targeted outreach to African-American and Latino parents • Parent Workshops, focusing on "Promoting a Mindset of Achievement with Our Children" with special outreach to African American parents
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

Original GOAL from prior year LCAP:	3.2 Increase community engagement and satisfaction		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes	Develop annual community surveys which will demonstrate increase in engagement/satisfaction	Actual Annual Measurable Outcomes	15-16 Baseline: pending
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase involvement & provide access community based organizations and businesses	Increase involvement & provide access community based organizations and businesses with \$219,000 in base budget funding	MAJOR ACTION(S) COMPLETED: Recruited and hired new position, Director of Community Engagement, who meets regularly with community partners; convened Full Service Community Schools Advisory Committee which meets monthly (18 partners)	\$112,012-Filled vacant Director of Community Engagement after the start of the year
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16.	

In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:

- Increase involvement & provide access community based organizations and businesses

Original GOAL from prior year LCAP:	4.1 Allocate services to ELL and low income students		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: LI, EL, FY		
Expected Annual Measurable Outcomes	ADA rate for underserved groups will increase by 0.5%		Actual Annual Measurable Outcomes	13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	Dropouts from underserved groups will decrease by 2%			13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	# of suspensions of underserved groups will decrease by 5%			13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	# of expulsions of underserved groups will decrease by 5%			13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	Cohort grad rate for underserved groups will increase by 3%			13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement the 2014 English Language Learner master plan (This includes professional development for parents and staff).	Add staffing including professional development coaches and materials with \$1,600,000 from supplemental & concentration funds and \$1,000,00 from state/federal grants	MAJOR ACTION(S) COMPLETED: Rebuilt Master Plan for English Learners; Established a District Advisory Committee for the Master Plan for English Learners with representation from a variety of stakeholders; Input meetings were held with stakeholders to obtain a complete understanding of EL student needs; Master Plan for English Learners was reviewed by the Board on June 25, 2014 and approved on August 13, 2014		Supplemental/Concentration=\$1,201,302-Reduced for vacancies Title III=\$1,000,000
Scope of service:	LEA-wide		LEA-wide	
__ALL			__ALL	
OR:			OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify) _____			Other Subgroups:(Specify) _____	
Provide counseling & psychological services for whole school intervention schools	Provide counseling & psychological services for the first whole school intervention	MAJOR ACTION(S) COMPLETED: Advertised on Edjoin for psychologists; Set up interviews and offered contracts; Assigned psychologists; Provided additional		\$100,000 from supplemental & concentration funds

	school using \$100,000 from supplemental & concentration funds	counseling services, classroom management support and developed behavior plans for disruptive students; Collected data on services provided.	
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Provide "Playworks" at elementary schools with greater than 70% ELL, low income & foster youth students	Use \$1,260,000 in supplemental & concentration funds to provide "Playworks" at elementary schools with greater than 70% ELL, low income & foster youth students	MAJOR ACTION(S) COMPLETED: WCCUSD and Playworks are moving forward towards creating a positive school climate to ensure that our students are engaged in learning and that they are ready to become the skilled workforce for the future. To date Playworks has administered participant surveys from the trainings conducted thus far. Playworks will be conducting a district wide evaluation of services towards the end of the school year and will provide the results.	\$1,260,000
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Provide technology coaches at targeted schools	Use \$190,000 in supplemental & concentration funds to provide technology coaches at highest need schools	MAJOR ACTION(S) COMPLETED: Coaches are hired, providing PD, and integrating tech w/content	\$207,864-Actual personnel cost came in higher than anticipated
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 4.1 and 4.2 were combined into Goal 4 for 2015-16.</p> <p>The action/service "Provide counseling & psychological services for whole school intervention schools" was combined with the "Whole School Intervention" action/service for 2015-16.</p> <p>The following action/service was added to the 2015-16 LCAP Goal 4:</p> <ul style="list-style-type: none"> Augment Special Education services provided to LI, EL, FY 		

Original

4.2 Improve student engagement and climate outcomes

Related State and/or Local Priorities:

GOAL from prior year LCAP:	1__ 2__ 3__ 4__ <u>X</u> 5__ 6__ <u>X</u> 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes	School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate % students chronically absent will decrease by 3% # of middle school dropouts will decrease by 5% Dropout rate will decrease by 0.5% Graduate rate will increase by 2% # of out-of-school suspensions will decrease by 3% Maintain low level of expulsions Increase Healthy Kids Survey School Climate Index by 5% % students meeting at least 5 of 6 PFT standards will increase by 2%	Actual Annual Measurable Outcomes	13-14 Baseline: <u>22 schools</u> / 14-15 Goal: pending / 14-15 Actual: pending 13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending 13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending 13-14 Baseline: <u>2.7%</u> / 14-15 Goal: <u>2.2%</u> / 14-15 Actual: pending 13-14 Baseline: <u>76%</u> / 14-15 Goal: <u>78%</u> / 14-15 Actual: pending 13-14 Baseline: 3701 / 14-15 Goal: 3590 / 14-15 Actual: pending 13-14 Baseline: 0 / 14-15 Goal: 0 / 14-15 Actual: pending 13-14 Baseline: 284 / 14-15 Goal: 298 / 14-15 Actual: pending 13-14 Baseline: 45% / 14-15 Goal: 47% / 14-15 Actual: pending
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices	Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life using \$235,000 in supplemental & concentration grant funds	MAJOR ACTION(S) COMPLETED: Initial and on-going meetings with providers to ensure aligned services for students; Partners have provided training for staff; Toolbox trainers and coaches are on site; BEST trainer has visited each site	\$310,161-Increased to provide additional BEST Training
Scope of service: LEA-wide <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		LEA-wide <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)	Provide for basic student safety and social-emotional support using \$3,643,394 in base budget funds and \$3,263,395 in supplemental & concentration grant funds	MAJOR ACTION(S) COMPLETED: Staff is hired and working at sites	Base=\$3,225,173 Supplemental/Concentration= <u>\$3,414,757</u>
Scope of service: LEA-wide <u>X</u> ALL		LEA-wide <u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment	Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment using \$211,000 in base budget funds	MAJOR ACTION(S) COMPLETED: Developed draft versions of the Education Plan and the Guidance on Remediation, continuing the implementation of district-level and school-level staff training, assessing and strengthening out of classroom supervision procedures at each school site, initiating school climate check procedures, and investigating cases of alleged misconduct and/or harassment. The Office of Educational Equity (OEE) has continued to work with Human Resources to improve personnel procedures by identifying improvements to hiring and reporting procedures. The District launched its new website https://www.wccusdoee.net .	\$211,000
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL		Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	Use \$800,000 in base budget funding and \$415,000 in supplemental & concentration funds to increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	MAJOR ACTION(S) COMPLETED: Visual and Performing Arts Committee meets monthly to develop comprehensive WCCUSD VAPA plan. Gather districtwide current practices in visual and performing arts. Staff was hired to help carry out this work.	Base=\$791,517 Supplemental/Concentration=\$395,542-Actual personnel cost came in lower than anticipated
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL		Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Add extracurricular programs at secondary schools and support for coordination within schools	Use \$425,000 in supplemental and concentration grant funding to add extracurricular programs at high schools and support for coordination within schools	MAJOR ACTION(S) COMPLETED: Additional staff and programs are in place.	\$367,327-Actual personnel cost came in lower than anticipated
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL		Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Support, coordination and programs for Full Services Community Schools (FSCS)	Support, coordination and programs for Full Services Community Schools through \$561,321 in supplemental & concentration grant funds.	MAJOR ACTION(S) COMPLETED: Engaged youth groups, hired Technical Assistance external support, set benchmarks for FSCS success	\$561,321
Scope of service: LEA-wide		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 4.1 and 4.2 were combined into Goal 4 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment The following action/service was added to the 2015-16 LCAP Goal 4: <ul style="list-style-type: none"> Augment Special Education services provided to LI, EL, FY 		

Original GOAL from prior year LCAP:	5.1 Improve practices that build trust through transparency, data sharing, communication		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __ WCCUSD Strategic Plan__	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes	Develop communication tools/measures Develop roles and responsibility documents/charts and related communication plan	Actual Annual Measurable Outcomes	15-16 Baseline: pending Pending	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly	Use \$320,000 base budget funds to fully implement & report on LCAP; implement two-way	MAJOR ACTION(S) COMPLETED: The District has implemented two-way communication through social media by expanding its use and monitoring of	\$320,000	

	communication plan including social media; share data publicly	Facebook and Twitter. Twitter has seen a 200 percent increase in the number of followers in the last year, while Facebook engagement has also increased. Key data regarding graduation and dropout rates has been shared through the District website, social media and various news outlets.	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly 		

Original GOAL from prior year LCAP:	5.2 Improve data collection and management systems		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __ WCCUSD Strategic Plan __	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes	Develop needs assessment plan and implement		Actual Annual Measurable Outcomes	15-16 Baseline: pending
	Develop data collection and data sharing protocols			15-16 Baseline: pending
	Develop regular data reporting process			15-16 Baseline: pending
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry	Use \$1,100,000 in supplemental & concentration grant funds to extend workday for clerk typists for data collection & entry and extra support for targeted secondary schools	MAJOR ACTION(S) COMPLETED: Negotiations were completed and workday was extended	\$619,754-Actual personnel cost came in lower than anticipated	
Scope of service:	LEA-wide	Scope of service:	LEA-wide	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16.		

Original GOAL from prior year LCAP:	6.1 Accelerate implementation of best practices and earned autonomy in schools		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __ WCCUSD Strategic Plan__	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes	Develop plan and measures		Actual Annual Measurable Outcomes	15-16 Baseline: pending
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Convene best practices conference, summer of innovation contest, scholar in residence and response to intervention	Convene best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$200,000 in supplemental & concentration funds and \$200,000 in state/federal grant funds	MAJOR ACTION(S) COMPLETED: Summer of Innovation Contest held & 11 grantees have been notified MAJOR ACTION(S) COMPLETED: Scholar-in-Residence is board approved and starting to work with schools (Bayview, Chavez, Dover, Downer, Grant, King, Lake, Mira Vista, Nystrom, Stege, Verde, DeJean Middle, Kennedy High, Richmond High)	Supplemental/Concentration= \$157,500 reduced to cover BEST Trainings in goal 4.2 Title II=\$100,000 CCSS=\$100,000	
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16.			

Original GOAL from prior year LCAP:	6.2 Integrate technology in classrooms to improve student learning		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>	
	Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes	Implement Technology Master Plan Establish baseline (% students who complete test) in SBAC testing	Actual Annual Measurable Outcomes	Pending 14-15 Baseline: pending	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Use data system of formative, interim & summative assessments for summer & regular school year	Use \$240,000 state & federal funds for a data system of formative, interim & summative assessments for summer & regular school year	MAJOR ACTION(S) COMPLETED: Data import process has been automated to nightly update student data; 82% of teachers have logged into Illuminate in the last 6 months; Illuminate training provided to Tech Teacher Leaders and Academic Subcommittee Liaisons; Benchmark 1 data has been presented to the Academic Subcommittee, Board, principals, and Multilingual District Advisory Committee (MDAC)	\$240,000	
Scope of service:	LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> x ALL		<input checked="" type="checkbox"/> x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network	Use \$1,750,000 in bond funds and \$2,029,384 in state/federal funds to Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network	MAJOR ACTION(S) COMPLETED: Data Center components purchased; Design work and engineering completed; Content Filter, Spam Filter, and Firewalls are installed	\$1,750,000 in bond funds and \$2,029,384 in state/federal funds	
Scope of service:	LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> x ALL		<input checked="" type="checkbox"/> x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Provide technology devices for students	Use \$4,120,000 in bond funds to provide technology devices for students	MAJOR ACTION(S) COMPLETED: Cart of 40 tablets has been purchased for each school; Tech Teacher Leaders (TTLs) have been trained on the tablets; TTLs have their tablets and are using them with students; TTLs have monthly meetings to receive PD and	\$4,120,000	

		discuss implementation successes and challenges	
Scope of service:	LEA-wide with high need schools first	Scope of service:	LEA-wide with high need schools first
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	Use \$120,000 in supplemental, concentration grants, \$140,000 in base budget, \$75,000 from bond funds to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	MAJOR ACTION(S) COMPLETED: Teaching carts have been provided to all teachers in the district. Special Education students are using adaptive technology, when needed. Ed Services is creating a database of approved digital resources and will be posting it to the web by August, 2015. Technology is beginning to be integrated throughout the curriculum and will gain momentum as training needs are met.	\$140,000 base funding, \$75,000 bond funding
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> • Use data system of formative, interim & summative assessments for summer & regular school year • Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network • Provide technology devices for students 		

Original GOAL from prior year LCAP:	<u>7.0 Provide basic services to all students</u>			Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All Schools				
	Applicable Pupil Subgroups:	All Students				
Expected Annual Measurable Outcomes	Ensure 0% teacher misassignment rates			Actual Annual Measurable Outcomes	13-14 Baseline: 0% / 14-15 Goal: 0% / 14-15 Actual: 0%	
	Ensure 0% teacher misassignment rates of English Learners				13-14 Baseline: 0% / 14-15 Goal: 0% / 14-15 Actual: 0%	
	Ensure Williams certification finds that 100% students have				13-14 Baseline: 100% / 14-15 Goal: 100% / 14-15 Actual: 100%	

access to standards aligned materials				13-14 Baseline: 87% / 14-15 Goal: 90% / 14-15 Actual: 90%	
Increase % facilities with Good / Exemplary rating by 3%					
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Operation of the Maintenance, Custodial and Landscape Departments and Department, Create a Deferred Maintenance Plan, Continue School Modernization Program utilizing Bond funding		School Modernization: \$140 million with Bond Funds, Maintenance with \$4.5 million of Base Funding, Custodial in Schools with\$10.3 million of Base and MRAD Funding , Landscape and special projects with \$2.4 million MRAD funding, Maintenance projects with \$2.8 million allocated to Deferred Maintenance	MAJOR ACTION(S) COMPLETED: Reconstruction work continues on the Sylvester Greenwood/Leadership campus, Fred T. Korematsu Middle School, Coronado Elementary, Montalvin Elementary classroom addition, Pinole Middle School Fields project, DeAnza Linked Learning and Fields project, Nystrom Elementary School modernization, Kennedy Swim Center modernization and Pinole Valley High School reconstruction project. Deferred maintenance funds are utilized to maintain our long term facility needs. Projects include exterior painting, asphalt paving repairs, door and window replacement, heating and air conditioning system replacements, and restroom and classroom updates. The maintenance is fully staffed and has received 8836 work requests this fiscal year and has successfully completed 7380 work orders. Custodial services is fully staffed in accordance with the districts staffing formula for Elementary, Middle and High Schools. Custodial services maintains our facilities in accordance with the districts cleaning standards while supporting community use through the use MRAD funds. The Grounds department maintains all of the district's landscaping needs to include the upkeep of all our athletic sports facilities. The Grounds Department utilizes MRAD funds to provide the necessary upkeep of our public spaces for school and community use.		School Modernization: \$140 million with Bond Funds, Maintenance with \$4.5 million of Base Funding, Custodial in Schools with\$10.3 million of Base and MRAD Funding , Landscape and special projects with \$2.4 million MRAD funding, Maintenance projects with \$2.8 million allocated to Deferred Maintenance
Scope of service:		LEA-wide	Scope of service:		LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:			

- Operation of the Maintenance, Custodial and Landscape Departments and Department, Create a Deferred Maintenance Plan, Continue School Modernization Program utilizing Bond funding

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$30,292,183 (2015-16)
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As a district with an estimated unduplicated student count 74.37%, WCCUSD will, by necessity, offer a variety of school-wide and district-wide programs and supports designed to accelerate student learning increases. Programs and services offered school wide are predominately targeted to sites that have an unduplicated student count of 70% or higher. Making an impact on the learning environment and the climate of the school as a whole will have a disproportionately positive impact on the targeted groups of students, specifically EL, low income, redesignated fluent English proficient, and foster youth.

The LCAP designates supplemental/concentration funds which include:

- 1) \$10.2 million to improve student achievement for all students and accelerate student learning increases for ELL and low income students
- 2) \$6.2 million to improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals
- 3) \$1.6 million to increase parent and community engagement, involvement, and satisfaction
- 4) \$11.5 million to improve student engagement and climate outcomes, and allocate services to ELL and LI students
- 5) \$1 million to provide basic services to all students, including facilities, access to materials and technology

It should be noted that supplemental/concentration funding is not the sole source of funding for many of the programs and initiatives iterated in this document.

All expenditures are aligned with our LCAP goals and address the needs of our district's English learners, low income students and foster youth.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.66 %

In order to identify the percentage by which services for unduplicated pupils must be increased or improved, pursuant to 5CCR 15496 (a), the district must first make the calculation of proportionality.

The seven step formula for the calculation is a part of the LCFF calculator provided by the State through FCMAT. These figures represent the data and factors available to the District as of the 2015 January Governors Budget and 15-16 Adopted Budget for the District and are subject to change.

Step 1: Determine total revenue from supplemental and concentration grants at Target LCFF funding -Target Supplemental and Concentration Grants for 2015-16 = \$52.8 million

Step 2: Estimate prior year expenditures to support unduplicated pupils - Estimated expenditures 2014-15 = \$19.6 million (figures will not be final until year-end closing)

Step 3: Calculate the gap between prior year expenditures and Target Supplemental Concentration grant funding (Step 1 minus Step 2) : \$52.8 million - \$19.6 million = \$33.3 million (gap).

Step 4: Calculate the increase in estimated Supplemental Concentration grant funding for 2015-16. Multiply the gap number in step 3 by the Dept. of Finance estimate of gap closure funding (estimated at 32.19%): \$33.3 X 32.19% = \$10.7 million.

Step 5: Calculate the total estimated Supplemental Concentration funding for 2015-16: Add the gap reduction number from step 4 to the past year expenditure number in step 2: \$10.7 million + \$19.6 million = \$30.3 million.

Step 6: Calculate the Base funding for 2015-16: Estimate the amount attributable to the Base by subtracting the amount calculated in step 5 from the total amount of estimated LCFF funding for 2015-16: \$228 million – \$30.3 million = \$198 million (the \$198 million includes \$4.7 million in Transportation and TIIG grant funding).

Step 7: Calculate the minimum proportionality percentage. - Divide the estimated amount of Supplemental Concentration grant funds by the estimated Base grant funds, less the Transportation and TIIG grant for 2014-15. This calculation will result in the percentage by which services for students must be increase or improved (step 5 divided by step 6): \$30.2 million ÷ (\$198 - \$4.7) million = 15.66%.

The unduplicated student count in WCCUSD is estimated to be 74.95% in the 2015-16 school year. Programs and services that are district wide and school wide are offered predominately at schools that have a percentage of unduplicated student count over 55%. In addition, schools with a percentage of unduplicated student count of over 70% were considered more prominently for programs and services. A portion of supplemental and concentration funds were allocated to all schools for school site level decision making based upon each school's percentage of students qualifying.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

2015-16 LCAP Revisions

Based on stakeholder input, we consolidated goals for communication clarity:

- 2014-15 Goal 1.1 and 1.2 were combined into Goal 1 for 2015-16
- 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16
- 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16
- 2014-15 Goal 4.1 and 4.2 were combined into Goal 4 for 2015-16
- 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16

In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:

- Implement K-3 class size reduction to average of 24 students
- Expand transition kindergarten
- Expand dual immersion
- Grad Tutor Pilot Initiative
- Implementation of collaboration time & professional learning at all schools
- Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention
- Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (PD)
- Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Efficacy Model)
- Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Cultural Competency)
- Use teacher evaluation and student feedback surveys to improve student outcomes
- Implement Parent University and provide adult school classes to serve our parents and targeted outreach to African-American and Latino parents
- Parent Workshops, focusing on "Promoting a Mindset of Achievement with Our Children" with special outreach to African American parents
- Increase involvement & provide access community based organizations and businesses
- Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment
- Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly
- Use data system of formative, interim & summative assessments for summer & regular school year
- Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network
- Provide technology devices for students
- Operation of the Maintenance, Custodial and Landscape Departments and Department, Create a Deferred Maintenance Plan, Continue School Modernization Program utilizing Bond funding

The following actions/services were added to the 2015-16 LCAP:

- Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School). (Goal 1)
- Augment Special Education services provided to LI, EL, FY (Goal 4)

The following actions/services were combined in the 2015-16 LCAP:

- The action/service "Implement the full-services learning center model" was combined with the "Whole School Intervention" action/service for 2015-16.
- The action/service "Provide counseling & psychological services for whole school intervention schools" was combined with the "Whole School Intervention" action/service for 2015-16.

Site Matrix of Scheduled Services

Site	Elementary/K-8 Schools	Enrollment	Unduplicated %	RS 9070-Site Supplemental/Concentration	K-3 CST	English Language Learner	Accelerated Reader	Professional Development	Playworks Full Program	Playworks Staff Dev	Full Day Kindergarten	Psych Support	School Support/Accountability: Typist Clerk	Parent Engagement: School Community Worker	Transition Kindergarten
162	Verde	323	100.00%	\$ 41,431	•	•	•	•	•	•	•	0.50	0.80		
105	Chavez	615	99.80%	\$ 78,758	•	•	•	•	•	•	•	0.50	1.00	•	
147	Peres **	534	99.80%	\$ 68,368	•	•	•	•	•	•	•	0.50	1.00	•	
134	Lake	428	99.30%	\$ 54,515	•	•	•	•	•	•	•	0.50	1.00	•	
115	Dover	767	98.70%	\$ 97,100	•	•	•	•	•	•	•	0.50	1.00	•	
125	Grant	563	98.60%	\$ 71,190	•	•	•	•	•	•	•	0.50	1.00	•	
135	Lincoln	465	98.50%	\$ 58,876	•	•	•	•	•	•	•	0.50	1.00		
116	Downer	646	98.30%	\$ 81,323	•	•	•	•	•	•	•	0.50	1.00	•	
132	King	460	98.30%	\$ 57,978	•	•	•	•	•	•	•	0.50	1.00		
124	Ford	474	97.50%	\$ 58,876	•	•	•	•	•	•	•	0.50	0.80	•	
104	Bayview	678	97.20%	\$ 84,658	•	•	•	•	•	•	•	0.50	0.80	•	
112	Coronado	430	97.20%	\$ 53,745	•	•	•	•	•	•	•	0.50	0.80	•	
165	Wilson	506	95.80%	\$ 62,211	•	•	•	•	•	•	•	0.50	0.80		
122	Highland	477	95.00%	\$ 58,106	•	•	•	•	•	•	•	0.50	0.80		
144	Nystrom	506	94.70%	\$ 61,313	•	•	•	•	•	•	•	0.50	0.80	•	
140	Montalvin	419	93.60%	\$ 50,282	•	•	•	•	•	•	•	0.50	0.80	•	
157	Stege *	335	93.40%	\$ 40,277	•	•	•	•	•	•	•	0.50	0.93	•	
150	Riverside	415	92.80%	\$ 49,384	•	•	•	•	•	•	•	0.50	1.00		
159	Tara Hills	545	78.00%	\$ 54,643	•	•	•	•	•	•	•	0.33	0.47		
142	Murphy	489	75.70%	\$ 47,460	•	•	•	•	•	•	•	0.33	0.47		
154	Shannon	343	74.60%	\$ 32,837	•	•	•	•	•	•	•	0.33	0.40	•	
155	Sheldon	401	72.10%	\$ 37,070	•	•	•	•	•	•	•	0.33	0.47	•	
123	Fairmont	569	69.40%	\$ 50,667	•	•	•	•	•	•	•	0.33	0.50		
164	Washington***	467	69.40%	\$ 41,559	•	•	•	•	•	•	•	0.33	0.00		
139	Mira Vista (K-8)	519	65.50%	\$ 43,612	•	•	•	•	•	•	•	0.33	0.80		
110	Collins	384	64.80%	\$ 32,067	•	•	•	•	•	•	•	0.33	0.47		
158	Stewart (K-8)***	474	50.60%	\$ 30,785	•	•	•	•	•	•	•	0.00			
126	Lupine Hills	410	50.00%	\$ 26,424	•	•	•	•	•	•	•	0.33		•	
117	Ellerhorst	380	47.40%	\$ 23,089	•	•	•	•	•	•	•	0.33			
160	Valley View	320	45.60%	\$ 18,727	•	•	•	•	•	•	•	0.33			
145	Olinda	329	45.00%	\$ 19,240	•	•	•	•	•	•	•	0.33		•	
146	Ohlone	344	43.00%	\$ 18,984	•	•	•	•	•	•	•	0.33			
127	Harding	367	41.70%	\$ 19,625	•	•	•	•	•	•	•	0.33		•	
128	Hanna Ranch	474	37.30%	\$ 22,704	•	•	•	•	•	•	•	0.33			
137	Madera	519	26.40%	\$ 17,573	•	•	•	•	•	•	•	0.33			
130	Kensington	514	14.20%	\$ 9,364	•	•	•	•	•	•	•	0.33			

*Enrollment/UDC Data as of 1/27/15 report

Site Matrix of Scheduled Services

Site		Enrollment	Unduplicated %	RS 9570-Site Supplemental/Concentration	English Language Learner	School Safety Campus Supervisors/SROs	Professional Development	Accelerated Reader	Psych Support	College Going Programs (Ivy League, Holy Names...)	Safe and Supportive Schools	Support for former CPA Grants	Full Service Comm/Health Center	School Support/Accountability: Typist Clerk	Extra Curricular Support-funding	Extra Curricular Support-Prep Release	College Counselor	Targeted School Support-Added Teachers	Parent Engagement: School Community Worker
210	HELMS MIDDLE	1039	95.00%	\$ 126,474	•	•	•	•	•				•	•					2.67
208	LOVONYA DE JEAN MIDDLE	627	93.30%	\$ 75,038	•	•	•	•	•				•	•					1.80
206	CRESPI MIDDLE	606	77.10%	\$ 60,287	•	•	•	•	•					•					1.47
212	PINOLE MIDDLE SCHOOL	564	74.60%	\$ 54,002	•	•	•	•	•					•					1.47
214	KOREMATSU***	538	60.60%	\$ 41,816	•	•	•	•	•					•					
211	HERCULES MIDDLE	636	50.80%	\$ 41,944	•	•	•	•	•					•					
364	RICHMOND HIGH	1486	96.10%	\$ 183,041	•	•	•		•	•	•	•	•	•	0.20	1.00	6.00	1.80	
360	KENNEDY HIGH	863	87.10%	\$ 96,459	•	•	•		•	•	•	•	•	•	0.20	1.00	3.00	1.47	
352	DE ANZA HIGH	1264	73.80%	\$ 120,060	•	•	•	•	•	•	•	•		•	0.20	1.00		1.47	
362	PINOLE VALLEY HIGH	1205	62.10%	\$ 96,202	•	•	•		•	•	•	•		•	0.20			0.80	
369	MIDDLE COLLEGE	267	54.30%	\$ 18,599	•	•	•		•					•					
354	EL CERRITO HIGH***	1363	54.10%	\$ 94,920	•	•	•		•	•	•	•		•	0.20				
356	HERCULES HIGH	935	45.90%	\$ 55,284	•	•	•		•	•	•	•		•	0.20				
374	NORTH CAMPUS	179	84.40%	\$ 19,497	•	•	•		•	•				•		0.50	0.50		
358	GOMPERS	262	73.30%	\$ 24,756	•	•	•		•	•			•	•		0.50	0.50		
373	VISTA	166	75.30%	\$ 16,162	•	•	•							•					

Districtwide Programs:

Visual and Performing Arts Support and Musical Instrument Purchase and Repair
 Restorative Justice Programs, Mindful Life, Best Practices, Toolbox
 Full Services Community School Coordination
 Parent Volunteer/Fingerprint Program
 Summer School
 PE Equipment Replacement
 Scholar In Residence
 Technology Coaches

* Whole School Enrichment: Extended Day/Year, Added Learning Center Support, Targeted Support, Counseling & Psychological support

** Dr. Dan Tanita Dental Clinic/Full Service Community School - Psych Support provided through Scully Grant

***Dual Immersion School

LCAP Glossary

STATE PRIORITY: BASIC SERVICES

Teacher Misassignments - The placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Student Access to Standards Aligned Instructional Materials - Every school is required to provide sufficient textbooks, or other instructional materials, for all students in core subject areas. These instructional materials must be aligned to the content standards. Core subject areas include English language arts (including English Language Development), mathematics, history/social science and science. Students enrolled in a foreign language or health course must also be provided sufficient instructional materials and adequate science laboratory equipment must be available for science courses in grades 9-12.

Facilities in Good Repair - 'Facilities in Good Repair' is a rating on the Williams' report. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. The Williams' case states that all students equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Williams Act - In 2000, several civil rights groups sued the state, arguing that California was denying thousands of students their fundamental right to an education by failing to provide them with the basic tools necessary for that education. Four years later, the suit was settled and new laws were established to ensure that: All students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

STATE PRIORITY: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Common Core State Standards (CCSS) - In 2010, California's Board of Education adopted the Common Core State Standards for K-12 schools, joining 44 other states and the District of Columbia. The CCSS are learning goals in math and language arts for every grade level. These standards are aimed at ensuring that every student graduates from high school prepared for college and careers. They are generally more rigorous than the former California Content Standards and require more critical thinking, writing and problem-solving.

STATE PRIORITY: COURSE ACCESS

Course Access - Student enrollment in a broad course of study that includes, if applicable:

- Grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies as prescribed by governing board.
- Grades 7-12: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education, Automobile Driver Education, and other studies as prescribed by governing board.

STATE PRIORITY: STUDENT ACHIEVEMENT

CAHSEE - In their sophomore year, all high schools in the state take the California High School Exit Exams in math and language arts. Students must score a 350 or above to pass; passing the CAHSEE is a graduation requirement. Students who do not pass on the first try have ample opportunities to retake the test before and during senior year. Grade levels tested: 10, 11, 12.

PSAT - The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter scholarship programs and gain access to college and career planning tools. Scores are reported on a scale of 20 to 80 for each section. The Selection Index score is the sum of the three scores in each test section (Critical Reading + Math + Writing) and ranges from 60 to 240. Grade levels tested: 9, 10, 11.

UC/CSU Required Courses – The UC/CSU Required Courses or “A-G” Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

ReadiStep, PSAT, SAT 'College and Career Readiness Benchmark' - The College and Career Readiness Benchmarks are the minimum scores that students should meet or exceed to be considered on track to be college ready. A system of three Pathway Benchmarks (ReadiStep, PSAT/ NMSQT, and SAT) helps secondary school educators monitor academic progress and better prepare students to achieve their college and career goals. To reach the benchmark, students must score:

Test	Minimum Benchmark Score
ReadiStep 8 th grade	11.8
PSAT 10 th grade	133
PSAT 11 th grade	142
SAT 12 th grade	1550

Career & Technical Education (CTE) – CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

English Learners – English learners are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey AND who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

CELDT - The California English Language Development Test (CELDT) is the California state exam of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to monitor the progress of EL students identified previously. The CELDT test assesses Listening, Speaking, Reading and Writing skills using performance-based and multiple choice formats. Grade levels tested: K-12.

English Learner Reclassification – Once an English learner reaches full proficiency in English and attains grade-level academic performance he/she exits the English Learner Program successfully and is identified as a reclassified Fluent English Proficient (R-FEP) student. WCCUSD has developed student reclassification policy and procedures based on criteria set forth by California Department of Education guidelines.

Advanced Placement Exams - AP Exams are rigorous, multiple-component tests that are administered at high schools each May. Students can choose from 34 different exams in English, Math, Science, Social Studies, Foreign Language, and Fine Arts. AP Exam scores are reported on a 5-point scale as follows: 5 (Extremely Well Qualified), 4 (Well Qualified), 3 (Qualified), 2 (Possibly Qualified), and 1 (No Recommendation). Students scoring 3 or above is considered ‘passing.’ Grade levels tested: 9-12.

Early Assessment Program (EAP) - The Early Assessment Program is a project of the California State University system designed to gauge college-readiness among high school students. In their junior year, high school students

have the opportunity to take the Early Assessment Program tests in math and language arts. High scores allow students to skip CSU placement testing. English scores are based on the 15 EAP multiple-choice questions, selected questions from the grade 11 CST test, and the EAP Essay. Math scores are based on the 15 EAP multiple-choice questions, plus selected questions from the Algebra 2 or Summative High School Math CST. Grade level tested: 11.

STATE PRIORITY: OTHER STUDENT OUTCOMES

Physical Fitness Test - The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test has six fitness areas including: 1) Aerobic Capacity, 2) Abdominal Strength and Endurance, 3) Upper Body Strength and Endurance, 4) Body Composition, 5) Trunk Extensor Strength and Flexibility, and 6) Flexibility. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. Grade levels tested: 5, 7, 9.

STATE PRIORITY: PARENT INVOLVEMENT

Efforts to Seek Parent Input - Include families as participants in school and district decisions, governance, and advocacy through ongoing training and meetings that will develop the skills and knowledge parents need to engage with decision-making processes focused on understanding the educational system, tools and skills to organize their actions and planning when participating in district and school advisory and governance committees.

Promotion of Parent Participation – To ensure student success, parents and schools need to work together, to establish asset-based relationships between the home and school. This is critical. Some of our strategies to increase two-way communication to enhance relationships between the home and school include:

- Home Visits: Non-academic home visits designed to enhance the relationship between the teacher/s and family.
- Using technology tools such as smartphone capabilities (texting, e-mail, tablet and mobile friendly district websites) to keep parents informed of student progress, attendance and support ongoing classroom-home communication.
- Training teachers on how to establish asset-based partnerships with the families they serve.
- Developing welcoming school environments that communicate to all parents they are welcomed and recognized as an asset.
- Strengthening the ability of families to support learning at home by understanding how the educational system works, increase awareness of what the grade level expectations are, and what grade level student work should look-like.

Parent Advisory Committees – The following lists district parent committees:

Multilingual District Advisory Committee: The MDAC is a district wide committee on English learner education, that advises the district's local governing board (e.g., in person, by letter/reports, or through an administrator) on programs and services for English learners.

District Advisory Committee: DACs are required to certify that the LEA's Consolidated Application for specified categorical funds, including, but not limited to school-based coordinated categorical programs, compensatory education programs, and EIA programs, is developed with review and advice from the committee.

School Site Councils: A committee made up of parents, classroom teachers, school staff, and the principal that develops, implements and monitors the Single Plan for Student Achievement (SPSA also known as School Plan).

English Learner Advisory Councils: a committee made up of parents of English learners that advises the SSC on how to best support the needs of English learners.

Community Advisory Committee for Special Education (CAC): A mandated committee whose purpose is to advise the district on the unique requirements of individuals with exceptional needs.

Local Control Accountability Plan (LCAP) Parent Committee: Advises the Board on the LCAP.

STATE PRIORITY: STUDENT ENGAGEMENT

Annual Student Attendance Rates – Total days attended / Total days of membership within student group categories using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Chronic Absenteeism – A chronically absent student is defined as one who misses 10% or more of the school year using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Middle School Dropout – A student who was enrolled in grades 7 or 8 at some time during the previous school year AND left school prior to completing the school year AND has not returned to school as of Information Day OR student who did not begin attending the next grade (7, 8) in the school to which they were assigned or in which they had pre-registered or were expected to attend by Information Day.

Adjusted Cohort Dropout Rate - This is the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the 4-year cohort that dropped out by the end of year 4 of the cohort.

Cohort Graduation Rate - The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

STATE PRIORITY: SCHOOL CLIMATE

Suspensions and Expulsions – Suspension and expulsion data is obtained from CALPADS, which started collecting discipline data in 2011-12. The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.

CHKS - The California Healthy Kids Survey (CHKS) is a comprehensive youth health risk and resilience data collection service sponsored by the California Department of Education (CDE). The California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation. Grades levels surveyed: 5, 7, 9, 10, 11, 12.

LCAP Acronyms

ACRONYM	STANDS FOR	WEB ADDRESS
ACT	American College Testing	http://www.actstudent.org
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
A-G	A-G Requirements	http://www.ucop.edu/agguide/
AP	Advanced Placement	http://apstudent.collegeboard.org
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BEST	Building Effective Schools Together	
BTSA	Beginning Teacher Support and Assessment	http://www.btca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAASPP	California Assessment of Student Performance and Progress	http://www.cde.ca.gov/ta/tg/ca/
CAC	Community Advisory Committee	
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CCSS	Common Core State Standards	http://www.corestandards.org/
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSO	Campus Safety Officer	
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CSU	California State University	http://www.calstate.edu/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov

ACRONYM	STANDS FOR	WEB ADDRESS
CTE	Career Technical Education	
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLTT	District/School Liaison Team	
EAP	Early Assessment Program	http://www.calstate.edu/eap/
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
HQT	Highly Qualified Teacher	
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
K	Kindergarten	
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LCAP	Local Control Accountability Plan	http://www.cde.ca.gov/fg/aa/lc/lcfftoverview.asp

ACRONYM	STANDS FOR	WEB ADDRESS
LCFF	Local Control Funding Formula	http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
LI	Low Income	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NGSS	Next Generation Science Standards	http://www.nextgenscience.org
NRT	Norm-referenced Test	
PD	Professional Development	
PFT	Physical Fitness Test	http://www.cde.ca.gov/ta/tg/pf/
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PSAT	Preliminary Scholastic Assessment Test	http://www.collegeboard.com
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
S3	Safe, Supportive Schools Program	http://www2.ed.gov/programs/safesupportiveschools/index.html
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SAT	Scholastic Assessment Test	http://www.collegeboard.com
SBAC	Smarter Balanced Assessment Consortium	http://www.smarterbalanced.org/
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
SRO	School Resource Officer	
SST	Student Study Team	
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr

ACRONYM	STANDS FOR	WEB ADDRESS
STEM	Science, Technology, Engineering, and Mathematics	
SWD	Student(s) With Disability(ies)	
TK	Transitional Kindergarten	
UC	University of California	http://www.universityofcalifornia.edu/
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org
WCCUSD	West Contra Costa Unified School District	http://www.wccusd.net

LCAP 2014-15
Non-Supplemental/Concentration Actions and Services Review

ACTIONS/SERVICES	LCAP YEAR: 2014-15	Continue in 2015-16	Board Actions and Services Report
Implement K-3 class size reduction to average of 24 students	Additional staff added \$2,600,000 from base budget	Yes	<u>Report #2</u>
Expand transition kindergarten – add 5 per year (if space available)	Addition staff \$640,172 from base budget	Yes, will expand when current slots are filled.	<u>Report #1</u>
Expand dual immersion	Materials, supplies & staff \$100,000 from base budget	Yes, with increase for additional teacher.	<u>Report #1</u>
Library book, science & arts materials refresh & accelerated reader at K-8	Books, materials & supplies \$210,000 from base budget with \$300,000 in supplemental & concentration grants	Yes	Report #3 Report #4-May 6
Expand innovative STEM opportunity – Fab Lab	Renovation of fab lab space at KHS \$750,000 from bond funds	Yes, construction work is in progress.	Report #5-June 24
Implementation of collaboration time & professional learning at all schools	Instructional leadership academy, academic conferencing & data analysis using \$714,810 in state CCSS and federal Title I & Title II funds	Yes, with \$200,000 in Title I and Title II. Pending state budget for other \$.	<u>Report #1</u>
Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention	Use \$85,000 in base budget and federal grants to hire hard to find teachers	Yes, with increase to \$95,000.	<u>Report #3</u>
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens	Provide professional coaches, data support tools, professional development & supervision using \$3,950,533 in state CCSS funds and \$1,000,000 in Title II and \$129,592 in supplemental & concentration grant funds	Yes, \$1,000,000 in Title II. Pending state budget for other \$.	<u>Report #1</u>
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens	Provide professional development to teachers, support staff, and admin., on cultural competence, and culturally relevant practices to better support African American and Latino students with \$250,000 from Title I and supplemental & concentration funds	Yes	Report #1 Report #3
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens	Provide professional development to teachers, support staff, and admin., on the Efficacy Model to better support African American and Latino students with \$150,000 from Title I and supplemental & concentration funds	Yes	Report #1 Report#5-June 24
Use teacher evaluation and student feedback surveys to improve student outcomes	Create & implement teacher evaluation and student feedback surveys with \$55,000 in base budget	Yes, with increase to \$115,000 in base budget.	Report #4-May 6
District-wide staff development day, plus targeted training for classified staff	Provide professional development for classified staff using \$200,000 in base and \$10,000 in State & Federal	Yes	<u>Report #2</u>
Increase involvement & provide access community based organizations and businesses	Increase involvement & provide access community based organizations and businesses with \$219,000 in base budget funding	Yes	Report #4-May 6
Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)	Provide for basic student safety and social-emotional support using \$3,643,394 in base budget funds and \$3,263,395 in supplemental & concentration grant funds	Yes	<u>Report #2</u>

LCAP 2014-15
Non-Supplemental/Concentration Actions and Services Review

ACTIONS/SERVICES	LCAP YEAR: 2014-15	Continue in 2015-16	Board Actions and Services Report
Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment	Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment using \$211,000 in base budget funds	Yes, but reduced to \$141,000 in base budget because contract amount was reduced	<u>Report #3</u>
Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	Use \$800,000 in base budget funding and \$415,000 in supplemental & concentration funds to increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	Yes	Report #4-May 6
Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly	Use \$320,000 base budget funds to fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly	Yes	Report #4-May 6
Convene best practices conference, summer of innovation contest, scholar in residence and response to intervention	Convene best practices conference, summer of innovation contest, scholar in residence (SIR) and response to intervention with \$200,000 in supplemental & concentration funds and \$200,000 in state/federal grant funds	Yes	<u>Report #1</u>
Use data system of formative, interim & summative assessments for summer & regular school year	Use \$240,000 state & federal funds for a data system of formative, interim & summative assessments for summer & regular school year	Yes, but reduced to \$169,000 in base budget because contract amount was reduced	<u>Report #3</u>
Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network	Use \$1,750,000 in bond funds and \$2,029,384 in state/federal funds to Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network	Yes	<u>Report #3</u>
Provide technology devices for students	Use \$4,120,000 in bond funds to provide technology devices for students	Yes	<u>Report #3</u>
Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	Use \$120,000 in supplemental, concentration grants, \$140,000 in base budget, \$75,000 from bond funds to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	Yes	Report #4-May 6
Operation of the Maintenance, Custodial and Landscape Departments and Department, Create a Deferred Maintenance Plan, Continue School Modernization Program utilizing Bond funding	School Modernization: \$140 million with Bond Funds, Maintenance with \$4.5 million of Base Funding, Custodial in Schools with \$10.3 million of Base and MRAD Funding, Landscape and special projects with \$2.4 million MRAD funding, Maintenance projects with \$2.8 million allocated to Deferred Maintenance	Yes	Report #4-May 6
Whole school intervention model at elementary targeted elementary schools	At one school extend school day, school year, add support services with \$449,033 from supplemental & concentration funds	Yes, with \$449,033 from Title I.	Report #5-June 24
Grad Tutor Pilot Initiative focused on supporting the learning center model at high need schools (This includes professional development.)	Pilot the Grad Tutor Initiative at schools 70%+ unduplicated count in 2014-15 with \$1,343,593 in supplemental & concentration fund and \$800,000 in federal funds	Piloted, and schools will have option to fund from site discretionary budget.	<u>Report #3</u>

LCAP 2014-15
Non-Supplemental/Concentration Actions and Services Review

ACTIONS/SERVICES	LCAP YEAR: 2014-15	Continue in 2015-16	Board Actions and Services Report
Continue to provide out-of-school time services to highest need students	Summer school with \$554,053 supplemental & concentration funding and \$601,000 in federal funding	Yes	<u>Report #1</u>
Implement Parent University and provide adult school classes to serve our parents and targeted outreach to African-American and Latino parents	Implement Parent University and provide adult school classes using \$200,000 in Adult Education funds	Yes	Report #4-May 6
Parent Workshops, focusing on "Promoting a Mindset of Achievement with Our Children" with special outreach to African American parents	Implement Parent Workshops with \$50,000 from Title I	Yes	Report #4-May 6
Implement the 2014 English Language Learner master plan (This includes professional development for parents and staff).	Add staffing including professional development coaches and materials with \$1,600,000 from supplemental & concentration funds and \$1,000,000 from state/federal grants	Yes	<u>Report #3</u>

For reports, click on the links above or go to www.wccusd.net and under Announcements click on LCFF/LCAP Strategic Plan Information. The board reports are attached under LCAP Progress Update Board Presentations.

	GOAL 1	Base Year Annual Update 2014-15	2015-16	2016-17	2017-18
PROGRAM #	LCAP Action & Services	2014/15 Allocation	Preliminary Budget 2015-16 Allocation (2)	Total 2016-17 Allocation	Total 2017-18 Allocation
1150	Library books, science & arts materials, Accelerated Reader at K-8	301,000	301,000	301,000	301,000
1120/1121	Provide, expand & improve College & Career Ready Programs	2,115,047	3,176,767	3,176,767	3,176,767
1260	Expand innovative STEM opportunities-FAB LAB	-	300,000	300,000	300,000
1250	Implement full day kindergarten at district schools	384,800	1,113,996	1,113,996	1,113,996
1260	Whole school intervention model at targeted elementary schools (1260 & 1280 combined 15/16)	49,033	552,255	552,255	552,255
1260	Whole school intervention model @ DAHS and HELMS	-	1,300,000	1,300,000	1,300,000
1280	Implement the full-services learning center model at highest need schools	91,301			
1250	Psychological services for highest need schools	340,667	340,667	340,667	340,667
1270	Continue to support & improve services for ELL assessment, reclassification processes and materials	784,585	934,585	934,585	934,585
1280	Grad Tutor Pilot Initiative	1,493,857			
1250	Staffing at Middle and High School to improve learning of targeted students	971,219	1,001,236	1,001,236	1,001,236
1290	Continue to provide out-of-school time services to highest need students	554,053	584,053	584,053	584,053
1250	Add psychiatric social work services at highest need middle schools	97,333	44,238	44,238	44,238
1250	Develop and provide trainings on foster youth data policy & practice to stakeholders.	6,000	25,000	25,000	25,000
	GOAL 1 TOTAL EXPENDITURES:	7,188,895	9,673,797	9,673,797	9,673,797

	GOAL 2	Base Year	2015-16	2016-17	2017-18
	LCAP Action & Services	2014/15 Allocation	Preliminary Budget 2015-16 Allocation (2)	Total 2016-17 Allocation	Total 2016-17 Allocation
RS 9670	Decentralize funding to schools for implementation of school plans	2,109,722	3,000,000	3,000,000	3,000,000
2310	Implement CCSS, ELL Standards, Next Generation Science in all schools with an equity lens	144,090	144,090	144,090	144,090
2310	Provide additional calendar days for teacher PD	2,445,300	2,570,300	2,570,300	2,570,300
2320	District-wide staff PD plus targeted training for classified staff	-	10,000	10,000	10,000
6110	Convene best practices conference, summer of innovation contest, scholar in residence and response to intervention	157,500	457,500	457,500	457,500
	GOAL 2 TOTAL EXPENDITURES:	4,856,612	6,181,890	6,181,890	6,181,890

	GOAL 3	Base Year	2015-16	2016-17	2017-18
	LCAP Action & Services	2014/15 Allocation	Preliminary Budget 2015-16 Allocation (2)	Total 2016-17 Allocation	Total 2016-17 Allocation
3110	Increase services in schools for parent liaison/school community workers, coordination of full service community schools, volunteers & lower barriers for parent volunteers & participation	1,485,670	1,777,289	1,777,289	1,777,289
	GOAL 3 TOTAL EXPENDITURES:	1,485,670	1,777,289	1,777,289	1,777,289

	GOAL 4	Base Year	2015-16	2016-17	2017-18
GOAL 4	LCAP Action & Services	2014/15 Allocation	Preliminary Budget 2015-16 Allocation (2)	Total 2016-17 Allocation	Total 2016-17 Allocation
4170	Implement the 2014 English Language Learner master plan	1,201,302	1,601,302	1,601,302	1,601,302
w/stage 1260	Provide counseling & psychological services for whole school intervention schools	-			
4220	Provide "Playworks" at elementary schools	1,260,000	1,320,840	1,279,021	1,279,021
4150	Provide technology coaches at targeted schools	207,864	218,257	218,257	218,257
4260	Special Education Fair Share	-	3,200,000	3,200,000	3,200,000
4220	Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson Practices	310,161	416,632	416,632	416,632
4220	Provide for basic student safety and social-emotional support	3,514,757	3,389,265	3,389,265	3,389,265
4231/4230	Increase services for students and provide coordination to arts & high performing programs as well as training for teachers	395,542	415,000	415,000	415,000
4250	Add extracurricular programs at the secondary schools & support for coordination within schools	367,327	455,000	455,000	455,000
4240	Support, coordination and programs for Full Service Community Schools	561,321	561,321	561,321	561,321
	GOAL 4 TOTAL EXPENDITURES:	7,818,274	11,577,617	11,535,798	11,535,798

	GOAL 5	Base Year	2015-16	2016-17	2017-18
	LCAP Action & Services	2014/15 Allocation	Preliminary Budget 2015-16 Allocation (2)	Total 2016-17 Allocation	Total 2016-17 Allocation
5250	Extend workday for elementary typist clerks & provide extra support for targeted secondary schools for data collection and entry	619,754	956,590	956,590	956,590
6250	Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	-	125,000	125,000	125,000
	GOAL 5 TOTAL EXPENDITURES:	619,754	1,081,590	1,081,590	1,081,590

TOTAL ESTIMATED EXPENDITURES:	21,969,205	30,292,183	30,250,364	30,250,364
PROJECTED SUPPLEMENTA/CONCENTRATION FUNDING Per 15-16 Budget LCFF Calculation:	19,586,536	30,292,183	30,888,645	34,676,025
BALANCE AVAILABLE (UNAVAILABLE):	(2,382,669)	-	638,281	4,425,661

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Nicole Joyner
Director, Accountability

Agenda Item: D.4

Subject: LCAP Data Dashboard

Background Information: Dashboards are visual displays that organize and present information in a way that is easy to read and interpret. They are web-based and interactive, providing visibility into key measures through simple graphics such as charts and tables.

The district's new LCAP Data Dashboards will be introduced by staff. These dashboards will display data in the following categories: demographics, student achievement, student engagement, school climate, parent involvement, and other data.

Recommendation: Report

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

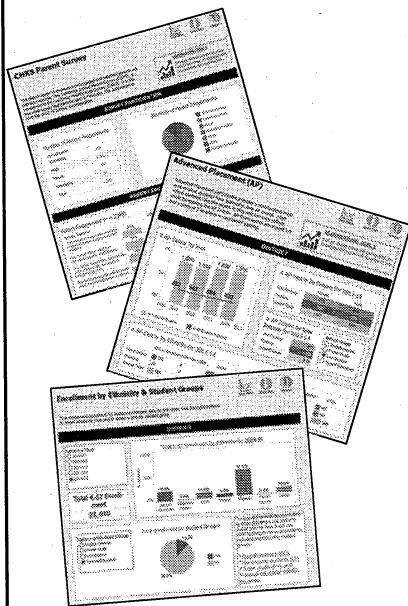
Tabled _____

West Contra Costa Unified School District Data Dashboards

May 20, 2015



What are dashboards?



Dashboards are **visual** displays that organize and present information in a way that is easy to read and interpret.

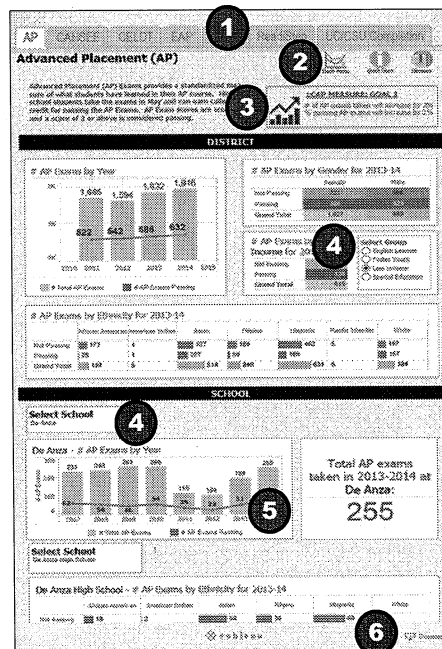
They are **web-based** and **interactive**, providing visibility into key measures through simple graphics such as charts and tables.

WCCUSD Dashboards

- 1 Demographic Data**
 - Enrollment by Ethnicity and Student Groups
 - Enrollment by City
- 2 Student Achievement**
 - Advanced Placement (AP)
 - CAHSEE
 - CELDT & Reclassification
 - EAP
 - PSAT
 - ReadiStep
 - UC/CSU Completion
- 3 Student Engagement**
 - School Attendance
 - Graduation Rates
 - Drop Out Rates
 - Senior Survey
- 4 Parent & Community Engagement**
 - California School Parent Survey (CSPS)
 - Volunteer Participation
- 5 School Climate**
 - California Healthy Kids Survey (CHKS)
 - Student Survey
 - Staff Survey
 - School Based Health Centers
- 6 Basic Services**
 - Teacher and Principal Retention
 - Facilities Inspection Tool
 - Missassignment Rates
 - Textbook Sufficiency Rates
- 7 Other Data**
 - College Enrollment Intention
 - Financial Aid Completion
 - CSU Enrollment
 - UC Enrollment
- 8 LCAP At-a-Glance**
 - LCAP Measures by Goal

3

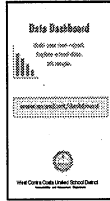
Student Achievement Dashboard



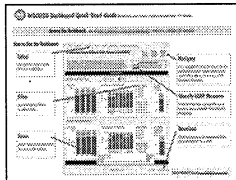
- 1 Select** – Use tabs to move through dashboard subcategories
- 2 Navigate** – Use icons to access Dashboard Menu, Quick Start Guide, and Glossary
- 3 LCAP Measures** – look for icon to identify LCAP measures
- 4 Filter** – use interactive filters to select data by student group, year, and/or school
- 5 Hover** – hover over chart elements for more information
- 6 Download** – click on icon to download data as an image or pdf

4

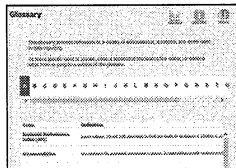
Dashboard Resources



Dashboard Brochure



Quick Start Guide



Interactive Glossary

5

Questions?

Accountability & Assessment Department

Email: accountability@wccusd.net

Phone: (510) 307-4502

6

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Ken Whittemore
Assistant Superintendent Human Resources

Agenda Item: F.1

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

Background Information:

Due to regulations in California State Education Code Sections 45114 – 45117, 45298 and 45308 and Article 24 – Layoff and Reemployment in the contract between the District and Public Employees Union, Local One, layoffs of classified employees must be conducted 60 days prior to the contractual year ending on June 30, 2015, to be in effect for the beginning of the 2015-16 school year. Layoffs by law occur due to either lack of work or lack of funds.

Before you tonight is the layoff of Graduate, Upper Division and Bilingual tutors for the 2015-16 school year. Graduate, Upper Division and Bilingual tutors prior to 2014-15 were funded via a combination of site, district, and federal funding. It became necessary due to lack of funding to eliminate these positions. In working with sites, it was agreed LCAP funding would cover the tutors for the 2014-15 school year to allow sites time to plan for upcoming years.

The LCAP does not fund tutors for the 2015-16 school year. Some sites elected to use Local Control Funding Formula (LCFF) site allocated monies to retain tutors, while some did not.

This layoff of tutors represents a total of 30.57 Full Time Equivalent (FTE) positions which must be provided notice. Because many of the positions are part time, the 30.57 FTE represents the equivalent of 43 personnel. The equivalent of 15 FTE personnel will be returned through the bumping process. This will provide opportunity for approximately 16 personnel to return to tutor positions.

For personnel without positions after the bumping process human resources will work with these employees to enter the substitute teaching pool or assist them in entering a teacher credentialing program.

The following positions are slated for reduction in hours for the upcoming 2015-16 school year. Each of the reductions are explained below:

Food Services Aide/Clerk is a reduction in the workday for one employee due to program needs at the school site and is consistent with other Food Services Aide/Clerks at other school sites. There is one vacant position that will also be reduced due to program needs at the school site.

Tutors (Graduate and Graduate - Bilingual) are being reduced in the number of hours as they were not included in the LCFF for the 2015-16 school year. The budget from the school site can only fund less hours for these classifications. This reduction in hours impacts four employees.

Classroom Support Aides positions are being reduced at school sites due to School Improvement Grant (SIG) categorical funds being eliminated. There are no available site funds to backfill the hours for these positions so there will be a decrease in hours for 7 employees, which will move them back to their original FTE prior to the SIG categorical funding.

Recommendation: Recommend Approval

Fiscal Impact: To be determined

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 68-1415
AUTHORIZATION TO ELIMINATE CLASSIFIED POSITIONS,
LAY OFF CLASSIFIED EMPLOYEES AND REDUCE WORK HOURS

WHEREAS, it is necessary, because of lack of work and/or funds, to eliminate/or reduce certain classified positions of the District; and

WHEREAS, certain services performed by a classified employees are being eliminated and/or reduced;

NOW, THEREFORE, BE IT RESOLVED that the following positions should be eliminated and/or reduced as of June 30, 2015:

Job Classification	FTE
Tutor, Graduate	28.17
Tutor, Graduate – Bilingual	2.40
Total FTE	<u>30.57</u>

Reduce the work hours for the following positions:

Job Classification	FTE
Food Services Aide/Clerk	0.07
Tutor, Graduate	0.54
Tutor, Graduate - Bilingual	0.13
Classroom Support Aide	0.667
Total FTE	<u>1.407</u>

BE IT FURTHER RESOLVED that the Superintendent hereby authorizes a notice of lay off to affected employees as required by law.

BE IT ALSO RESOLVED that the positions enumerated herein being eliminated and/or reduced effective June 30, 2015.

PASSED AND ADOPTED on this 20th day of May 2015, by the Board of Education of the West Contra Costa Unified School District, County of Contra Costa, State of California, by the following vote:

AYES:

NOES:

ABSENT:

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Governing Board of the West Contra Costa Unified School District at a public meeting of said Board held on May 20, 2015.

Secretary, Board of Education

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015
From: Kenneth L. Whittemore, **Agenda Item:** F.2
Assistant Superintendent Human Resources
Subject: Amended Resolution No. 76-1415: Declaration to Hire 30-Day Substitutes on CBEST Waivers

Background Information:

There is a statewide shortage of qualified substitutes. The Commission on Teacher Credentialing require each 30-day substitute CBEST waiver request be approved by the Board of Education before the waiver request is submitted has been relaxed by the Commission on Teacher Credentialing (CCTC). This declaration need be approved only once for all CBEST waiver requested in 2015-2016. This item shall be included in the board agenda, and shall not be adopted by the board as a part of a consent calendar.

The Human Resources Department will continue to recruit and search for fully credentialed teachers while using this assignment option.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 76-1415

DECLARATION TO HIRE 30-DAY SUBSTITUTES ON CBEST WAIVERS

WHEREAS, the governing board of West Contra Costa Unified School District declares that due to a teacher shortage in the State of California the district substitute pool is limited. Due to the limited number of available substitute teachers the district is unable to recruit substitutes who have had an opportunity to take and pass the California Basic Educational Skills Test (CBEST). The district anticipates employing 15-25 substitutes on variable term CBEST waivers.

PASSED and ADOPTED by the governing board of the West Contra Costa Unified School District of Contra Costa County, California, on May 20, 2015, by the following vote:

AYES: _____

NOYS: _____

ABSENT: _____

ABSTAIN: _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the governing board of the West Contra Costa Unified School District at a public meeting held on May 20, 2015, and that the foregoing is an excerpt from the journal of said governing board for said meeting.

Bruce Harter
Secretary, Board of Education

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: F.3

Subject: Amended Resolution No.75-1415: Credential Assignment Options

Background Information:

Pursuant to California Code of Regulations Section 80026 (e)(1) of Title 5, pertaining to Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as a part of a consent calendar.

The board and the public must have the opportunity to see the number of Emergency and Limited Assignment permits that the district reasonable expects to request in each category and to understand the reasons for such requests. This resolution will provide the District with assignment options of a temporary nature when a teacher with an appropriate credential is not available to the district.

The options are only available to teachers who hold a current basic credential.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 75-1415

CREDENTIAL ASSIGNMENT OPTIONS

WHEREAS, the Commission on Teacher Credentialing provides employing districts with assignment options of a temporary nature in which a teacher with an appropriate credential is not available to the school district. Listed below are summaries of these options, which require the consent of the teacher and Board approval.

- **Ed Code 44263** allows the holder of a teaching credential to serve in a departmentalized class if the teacher has completed 18 semester hours of course work, or 9 semester hours of upper division or graduate course work, in the subject to be taught.
- **Title 5 Section 80027** allows for the issuance of a Limited Assignment Option to any teacher employed by the district who holds a credential based on a bachelor's degree and student teaching. Six semester hours of appropriate course work are required for renewal.
- **Ed Code 44256 (b)** allows the Governing Board of a school district to authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade nine, provided that the teacher has completed 12 total semester units, or 6 upper division or graduate units of course work at an accredited institution in each subject to be taught.
- **Ed Code 44258.2** allows the Governing Board of a school district to assign the holder of a single subject or standard secondary teaching credential, with his or her consent, to teach classes in grades 5 through 8 in a middle school provided the teacher has a minimum of twelve semester units, or six upper division or graduate semester units of course work at an accredited institution in the subject to be taught.
- **Ed Code 44285.3** allows the Governing Board of a school district to authorize the holder of a multiple subject; standard elementary, single subject or standard secondary, with his or her consent, to teach departmental classes in grades K-12 provided the teacher has adequate knowledge of subject matter.
- **Ed Code 44258.7 (c)(d)** Allows the Committee on Assignments to authorize the holder of a multiple subject or single subject credential to teach a course outside of their credential area that is considered to be an elective in the grades K-12.
- **Ed Code 44328 (a)** Unless the commission determines that substantial evidence exists that a person is unqualified to teach, upon the completion of successful service as a district intern pursuant to subdivision **(b)** of Section 44325, and upon the recommendation of the school district governing board, the commission shall award preliminary credentials to district interns in the same manner as applicants recommended for credentials by institutions that operate approved programs of professional preparation.

BE IT THEREFORE RESOLVED that any other teacher assigned under one of the above options during the 2015-2016 school year will be identified on the certificated personnel changes at the appropriate board meeting as the assignments occur.

PASSED AND ADOPTED by the Governing Board of the West Contra Costa Unified School District of Contra Costa County, California, on May 20, 2015, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Governing Board of the West Contra Costa Unified School District at a public meeting of said Board held on May 20, 2015, and that the foregoing is an excerpt from the journal of said Governing Board for said meeting.

Bruce Harter
Secretary, Board of Education



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2015-2016
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: West Contra Costa Unified School District District CDS Code: 61796
Name of County: Contra Costa County CDS Code: 07

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05/20/15 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2016.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Bruce Harter</u>	<u>Superintendent</u>
<small>Name</small>	<small>Title</small>
<u>(510) 620-2074</u>	<u>(510) 231-1189</u>
<small>Fax Number</small>	<small>Telephone Number</small>
<u>1108 Bissell Avenue, Richmond, CA 94801</u>	
<small>Mailing Address</small>	
<small>Email Address</small>	

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____
Name of State Agency _____
Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► *Enclose a copy of the public announcement*

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

► This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	50
<input checked="" type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	12
List target language(s) for bilingual authorization: Spanish	
<input checked="" type="checkbox"/> Resource Specialist	5
<input checked="" type="checkbox"/> Teacher Librarian Services	4
<input type="checkbox"/> Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	5
Special Education	5
TOTAL	13

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☒ Yes

☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university intern program?

☒ Yes

☐ No

If yes, how many interns do you expect to have this year? 50

If yes, list each college or university with which you participate in an intern program.

CSU East Bay, CSU Sacramento, San Francisco State University, St. Mary's College,

Brandman University, Loyola Marymount University, Touro University, Patten Univeristy

National University, Fortune School of Education, CSU Dominguez Hills,

If no, explain why you do not participate in an intern program.

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** May 20, 2015
From: Lisa LeBlanc **Agenda Item:** F.4
Associate Superintendent of Operations
Subject: Harmon Knolls, 2853 Groom Drive, Richmond, CA

Background Information:

On May 6, 2015 the Board did not award the demolition bid for the portable buildings formerly used as the Harmon Knolls site. The site is approximately 9 acres and is located south of Hilltop Mall and west of I-80. The property is adjacent to single family residences to south and east, a park to west, and is zoned for single family development. The final use of the property, if not used as a school, is subject to the City of Richmond planning and approval procedures. A California Environmental Quality Act (CEQA) analysis would likely be required for any use of the property. The site was last used by La Cheim School, Inc. and has been vacant since 2013. The portable buildings consisting of approximately 15,000 s.f. are approximately 50 years old and the foundations, plumbing/mechanical and electrical infrastructure are deteriorated.

Potential uses for the land could be to utilize it for a future district use as identified through the upcoming Facilities Master Plan process or consider it for lease and/or sale at a later date. An outright sale, or lease exceeding 30-days, requires a surplus property proceeding which includes first priority to charter schools to either lease or purchase the property and to, secondly, offer to sell it to public entities per the Education Code. Due to the lengthy procedures and 7-11 committee requirements, assessing and including all potential district surplus properties in the proceeding would be more effective allowing for a comprehensive planning effort to assess district-wide enrollment changes, program options, and facility needs. Options for the Board to consider include:

- Affirm the May 6, 2015 board decision and reject all bids;
- Accept the bid and overturn the decision on May 6, 2015 to not award the bid;
- Initiate a surplus property proceeding for the site;
- Include the property in the Facilities Master Plan process.

Recommendation: Reject all bids received for 2853 Groom Drive and include the property in the upcoming Facilities Master Plan process.

Fiscal Impact: If the demolition option is considered and awarded, the fiscal impact would be \$178,200. Funded from Fund 40.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

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

Agenda Item: G.1

Subject: Initial Public Hearing for Summit Schools

Background Information:

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

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

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

Recommendation: For Information Only

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

DISPOSITION BY BOARD OF EDUCATION

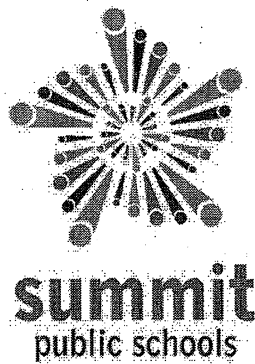
Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____



Summit Public School: WCCUSD #2

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

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



April 21, 2015

Via Hand Delivery

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

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

Dear Members of the Board of Education:

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

Sincerely,

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

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- A. District Data and Demographics
- B. Sample Bell Schedule
- C. Sample Annual Calendar
- D. PLP Templates
- E. Narrative Description of a Typical Day for a Student
- F. Sample Student and Parent Handbook
- G. Course Summaries, Cognitive and Noncognitive Skills Rubrics and Standards
- H. Century Foundation Report

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

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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

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

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

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

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

AFFIRMATIONS / ASSURANCES

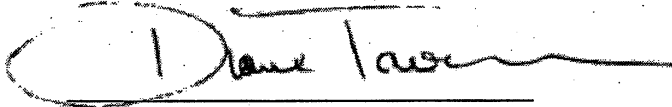
As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this petition for a charter for a California public charter school to be named **Summit Public School: WCCUSD #2** ("SPS: WCCUSD #2" or the "Charter School"), and to be located within the boundaries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

- SPS: WCCUSD #2 shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- SPS: WCCUSD #2 employees shall be employees of Summit Public Schools, a California nonprofit, public benefit corporation. Summit Public Schools shall operate SPS: WCCUSD #2 and shall be deemed the exclusive public school employer of the employees of SPS: WCCUSD #2 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- SPS: WCCUSD #2 shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- SPS: WCCUSD #2 shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- SPS: WCCUSD #2 shall admit all students who wish to attend SPS: WCCUSD #2, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as provided in Education Code Section 47605(d)(2), admission to SPS: WCCUSD #2 shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- SPS: WCCUSD #2 shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- SPS: WCCUSD #2 shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

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- SPS: WCCUSD #2 shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- SPS: WCCUSD #2 shall ensure that teachers in SPS: WCCUSD #2 hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- SPS: WCCUSD #2 shall at all times maintain all necessary and appropriate insurance coverage.
- SPS: WCCUSD #2 shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves SPS: WCCUSD #2 without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- SPS: WCCUSD #2 shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- SPS: WCCUSD #2 shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- SPS: WCCUSD #2 shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605 and 47605.1]
- SPS: WCCUSD #2 shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47610, 48000 and 47612(b)]
- SPS: WCCUSD #2 shall comply with all applicable portions of the No Child Left Behind Act.
- SPS: WCCUSD #2 shall comply with the Public Records Act.
- SPS: WCCUSD #2 shall comply with the Family Educational Rights and Privacy Act.
- SPS: WCCUSD #2 shall comply with the Ralph M. Brown Act.
- SPS: WCCUSD #2 shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].

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

A handwritten signature in black ink, appearing to read "Diane Tavenner", is written over a horizontal line.

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

4/17/2015

Date

INTRODUCTION

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

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

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

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

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

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

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

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

FOUNDING GROUP

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

Chief Executive Officer, Summit Public Schools: Diane Tavenner

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

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

Chief Financial Officer, Summit Public Schools: Isabelle Parker

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

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

Chief Growth Officer, Summit Public Schools: Diego Arambula

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

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

Chief Academic Officer, Summit Public Schools: Adam Carter

Expertise: Curriculum, instruction, assessment, and administration

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

Chief Information Officer, Summit Public Schools: Jon Deane

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

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

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

Expertise: Curriculum, instruction, assessment, admissions, administration

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

Summit Public Schools Board Chairman: Robert J. Oster

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

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

Summit Public Schools Board Member: Steven Humphreys

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

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

Summit Public Schools Board Member: Blake Warner

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

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

Summit Public Schools Board Member: Robert O'Donnell

Expertise: Finance, business management, organization, administration

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

Summit Public Schools Board Member: Meg Whitman

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

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

Summit Public Schools Board Member: Andy Thompson

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

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

Summary of Background Critical to Charter School Success

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

History of Success

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

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

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

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

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

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

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

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

Mission

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

Educational Philosophy

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

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

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

Students to be Served

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

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

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

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

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

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

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

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

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

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

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

How Learning Best Occurs

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

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

- Democratic Decision-making

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

Program Design

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

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

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

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

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

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

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

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

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

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

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

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

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

Pedagogy (Teaching Methods)

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

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

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

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

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

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

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

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

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

Curriculum

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

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

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

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

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

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

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

Middle School:

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

High School:

a - Social Science

- World History and Geography I
- World History and Geography II
- US History AP & Government and Politics AP I
- US History AP & Government and Politics AP II

b - English

- Literature and Personal Choice
- The Individual and Society
- English Language and Composition AP
- English Literature and Composition AP

c - Mathematics

- Geometry
- Advanced Algebra
- Trigonometry / Pre-Calculus
- Statistics AP
- Calculus AP

d - Laboratory Science

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

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

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

Additionally, graduates will pursue the following outcomes:

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

Common Core Alignment

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

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

Materials

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

Annual Goals and Actions in the State Priorities

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

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

Special Populations

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

Academically Low Achieving Students

Overview

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

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

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

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

Faculty Office Hours

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

Tutoring

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

Expeditions

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

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

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

Independent Learning

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

Faculty Discussions / Interventions / Individual Plans

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

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

Academically High-Achieving Students

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

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

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

English Learners

Overview

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

Identification

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

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

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

Reclassification Procedures

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

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

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

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

Strategies for English Learner Instruction and Intervention

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

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

(1) Self-paced content: Courses are generally designed with course content connected to course projects. This content is accessible anytime via a set of resources—which may include textbook passages, videotaped lectures, teacher-created presentations, videos, etc.—and students progress through the content at the pace that is right for them as determined by the student and his/her mentor. Resources are specifically designed to be accessible to students of differing abilities and literacy levels.

(2) Skill-based projects: Skills-based projects develop students' cognitive skills, and are designed to align with the Common Core standards (including but not limited to literacy standards). These projects are heavily focused on both receptive and productive literacy skills, and student scores on projects provide teachers and mentors an opportunity to track growth over time. Because they emphasize cognitive skills instead of discrete content knowledge, these projects are accessible to all students.

(3) Mentoring: A core tenet of the SPS: WCCUSD #2 program is that every student is assigned a faculty mentor who regularly meets with each of his/her students. Mentors have the opportunity to deeply get to know each of his/her students and develop an authentic relationship with each mentee. Mentors leverage this relationship to advocate for the learning needs of each student, EL students specifically. The mentor helps the EL student set language goals for him/herself, helps monitor their growth, makes sure he/she is demonstrating that he/she can access the core curriculum, and advocating for and managing any interventions that might be needed.

(4) Classroom Strategies: All faculty include language goals (writing, reading, listening and/or speaking) and objectives in their lesson plans. Language objectives also include scaffolds for students, such as paragraph frames, sentence starters, and outlines. When teachers are observed by their instructional coaches they are asked to reflect on these goals and whether or not they are being met. Faculty are trained in the Specifically Designed Academic Instruction in English (SDAIE) teaching approach and coached to make sure they are employing them every day. SDAIE and other appropriate techniques to help students access the core curriculum as well as make English language development progress include, but are not limited to:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings

- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be "next" in answering a question orally)
- Low-stakes corrective feedback not only around content but also around language use
- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones
- Use of visuals that reinforce spoken and written words (e.g., word walls)
- Use of gestures for added emphasis
- Adjusting speech (eg. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations
- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Explicit academic vocabulary instruction (specifically Kate Kinsella's methods)
- Explicit academic literacy instruction (e.g., how to read different types of texts, how to use context to figure out words, etc.)
- Building background knowledge, especially for content that involves cultural, social or historical references
- All faculty are trained in creating a classroom culture that allows for English learning to occur. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students so they can participate, develop and flourish.

Specific materials and texts that may be used in support of these strategies are included in Appendix JJ.

(5) Student-centered Faculty Collaboration: On a weekly basis, faculty of each grade level meet to discuss student progress and any specific supports needed. EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress. If it is determined that students are not making adequate progress then intervention plans are designed so that they can receive the appropriate support needed to access the curriculum. These interventions are regularly assessed to determine if they are effective or need to be adjusted.

(6) Student Interventions: When it is determined that students need additional supports beyond the classroom strategies, individual intervention plans are developed and monitored in coordination with the student, the student's mentor, and the family. Those plans include, but are not limited to:

- Additional support time during the school day in the form of pull out instruction and support from an appropriately credentialed faculty member. This does not take the place of a mainstream course but rather is concurrent instruction so that students are still able to socialize with their mainstream peers. Thus students can still experience a college-preparatory curriculum while at the same time receiving the dedicated time and support they need to gain fluency in reading, writing, listening and speaking in English.
- Additional support time after school by attending teacher office hours. Teachers are able to differentiate instruction and offer individual support in this time so that EL students can better access the curriculum.

- Additional support time built into the students' Expeditions experience. This can take many forms, such as targeted language instruction or extra time with teachers. It may or may not take the place of their regular Expedition course.
- Adaptive reading supports that transforms how, what, and why students read, such as Reading Plus, a Common Core-aligned web-based reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.

Appendix E includes a narrative description of a typical daily experience for an EL student.

Monitoring of Student Progress

- **Initial Assessment:**
 - CELDT testing: All students who indicate that their home language is other than English will be CELDT tested within 30 days of the first day of school and at least annually thereafter until re-designated as fluent English proficient
 - NWEA Map testing: All new students are MAP tested within the first week of school in order to get a baseline of performance in general literacy categories. This is used in conjunction with CELDT scores to determine appropriate teaching strategies and coursework.
 - Teacher observations and work sample discussions: Teachers meet for additional hours together in the first couple weeks of school in order to diagnose student skills, both academic and habits of success.
- **Ongoing External Assessment:**
 - NWEA Map Testing is given 2-3 times per year (beginning, semester and end) to measure and assess student growth. Results from this periodic test are analyzed and discussed by faculty members and administration in order to determine if adequate progress is being made. If not, intervention plans are created and put in place.
 - For students who are not re-classified after one year, their year to year CELDT scores are evaluated to determine if any additional supports or interventions are necessary.
- **Embedded Daily, Ongoing Assessment:**
 - At SPS, student progress is monitored daily and assessments are embedded into Personalized Learning Plans, content, and projects. Examples of assessments include evaluations of content mastery and performance on cognitive skills, such as comprehension, use of evidence, vocabulary usage, making a claim, use of analysis, organization, discussion, verbal summary and synthesis.
 - All student performance information is available on the student PLP dashboard and all stakeholders (students, parents, and faculty) can readily access these scores to examine if appropriate progress is being made.
 - Each students' mentor will track this growth and to intervene when concerns arise. Additionally, the mentor and the student have a set appointment time each week to set short and long term goals and then evaluate progress to meeting those goals. EL students regularly set goals that are related to their language abilities.
 - In classes, students also receive daily formative assessment in the form of both written comments on their work and verbal comments regarding their work and classroom behaviors, such as oral participation.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

Additional information on EL professional development for teachers and the role of the EL Coordinator can be found in Appendix GG.

Serving Students with Disabilities

Overview

The following provisions summarize the manner in which the Charter School will serve its students with disabilities:

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function, which shall monitor and guide referrals for Section 504 and special education services.
- SPS: WCCUSD #2 will seek status as a local educational agency ("LEA") member of a Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). SPS: WCCUSD #2 may seek the District's support in the provision of data or information in SPS: WCCUSD #2's pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEA and the costs thereof. SPS: WCCUSD #2 will consider its options for SELPA membership, including but not limited to the El Dorado County Charter SELPA.
- Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEA as further described below. An anticipated timeline for application to and membership in a SELPA is included in Appendix K.

Section 504 of the Rehabilitation Act

SPS: WCCUSD #2 recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPS: WCCUSD #2. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the Americans with Disabilities Act.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The

student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability who requires accommodations under Section 504 is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. Attached as Appendix L, please find the Summit Public Schools 504 Board Policy, Administrative Procedures and Parent Rights Form.

Services for Students under the IDEA

SPS: WCCUSD #2 intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the applicable SELPA. As stated above, SPS: WCCUSD #2 shall pursue SELPA membership as an LEA to begin the first year of operation, but can make no guarantees as to approval as an LEA in that time frame. As such, until such time as SPS: WCCUSD #2 is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), SPS: WCCUSD #2 shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

The following sections describe first the situation where SPS: WCCUSD #2 operates as a public school of the District for special education purposes pursuant to Education Code Section 47641(b); followed by a description of operation as an LEA for special education purposes.

Services for Students under the IDEA if the Charter School remains a public school of the District

The following provisions are meant to summarize SPS: WCCUSD #2 Petitioner's understanding of the manner in which special education instruction and related services shall be provided by SPS: WCCUSD #2 and the District if at any point SPS: WCCUSD #2 exists as a public school of the District for special education purposes pursuant to Education Code Section 47641(b). The following mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and SPS: WCCUSD #2 as agreed upon in a Memorandum of Understanding ("MOU").

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SPS: WCCUSD #2 seeks services from the District for special education students enrolled in SPS: WCCUSD #2 in the same manner as is provided to students in other District schools. SPS: WCCUSD #2 will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. SPS: WCCUSD #2 will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. SPS: WCCUSD #2 will request an annual meeting between SPS: WCCUSD #2 and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that SPS: WCCUSD #2 and the District have an ongoing mutual understanding of District protocol and to facilitate ongoing compliance.

SPS: WCCUSD #2 acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. SPS: WCCUSD #2 agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. SPS: WCCUSD #2 believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at SPS: WCCUSD #2 will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is SPS: WCCUSD #2's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs SPS: WCCUSD #2 that current District practice is for the individual school sites to hire site special education staff or the District and SPS: WCCUSD #2 agree that SPS: WCCUSD #2 must hire on-site special education staff. In that instance, SPS: WCCUSD #2 shall ensure that all special education staff hired by SPS: WCCUSD #2 is qualified pursuant to District and SELPA policies, as well as meet all legal

requirements. The District may review the qualifications of all special education staff hired by SPS: WCCUSD #2 (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

SPS: WCCUSD #2 shall promptly notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

SPS: WCCUSD #2 shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. SPS: WCCUSD #2 shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

Identification and Referral

SPS: WCCUSD #2 shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. SPS: WCCUSD #2 will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by SPS: WCCUSD #2 for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Upon the commencement of the Charter School's school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.

Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program.

For students who are identified as possibly needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and the student's mentor and/or other appropriate faculty will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify its authorizer within 5 days of enrollment. An IEP meeting will be convened by the District within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Charter School shall work with its authorizer and/or SELPA to implement the existing IEP at the Charter School or as otherwise agreed by the parent/guardian.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days of receipt of the written request and shall hold an IEP meeting within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The Charter School will notify its authorizer of the assessment request within 5 days of receipt.

It is SPS: WCCUSD #2's understanding that the District shall provide SPS: WCCUSD #2 with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that SPS: WCCUSD #2 is provided with notification and relevant files of all students who have an existing IEP and who are transferring to SPS: WCCUSD #2 from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. SPS: WCCUSD #2 shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. SPS: WCCUSD #2 shall not conduct special education assessments unless directed by the District.

IEP Meetings

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SPS: WCCUSD #2 shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Executive Director and/or SPS: WCCUSD #2 designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at SPS: WCCUSD #2 and/or about the student. It is SPS: WCCUSD #2's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

SPS: WCCUSD #2 understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team as led by the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. SPS: WCCUSD #2 shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, SPS: WCCUSD #2 shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for SPS: WCCUSD #2's non-special education students, whichever is more. SPS: WCCUSD #2 shall also provide all home-school coordination and information exchange unless directed otherwise by the District. SPS: WCCUSD #2 shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the District. SPS: WCCUSD #2 shall comply with any directive of the District as relates to the coordination of SPS: WCCUSD #2 and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SPS: WCCUSD #2 shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. SPS: WCCUSD #2 shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to SPS: WCCUSD #2 and no student shall be denied admission nor counseled out of SPS: WCCUSD #2 due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

SPS: WCCUSD #2 shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. SPS: WCCUSD #2 shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. SPS: WCCUSD #2 shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with SPS: WCCUSD #2's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. SPS: WCCUSD #2 shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

SPS: WCCUSD #2 and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and SPS: WCCUSD #2 shall comply with the District's decision.

SPS: WCCUSD #2 and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. SPS: WCCUSD #2 agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and SPS: WCCUSD #2 shall work together to defend the case. In the event that the District determines that legal representation is needed, SPS: WCCUSD #2 agrees that it shall be jointly represented by legal counsel of the District's choosing.

SPS: WCCUSD #2 understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is SPS: WCCUSD #2's understanding that the District shall represent SPS: WCCUSD #2 at all SELPA meetings and report to SPS: WCCUSD #2 of SELPA activities in the same manner as is reported to all schools within the District.

Funding

SPS: WCCUSD #2 understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and SPS: WCCUSD #2. SPS: WCCUSD #2 anticipates, ***without binding the District to these terms***, that based upon State and Federal law, the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at SPS: WCCUSD #2's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from SPS: WCCUSD #2 the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at SPS: WCCUSD #2 site.

Contribution to Encroachment

SPS: WCCUSD #2 shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, SPS: WCCUSD #2 shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice SPS: WCCUSD #2 for SPS: WCCUSD #2's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. SPS: WCCUSD #2 ADA shall include all Charter School students, regardless of home district.

Special Education Strategies

SPS: WCCUSD #2 is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following an "inclusion" model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.

Services for Students under the IDEA when the School Becomes an LEA and Member of SELPA

As stated above, upon charter approval, SPS: WCCUSD #2 will apply for SELPA membership. The Board of Summit Public Schools already operates seven schools which operate as LEAs and are members of the San Mateo County SELPA and El Dorado SELPA. The following language applies while SPS: WCCUSD #2 is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):

Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will remain with SPS: WCCUSD #2. SPS: WCCUSD #2 shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, SPS: WCCUSD #2 shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, SPS: WCCUSD #2 shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

ELEMENT B: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."

- California Education Code Section 47605(b)(5)(B)

Student Outcome Goals

The Charter School's student outcomes are designed to align with the Charter School's mission, curriculum and assessments, the Common Core State Standards for Literacy and Mathematics, the California State Standards for courses offered at SPS: WCCUSD #2, and the applicable state priorities described in subdivision (d) of section 52060.

Upon graduation from the Charter School, students will have demonstrated the following ESLRs, which indicate their ability to be self-motivated, competent, and lifelong learners. Summit Public Schools believes that to prepare for success in college and then life as contributing members of society, students must also develop certain habits of success and cognitive skills, which are detailed in Appendix G.

Graduates will be able to meet the Expected School-wide Learning Results (ESLRs):

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the ESLRs listed above by earning a passing grade in each of the courses required for graduation. A list of the courses required for graduation is contained in Element A and course descriptions created by Summit Public Schools teachers can be found in Appendix G. The required courses and curriculum are aligned to the Common Core State Standards and designed to develop specific cognitive skills and assess student progress in the development of those skills. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the ESLRs have been met:

- Textual Analysis (Close Reading)
- Using Sources
- Inquiry
- Analysis & Synthesis
- Composing/Writing
- Speaking & Listening
- Products & Presentations

Charter School Outcomes that Align With the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, plus student outcomes that align with the state priorities and the Charter School's methods of measurement for those outcomes.

Because the Charter School does not know what its numerically significant subgroups will be, all goals, actions and outcomes are designed to apply schoolwide and to all student subgroups. Once the Charter School enrolls students and can determine its numerically significant pupil subgroups, it will provide goals, actions, and outcomes for those groups in its annual Local Control and Accountability Plan ("LCAP").

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Summit Public School Goals, Actions, Student Outcomes, and Methods of Measurement	
STATE PRIORITY #1— BASIC SERVICES	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain Summit Public Schools' current high standards of hiring and ensure that all courses are taught by credentialed, highly qualified teachers who are properly assigned.
ACTIONS TO ACHIEVE GOAL	<p>Summit Public Schools invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the Charter School and the students. Additionally, there is a robust internal credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed and properly assigned, and to ensure that teachers are accurately informed about the requirements for keeping their credential current.</p> <p>Summit Public Schools has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers.</p>
MEASURABLE OUTCOME	100% of core academic classes taught by fully credentialed, appropriately assigned teachers

METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card; internal audits of teacher assignments
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to standards-aligned instructional materials, and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	Teachers will implement content instruction for all students using the teacher-created, Common Core State Standards ("CCSS") aligned content guides and projects. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of students have access to standards-aligned content and projects.
METHODS OF MEASUREMENT	Annual review of curriculum and materials by Summit Public Schools and Charter School faculty
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning by custodial staff. Annual fire inspection and emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance.
MEASURABLE OUTCOME	Charter School passes its lunch audit and fire inspections. School is maintained in good repair.
METHODS OF MEASUREMENT	Lunch audit, fire inspection forms, staff walkthroughs, annual faculty & parent survey.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All content instruction and performance standards are aligned with Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Frequent teacher collaboration and professional development in departments to ensure consistent implementation of CCSS. Use of a common assessment plan, including standards-aligned content and projects for each core course.
MEASURABLE OUTCOME	100% of courses implement applicable content guides and projects.

METHODS OF MEASUREMENT	Annual review of projects and content by Summit Public Schools Academics Team and Charter School faculty; student performance on Personalized Learning Plan; CAASP
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including English Learners ("EL"), will gain academic content knowledge through implementation of the Common Core State Standards and the Summit Public Schools content guides.
ACTIONS TO ACHIEVE GOAL	Faculty will continue professional development in EL instruction and data analysis of EL students' performance. Teachers will use special designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including office hours, targeted literacy support and extended personalized learning time.
MEASURABLE OUTCOME	EL subgroup performance on CAASP assessments (goal TBD when baseline data available)
METHODS OF MEASUREMENT	CAASPP math and English assessments, Personalized Learning Plan progress
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level on the CELDT or achieve Advanced each academic year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
STATE PRIORITY #3 – PARENTAL INVOLVEMENT Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will seek parent input in making decisions at the Charter School.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The Charter School will hold Teaching & Learning Tours, open to all parents and held at a time when most parents are likely to be able to attend, monthly to provide parent education and opportunities for feedback on site decisions The Charter School Parent Organization will include project teams

	<p>that participate in gathering parent input and spearheading Charter School initiatives.</p> <ul style="list-style-type: none"> • The Charter School will conduct an annual survey to gather parent feedback and input on their own influence over decision-making.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Parents responding positively to "I am satisfied with my level of influence on school decisions" on parent survey: 70% • Parents responding positively to "My student's school seeks feedback from me" on parent survey: 92% • Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 75%
METHODS OF MEASUREMENT	Parent survey, attendance at Teaching & Learning Tours, participation in Parent Organization
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will promote parent participation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Parents will be invited to attend annual Personalized Learning Plan meetings with their student and their student's faculty mentor. • There will be numerous opportunities for parents to volunteer to support the Charter school should they choose, such as: driving, chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry, translation, parent technology training and other community outreach. • The Charter School will hold at least three parent events each semester and provide Spanish interpretation. • Faculty mentors will be involved in parent communication for students in need of academic interventions.
MEASURABLE OUTCOME	All families attend PLP meetings during the school year.
METHODS OF MEASUREMENT	Faculty mentor reporting, volunteer log, parent event sign-in sheet or informal head count
STATE PRIORITY #4— STUDENT ACHIEVEMENT Pupil achievement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99330 et seq.) or any subsequent assessment of college preparedness 	

SUBPRIORITY A – CAASPP ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
ACTIONS TO ACHIEVE GOAL	Faculty will provide instruction conducive to student learning; faculty will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth.
MEASURABLE OUTCOME	Students in the Charter School exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP assessment reports
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will be comparable to that of other Summit Public Schools serving comparable student populations and will exceed California average
ACTIONS TO ACHIEVE GOAL	TBD when baseline data has been reported on CAASPP.
MEASURABLE OUTCOME	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will be comparable to that of other Summit Public Schools serving comparable student populations and will exceed California average
METHODS OF MEASUREMENT	API or other state report card
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirements due to an IEP
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The Charter School will achieve and maintain UC/CSU approval for all core academic courses and a variety of visual and performing arts courses. Course sequence and graduation requirements will include 4 years of history/social science, English, math, science, and language other than English, which aligns with or exceeds the UC/CSU requirements.
MEASURABLE OUTCOME	100% of graduates meet UC/CSU A-G Course Requirements, excepting students with modified graduation requirements due to an IEP.
METHODS OF	Graduation rates, Transcripts, Personalized Learning Plan.

MEASUREMENT	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level on the CELDT each academic year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students are reclassified as English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will serve EL at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English.</p> <p>The Charter School will:</p> <ul style="list-style-type: none"> • Monitor language proficiency levels to determine adequate yearly progress. • Monitor teacher qualifications and the use of appropriate instructional strategies based on program design. • Monitor student identification, placement, and growth in English language proficiency. • Monitor availability of adequate resources, and deliver resources to students as and when needed. • Monitor reclassified students for at least two years.
MEASURABLE OUTCOME	Students are reclassified as English Proficient within 3 years on average.
METHODS OF MEASUREMENT	School reclassification rates
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students have the support they need to meet AP standards.
ACTIONS TO ACHIEVE GOAL	AP institute training for new AP teachers, vertical planning with AP teachers and teachers in other grade levels, AP classes remain open to all Charter School students. Provide students with feedback and development on AP skills in grades leading up to AP courses.

MEASURABLE OUTCOME	60% of students will pass at least one AP exam before graduation.
METHODS OF MEASUREMENT	AP exam pass rates.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students graduate truly academically college ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Align sophomore and junior year content assessments and projects to standards set by California State Universities in the Early Assessment Program (EAP) as well as those set by the college board for AP classes. Offer targeted practice and instruction for students who do not pass the EAP in junior year. Graduation requirements align with or exceed UC/CSU entrance requirements.
MEASURABLE OUTCOME	Whole-school passage rates for the EAP in junior year or Entry Level Mathematics (ELM) exam and/or English Placement Test (EPT) in senior year will exceed those of district schools serving a similar student population.
METHODS OF MEASUREMENT	Passage rates on the EAP, ELM, EPT, and AP exams; student acceptance rate into college; alumni surveys.
STATE PRIORITY #5— STUDENT ENGAGEMENT Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; the Charter School will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; Charter School will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students
MEASURABLE OUTCOME	ADA is at or above 95% of enrollment.
METHODS OF	Monthly, Quarterly, and Annual attendance reports.

MEASUREMENT	
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School's rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
MEASURABLE OUTCOME	Less than 5% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year).
METHODS OF MEASUREMENT	CALPADS, Charter School attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rates of less than 2%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Less than 2% dropout rate.
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE	Less than 5% dropout rate.

OUTCOME	
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Graduation rates exceed California average.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Graduation rates exceed California average.
METHODS OF MEASUREMENT	Cohort graduation rates (CDE Dataquest)
STATE PRIORITY #6— SCHOOL CLIMATE School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain an annual suspension rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 3% or fewer of all enrolled students suspended.
METHODS OF MEASUREMENT	Suspension rates, Annual School Accountability Report Card
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain low annual expulsion rates.
ACTIONS TO	Teachers will be trained and utilize Restorative Practices and receive

ACHIEVE GOAL	professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, less than 1% of enrolled students are expelled.
METHODS OF MEASUREMENT	Expulsion rates, Annual School Accountability Report Card
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	All community members feel safe at school.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices. Provide professional development for all faculty in equity, social justice, and restorative practices.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of staff will participate in Emergency plan training; Students will participate in a fire, earthquake and safety drills annually. • 90% of parents respond positively to "I feel my child is physically safe at school" on parent survey. • 90% of parents respond positively to "I feel my child is emotionally safe at school" on parent survey. • 90% of students respond positively to questions on discipline, respect and bullying on student survey.
METHODS OF MEASUREMENT	Parent survey, student survey, drill and training participation logs
STATE PRIORITY #7— COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth, E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: <ul style="list-style-type: none"> • Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) • Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(l)) 	
GOAL TO ACHIEVE SUBPRIORITY	All students are enrolled in a broad course of study that will enable them to be college eligible and college ready, as outlined in Element A of the charter petition.
ACTIONS TO ACHIEVE GOAL	The Charter School will align all course offerings to college ready standards as defined by the California State University system, the Advanced Placement program, and applicable academic research.

MEASURABLE OUTCOME	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirement due to an IEP
METHODS OF MEASUREMENT	Transcripts
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in English.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in mathematics.
ACTIONS TO ACHIEVE GOAL	Graduates from the Charter School will exceed all academic entrance requirements for UC/CSU college admissions. The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY C – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in Science.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF	CAASPP, Personalized Learning Plan progress

MEASUREMENT	
SUBPRIORITY D – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in the Social Sciences.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Cumulative final projects
SUBPRIORITY E – EXPEDITIONS (INCLUDING VISUAL AND PERFORMING ARTS)	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
ACTIONS TO ACHIEVE GOAL	Faculty mentors will coach students on course selection and ensure that students make an appropriate choice in their Personalized Learning Plan meetings at the beginning of the academic year.
MEASURABLE OUTCOME	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
METHODS OF MEASUREMENT	Transcripts
SUBPRIORITY F – HABITS OF SUCCESS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students make measurable progress toward self-directed learning goals on annual Personalized Learning Plan.
ACTIONS TO ACHIEVE GOAL	Mentors will meet with their students multiple times per month to monitor progress toward goals and make resources available for supporting students to meet their goals.
MEASURABLE OUTCOME	100% of students make measurable progress toward self-directed learning goals on annual Personalized Learning Plan.
METHODS OF MEASUREMENT	Personalized Learning Plan goals
SUBPRIORITY G – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
ACTIONS TO ACHIEVE GOAL	Offer active opportunities through physical education classes, Expeditions and afterschool

MEASURABLE OUTCOME	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
METHODS OF MEASUREMENT	Teacher-developed rubrics
SUBPRIORITY G – FOREIGN LANGUAGE, OTHER SUBJECTS	
GOAL TO ACHIEVE SUBPRIORITY	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
ACTIONS TO ACHIEVE GOAL	Students take at least 2 years of coursework in a second language.
MEASURABLE OUTCOME	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
METHODS OF MEASUREMENT	ACTFL, AAAPL, AP exams, Teacher-developed rubrics

Assurance of School-wide Academic Progress

SPS: WCCUSD #2 is based upon the school models of Summit Preparatory Charter High School, Everest Public High School, SPS: Rainier, SPS: Tahoma, SPS: Shasta, SPS: Denali, and SPS: K2. These schools have consistently performed highly on the Academic Performance Index ("API") Additionally, SPCHS regularly ranks on the US News & World Report Best High Schools in America list, most recently as the #16 public school in California and #103 nationally, as well as #25 on the Top Charter Schools List. Each Summit School had a base API score of over 800 in the most recent report. Therefore, the SPS: WCCUSD #2 founders believe that the SPS: WCCUSD #2 performance on the API or whatever might take its place following the implementation of new state assessments, both schoolwide and for all numerically significant pupil subgroups, will be comparable to that of other Summit Public Schools, a summary of which is included in Appendix M.

SPS: WCCUSD #2 shall pursue continuous growth on the API or whatever might take its place following the implementation of new state assessments and if applicable, its growth targets, both schoolwide and for all numerically significant pupil subgroups.

Common Core Alignment

As detailed in *Element A*, the Common Core State Standards align closely with Summit Public School's framework for college readiness and Summit has been a leader in the work of transitioning to the new standards. Many of Summit's partners in this work are detailed in Appendix FF, and Summit's Common Core-aligned rubrics, curricular materials, and assessment strategy can be found in Appendix G.

ELEMENT C: METHODS OF MEASUREMENT

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

- California Education Code Section 47605(b)(5)(C)

Assessment Tools

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. In addition to these tools, more information on Summit Public Schools' assessment plan can be found in Appendix G.

Assessment Tool	Frequency of Assessment	Topics Assessed
California Smarter Balanced Assessments	Annually	English, Math
California State Standards Exams	Annually	Science
California High School Exit Exam	Annually	English, Math
California English Language Development Test	Annually	English Language Development
9 th Grade Test of Physical Fitness	Annually	Physical Fitness
Cumulative Final Projects	Annually	English, Math, Science, History, Cognitive Skills
Advanced Placement Exams	During 11th & 12th grade	English, History, Math, Science, Spanish, College Readiness
NWEA MAP	2-3 times per year	English, Math
ACTFL / AAPPL	Annually	Spanish
ACT ASPIRE	Annually	English, Math, Science, College Readiness
PSAT	Annually	English, Math, College Readiness
ACT	Annually	English, Math, Science, College Readiness
SAT I	Annually	English, Math
SAT II	Annually	English, Math, History, Science, Spanish, College Readiness
Progress in coursework	Each semester	Textual Analysis, Using Sources,

		Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Progress toward achieving Personalized Learning Plan goals	Each semester	Vary; may include cognitive skills, multiple subjects, and habits of success
Progress toward achieving Individual Education Plan goals	Each semester	Vary; dependent on IEP
Teacher-developed rubrics for projects and coursework, which may include: <ul style="list-style-type: none"> • Experiment design • Problems of the Week • Research Projects • Revision Process • Complex Instruction Activity • Socratic Seminar • Classroom Discussion • Structured Academic Controversy • Peer Assessment • Persuasive Speech • Essay • Lab Report 	Ongoing	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Completion of all graduation requirements	Upon graduation	English, History, Math, Science, Spanish, College Readiness
Applications to four-year colleges	Upon graduation	College Readiness
Acceptance letters to four-year colleges	Upon graduation	College Readiness

Use and Reporting of Data

The primary tool to be used for capturing student data is Illuminate, a combined Student Information System and Data and Analysis System designed specifically for school use. In addition, the Charter School will utilize the Naviance database system to capture all college application and acceptance data and Illuminate to analyze classroom achievement. The systems have combined the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or his/her designee.
- All results from assessments given at school are inputted by faculty members.
- All information pertaining to student goals is inputted by mentors or RSP teachers.

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- Seniors, mentors and parents enter all college data into the Naviance system.

Analysis

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions. They will use this data to set goals and identify strategies to ensure the student is making progress towards those goals.
- The Charter School faculty will analyze data from all of the tools listed for individual students on an ongoing basis each semester. They will use this data to inform their teaching strategies and to identify students who may be in need of additional support or interventions. Time for this analysis is set aside during faculty meetings each semester as well as during the 7-8 weeks when students are participating in Expeditions.
- Faculty will review data schoolwide throughout the year to improve the educational program, as outlined in *Continuous Improvement* below.
- The Board will review the data and the faculty's analysis of it at least two times per year.

Reporting

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based Illuminate platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter School's website and made available in the school lobby. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroup (e.g. ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

Continuous Improvement

SPS: WCCUSD #2 is committed to using student performance data to refine and improve the educational program. As described above, the faculty will devote at least 6 hours of faculty meetings during each semester as well as substantial amounts of time during the 7-8 weeks while their students are participating in Expeditions to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during student expedition periods. Additionally, the Charter School will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

District Visitation/Inspection

SPS: WCCUSD #2 will comply with a District requested visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. SPS: WCCUSD #2 also agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

ELEMENT D: GOVERNANCE STRUCTURE

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

- California Education Code Section 47605(b)(5)(D)

Legal Status

Summit Public Schools² has constituted itself as a California non-profit public benefit corporation pursuant to California law and is a 501(c)(3) tax exempt organization, as Summit Public Schools. Summit Public School's Amended Articles of Incorporation state:

The specific purposes of this Corporation are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools.

Pursuant to the second stated corporate purpose of Summit Public Schools, SPS: WCCUSD #2 will be operated by Summit Public Schools in accordance with Education Code Section 47604(a). Summit Public Schools and SPS: WCCUSD #2 shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of Summit Public Schools which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Summit Public Schools' Articles of Incorporation and approved by-laws are included in Appendix N.

SPS: WCCUSD #2 shall operate autonomously from the West Contra Costa Unified School District, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the West Contra Costa Unified School District shall not be liable for the debts and obligations of Summit Public Schools or SPS: WCCUSD #2, operated by a California non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the West Contra Costa Unified School District has complied with all oversight responsibilities required by law.

Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing its responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Executive Director of SPS: WCCUSD #2.

The Board consists of at least four members and shall not exceed fourteen members. Each Board member will serve a three year term, with the exception of the Chief Executive Officer, who will serve on the Board the entire time he/she is employed by Summit Public Schools.³ Terms are staggered to ensure

² The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of The Summit Institute. The Summit Institute filed a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State on June 29, 2012, and the name change to Summit Public Schools was approved. As such, we have used Summit Public Schools throughout this document.

³ Subject to any removal or resignation provisions within the corporate bylaws.

that at any given time no more than one third of the members have less than one year of experience on the board. New Board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of Summit Public Schools, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for each Summit Public School.

Board members' terms will expire according to the Board of Directors with Term Expiration Dates chart, included below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Summit Public Schools Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Robert Oster	Chairman; Real Estate Committee	July 2017
Steven Humphreys	Community Outreach Committee	July 2016
Robert O'Donnell	Finance Committee Chairperson	July 2017
Blake Warner	Finance Committee	July 2015
Meg Whitman	Member	July 2015
Andrew Thompson	Member	March 2017
Diane Tavenner	Chief Executive Officer	No expiration date

In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to SPS: WCCUSD #2, to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board. Accordingly, the Authorizer may choose to appoint a representative to serve on the Summit Public Schools Board.

Board Responsibilities

The Board will meet on a regular basis. Summit Public Schools will provide a means and opportunity for parents and the public to participate in, attend, or view the meetings in each county where the organization operates schools.

The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the Charter School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Oversee and evaluate the Executive Director
- Hire the Executive Director
- Hire SPS: WCCUSD #2 employees upon recommendation of the Executive Director
- Employee discipline and dismissal upon recommendation of the Executive Director
- Approve Board Policies

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. Summit Public Schools has adopted a conflicts code, which is included in Appendix O. The organization will retain its

own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

Summit Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of strategic planning, budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Chief Executive Officer

- Fundraising
- Facilitating communication between the Board and the Executive Director
- Facilitating communication between external stakeholders and schools
- Monitoring charter school policy
- Lead training and professional development for leadership candidates

Executive Director

The day-to-day management of the Charter School shall be by the Executive Director. The Executive Director will work full-time within the Charter School and will communicate directly with the Board of Directors and to the District Board of Education through its Superintendent or designee as necessary. The Executive Director is fully responsible for the execution of all applicable Board policy, all day-to-day operations, and all functions of the Charter School.

The responsibilities of the Executive Director or his/her designee may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Contribute to Board meeting agendas in conjunction with the Chairman in compliance with the Brown Act.
- Supervise all employees of the Charter School.
- Provide timely performance evaluations of all Charter School employees (the CEO evaluates the Executive Director).
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with Charter School legal counsel and any outside consultants.

- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the Charter School budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend all Board meetings and attend as necessary at District Board of Education meetings as the charter representative.
- Establish procedures designed to carry out Board policies.

Board Committees

The Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The committees will be formed and selected by the Board of Directors.

Parent Participation & Parent Organization

As the Charter School is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: WCCUSD #2 parents are strongly encouraged to become actively involved in the Charter School and in their child's education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's Personalized Learning Plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, SAT prep, school finances, and organizational planning.
- Parents are invited to all charter school social functions.

SPS: WCCUSD #2 will also encourage all parents to form a Parent Organization which will be established to facilitate communication between all members of the Charter School community and to bring needed human resources to help meet the goals and objectives of the Charter School. The parent organizations organized by the parents of students at Summit Preparatory Charter High School, Everest Public High School, SPS: Rainier, SPS: Tahoma, and SPS: K2 have been very successful at raising additional funds for and planning school events, creating consistent and clear communication about the schools to all parents, organizing parent volunteers, and supporting the faculty in numerous other ways.

Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. A description of the EPHS Parent Organization is included in Appendix P, and is intended as an example for SPS: WCCUSD #2. SPS: WCCUSD #2 parents will develop their own organization based on the needs of the Charter School community. The Charter School will ensure that meetings of the Parent Organization are accessible to all parents via appropriate means, such as translation.

SPS: WCCUSD #2 asks all parents or guardians of SPS: WCCUSD #2 students to make their best effort to contribute at least 30 hours (Community Hours) per family each school year. Participation is voluntary and there are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. No student will receive any kind of adverse action from the Charter School due to a parent's non-participation. The assignment and management of community hours are the responsibility of the SPS: WCCUSD #2 Parent Organization, with the input and assistance of the Executive Director. All parents and guardians are notified of their responsibilities and the expectations of them via the Handbook that is distributed during the mandatory orientation the enrollment period and also available on the Charter School website and in the lobby of the Charter School.

ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES

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

- California Education Code Section 47605(b)(5)(E)

Summit Public Schools and SPS: WCCUSD #2 will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees at the Charter School will be employees of Summit Public Schools.

In accordance with Education Code 47605(d)(1), Summit Public Schools shall be nonsectarian in its employment practices and all other operations. Summit Public Schools shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the Summit Public Schools employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and TB screening). The Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Specific Qualifications for all Staff

The Board of Directors shall define specific employee minimum qualifications, applicable to all employees, that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing SPS: WCCUSD #2's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of high school students.
- Awareness of the social, emotional and academic needs of high school students.
- Ability to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in staff meetings.
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the Charter School's development.

Administrators

The Executive Director and Assistant Director at SPS: WCCUSD #2 shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

It is desired that SPS: WCCUSD #2 administrators possess a masters degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. SPS: WCCUSD #2 administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. SPS: WCCUSD #2 will give preference to administration candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment. Sample job descriptions are contained in Appendix R.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SPS: WCCUSD #2 will comply with Section 47605(l), which states:

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses."

SPS: WCCUSD #2 will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing (CTC) and have experience commensurate with the applicable job specification. SPS: WCCUSD #2 will require each teacher to have the CLAD qualifications required by the CTC as part of their credential. Special Education teachers will be required hold compliant credentials in Special Education. A sample of the caliber of teachers employed by Summit Public Schools is included in Appendix Q. Additionally, core teachers, as defined by the charter, shall meet the applicable definitions of the No Child Left Behind Act ("NCLB") highly qualified requirements as illustrated by this chart published by the California Department of Education:

	<p align="center">"New"</p> <p align="center">to The Profession</p> <p> Holds a Credential or an Intern Credential or Certificate Issued <u>on or after July 1, 2002</u></p>	<p align="center">"Not New"</p> <p align="center">to The Profession</p> <p> Holds a Credential or an Intern Credential or Certificate Issued <u>before July 1, 2002</u></p>
GRADE SPAN	HIGH SCHOOL	HIGH SCHOOL
REQUIREMENTS	<p>1) Bachelor's degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK:</p> <p>In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p>	<p>1) Bachelor's degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK:</p> <p>In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or</p> <p>B) Major, or</p> <p>C) Major equivalent, (32 semester units or the equivalent) or</p> <p>D) Graduate degree</p> <p>or</p> <p>ADVANCED CERTIFICATION:</p> <p>National Board Certification in the core area</p> <p>or</p> <p>HOUSSE: Complete California's High Objective Uniform State Standard of Evaluation</p>

In addition to the specific qualifications expected of all SPS: WCCUSD #2 staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in SPS: WCCUSD #2's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and its mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.

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- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of SPS: WCCUSD #2's teachers are included in Appendix R, Sample Job Descriptions.

SPS: WCCUSD #2 may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in noncore, noncollege preparatory courses and activities.

Non-Instructional

All non-instructional staff will possess experience and expertise appropriate for their position with SPS: WCCUSD #2 as determined by the Executive Director.

Services Provided Via Contractors

SPS: WCCUSD #2 will receive service from employees of organizations with which SPS: WCCUSD #2 contracts. Additionally, SPS: WCCUSD #2 will receive financial, human resource, technology, data analysis leadership, facilities, professional development, and other services from Summit Public Schools. SPS: WCCUSD #2 will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: WCCUSD #2's employees.

Professional Development

Each faculty and staff member has a Personalized Learning Plan for Professionals. The plan is developed by the employee with the input and approval of the Executive Director and using the template which is included in Appendix T. The plan asks the employee to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of an SPS: WCCUSD #2 educator in the domains of vision & implementation, culture & community, learning, building teams, self awareness & management, social awareness & interpersonal, and decision-making & leadership. The plan identifies the employee's present level of performance in each strand using a common rubric. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a personalized plan for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Expeditions and regularly during the school day. Appendix HH provides an example of how this time may be utilized.

Teacher Recruitment and Development

Summit Public Schools regularly attracts teaching candidates from the nation's top teacher preparation programs, such as Stanford, Harvard, New York University, UC Berkeley, and Columbia. Candidates are screened by multiple Summit faculty members and undergo a rigorous interview process. Support for teachers new to Summit may include the plans outlined in the Professional Development section, as well as some or all of the following:

- Summer of Summit, a paid hands-on intensive training institute (additional information on Summer of Summit can be found in Appendix EE)

- Faculty Orientation
- Faculty Camping Trip, an annual opportunity to deepen professional relationships and build culture
- Course Level Teams, which meet regularly during the school year to share best practices and strategies for instruction in each course area
- Grade Level Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students
- Leadership Team Meetings, regular meetings of school faculty to collaborate and engage in school leadership

ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

- California Education Code Section 47605(b)(5)(F)

A healthy and safe environment is imperative to productive teaching and learning. SPS: WCCUSD #2 will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Summit Public School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student / Parent and the Employee handbooks. Sample Health & Safety policies are contained in Appendix U. No later than 90 days prior to operation, the policies will be tailored as necessary to the unique facility needs of SPS: WCCUSD #2, and will be submitted to the District.

The following summarizes the health and safety policies of SPS: WCCUSD #2:

Procedures for Background Checks

Employees and contractors at SPS: WCCUSD #2 will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Summit Public Schools' shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

SPS: WCCUSD #2 will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

SPS: WCCUSD #2 will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR /First Aid Training

All employees at SPS: WCCUSD #2 shall be CPR/First Aid trained.

Medication in School

SPS: WCCUSD #2 will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

SPS: WCCUSD #2 shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

SPS: WCCUSD #2 shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the Emergency Preparedness Plan for the Charter School.

Blood borne Pathogens

SPS: WCCUSD #2 shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Summit Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

SPS: WCCUSD #2 shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills at least twice per school year in accordance with Title 5 California Code of Regulations Section 550.

Drug Free/Smoke Free Environment

SPS: WCCUSD #2 shall maintain a drug and alcohol and smoke free environment.

Integrated Complaint and Investigation Procedure

SPS: WCCUSD #2 adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board of Summit Public Schools, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

SPS: WCCUSD #2 is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in Appendix V.

Procedures

Summit Public Schools, on behalf of the Charter School, has adopted procedures to implement the policy statements listed above.

ELEMENT G: RACIAL AND ETHNIC BALANCE

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

- California Education Code Section 47605(b)(5)(G)

SPS: WCCUSD #2 will strive to recruit a student population that will be reflective of the general population of the District. SPS: WCCUSD #2 will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, family- and youth-serving organizations, religious organizations and other community organizations
- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year the Charter School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

A description of the planned activities for recruiting the fall 2016 entering 7th grade class is included in Appendix W.

ELEMENT H: STUDENT ADMISSIONS POLICIES AND PROCEDURES

"Admission requirements, if applicable."

- California Education Code Section 47605(b)(5)(H)

The Board of Directors, with the advice of the leadership of the Charter School, shall determine all policies, processes, and procedures governing application, admission, and enrollment at SPS: WCCUSD #2. All students attending SPS: WCCUSD #2 must follow the application, admission, and enrollment policies of the Charter School.

The application packet for admission to SPS: WCCUSD #2 shall include information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. A sample application packet is attached as Appendix X.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: WCCUSD #2. The determination of school capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

Admission Criteria

SPS: WCCUSD #2 shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. SPS: WCCUSD #2 shall be open to all students without regard for the place of residence of students or parents within California except in the event of a public random drawing. If the number of students who wish to attend SPS: WCCUSD #2 exceeds the Charter School's capacity, admission to SPS: WCCUSD #2, except for existing students, shall be determined by public random drawing in accordance with the preferences given in the next section.

The only admission requirement is that students wishing to attend SPS: WCCUSD #2 must follow the Charter School's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. Open application deadlines, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for admission and enrollment preferences as listed below, but will be reserved in the case that the waiting list is completely exhausted in a given year. Late return of enrollment packets following notification of admission shall result in loss of place on the admission priority list discussed below. Such students may be placed at the end of the waiting list.

There shall be no admission testing or other evaluation required of any applicant. SPS: WCCUSD #2 shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. SPS: WCCUSD #2 will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities.

SPS: WCCUSD #2 shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220

(actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SPS: WCCUSD #2 exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605(d)(2), the following groups shall be exempt from the public random drawing:

1. Existing students
2. Children of current Summit Public Schools teachers and staff and founders of SPS: WCCUSD #2 (Founders have been identified and described in the section "I. Founding Group")
3. Children of Summit Public Schools teachers and staff (up to 10% of enrollment)

Preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of currently enrolled students or graduates of SPS: WCCUSD #2 residing within the boundaries of the District
2. Siblings of currently enrolled students or graduates of SPS: WCCUSD #2 residing outside the boundaries of the District
3. Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where SPS: WCCUSD #2 is located⁴
4. Students residing within the boundaries of the District
5. All other students who wish to attend the Charter School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. SPS: WCCUSD #2 shall maintain a list of students interested in transferring to the Charter School. After the admission priority list has been exhausted, the Charter School will advertise if a space has become available and applications are being accepted in another open enrollment period. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces in the manner described above.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process, location, date, and time via mail or email at least two weeks prior to the public random drawing date. Families need not be present at the drawing to participate. Families will be notified of their status using contact information provided on the application subsequent to the drawing, at which

⁴ This preference will only be utilized during fiscal years when the Charter School is eligible to, and does participate in the Charter School Facility Grant Program.

time they will also be notified of the timeline for accepting an offer of admission (typically 3-4 weeks) if one was made.

Conditions of Enrollment

SPS: WCCUSD #2 shall have the following requirements that must be met by each student and his or her family before enrollment is complete at the Charter School:

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by public schools (as described above)

Admission tests will not be required; however, assessments may be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

ELEMENT I: FINANCIAL AUDITS

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

- California Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of SPS: WCCUSD #2 will be conducted as required under Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

An audit committee appointed by the Board of Summit Public Schools will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and shall report to the Board of Directors of Summit Public Schools with recommendations on how to resolve them. The Board of Summit Public Schools will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request. SPS has budgeted for this expense.

Under the management of the Board of Summit Public Schools, every Summit school has received a clean audit in every year of its operation.

ELEMENT J: SUSPENSION / EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled."

- California Education Code Section 47605(b)(5)(J)

Summit Public Schools is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Summit draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year. The philosophy, faculty objectives, student objectives and a list of resources are included in Appendix II.

In cases where suspension or expulsion are necessary, SPS: WCCUSD #2 will follow a comprehensive set of suspension and expulsion policies which are listed below. The policies will be printed and distributed as part of SPS: WCCUSD #2's Student/Parent Handbook and will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Summit Public Schools ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Such modifications may be made without the need to amend the charter so long as the amendments comport with legal requirements.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and serves the best interests of the Charter School's pupils and their parents/guardians. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Director's office.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

B. Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

D. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Summit Public Schools Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with

all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Students With Disabilities

1. NOTIFICATION OF SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who

the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. SPECIAL CIRCUMSTANCES

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

I. Record of Hearing

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

J. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

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

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Summit Public Schools Board's decision to expel shall be final.

M. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

N. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

O. Rehabilitation Plans

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

P. Readmission

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

ELEMENT K: COMPENSATION AND BENEFITS

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

- California Education Code Section 47605(b)(5)(K)

The financial compensation for Charter School employees will include a base salary that is competitive with like jobs in other local public high schools.

The Human Resources Team at Summit Public Schools will oversee the arrangements, including required contributions and deductions, for retirement coverage for all SPS: WCCUSD #2 employees.

All certificated employees of SPS: WCCUSD #2 shall participate in the State Teachers' Retirement System ("STRS"). All non-certificated employees will participate in a 401(a) retirement plan and federal social security.

SPS: WCCUSD #2 will make all required employer contributions. SPS: WCCUSD #2 will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of a California employer.

Refer to the Employee Handbook in Appendix S for more information on compensation and benefits.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

- California Education Code Section 47605(b)(5)(L)

No student will be required to attend the Charter School. Students who opt not to attend SPS: WCCUSD #2 may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in SPS: WCCUSD #2 shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SPS: WCCUSD #2, except to the extent that such a right is extended by the local education agency.

ELEMENT M: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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

- California Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. All employees of SPS: WCCUSD #2 shall be considered the exclusive employees of Summit Public Schools and not any school district or the West Contra Costa Unified School District unless otherwise mutually agreed in writing. Employees of the District who choose to leave the employment of the District to work at Summit Public Schools and who later wish to return to the District will have no automatic rights of return to the District, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. Summit Public Schools shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the West Contra Costa Unified School District or any school district shall not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

ELEMENT N: DISPUTE RESOLUTION

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

- California Education Code Section 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and principal of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT 0: PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act."

- California Education Code Section 47605(b)(5)(O)

Summit Public Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). Summit Public Schools shall comply with the EERA.

ELEMENT P: CLOSURE PROTOCOL

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

- California Education Code Section 47605(b)(5)(P)

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

Closure of the school shall be documented by official action of the Board of Summit Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the effective date of closure.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. SPS: WCCUSD #2 shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As soon as reasonably practical, the Charter School shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the Charter School and shall be provided to the District promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SPS: WCCUSD #2.

SPS: WCCUSD #2 will complete and file any annual reports required pursuant to Education Code section 47604.33 and complete necessary academic reporting.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, shall remain the sole property of Summit Public Schools and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Summit Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As Summit Public Schools is organized by a nonprofit public benefit corporation under California law, if Summit Public Schools will dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix Z, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

- California Education Code Section 47605(g)

SPS: WCCUSD #2's budget is based upon Summit Public School's experience of operating successful schools across the Bay Area from 2003 through 2015. The five year budget, cash flow and narrative can be found in Appendix Z.

The budget demonstrates that when the Charter School is fully enrolled with 608 students, there will be a very small need for private funding. The Charter School will primarily operate its basic program on the state and federal funding amounts.

Financial Reporting

Summit Public Schools fiscal control policies and procedures (Appendix AA) will be used to guide SPS: WCCUSD #2's operation. The fiscal policies have been adopted by the Board of Summit Public Schools and reviewed by the independent financial auditors of Summit Public Schools. SPS: WCCUSD #2 shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Insurance

Summit Public Schools agrees that it will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of SPS: WCCUSD #2. Currently, Summit Public Schools and numerous other California charter schools are covered by CharterSAFE, which offers comprehensive insurance to charter schools. It is SPS: WCCUSD #2's intention to secure coverage with this provider, unless a more prudent option is discovered. A summary of Summit Public Schools' coverage is included in Appendix BB, as an example of what SPS: WCCUSD #2 will expect for coverage.

Administrative Services

"The manner in which administrative services of the school are to be provided."

- California Education Code Section 47605(g)

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff, Summit Public Schools, or through an appropriately qualified third-party contractor.

Facilities

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate."

- California Education Code Section 47605(g)

SPS: WCCUSD #2 will operate within the boundaries of West Contra Costa Unified School District. SPS: WCCUSD #2 wishes to be located in the central portion of the District, around the Richmond/San Pablo area. This location is ideal for the student population the school seeks to serve. A description of SPS: WCCUSD #2's anticipated facility requirements for the first year of operation is included in Appendix CC.

Transportation

The Charter School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP.

IMPACT ON THE CHARTER AUTHORIZER

Potential civil liability effects, if any, upon the school and upon the District.

- California Education Code Section 47605(g)

Potential Civil Liability Effects

SPS: WCCUSD #2 shall be operated by a California non-profit public benefit corporation, Summit Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. SPS: WCCUSD #2 shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SPS: WCCUSD #2.

Further, Summit Public Schools and the District shall enter into a memorandum of understanding, wherein SPS: WCCUSD #2 shall indemnify District for the actions of SPS: WCCUSD #2 under this charter.

The corporate bylaws of Summit Public Schools shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance that Summit Public Schools maintains for the operation of SPS: WCCUSD #2.

The Board of Summit Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the West Contra Costa Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term through June 30, 2021.

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: May 20, 2015

From: Bruce Harter
Superintendent

Agenda Item: G.2

Subject: Reducing the Number of Members on the Citizens Bond Oversight Committee

Background Information:

This is an item that was tabled at the January 21, 2015 meeting.

Board Policy 7214.2 establishes the size and composition of the Citizens Bond Oversight Committee. Currently, there are 19 positions on the committee with 17 positions currently filled. Community members and one city council have questioned whether the composition of this committee is too large and whether members of the Board of Education should each appoint one member of the committee.

Recommendation:

That the Board discuss the composition of the CBOC and provide direction around whether and how to reduce the committee's size.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____