

# CENTRAL UNION HIGH SCHOOL DISTRICT

Board of Trustees – Regular Meeting

## AGENDA

District Office Board Room - 351 Ross Avenue - El Centro

Tuesday, June 24, 2014

**6:00 P.M. (Open Session)**

In accordance with the American Disabilities Act, if accommodations are required, please call the Superintendent's office 72 hours in advance at 760 336-4516 and every effort will be made to accommodate your request.

**Please Note:** Back-up documentation and attachments are available at the Central Union High School District Office upon request. From time-to-time writings that are public records, which are related to open session items on an agenda for a regular meeting, may be distributed to school board members after the posting of the agenda. Whenever this occurs, such writings will be available for public inspection at the Central Union High School District office located at 351 Ross Avenue, El Centro.

**I. CALL TO ORDER:**

Roll Call

Time: \_\_\_\_\_

**OPEN SESSION:**

Public report of any action taken in special meeting closed session

Flag Salute

**II. COMMUNICATIONS & RECOGNITIONS:**

**IV. PUBLIC COMMENT SESSION:**

*At this time the Board will hear comments, presentations, or requests on matters not listed on this agenda. Speakers are to give their names and addresses. Time limit for speakers is three minutes. The board reserves the right to limit presentations. The Board may in an emergency, by majority vote, take action on matters presented at this time. This meeting is being taped and all comments are being recorded.*

**V. CONSENT AGENDA ITEMS:**

*All items appearing will be acted upon by one motion, without discussion. Should any Trustee or other person request that any item be considered separately, that item will be added to the end of the regular agenda.*

pp.1-3 **Minutes:** June 10, 2014 Regular Meeting

pp.4-9 **Warrant Orders:** #06102014, 1-6 and #06172014, 1-6

pp.10-11 1. The Superintendent recommends the board approve the out of state trip for certificated employee JENNIFER BURT to attend "AP Summer Institute – Pre AP Professional Development in Science" from July 8 – July 11, 2014 in Woods Cross, Utah.

pp.12-25 2. The Superintendent recommends the board approve the proposed Exploring Computer Science new course offering.

**VI. ACTION ITEMS:**

pp.26-30 3. The Superintendent recommends the board conduct a public hearing for the purpose of disclosing the fiscal impacts of the 2013-2014 & 2014-2015 Tentative Agreement with the El Centro Secondary Teachers' Association.

pp.31-74 4. The Superintendent recommends the board approve the Tentative Agreement between the Central Union High School District Board of Trustees and the El Centro Secondary Teachers' Association for the 2013-2014 and 2014-2015 School Years.

pp.75-77 5. The Superintendent recommends the board approve the salary and benefit increases for the Non-Represented Certificated Group reflecting a 5% salary increase retroactive to January 1, 2014 and a one-time, off schedule payment equal to 2% of each employee's annual salary.

- VI.** **ACTION ITEMS:** (continued)
- pp.78-80 6. The Superintendent recommends the board approve the revised certificated management salary schedule reflecting the addition of two longevity steps effective July 1, 2014.
- pp.81 7. The Superintendent recommends the board authorize a non-elective contribution in the amount of \$40,000 to a 403(b) retirement plan for SHERI HART.
- pp.82 8. The Superintendent recommends the board approve the salary increases for the Non-Represented Classified Management/Confidential and Senior Classified Management groups reflecting a 1.56% COLA retroactive to July 1, 2013, a 0.85% COLA effective July 1, 2014 and a one-time, off schedule payment equal to 2% of each employee's annual salary.
- pp.83-84 9. The Superintendent recommends the board approve the increase in substitute teacher rates as presented effective for the 2014-2015 school year.
- pp.85-91 10. The Superintendent recommends the board approve the revised job description, reclassification and salary placement for the position of Computer Network Engineer.
- pp.92-101 11. The Superintendent recommends the board approve the Memorandum of Understanding for services with IVROP as presented.
- pp.102-129 12. The Superintendent recommends the board approve the 2014-2015 Local Control and Accountability Plan as presented.
- pg. 130 13. The Superintendent recommends the board approve the 2013-2014 Estimated Actuals and the 2014-2015 Proposed Budget as presented.
- pp.131- 14. The Superintendent recommends the Board adopt Resolution #06242014-15 of the Central Union High School District approving the 2014-2015 Cash Transfers.
- VII.** **INFORMATION ITEMS:**
- VIII.** **ECSTA AND CSEA COMMENTS:**
- IX.** **SUPERINTENDENT'S REPORT:**
- X.** **BOARD COMMENTS:**
- XI.** **CLOSED SESSION:** (If Necessary)
- XII.** **ADJOURNMENT:** Time: \_\_\_\_\_

Agenda Posted:

June 20, 2014

Dates of Next Meeting:

July 8, 2014 @ 6:00PM Regular Meeting

***CONSENT AGENDA ITEMS***

***MINUTES***









***WARRANT ORDERS***

Vendor Number	Vendor Name	Reference Number	Invoice Date	Invoice No	Sep. Chk	Account Code	EPay	Payment Amount	Check Amount	Vendor Total	Audit Flag
020493	7UP/RC BOTTLING OF S.	PV-143273	6/9/14	2215012047		130-5310-0-0000-3700-4700-47-0000		559.70			
		PV-143274	6/9/14	2214413599		130-5310-0-0000-3700-4700-47-0000		238.50	798.20	798.20	
020622	A+ EDUCATIONAL CENTERS	PO-141320	6/10/14	#7273		010-3010-0-1110-1000-5800-43-0000		800.00			
			6/10/14	#7414		010-3010-0-1110-1000-5800-43-0000		4,134.00	4,934.00	4,934.00	
010001	ACADEMI AWARDS &	PV-143300	6/10/14	#3637		010-0000-0-0000-2700-4300-47-0000		7.56	7.56	7.56	
020560	ACADEMIC TUTORING	PO-141319	6/10/14	#1323		010-3010-0-1110-1000-5800-43-0000		100.00	100.00	100.00	
019571	ALLIED WASTE SERVICES	PV-143279	6/9/14	0467-001368678		010-0000-0-0000-8200-5506-44-0000		495.30			
		PV-143280	6/9/14	0467-001367686		010-0000-0-0000-8200-5506-43-0000		54.50			
		PV-143281	6/9/14	0467-001367686		010-0000-0-0000-8200-5506-43-7230		54.50			
			6/9/14	0467-001368649		010-0000-0-3200-8200-5506-46-0000		136.25			
			6/9/14	0467-001368649		010-0000-0-4110-8200-5506-46-6390		136.25			
		PV-143282	6/9/14	0467-001368647		010-0000-0-0000-8200-5506-45-0000		1,295.07			
		PV-143283	6/9/14	0467-001368647		010-0000-0-0000-8200-5506-45-0000		282.50			
		PV-143284	6/9/14	0467-001368648		010-0000-0-0000-8200-5506-45-0000		1,444.38			
		PV-143285	6/9/14	0467-001368648		010-0000-0-0000-8200-5506-47-0000		282.50	4,181.25	4,181.25	
017116	AM DESERT STORM	PO-141289	6/10/14	#4121		010-8150-0-0000-8110-5800-43-0043		16,500.00	16,500.00	16,500.00	
020556	AMS.Net, Inc.	PO-141148	6/9/14	136634		010-8150-0-0000-8110-4400-43-0043		2,579.58			
			6/9/14	136601		010-8150-0-0000-8110-5800-43-0043		3,762.50	6,342.08	6,342.08	
019835	ARAMARK UNIFORM	PV-143275	6/9/14	MAY 2014		130-5310-0-0000-8200-5504-45-0000		916.56	916.56	916.56	
019836	ARAMARK UNIFORM	PV-143276	6/9/14	MAY 2014		130-5310-0-0000-8200-5504-47-0000		783.14	783.14	783.14	
019838	ARAMARK UNIFORM	PO-140480	6/9/14	May 2014		010-3550-0-1110-1000-5800-45-0000		99.48	99.48	99.48	
020248	BAKER DISTRIBUTING	PV-143309	6/10/14	#495785 May		010-8150-0-0000-8110-4390-43-0000		717.06	717.06	717.06	
016436	BAKER, RENEE	PV-143303	6/10/14	Reimb. conf. expense		010-0000-0-0000-2700-5200-45-0000		96.66	96.66	96.66	
020036	BARTH & TOZER LLP	PV-143296	6/10/14	#13026 MAY		250-0000-0-0000-7200-5830-43-0000		822.47	822.47	822.47	
019604	BEAM SPEED INTERNET	PV-143277	6/9/14	6/1-7/1/2014		010-0000-0-0000-7100-5800-44-0000		49.95	49.95	49.95	
020572	BRUFF M.D., THOMAS C.	PV-143324	6/10/14	DMV Physical-Lopez, T		010-0000-0-0000-3600-5850-43-7230		50.00	50.00	50.00	
020789	BW PLUS HACIENDA HOTEL	PO-141316	6/10/14	Reg. for Avid Conf.		010-0000-0-1370-1000-5200-43-0000		526.14			
			6/10/14	Reg. for Avid Conf.		010-3010-0-1110-1000-5200-45-0000		526.14			

ACCOUNTS PAYABLE PRELIST  
Date Paid: 6/12/2014

Vendor Number	Vendor Name	Reference Number	Invoice Date	Invoice No	Sep. Chk	Account Code	EPay	Payment Amount	Check Amount	Vendor Total	Audit Flag
020789	BW PLUS HACIENDA HOTEL	PO-141316	6/10/14	Reg. for Avid Conf.		010-3010-0-1110-1000-5200-47-0000		526.14	1,578.42	1,578.42	
017767	CASTRO, CESAR	PV-143306	6/10/14	Exp. Reimb for Aeries C		010-0000-0-0000-7700-5200-43-0000		43.23	43.23	43.23	
018377	CDW GOVERNMENT, INC.	PO-141260	6/9/14	MF44516		010-3550-0-1110-1000-5800-47-0000		8,679.14	8,679.14	8,679.14	
019643	CENGAGE LEARNING	PO-141251	6/10/14	52189272		110-0000-0-4110-1000-4300-46-6351		806.17			
019652	CONSOLIDATED	PV-143331	6/10/14	52189272		110-3913-0-4110-2700-4300-46-0000		1,209.27	2,015.44	2,015.44	
013966	COSTCO	PO-141283	6/10/14	#LB-25255 May		010-8150-0-0000-8110-4390-43-0000		1,640.52	1,640.52	1,640.52	
018963	COUNTY MOTOR PARTS	PV-143314	6/9/14	30428		010-0000-0-1110-1000-4300-47-7091		35.98	35.98	35.98	
020004	CRS ADVANCED	PV-143286	6/10/14	#22365 May		010-8150-0-0000-8110-4390-43-0000		51.30			
020076	CUHSD NUTRITION	PV-143287	6/10/14	#22365 May		010-0000-0-0000-3600-4360-43-7230		51.81	103.11	103.11	
		PV-143288	6/9/14	1/14/14		010-0000-0-0000-7200-5800-44-0000		503.00	503.00	503.00	
		PV-143289	6/9/14	2/11/2014		010-0000-0-0000-7100-4300-44-0000		250.00			
		PV-143290	6/9/14	3/11/14		010-0000-0-0000-7100-4300-44-0000		150.00			
		PV-143291	6/9/14	4/8/2014		010-0000-0-0000-7100-4300-44-0000		150.00			
		PV-143292	6/9/14	5/13/2014		010-0000-0-0000-7100-4300-44-0000		150.00			
		PV-143293	6/9/14	5/16/2014		010-0000-0-0000-7100-4300-44-0000		96.00			
020076	CUHSD NUTRITION	PO-141322	6/10/14	May Childcare snacks	*	010-0000-0-1110-1000-4300-43-6091		321.59	1,367.59		
020076	CUHSD NUTRITION	PO-141322	6/10/14	May Childcare meals	*	010-0000-0-1110-1000-4300-43-6091		124.20	124.20		
016787	DELL MARKETING L.P.	PO-141018	6/9/14	XJF2NN921		010-3550-0-1110-1000-4300-47-0000		567.50	567.50	2,059.29	
		PO-141275	6/10/14	XJF1N3834		010-0000-0-6000-1000-4400-45-6350		303.69			
		PO-141290	6/10/14	XJF1F6DT5		010-0000-0-6000-1000-4400-45-6350		14,447.29			
		PO-141290	6/10/14	XJF2KC5P1		010-0000-0-6000-1000-4400-47-6350		17,288.44			
		PO-141290	6/10/14	XJF147X32		010-0000-0-6000-1000-4400-47-6350		17,288.44			
		PO-143321	6/10/14	XJF157MW4		010-0000-0-6000-1000-4400-47-6350		7,203.51	70,978.66	70,978.66	
018710	DESERT SERVICES, INC.	PV-143321	6/10/14	#141010		010-0000-0-0000-8300-5800-45-0000		780.00			
014049	EL CENTRO CHAMBER OF	PV-143332	6/10/14	#141010		010-0000-0-0000-8300-5800-47-0000		780.00	1,560.00	1,560.00	
		PV-143332	6/10/14	#10003		010-0000-0-0000-7200-5300-44-0000		310.00	310.00	310.00	

Vendor Number	Vendor Name	Reference Number	Invoice Date	Invoice No	Sep. Chk	Account Code	E Pay	Payment Amount	Check Amount	Vendor Total	Audit Flag
010270	EL CENTRO MOTORS	PV-143298	6/10/14	#11841 MAY		010-8150-0-0000-8110-4390-43-0000		177.83	177.83	177.83	
010262	EL CENTRO, CITY OF	PV-143294	6/9/14	4/5-5/2/2014		010-0000-0-0000-8200-5503-44-0000		273.14			
			6/9/14	4/5-5/2/2014		010-0000-0-0000-8200-5503-45-0000		877.49			
			6/9/14	4/5-5/2/2014		010-5640-0-8100-8200-5503-43-0000		43.75			
			6/9/14	4/5-5/2/2014		010-0000-0-0000-8200-5503-47-0000		1,349.44			
			6/9/14	4/5-5/2/2014		010-0000-0-3200-8200-5503-46-0000		1,210.60			
			6/9/14	4/5-5/2/2014		010-0000-0-4110-8200-5503-46-6390		1,210.60			
			6/9/14	4/5-5/2/2014		010-0000-0-0000-8200-5503-43-7230		50.33			
020071	ELIZABETH'S SPECIALTIES	PV-143295	6/10/14	#1321		010-0000-0-0000-8200-5503-43-0000		50.33	5,065.68	5,065.68	
012224	EMPIRE SOUTHWEST	PV-143315	6/10/14	#8000991 May		010-0000-0-0000-7100-5800-44-0000		201.16	201.16	201.16	
014602	ENTERPRISE RENT-A-CAR	PV-143301	6/10/14	#2205616		010-0000-0-0000-3600-4360-43-7230		302.02	302.02	302.02	
014602	ENTERPRISE RENT-A-CAR	PV-143302	6/10/14	#2013987	*	010-0000-0-1559-2700-5200-47-0000		221.68	221.68		
014434	FIESTA MEXICAN FOODS	PV-143269	6/9/14	EC-008061		130-5310-0-0000-3700-4700-45-0000		30.00	30.00	251.68	
020497	FIESTA MEXICAN FOODS,	PV-143272	6/9/14	EC-008035		130-5310-0-0000-3700-4700-47-0000		58.80	58.80	58.80	
019201	FRED PRYOR SEMINARS	PO-141237	6/10/14	#10003		010-3010-0-1110-1000-5200-45-0000		185.60	185.60	185.60	
018868	FULTON DISTRIBUTING CO.	PV-143271	6/9/14	324302		130-5310-0-0000-3700-4300-47-0000		49.00	49.00	49.00	
019258	HENDRY, LUCY	PV-143297	6/10/14	Reimb. Supt retirement		010-0000-0-0000-7100-4300-44-0000		1,091.48	1,091.48	1,091.48	
020477	HOLLANDIA DAIRY, INC.	PV-143268	6/9/14	1291993		130-5310-0-0000-3700-4700-45-0000		89.36	89.36	89.36	
020484	HOLLANDIA DAIRY, INC.	PV-143270	6/9/14	1291992		130-5310-0-0000-3700-4700-47-0000		1,067.14	1,067.14	1,067.14	
010014	IMPERIAL COUNTY HEALTH	PV-143278	6/9/14	16214		010-0000-0-0000-7200-5850-44-0000		637.73	637.73	637.73	
011111	IMPERIAL STORES	PV-143323	6/10/14	#71132 May		010-0000-0-0000-8200-4380-43-0000		181.00	181.00	181.00	
			6/10/14	#71132 May		010-0000-0-0000-3600-4360-43-7230		202.93			
			6/10/14	#71132 May		010-8150-0-0000-8110-4390-43-0000		32.38			
010294	IMPERIAL VALLEY PAINT	PV-143322	6/10/14	#C300 May		010-8150-0-0000-8110-4390-43-0000		301.95	537.26	537.26	
014369	IMPERIAL VALLEY PRESS	PV-143311	6/10/14	#N30056351		010-0000-0-0000-7200-5840-44-0000		1,007.10	1,007.10	1,007.10	
012647	IMPERIAL VALLEY ROP	PV-143325	6/10/14	Fingerprints for May		010-0000-0-0000-7200-5850-44-0000		1,463.28	1,463.28	1,463.28	
019457	LA BRUCHERIE IRRIGATION	PV-143313	6/10/14	May		010-0000-0-0000-8200-4380-43-0000		275.00	275.00	275.00	
			6/10/14	May				763.03	763.03	763.03	



Date Paid: 6/12/2014

Vendor Number	Vendor Name	Reference Number	Invoice Date	Invoice No	Sep. Chk	Account Code	EPay	Payment Amount	Check Amount	Vendor Total	Audit Flag
014103	MISSION JANITORIAL	PV-143310	6/10/14	#413243-00		010-0000-0-0000-8200-4380-43-0000	E	443.06		443.06	
019125	MORA, GERARDO A.	PV-143307	6/10/14	Exp. reimb for Calpads		010-0000-0-0000-2100-5200-44-0000		152.55	152.55	152.55	
018565	NEW TECHNICAL	PO-141191	6/10/14	7869		010-0000-0-0000-7700-4400-44-0043		16,205.12	16,205.12	16,205.12	
020500	O'REILLY AUTO PARTS	PV-143318	6/10/14	#1392904 May		010-8150-0-0000-8110-4390-43-0000		416.68			
			6/10/14	#1392904 May		010-0000-0-3200-2700-5600-46-0000		245.08			
			6/10/14	#1392904 May		010-0000-0-5770-3600-4360-43-7240		259.83			
010314	OFFICE SUPPLY COMPANY	PO-140005	6/10/14	#1392904 May		010-0000-0-0000-3600-4360-43-7230		693.65	1,615.24	1,615.24	
			6/10/14	#474646-0		010-0000-0-0000-2700-4350-45-0000		77.11			
			6/10/14	#474373-0		010-0000-0-0000-2700-4350-45-0000		84.23			
			6/10/14	#474278-1		010-8150-0-0000-8110-4300-43-0043		5,119.20			
			6/10/14	#474278-1		010-8150-0-0000-8110-5800-43-0043		200.00			
			6/10/14	#474947-0		010-0000-0-0000-7200-4300-44-0000		280.36			
			6/10/14	#474744-0		010-0000-0-0000-7200-4300-44-0000		15.55			
015689	ONESOURCE	PV-143328	6/10/14	#474820-0		010-0000-0-0000-7200-4300-44-0000		75.52	5,851.97	5,851.97	
020786	PEARSON EDUCATION, INC	PO-141277	6/10/14	#16795 MAY		010-8150-0-0000-8110-4390-43-0000		505.23	505.23	505.23	
017917	PRINT TO MAIL DOC.	PO-141305	6/9/14	BK73123217		010-0000-0-6000-1000-4300-47-6350		340.43	340.43	340.43	
			6/9/14	0029162		010-3010-0-1110-1000-4300-45-0000		52.56			
			6/9/14	0029162		010-3010-0-1110-1000-4300-47-0000		52.55	105.11	105.11	
020158	RABOBANK VISA CARD	PV-143330	6/10/14	May		010-0000-0-1559-2700-5200-47-0000		296.03			
			6/10/14	May		010-0000-0-1559-2700-4300-47-0000		263.33			
			6/10/14	May		010-7220-0-1566-1000-5200-47-0000		1,831.66			
			6/10/14	May		010-0000-0-1559-2700-5200-47-0000		965.81			
			6/10/14	May		010-3550-0-1110-1000-4300-47-0000		152.82			
			6/10/14	May		010-0000-0-0000-2101-5200-47-0000		971.00			
			6/10/14	May		010-0000-0-1110-1000-5200-47-1000		5,560.00			
020160	RABOBANK VISA CARD	PV-143317	6/10/14	May		010-4035-0-1110-1000-5200-45-0000		1,480.00	11,520.65	11,520.65	
010021	REFRIGERATION SUPPLIES	PV-143308	6/10/14	May		010-0000-0-0000-7100-5800-44-0000		128.20	128.20	128.20	
			6/10/14	#5909 May		010-8150-0-0000-8110-4390-43-0000		290.47	290.47	290.47	



ACCOUNTS PAYABLE PRELIST  
Date Paid: 6/12/2014

Vendor Number	Vendor Name	Reference Number	Invoice Date	Invoice No	Sep. Chk	Account Code	EPay	Payment Amount	Check Amount	Vendor Total	Audit Flag
017902	SAN DIEGO FRICTION	PV-143316	6/10/14	#14863 May		010-0000-0-0000-3600-4360-43-7230		432.87	432.87	432.87	
018182	SEHI COMPUTER	PO-141040	6/10/14	I00115075		010-3010-0-1110-1000-4400-45-0000	E	578.67		578.67	
020487	SOUTHWEST FOODSERVICE	PV-143305	6/10/14	91881		130-5310-0-0000-3700-5800-47-0000		8,528.01			
020069	SPARKLETT'S	PV-143329	6/10/14	91881		130-5310-0-0000-3700-5800-45-0000		6,977.48	15,505.49	15,505.49	
017199	SYSCO SAN DIEGO	PV-143304	6/10/14	405120148		010-5640-0-8100-3140-4300-43-0000		43.50	43.50	43.50	
019980	TOON BOOM ANIMATION	PO-141257	6/10/14	405120148		130-5310-0-0000-3700-4300-47-0000		192.21	994.07	994.07	
015873	TRANE COMPANY	PV-143312	6/9/14	0011917		010-3550-0-1110-1000-4300-45-0000		2,975.00	2,975.00	2,975.00	
014752	UPS	PV-143319	6/10/14	#866031224		010-8150-0-0000-8110-4390-43-0000		1,058.19	1,058.19	1,058.19	
013101	WAXIE SANITARY SUPPLY	PO-141288	6/10/14	#866031224		010-0000-0-6000-1000-4300-47-6350		109.67			
			6/10/14	#866031224		010-0000-0-0000-8110-5901-43-0000		33.90	143.57	143.57	
			6/10/14	#74614571		010-8150-0-0000-8110-4300-43-0043		1,630.53			
			6/10/14	#74614571		010-8150-0-0000-8110-4400-43-0043		5,265.00			
			6/10/14	#74614584		010-0000-0-0000-8200-4380-43-0000		449.33	7,344.86	7,344.86	
								204,521.87			
								1,021.73			
								205,543.60			

Total Checks:  
Total EPayments:  
Total Accounts Payable:

8

Vendor Number    Vendor Name    Reference Number    Invoice Date    Invoice No    Sep. Chk    Account Code    EPay    Payment Amount    Check Amount    Vendor Total    Audit Flag

District APY Cash Verification as of 6/10/2014 at 11:37 AM

Fund	Current Cash	Pending APY Expenses	Pending Payroll Expenses	Future Expenses	Cash Available after Expenses
010	8,766,336.45	180,667.48	0.00	0.00	8,585,668.97
110	217,066.90	2,015.44	0.00	0.00	215,051.46
130	320,864.75	22,038.21	0.00	0.00	298,826.54
250	587,446.66	822.47	0.00	0.00	586,624.19

It is hereby ordered that payment be made to the vendors indicated as per requisition or claims on this report totaling \$205,543.60 except as noted here below.

 \_\_\_\_\_  
 Authorizing Signature      Date 6/10/14

\_\_\_\_\_  
 Authorizing Signature      Date

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 9, 2014  
**TO:** C. Thomas Budde, Ph.D  
**FROM:** Mike Sterner  
**SUBJECT:** REQUEST FOR APPROVAL FOR OUT- OF-STATE TRAVEL  
FOR DISTRICT EMPLOYEES

**ACTION**

**BACKGROUND:**

Certificated employee, Jennifer Burt, has requested to attend "AP Summer Institute- Pre AP Professional Development in Science" from July 8 – July 11, 2014, in Woods Cross, Utah.

**DISCUSSION:**

The purpose of the trip is to come to a better understanding of the Pre-AP curriculum, topics list, and prepare to implement a Pre-AP Biology class in 2014-15 to better meet the needs of the students prepared for the class through curricular and instructional means.

**FINANCIAL IMPLICATIONS:**

Estimated costs are \$2150. Costs will be covered by Title II.

**ACTION REQUESTED:**

The Superintendent recommends that the Board approve the out-of-state travel for Jennifer Burt to attend "AP Summer Institute- Pre AP Professional Development in Science" from July 8 – July 11, 2014, in Woods Cross, Utah.

**ACTION:** MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_  
AYES: \_\_\_\_\_ NOES: \_\_\_\_\_  
ABSTENTIONS: \_\_\_\_\_

RECEIVED  
JUN 10 2014

Central Union High School District  
Conference/Workshop Request

2013-2014  
2014-2015  
ing  
incidentals

C.U.H.S.D.  
Services

Name of Conference/Workshop:

AP Summer Institute- Pre-AP Professional Development in Science

Date(s): From: 7/8/14 To: 7/11/14 Total Days: 4

FUNDING: 4035

To be completed by Principal, designee or department director

Location: Woods Cross High School, Woods Cross, UT

Attach Conference Documentation (completed registration form; brochures; announcement; etc.)

Participant Name	Signature	Participant Name	Signature
Jennifer Burt	<i>JBurt</i>	2)	
3)		4)	
5)		6)	
7)		8)	

RECEIVED  
JUN 11 2014  
Assistant Superintendent's Office

PURPOSE: What knowledge/information/skills do you expect to gain?

Pre-AP Science Training to implement a Pre-AP Biology class 2014-2015

Note: Conference/Workshop attendees are expected to participate fully in conference activities at a level that equals/exceeds the regular work day. Attendees are also expected to complete a Conference Report form and provide follow-up through sharing information with staff, leading professional development activities, and/or developing related lesson plans.

ESTIMATED EXPENSES:

Registration:	\$ 750 <sup>00</sup>	<del>850.00</del>	Lodging:	\$ 509.84	420.56
Meals:	\$	168-	Airfare:	\$	-
Mileage* (Personal Auto)	\$	822.00	Transportation: (taxi, shuttle, parking, etc.)	\$	-
Substitute(s):	\$	-	Other:	\$	<input type="checkbox"/> <input type="checkbox"/> -
TOTAL				\$	2149.84

\*Will you share transportation by automobile with another employee? Yes No\*

If so, name of employee:

\*Note: If two or more persons are traveling by private car to the same destination, transportation must be shared. If shared transportation is available, and a staff person chooses to take his/her own vehicle, he/she will not be reimbursed for mileage.

Reimbursement claims for actual expenditures shall be submitted with receipts to the site/department secretary within 15 business days after the travel occurs. Late claims will not be processed.

*[Signature]*  
Principal or Designee

Date 6/11/14 Approve  Disapprove

*[Signature]*  
Assistant Superintendent or Department Director

Date Approve  Disapprove

*[Signature]*  
Superintendent or Designee

Date 6/11/14 Approve  Disapprove

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Superintendent  
**SUBJECT** **APPROVAL OF THE PROPOSED EXPLORING COMPUTER SCIENCE NEW COURSE OFFERING**

**ACTION**

**BACKGROUND:**

Provided on the following pages is the description of the proposed Exploring Computer Science course. The course is designed to teach the fundamental concepts and big ideas of computing along with coding, and to inspire students about computer science's creative potential to transform society. The class has been developed as part of a Computer Science pathway that is being initiated at Central Union High School.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

The course is in the process of being submitted for UC A-G approval.

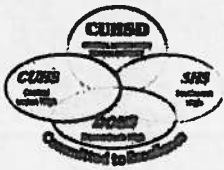
**FISCAL IMPACT:**

Most of the materials for the course are available online at no cost. However, new computers for the lab amounting to approximately \$45,000 have been ordered to support the needs of this course and other technology courses taught by Emilio Davila. All other instructional materials will be covered by a grant funded by the Vesper Society.

**ACTION REQUESTED:**

The Superintendent recommends the board approve the Exploring Computer Science new course offering.

**ACTION:**      **MOTION:** \_\_\_\_\_      **SECOND:** \_\_\_\_\_  
                  **AYES:**        \_\_\_\_\_      **NOES:**        \_\_\_\_\_  
                  **ABSTENTIONS:**      \_\_\_\_\_



# CENTRAL UNION HIGH SCHOOL DISTRICT

## COURSE OUTLINE

<b>Course Title:</b>	<b>Exploring Computer Science</b>
<b>Grade Level(s):</b>	<b>10-12</b>
<b>Requirements Met:</b> <i>(Graduation and/or A-G Content Area)</i>	<b>G</b>
<b>Prerequisites:</b>	<b>Algebra I (<i>recommended</i>)</b>
<b>Course Number(s):</b>	<b>2722</b>

### 1. Course Description

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues.

### 2. Instructional Materials

<b>Primary Textbook Title:</b>	ECS: Exploring Computer Science (A High-School Curriculum Exploring What Computer Science Is and What It Can Do)
<b>Edition:</b>	
<b>Publication Date:</b>	
<b>Author:</b>	
<b>Other Materials Title(s):</b>	Joanna Goode and Gail Chapman, 2013
<b>Edition(s):</b>	
<b>Publication Date(s):</b>	
<b>Author(s):</b>	

### 3. Key Standards

#### First Quarter Key Standards:

#### UNIT 1:

2.3 Interpret verbal [and nonverbal] communications and respond appropriately.

2.5 Communicate information and ideas effectively [to multiple audiences] using a variety of media and formats.

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### **3. Key Standards**

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**2.7 Use [technical writing and] communication skills to work effectively [with diverse groups of people.]**

**4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.**

**5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.**

**8.8 Identify legal and ethical issues that have proliferated with increased technology adoption, including [hacking, scamming, and] breach of privacy.**

**10.1 Interpret and explain terminology [and practices] specific to the Information and Communication Technologies sector.**

**10.5 Understand the major [software and] hardware components of a computer [and a network and how they relate to each other].**

**10.6 Understand data sizes of various types of information (text, pictures, sound, video, etc.) and data capacity of various forms of media.**

**10.9 Use common industry-standard software and their applications including [word processing, spreadsheets, databases, and] multimedia software.**

**10.12 Know appropriate search procedures for different types of information, sources, and queries.**

**10.13 Evaluate the accuracy, relevance, and comprehensiveness of retrieved information.**

**A3.5 Use multiple online search techniques and resources to acquire information.**

**C6.3 Use media design and editing software: [keyframe animation,] drawing software, image editors, [and three-dimensional design.]**

**C6.7 Create and/or capture professional-quality media, images, [documents, audio, and video clips].**

**C10.1 Describe models of intelligent behavior and what distinguishes humans from machines.**

**UNIT: 2**

**2.3 Interpret verbal and nonverbal communications and respond appropriately.**

**2.4 Demonstrate elements of written [and electronic] communication such as accurate spelling, grammar, and format.**

**2.5 Communicate information and ideas effectively [to multiple audiences] using a variety of media and formats.**

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### **3. Key Standards**

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5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

5.5 Use a logical and structured approach to [isolate and identify the source of problems and to] resolve problems.

5.7 Work out problems iteratively and recursively.

5.8 Create and use algorithms and solve problems.

5.5 Use a logical and structured approach to [isolate and identify the source of problems and to] resolve problems.

5.10 Use [multiple layers of] abstraction.

5.11 Understand the concept of base systems, including binary [and hexadecimal].

8.8 Identify legal and ethical issues that have proliferated with increased technology adoption, including [hacking, scamming, and] breach of privacy.

C4.10 Create and know the comparative advantages of various [queue, sorting, and] searching algorithms.

C6.3 Use media design and editing software: keyframe animation, drawing software, image editors, and three-dimensional design.

C8.8 Analyze and display data to assist with decision making using methods like [cross tabulations,] graphs, and charts.

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#### **Second Quarter Key Standards:**

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##### **UNIT 3:**

C4.6 Use proper programming language syntax.

C6.1 Identify the basic design elements necessary to produce effective [print, video, audio, and] interactive media.

C6.3 Use media design and editing software: keyframe animation, drawing software, image editors, and three-dimensional design.

C6.6 Integrate media into a full project using appropriate tools.

C7.5 Create an online project, [Web-based business, and e-portfolio.]

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### **3. Key Standards**

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UNIT 4:

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.5 Communicate information and ideas effectively [to multiple audiences using a variety of media and formats.]

5.8 Create and use algorithms and solve problems.

10.1 Interpret and explain terminology and practices specific to the Information and Communication Technologies sector.

C4.5 Demonstrate awareness of various programming paradigms, including [procedural, object oriented,] event-driven, [and multithreaded] programming.

C4.6 Use proper programming language syntax.

C4.9 Create programs using control structures, procedures, [functions, parameters, variables, error recovery, and recursion.]

C5.5 Evaluate results against initial requirements.

C6.4 Develop a presentation or other multimedia project: video, game, or interactive Web sites, from storyboard to production.

C6.6 Integrate media into a full project using appropriate tools.

D3.3 Using simple game development tools, create a game or simulation.

D3.4 Present the game or simulation.

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#### **Third Quarter Key Standards:**

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2.3 Interpret verbal and nonverbal communications and respond appropriately.

5.2 Solve predictable and unpredictable [work-related] problems using various types of reasoning (inductive, deductive) as appropriate.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

7.8 Explore issues of global significance and document the impact on the Information and Communication Technologies sector.

8.8 Identify legal and ethical issues that have proliferated with increased technology adoption,

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### **3. Key Standards**

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including [hacking, scamming, and] breach of privacy.

9.7 Participate in interactive teamwork to solve [real] Information and Communication

Technologies sector issues and problems.

10.1 Interpret and explain terminology and practices specific to the Information and Communication Technologies sector.

C6.4 Develop a presentation or other multimedia project: video, game, or interactive Web sites, from storyboard to production.

C8.5 Use queries to extract and [manipulate data] (select queries, action queries).

C8.8 Analyze and display data [to assist with decision making] using methods like cross tabulations, graphs, and charts

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#### **Fourth Quarter Key Standards:**

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2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.5 Communicate information and ideas effectively [to multiple audiences using a variety of media and formats.]

4.1 Use electronic reference materials to gather information and produce products and services.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

5.5 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems.

5.8 Create and use algorithms and solve problems.

5.12 Apply the concepts of Boolean logic to

decision making [and searching.]

9.7 Participate in interactive teamwork to solve real Information and Communication Technologies sector issues and problems.

10.1 Interpret and explain terminology and practices specific to the Information and Communication Technologies sector.

A6.2 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems.

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### **3. Key Standards**

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**A6.6 Distinguish types of symptoms and which component's issue could exhibit those symptoms: [the user,] hardware, [network,] or software.**

**C1.4 Work as a member of, and within the scope and boundaries of, a development project team.**

**C3.1 Describe and apply the basic process of input, processing, and output.**

**C4.9 Create programs using control structures, [procedures, functions, parameters, variables, error recovery, and recursion.]**

**C5.4 Test software and projects.**

**C5.5 Evaluate results against initial requirements.**

**C9.1 Demonstrate awareness of the applications of device development work, including personalized computing, robotics, and smart appliances.**

**C9.2 Install equipment, assemble hardware, [and perform tests using appropriate tools and technology.]**

**C9.3 Use hardware to gain input, process information, and take action.**

**C9.4 Apply the concepts of embedded programming, including digital logic, machine-level representation of data, and memory-system organization.**

**C9.5 Program a micro-controller for a device or robot.**

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### **4. Scope and Sequence**

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#### **First Quarter:**

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##### **UNIT 1:**

- Analyze the characteristics of hardware components to determine the applications for which they can be used.
- Use appropriate tools and methods to execute Internet searches which yield requested data.
- Evaluate the results of web searches and the reliability of information found on the Internet.
- Explain the differences between tasks that can and cannot be accomplished with a computer.
- Analyze the effects of computing on society within economic, social, and cultural contexts.
- Communicate legal and ethical concerns raised by computing innovation.
- Explain the implications of communication as data exchange.

##### **UNIT 2:**

- Name and explain the steps they use in solving a problem.
  - Solve a problem by applying appropriate problem-solving techniques.
  - Express a solution using standard design tools.
  - Determine if a given algorithm successfully solves a stated problem.
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## 4. Scope and Sequence

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- Create algorithms that meet specified objectives.
  - Explain the connections between binary numbers and computers.
  - Summarize the behavior of an algorithm.
  - Compare the tradeoffs between different algorithms for solving the same problem.
  - Explain the characteristics of problems that cannot be solved by an algorithm.
- 

### Second Quarter:

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#### UNIT 3:

- Create web pages to address specified objectives.
- Create web pages with a practical, personal, and/or societal purpose.
- Select appropriate techniques when creating web pages.
- Use abstraction to separate style from content in web page design and development.
- Describe the use of a website with appropriate documentation.

#### UNIT 4:

- Use appropriate algorithms to solve a problem.
  - Design, code, test, and execute a program that corresponds to a set of specifications.
  - Select appropriate programming structures.
  - Locate and correct errors in a program.
  - Explain how a particular program functions.
  - Justify the correctness of a program.
  - Create programs with practical, personal, and/or societal intent.
- 

### Third Quarter:

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#### UNIT 5:

- Describe the features of appropriate data sets for specific problems.
  - Apply a variety of analysis techniques to large data sets.
  - Use computers to find patterns in data and test hypotheses about data.
  - Compare different analysis techniques and discuss the tradeoffs among them.
  - Justify conclusions drawn from data analysis.
- 

### Fourth Quarter:

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#### UNIT 6:

- Identify the criteria that describe a robot and determine if something is a robot.
  - Match the actions of the robot to the corresponding parts of the program.
  - Build, code, and test a robot that solves a stated problem.
  - Explain ways in which different hardware designs affect the function of a machine.
  - Describe the tradeoffs among multiple ways to program a robot to achieve a goal.
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## 5. Description of Benchmark Assessments

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### First Quarter:

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Unit 1 summative assessment students will be graded on their post-test analysis of their having a computer take the Turing Test. The students' performance on the test is immaterial as no one can "pass" or "fail" the test; it is their analysis of the results and how the computer performed that will be assessed. This will check their understanding of data, models of intelligent behavior, computer communications, and the societal impact of computing and data exchange.

- CCSS: Mathematical Practice:
  - Make sense of problems and persevere in solving them.
  - Model with mathematics.
-

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## 5. Description of Benchmark Assessments

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- Use appropriate tools strategically.
- Construct viable arguments and critique the reasoning of others

Unit 2 summative assessment students will create a shortest route map. Students will build on their knowledge and skills in creating algorithms and create a shortest route (minimum spanning tree) algorithm based on personal data collected. This will test their ability to create multiple algorithms from a dataset of unknown (n) values and determine the most efficient solution.

- CCSS: Mathematical Practice:
- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Reason abstractly and quantitatively.

Model with Mathematics Mathematical Content:

- Building Functions F-BF: 1a Build a function that models a relationship between two quantities - Write a function that describes a relationship between two quantities: Determine an explicit expression, a recursive process, or steps for calculation from a context.
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### Second Quarter:

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Unit 3 summative assessment students will produce a complete web site to support a fictitious business. Students will create a template, lay out navigation elements, select graphics, produce a css style sheet, create content and html pages. This will assess students ability to create web pages which are stylistically and thematically appropriate, incorporate all relevant design strategies and Dreamweaver techniques, and connect the site and its content to a set of relevant requirements.

- CCSS: Mathematical Practice:
- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.

Unit 4 summative assessment students will develop a complete Scratch game. This will incorporate all students' knowledge and skills incorporated so far, including looping, conditionals, multi-sprite interactions, multiple scenes, etc. Students will be scored on adherence to requirements, appropriateness of content, game completeness, and program correctness (i.e. absence of bugs).

- CCSS: Mathematical Practice:
- Make sense of problems and persevere in solving them.

Mathematical Content:

- Creating Equations A-CED 3 - Create Equations that describe numbers or relationships: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
  - Using Mathematics and Computational Thinking - Use simple limit cases to test mathematical expressions, computer programs or algorithms or simulations to see if a model "makes sense" by comparing the outcomes with what is known about the real world.
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### Third Quarter:

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Unit 5 summative assessment students will develop an Android program using appInventor that collects and analyzes some pre-defined data. Students will be scored on the correctness of the program and its usability, the applicability of the student developed data analysis algorithm and its fulfillments of the predefined requirements, and the effectiveness of the presentation of the data analysis tool.

- CCSS: Mathematical Practice:
- Construct viable arguments and critique the reasoning of others.

Mathematical Content:

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## **5. Description of Benchmark Assessments**

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- **Making inferences and Justifying Conclusions S-IC 4 - Make inferences and justify conclusions from sample surveys, experiments, and observational studies: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.**
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### **Fourth Quarter:**

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**Unit 6 summative assessment students will design, build, and program a dancing robot. Robots will perform choreographed dances to pre-recorded music. Scoring will be based on program completeness and correctness, choreography, robot construction, and quality of presentation.**

- **CCSS:**

#### **Mathematical Practice:**

- **Construct viable arguments and critique the reasoning of others.**
  - **Make sense of problems and persevere in solving them.**
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## **6. Key Assignments** *(Required for all a-g approved courses)*

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### **First Quarter:**

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#### **Unit 1:**

This unit will incorporate several projects. The 3 main ones will be a) shopping for a computer, b) a communications/data chart and analysis project, and c) a culturally situated design tool project.

- The Shopping for a Computer project. This project will address the “Computers and the Internet” topic. Students (in small groups) will shop for and compare different computers based on predetermined criteria. They will do a requirements analysis, comparison chart, and in the end produce a presentation which will be delivered to the class. This project will serve as the main assessment for determining a student’s knowledge of major hardware and software systems in a computer and compare and contrast between them**
- The Communications/Data Chart project. This project will address the “Models of intelligent Behavior” topic. Students will analyze data of communications methodologies used during a typical day. Usage, privacy, aggregation, and effectivity will be analyzed; presentations (typically powerpoint with embedded spreadsheet data) will be made to the class.**
- Design Tool project. This project will address the “Cultural and Societal Impacts of Computing” topic. This project will examine culturally appropriate subjects and make connections between a visual design and mathematical algorithms. Students will deconstruct an image of a pattern using Photoshop and break it down into its components, analyze those components, and build an algorithm or series of algorithms to re-create the pattern.**

#### **Unit 2:**

This unit will incorporate 2 major projects; the simple binary algorithm project, and the cumulative algorithm project.

- Simple Algorithm project – Tower Building Activity. Students will designing and build tower where materials can be stacked only one story at a time. This activity teaches students the concept of a binary algorithm, useful in searches.**
  - Algorithm project. Students will develop an algorithm to determine the shortest driving route. Trial and error cannot be used. Students will develop and present their own algorithm and explain it to the class in an oral presentation.**
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### **Second Quarter:**

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## **6. Key Assignments** *(Required for all a-g approved courses)*

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### **Unit 3:**

This unit will have a number of scaffolded mini-projects culminating into one overarching final project, a full and complete web site.

- a. The first mini-project will be to have students set up a blog, to introduce them to the concept of creating content on the web.
- b. The second mini-project will be to introduce students to the Dreamweaver tool and have them set up simple html pages with embedded images.
- c. The third mini-project will be to have them create a css file and incorporate it into a site with multiple pages tied to a template
- d. The final, cumulative project will be in 2 phases. Students (in teams) will create a fictional business or socially and culturally relevant organization, and develop a full-featured web site incorporating all of the techniques learned in the unit.

### **Unit 4:**

This unit will have a number of scaffolded mini-projects culminating into one overarching final project, a full and complete Scratch program.

- a. Small mini programs will be assigned to teach students the mechanics of Scratch programming and sprite manipulation. Once variables, conditionals, and AND/OR logic are mastered, students will create their first full-featured program, Rock-Paper-Scissors.
- b. The second mini-project will be a timer-based game. This will be peer-reviewed and presented to the class.
- c. The final, cumulative project will be one of the student's own choosing. Students will be writing a game for MyCommunity or the Game Project. Games must be interactive and draw upon the material presented in the class, although students are not limited to that subset of material. Projects will be presented to the class.

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### **Third Quarter:**

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#### **Unit 5:**

This will be a short unit due to the lack of mobile technology available. Students will not have a class set of mobile devices with which to collect data, although there will be one device to test mobile programming the students will themselves develop. 2 major projects will be incorporated:

- a. Working in collaborative groups, students will create a research project where they will collect a large set of survey data, including demographics. They will collect this data by using a combination of their own mobile devices and by pencil and paper. Pencil and paper data will be transcribed into the Deducer data analysis tool. Demographic, geographic, and survey data will be analyzed; various charting techniques and other data analysis tools. Student groups will create written reports presenting data and subsequent analysis.
- b. Working alone, students will create their own mobile data collection tool using appInventor. Building on previous programming experience, students will examine operator interface programming, data storage techniques, and mobile device integration. Students will test their programs on the appinventor emulator and download it to an Android device for final submission.

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### **Fourth Quarter:**

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#### **Unit 6:**

This unit will incorporate 2 major projects using the Mindstorms robots. These projects do not include the actual introduction and construction of the robots.

- a. The Tic-Tac-Toe game. Students will program "robots" to play tic-tac-toe. Since this is an advanced -level programming task for real robots, human "robots" will suffice. Granular precision instructions will be developed and followed. This is a RoboCup activity.
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## **6. Key Assignments** *(Required for all a-g approved courses)*

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- b. "Dancing" robots. Students will choreograph robots dancing to music. This is also a RoboCup activity.
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## **7. Instructional Methods and/or Strategies**

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There are several concrete instructional strategies that are included in each unit to implement this culturally relevant, inquiry-based vision.

- Each unit begins with a description of the topic, an explanation of the importance of this topic, possible social applications of this topic, and objectives for the unit.
    - o CCSS:
    - o Mathematical Practice:
      - Construct viable arguments and critique the reasoning of others.
  
  - Units typically begin with a kinesthetic activity to get students involved in the unit topic. Students are more engaged when they go beyond seatwork to gain familiarity with the scope of a topic. Acting out computing concepts is one way to have students actively engaged in the curriculum.
    - o CCSS:
    - o Mathematical Practice:
      - Make sense of problems and persevere in solving them.
  
  - In most units, the final unit project is presented at the beginning of the unit so students understand what type of project they will engage in at the end of the unit. Daily assignments help scaffold their knowledge towards gaining the knowledge needed to complete a particular project. The final project represents a culmination of their new knowledge and provides an opportunity to expand their understandings to a particular socially-relevant problem.
    - o CCSS:
    - o Mathematical Practice:
      - Make sense of problems and persevere in solving them.
      - Use appropriate tools strategically.
  
  - Computing terms and definitions are explicit and part of the instruction. The curriculum avoids unnecessary jargon, which might distract from learning of the critical content. Students have opportunities to use writing to reinforce the literacy component behind these computing terms and definitions.
    - o CCSS:
    - o Mathematical Practice:
      - Construct viable arguments and critique the reasoning of others.
  
  - Foundational computing topics are connected to the 'pop-technology' students have likely encountered: mobile phones, social networks, blogs, Internet browsing, etc.
    - o CCSS:
    - o Mathematical Practice:
      - Construct viable arguments and critique the reasoning of others.
  
  - Real world problems are presented in the context of socially-relevant issues impacting urban
-



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## **7. Instructional Methods and/or Strategies**

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communities (housing, safety, poverty, health care, access to equal rights, educational opportunities, improving social services, translation services, transportation, etc.)

- o CCSS:

- o Mathematical Practice:

- Construct viable arguments and critique the reasoning of others.
- Make sense of problems and persevere in solving them.

- Students have opportunities to work on problems that they help define and can individualize—i.e. selecting their own content for websites; creating original, not pre-scripted, problem-solving strategies, etc.

- o CCSS:

- o Mathematical Practice:

- Construct viable arguments and critique the reasoning of others.
- Make sense of problems and persevere in solving them.
- Use appropriate tools strategically.

- Activities are designed to encourage students to work in a variety of collaborative settings including elbow partners, peer-programming, and group research projects. This collaboration encourages conversations around computing topics.

- o CCSS:

- o Mathematical Practice:

- Construct viable arguments and critique the reasoning of others.
- Make sense of problems and persevere in solving them.
- Use appropriate tools strategically.

- Students will experience a variety of ways to communicate their answers—academic writing, journal entries, writing a letter to a friend or companion, using presentation software, developing graphics or animation, storyboarding, listing algorithms, drawing illustrations, oral presentations, etc.

- o CCSS:

- o Mathematical Practice:

- Construct viable arguments and critique the reasoning of others.

- Units incorporate examples of careers in computing as they arise in the curriculum. Students will be given hypothetical opportunities to act as a professional to take on the behavior and skills to solve a given problem.

- Although using technology is a core component of this curriculum, using computers is not necessarily embedded in the curriculum on a daily basis.

- All of these strategies contribute to developing the problem-solving skills and computational practices that are emphasized throughout the course.

- It is important to note that each unit focuses on different instructional strategies; this is purposeful. In some cases, it is because the particular subject matter lends itself more successfully to a particular set of strategies, but this was also done to highlight the wide variety of possible strategies that can be used effectively in teaching this course. We encourage teachers to experiment

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## **7. Instructional Methods and/or Strategies**

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by trying strategies that work well for them in a variety of different places in the curriculum. Journal responses and blog entries can be used by students to communicate about their work in any of the units. Peer reviews, gallery walks, jigsaws, role-plays and collaborative groups of varying sizes can be used for activities throughout the course.

- o CCSS:
  - o Mathematical Practice:
  - Construct viable arguments and critique the reasoning of others.
-

***ACTION ITEMS***

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** C. Thomas Budde, Superintendent  
**FROM:** Merritt Merten, Fiscal Services Supervisor  
**SUBJECT:** **PUBLIC HEARING TO DISCUSS THE FISCAL IMPACTS OF THE TENTATIVE AGREEMENT WITH THE EL CENTRO SECONDARY TEACHERS ASSOCIATION**

**BACKGROUND:**

Assembly Bill (AB) 1200 requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. Government Code 3547.5 states:

“(a) Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.”

These documents must be made available to the public at least ten (10) working days prior to the date on which the governing board will take action on the proposed bargaining agreement. The tentative agreement was posted at the 3 school sites and the district office as well as the district website on June 12<sup>th</sup>.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None discussed or recommended.

**FINANCIAL IMPLICATIONS:**

Review the “Summary of Tentative Agreement” form attached.

**ACTION REQUESTED:**

The Board is requested to conduct a public hearing to discuss the fiscal impacts of the tentative agreement with the El Centro Secondary Teachers Association.

**ACTION:**      **MOTION:** \_\_\_\_\_      **SECOND:** \_\_\_\_\_  
                 **AYES:**        \_\_\_\_\_      **NOES:**        \_\_\_\_\_  
                 **ABSTENTIONS:** \_\_\_\_\_

**SUMMARY OF TENTATIVE AGREEMENT WITH THE**

Central Union High School District and ECSTA

The proposed agreement covers the period beginning 7/1/2013 and ending 6/30/2015

Will be acted upon by the Governing Board at its meeting on 6/24/2014

The agreement will affect the following funds budget General Fund

\*\*Are copies of the changes to the agreement included? Yes

**PUBLIC DISCLOSURE**

TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS: In compliance with the Public Disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213) as well as the Salary Settlement Notification requirements of SB-1677 when Teachers Salary/Benefit Negotiations are finalized after the final budget is adopted.

The agreement was publicly disclosed on : 6/12/2014

The agreement was [ posted at / advertised in ] : CUHS, SHS, DOHS, District Office & Website

**STATUS OF BARGAINING UNIT AGREEMENTS**

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status.  
 Is the percentage increase on the salary schedule the same for all bargaining units? 0

\*\*If you answered no to the question above, please do a separate Summary of Tentative Agreement for each bargaining unit. # of Employees Represented

Management	<u>N/A</u>	<u>N/A</u>
Certificated	<u>Settled</u>	<u>200</u>
Classified	<u>N/A</u>	<u>N/A</u>

PROPOSED CHANGE IN COMPENSATION				
Compensation	Costs Prior to the agreement for only those employees covered by this agreement.	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		2013-14	2014-15	2015-16
1 Salary Schedule	\$ -	\$ -	\$ 1,635,533.43	\$ 1,087,890.45
2 Step and Column	\$ -	\$ -	\$ 25,054.00	\$ 25,054.00
3 Other Compensation	\$ -	\$ -	\$ 307,997.78	\$ -
4 Statutory Benefits	\$ -	\$ -	\$ 243,712.78	\$ 137,783.59
5 Health/Welfare Plans	\$ -	\$ -	\$ -	\$ -
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ -	\$ -	\$ 2,212,297.99	\$ 1,250,728.04
7 Total Number of Represented Employees (Use FTEs if appropriate)	400.00			
8 Total Compensation Average Cost per Employee	\$ -	\$ -	\$ 5,530.74	\$ 3,126.82
Average % Increase (Decrease) per Employee		#DIV/0!	#DIV/0!	56.54%

**QUESTIONS REGARDING PROPOSAL**

**1 Salary Changes**

a Did you give a salary increase or decrease?	Increase (X)	Decrease ( )	Nons ( )
b If you gave an increase/decrease was it on/off the salary schedule?	On-Salary Schedule (X)	One Time Off Salary Schedule (X)	
c If you gave an increase or decrease what percentage	7% on & 2% off		
d Did the District have furlough days as part of decrease in salary?	Yes ( )	No (X)	
e How many furlough days?	0 days		
f Are the furloughs permanent or temporary reductions in contract?	Permanent ( )	Temporary ( )	N/A (X)
g What date is this effective?	4 for 7% on & 7/1/13 for 2 % off		
h When does the district plan on implementing the agreement through payroll?	7/31/2014		

**2 Were any additional steps, columns, or ranges added, deleted or adjusted to the schedules? (If yes, explain)**

No

**3 Proposed Negotiated Changes in Non-Compensation Items ( class size adjustments, staff development days, teacher prep time, etc).**

Yes, with reference to the union President's release period - see attached MOU

**4 What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs.**

only positive in the form of additional time

**5 What contingency language is included in the proposed agreement?**

Yes, see documentation on completed TA

**6 Identify other major provisions that do not directly affect the district's costs such as binding arbitration, grievance procedures, etc.**

N/A

**7 Where is this being funded from in the Current Year? (Funding Source)**

No, it is funded in 2014-15 and on going

**8 Is this a single year agreement, how will the ongoing cost of the proposed agreement be funded in future years (What will allow the district to afford this contract?)**

estimated increase in LCFF

**9 If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years?**

estimated increase in LCFF

IMPACT ON CURRENT YEAR BUDGET				
	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement	Adjustments as a Result of Settlement	Any Other Revisions that were not part of your last adopted Budget	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ 30,377,185	\$ -	\$ -	\$ 30,377,185
Remaining Revenues (8100-8799)	\$ 7,859,489	\$ -	\$ -	\$ 7,859,489
<b>TOTAL REVENUES</b>	\$ 38,236,674	\$ -	\$ -	\$ 38,236,674
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 18,375,070	\$ -	\$ -	\$ 18,375,070
Classified Salaries (2000-2999)	\$ 5,532,538	\$ -	\$ -	\$ 5,532,538
Employee Benefits (3000-3999)	\$ 5,794,843	\$ -	\$ -	\$ 5,794,843
Books and Supplies (4000-4999)	\$ 4,053,598	\$ -	\$ -	\$ 4,053,598
Services, Other Operating Expenses (5000-5999)	\$ 3,711,902	\$ -	\$ -	\$ 3,711,902
Capital Outlay (6000-6599)	\$ 1,895,512	\$ -	\$ -	\$ 1,895,512
Other (7000)	\$ 1,468,593	\$ -	\$ -	\$ 1,468,593
<b>TOTAL EXPENDITURES</b>	\$ 40,832,054	\$ -	\$ -	\$ 40,832,054
Operating Surplus (Deficit)	\$ (2,595,381)	\$ -	\$ -	\$ (2,595,381)
Transfers In & Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out & Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (2,595,381)	\$ -	\$ -	\$ (2,595,381)
<b>BEGINNING BALANCE</b>	\$ 12,416,361			\$ 12,416,361
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 9,820,980	\$ -	\$ -	\$ 9,820,980
<b>Components of Ending Fund Balance</b>				
Nonspendable (9711-9719)	\$ 35,513			\$ -
Restricted (9730-9749)	\$ (0)			\$ (0)
Committed				\$ -
Stabilization Arrangements (9750)	\$ -			\$ -
Other Commitments (9760)	\$ -			\$ -
Assigned (9770-9788)	\$ -			\$ -
Unassigned				\$ -
Reserve for Economic Uncertainties (9789)	\$ 9,785,467			\$ -
Unassigned/Unappropriated (9790)	\$ -			\$ 9,820,980

IMPACT ON CURRENT YEAR UNRESTRICTED RESERVES	
<b>State Reserve Standard</b>	
Total Expenditures, Transfers Out and Uses	\$ 40,832,054.18
State Standard Minimum Reserve Percentage	3%
State Standard Minimum Reserve Amount	\$ 1,224,961.83
<b>General Fund Budgeted Reserves</b>	
Reserve for Economic Uncertainties (9789)	\$ -
Unassigned/Unappropriated (9790)	\$ 9,820,980.11
Special Reserve Fund 170- Reserve for Economic Uncertainties	N/A
<b>Total District Budgeted Unrestricted Reserves ( sum lines 1 - 6 )</b>	\$ 9,820,980.11
<b>Do unrestricted reserves meet the state standard minimum reserve amount?</b>	
Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>



**CERTIFICATION PAGE**

*In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement.*



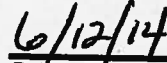
District Superintendent  
(Signature)



Date



District Chief Business Officer  
(Signature)



Date

*After public disclosure of the major provisions contained in this Summary, the Governing District Board, at its meeting on 6/24/2014 took action to approve the proposed Agreement with ECSTA Bargaining Unit and adopted the new budget figures as calculated per the agreement.*

Governing Board President  
(Signature)

Date



**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014

**TO:** Board of Trustees

**FROM:** C. Thomas Budde, Superintendent

**SUBJECT: BOARD APPROVAL OF THE TENTATIVE AGREEMENT  
BETWEEN THE  
CENTRAL UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES  
AND THE  
EL CENTRO SECONDARY TEACHERS' ASSOCIATION  
FOR 2013-2014 & 2014-2015 SCHOOL YEARS**

**ACTION**

**BACKGROUND:**

Negotiations between the El Centro Secondary Teachers' Association and the Central Union High School District Board of Trustees have been completed for the 2013-2014 and 2014-2015 school years. The El Centro Secondary Teachers' Association ratified the Tentative Agreement.

The Tentative Agreement includes changes in contract language made in the following chapters and appendixes:

- Chapter II: Teacher Evaluations;
- Chapter V: Working Hours and Contract Days (stipend for traveling teachers);
- Chapter VII: Leaves (association release time);
- Chapter VIII: Employee Compensation and Benefits (7% on schedule, which includes 2% for 2% additional time starting in 2014-2015 and 3% in lieu of an increase in health insurance cap; 2% off-schedule; and changes to recognize industry related experience for initial salary placement of Career Technical Education teachers );
- Chapter XIII: Professional Growth Pursuant to Education Code Sections 44277 44279 (eliminate entire chapter)
- Appendix 2: Supplemental Assignment and Salaries (change to CIF stipend)
- Appendix 3: Teacher Evaluation Forms (incorporate comprehensive teacher evaluation cycle documents developed by evaluation committee)

The District and ECSTA also agreed to sign an MOU regarding ECSTA paying for President's Release Time for the 2014-2015 school year and to form a committee designed to determine use of the extra time (2% additional time for 2% additional pay) required of bargaining unit members starting in the 2014-2015 school year.

Further, the tentative agreement will result in changes to chapter numbers because Chapter XIII will be eliminated.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None

**FINANCIAL IMPLICATIONS:**

Public disclosure and financial impact to be reported as a separate agenda item at the same board meeting (June 24, 2014.)

**ACTION:**

The Board is requested to approve the Agreement between the Central Union High School District Board of Trustees and the El Centro Secondary Teachers' Association for the 2013-2014 and 2014-2015 school years.

ACTION: MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_  
VOTE: AYES \_\_\_\_\_ NOES \_\_\_\_\_  
ABSTENTIONS \_\_\_\_\_

**TENTATIVE AGREEMENT**

**BETWEEN  
CENTRAL UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES  
AND  
EL CENTRO SECONDARY TEACHERS ASSOCIATION  
FOR  
2013-2014 SCHOOL YEAR**

**June 3, 2014**

## CHAPTER II

### TEACHER EVALUATIONS

~~The District and the Association will form a committee comprised of two bargaining unit members (selected by ECSTA) and two administrators (selected by the Superintendent) to research and develop a teacher and non-classroom certificated employee evaluation system. April 2014 is the target date for submission to the ECSTA/District negotiating teams. Criteria include but are not limited to:~~

- ~~• Quantitative measures of student performance~~
- ~~• Adherence to professional standards including the California Standards for Teaching Profession~~
- ~~• Student feedback~~
- ~~• Parent feedback~~
- ~~• Peer feedback~~
- ~~• Other means identified by the committee beneficial in providing positive reinforcement, identification of growth opportunities, and a basis for future employment decisions.~~

~~Bargaining unit members will receive the hourly rate defined by the contract for meetings held after school. The hourly rate will not be paid for meetings during release time.~~

A. The DISTRICT shall evaluate and assess employee competency as it reasonably relates to the progress of pupils toward the standards of expected student achievement at each grade level in each area of study based on the California Standards for the Teaching Profession (CSTP).

- ~~1. Create and Maintain Effective Environments for Student Learning Engaging and Supporting All Students in Learning~~
- ~~2. Engage and Support All Students in Learning Creating and Maintaining Effective Environments for Student Learning~~
- ~~3. Understand and Organize Subject Matter for Student Learning Understanding and Organizing Subject Matter for Student Learning~~
- ~~4. Plan Instruction and Design Learning Experiences for All Students Planning Instruction and Designing Learning Experiences for All Students~~
- ~~5. Assess Student Learning Assessing Students for Learning~~
- ~~6. Develop as Professional Educator. Developing as a Professional Educator~~

B. Unit members to be evaluated during a particular year shall be furnished a copy of the evaluation procedures, advised of the criteria upon which the evaluation is to be based, and notified of the identity of their evaluator no later than September 7 of the year in which the evaluation is to take place.

The unit member being evaluated and the evaluator shall meet no later than September 15 to discuss: objectives and standards to be achieved during the evaluation period, general expectations of performance, and the evaluation procedure.

C. Probationary unit members shall be evaluated each school year. An individual meeting

for each probationary unit member will be held to preview the evaluation process.

If the evaluator and the probationary member do not reach mutual agreement on the member's specific goals and objectives, the evaluator and the unit member shall make a good faith effort to resolve the differences themselves. If the disagreement persists, the evaluator shall have the right to make a decision on such specific goals and objectives, but the evaluator shall first consider any input and recommendations from the Department Head and shall confer with the Superintendent or designee. The employee may attach a written statement indicating his/her disagreement with the specific goals and objectives.

The evaluation process shall include the following activities: Classroom observations shall last between thirty and ninety minutes; shall be followed by a conference with written feedback within ten school days of the observation; and shall ordinarily be three in number. The specific date and period of the first observation shall be made known to the unit member at least two days prior to its occurrence, and shall take place within the first eight weeks of the unit member's first workday. If a subsequent observation is for the purpose of seeing improvement in a specific aspect of the teaching, then the subsequent observation will not take place until ten school days after the previous observation's post conference. For probationary teachers the formative evaluation will be preceded by at least two classroom observations.

The immediate supervisor shall meet with first-year probationary employees within 20 school days of the close of the first semester to review the formative evaluation, including ratings and recommendations. At this meeting, the immediate supervisor shall review the teacher's performance in the first semester and inform the teacher whether any problems were noted.

For 1<sup>st</sup> year probationary employees, the summative evaluation form will be given to the teacher. A final evaluation conference between the 1<sup>st</sup> year probationary employee and evaluator shall be held no later than thirty days before the end of the school year to discuss the content of the final (summative) evaluation form.

For 2<sup>nd</sup> year probationary employees, the summative evaluation form will be given to the teacher. A final evaluation conference between the second year probationary employee and evaluator shall be held no later than March 15th of that year to discuss the content of the final (summative) evaluation form.

- D. Permanent unit members shall be evaluated every other school year, beginning the 2<sup>nd</sup> year of permanent status, unless designated otherwise (see below).

The evaluation process shall include the following activities: Classroom observations shall last between thirty and ninety minutes; shall be followed by a conference with written feedback within ten school days of the observation; and shall ordinarily be ~~three~~ two in number. The specific date and period of the first observation shall be made known to the unit member at least two days prior to its occurrence, and shall take place within the first eleven weeks of the unit member's first workday. If a subsequent observation(s) ~~is~~-are for the purpose of seeing improvement in a specific aspect of the teaching, then the subsequent

observation will not take place until ten school days after the previous observation's post conference.

With agreement of both the unit member and the evaluator, the number of classroom observations may be reduced to two or one in case of obvious satisfactory performance by permanent unit members.

For permanent employees, the summative evaluation form will be given to the teacher. A final evaluation conference between the permanent employee and evaluator shall be held no later than thirty days before the end of the school year to discuss the content of the final (summative) evaluation form.

If the evaluator and certificated employee being evaluated agree, evaluation and assessment of the performance of each certificated employee shall be made at least every five years for personnel with permanent status who have been employed at least 10 years with the school district, who are highly qualified, as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards. The certificated employee or the evaluator may withdraw consent at any time. Ed. Code 44664 Permanent teachers who are on a five year evaluation cycle shall participate in an alternative observation and feedback process between formal five year evaluations.

#### Alternative Evaluation Criteria

1. Candidates must have been employed by the Central Union High School District for ten (10) years prior to submitting an application for participation in the Alternative Evaluation process.
  2. No candidate will be considered for the Alternative Evaluation process if they received marks of *1-Practice Not Consistent with Standard Expectation (Unsatisfactory)* on any of one (1) of the thirty-two (32) elements listed on the Summative Evaluation form.
  3. Candidates must have received no more than four (4) *2's Practice Developing (Needs Improvement)* in the overall Summative Evaluation.
  4. Candidates must have an overall average of 3.0 or better on the most recent Summative Evaluation.
  5. Applications must be turned in to the site principal on or before October 15.
- E. A unit member who receives a negative formative evaluation shall, upon request, be entitled to additional classroom observations, evaluation conferences and written evaluations. Such entitlement includes pre-observation conferences and post-observation conferences. The evaluator shall take positive action to assist the unit member in correcting any cited deficiencies. The evaluator's role to assist the unit member shall include, but not be limited

to the following:

- Specific recommendations for improvement.
  - District assistance to implement such recommendations.
  - Provision of additional resources, without cost to the unit member, to be utilized to assist with improvements.
  - Techniques to measure improvement.
  - Reasonable time schedule to monitor progress.
  - Release time shall be provided when required by the nature of the program or plan.
- F. In the event the unit member disputes the content, the unit member may prepare a written statement which shall be attached and incorporated into the final evaluation. The final evaluation form shall contain ratings of "satisfactory" or "unsatisfactory." The certificated employee shall have the right to submit a written response to the evaluation. Such response shall become a permanent attachment to the employee's personnel file.
- G. The site Principal, or the administrator he/she designates, shall conduct evaluations. No unit member will be evaluated more than two consecutive evaluations by the same administrator.
- H. One year after the date of an unsatisfactory evaluation, the employee who received the evaluation may request a conference with the evaluator. If the evaluator agrees that the employee's performance has improved to the point that it is no longer unsatisfactory, a memorandum noting the improvement will be attached to the previous unsatisfactory evaluation.
- I. The DISTRICT reserves the right to visit classrooms or other job locations at any time.

## CHAPTER IV

### CLASS SIZE

- A. For the 2008-09 school year the following class size language will be implemented. At the end of the 2008-2009 school year the district and the ECSTA negotiating team will evaluate the data regarding class sizes and the amount teachers are compensated for overloads. If either side is not satisfied with the outcome by the end of the 2008-2009 school year, then the language below will be null and void on July 1, 2009 and the language in place during the 2007-2008 school year will be the official language again. However, alternative education classes will continue to be limited to 23 on the roster and they will continue to be compensated for student overloads in the same manner as the comprehensive high schools.

The "teacher daily maximum" student classroom enrollment for comprehensive and continuation school teachers shall not exceed the sum of the individual class limits specified in paragraph G of this chapter. Teacher daily maximum refers to each teacher's total student count in their five base contract classes. Sixth (6<sup>th</sup>) period assignments will follow the same averaging just for six (6) classes rather than five (5), except for the following classes, which shall not be included in the teacher daily average: chorus, marching band, drill team, wind ensemble, and tall flags, in which case the average will be based on the remaining classes.

- B. In the event that a student needs to be placed in a class in order to complete his/her normal progress toward graduation and no other seats are available in the same or similar subject area classes, the DISTRICT can request that a teacher accept an overload for a single period. If no teachers accept, and the DISTRICT has exhausted all other means of accommodating the student's needs, the DISTRICT can require that a teacher accept an overload.
- C. The DISTRICT will only permit overloads in classes of teachers with less than two years experience if the overload cannot be accommodated by non-probationary teachers.
- D. Effective with the 2013-2014 school year, any time after the first 10 days of a semester the DISTRICT shall compensate each teacher who has an enrollment over the teacher daily maximum at the rate of \$6 per student per day.

Such compensation will only be made for students who continue in an overload status beyond the negotiated grace period defined in this paragraph, but will include compensation for all days in which the student was an overload, including the grace period, or who enter the class in an overload status at any time during the semester as long as that overload status continues beyond ten (10) school days. Whenever any class in any period has more than two (2) over the class size limit outlined below then such compensation will be made for those students beyond the two (2) over the class size limit regardless of the teacher's daily maximum. Whenever any class in any period has more than five (5) over the class size limit outlined below then the teacher will receive 1.5 times the overload compensation for those students beyond the five (5) over the class size limit regardless of the teacher's daily maximum.

- 2. Such compensation will only be made for students who continue in an overload status beyond the negotiated grace period defined in paragraph D, but will include compensation for all days in which the student was an overload, including the grace period, or who enter the class in an overload status at any time during the semester as long as that overload status continues beyond ten (10) school days. Whenever any class in any period has more than two (2) over the class size limit outlined below then such compensation will be made for those students beyond the two (2) over the class size limit regardless of the teacher's daily maximum. Whenever any class in any period has more than five (5) over the class size limit outlined below then the teacher will receive 1.5 times the overload compensation for those students beyond the five (5) over the class size limit regardless of the teacher's daily maximum.
- E. Class size limits as outlined in this chapter shall have no bearing on specially funded projects.
- F. All Special Education classes will be based on legal maximums.
- G. All classes will be limited to 34 students except performing groups such as chorus and marching band and as specified below:
  - 1. Creative writing classes will be limited to twenty-seven (27) students. All other English



classes will be limited to thirty (30).

2. All science laboratory and shop classes shall contain no more students than can safely be accommodated in the laboratory stations available. The teacher class limit will be twenty-nine (29).
3. Physical education classes will be limited to a maximum of forty-one (41) students per class. **Modified physical education classes will be limited to thirty (30) students per class.**
4. Study Hall classes will have no more than sixty (60) students. No absent teacher's class shall be assigned to Study Hall unless the DISTRICT has complied with the following procedures:
  1. Determined that no substitutes are available from the approved substitute list;
  2. Determined that no teachers are available during their preparation period to
  3. substitute in another class section;
  4. Determined that no administrators and/or counselors are available;
  5. Determined that, in its sound discretion, the placement of students from classes of absent teachers into the Study Hall is necessary and appropriate.
5. Keyboarding classes shall be limited to a maximum of thirty-nine (39). In no event shall the number be greater than the number of keyboarding machines available in any class.
6. Foreign Language teacher classes will be limited to a maximum of thirty-one (31).
7. ELD, SEI and Bilingual teacher classes will be limited to a maximum of twenty-eight (28).
8. Algebra I teacher classes will be limited to a maximum of thirty-four (34). Math classes below the level of Algebra 1 will be limited to a maximum of thirty-two (32).
9. Alternative education teacher class limits will be limited to a maximum of twenty-three (23).
10. All drawing and ceramics classes will be limited to a maximum of twenty-nine (29). In no event shall the number of students be greater than the number of student stations, including the first 10 days of each semester.

## CHAPTER V

### WORKING HOURS AND CONTRACT DAYS

#### A. WORKING HOURS AND CONTRACT DAYS:

1. Teachers (all certificated except those listed in section B below) shall teach five (5) periods daily, subject to any changes mandated by law. In addition, each classroom teacher shall be assigned one period preparation period equal in length to a regular teaching period. Non-classroom certificated employees will have the autonomy to integrate preparation time into their regularly scheduled workday. Special education teachers shall teach four (4) periods and in addition, shall be assigned one preparation period and one special education resource period, the use of which shall be determined by the District after consulting with the Special Education Department. Teachers assigned to the alternative school, Desert Oasis High School, shall have five (5) student contact periods and one preparation period.
2. A maximum of fourteen (14) afternoon Professional Development Time (PDT) sessions will be scheduled for a given school year. Three of the dates will be planned by the departments with approval of the site principals. Plans will include measurable goals and outcomes. Professional development activities will start at the end of the scheduled lunch period and shall not extend beyond the normal workday. PDT time can be counted by attending teachers as Professional Growth Hours.
3. The day of Open House shall be scheduled as a minimum day without a required professional development activity. Bargaining Unit Members will be allowed to leave immediately after 7th period in exchange for attendance at Open House.
4. The length of the professional day shall not be less than seven hours excluding lunch. The preparation and other special periods assigned shall be counted in meeting the seven-hour requirement. At no time shall a bargaining unit member arrive at his/her work station after the first bell in the morning. Bargaining unit members are expected to devote the necessary time to prepare for instruction, evaluate pupils' work, conference with parents and students, fulfill extra-curricular activities, participate in the in-services and perform other professional activities inherent in their professional responsibilities to the school system, pupils, and community.
5. Bargaining unit members are expected to remain on DISTRICT property during their duty time, including the preparation period. Bargaining unit members may be granted permission by the Principal or designee to leave DISTRICT property during their preparation periods in order to conduct school business or, occasionally, to attend to

personal business. If neither the Principal nor designee is present and the unit member must leave DISTRICT property during duty time, the bargaining unit member shall notify the Principal's office prior to leaving, indicating the reason(s) for his/her absence, and the estimated time of return. No teacher shall leave his/her class of students unsupervised unless there is a clear emergency or there is advance permission from the Principal or designee.

6. Required staff development and school improvement work related to District, State and Federally funded programs, taking time beyond the regular work day, shall be compensated at the negotiated hourly rate with the pre-approval of the Assistant Superintendent.
7. A maximum of one time per semester, after all reasonable efforts have been made to secure a volunteer substitute from the certificated teacher pool, the Principal may require a teacher to substitute for another teacher. Any teacher who is assigned to work as a substitute teacher will receive compensation equal to the current negotiated hourly wage as listed in this contract.
8. The work calendar for all members of the bargaining unit shall be developed by a joint advisory committee consisting of three (3) representatives of the DISTRICT and three (3) representatives from each bargaining unit. The Superintendent shall forward the recommendation to the Board of Trustees for adoption by May 15th of each year.
9. An advisory committee made up of three members from each bargaining unit, three members from administration, a maximum of three parents (representing affected school sites), the Transportation Director, and the Food Service Director shall meet to discuss any proposed changes to the daily bell schedule(s), and shall make a recommendation for any proposed changes to the Superintendent. The Superintendent shall forward the recommendation to the Board of Trustees for adoption by June 1st of each year.
10. The work calendar for a teacher shall be 187 workdays, including no fewer than 180 instructional days and two "flexible work days" for teachers. The Association and the District recognize that the two flexible work days are meant to give teachers the flexibility to choose alternate times and/or places to prepare for the upcoming semester. One day shall be the last day of the work week before school and one day shall be the first day of the second semester. In no event shall the days be moved to either end of the school year. If, due to an emergency school closure, the state reduces the minimum required student contact time, the required teacher work year shall be reduced an equal amount of time.
11. In the event a unit member is assigned classroom duties at more than one site and, therefore, must travel from one site to another in his/her work day, the following will apply:

- a. Every effort will be made by site administrators to assign the unit member no more than 2 preparations in a work day, only one preparation at each site.
- b. The unit member will be paid the approved IRS mileage rate for travel during the work day. The unit member will be responsible for logging the miles traveled and submitting such log with the request for payment of mileage.
- c. The District recognizes the time spent in travel is part of the unit member's contractual work day.
- d. In the event a unit member is unable to arrive at the second site on time due to unforeseen circumstances beyond the control of the employee related to their transportation (i.e. car accident/trouble), the unit member will not lose any sick leave hours.
- e. **Teachers traveling between sites will receive a stipend of \$500 per semester.**

## CHAPTER VII

### LEAVES

#### M. RELEASED TIME FOR UP TO FIFTEEN WORKDAYS FOR THE ASSOCIATION

1. The ASSOCIATION President or designees may receive up to a maximum of fifteen (15) days released time per school year without loss of salary to attend local, state or national meetings of NEA/CTA/ECSTA, or to conduct business relating to the ASSOCIATION.
2. Released time under this provision shall not be used for any activity which is violative of this Agreement, for organizing any concerted activity against the DISTRICT, for any political activities, or for any purpose unrelated to the ASSOCIATION'S obligations as the exclusive representative of the bargaining unit.
3. All applications for such released time shall be made to the Superintendent ~~by October 15 of the current school year unless it would not be possible to do so; then a~~ with a minimum of two (2) weeks' notice ~~would be required for notification to the Superintendent~~ **subject to availability of substitutes.**
4. The DISTRICT shall not pay transportation, lodging or any other expense incurred by the ASSOCIATION President or designee under this provision. The ASSOCIATION shall reimburse the DISTRICT for the full cost of any substitute who substitutes for the Association's President or designee on released time.

## CHAPTER VIII

### EMPLOYEE COMPENSATION AND BENEFITS

#### A. COMPENSATION

1. The basic salary schedule for employees in Appendix 1 shall be increased by ~~4.53~~ 7 percent, based on a 187 day contract for the ~~2007-2008~~ 2013-2014 school year, and retroactive to ~~January 3, 2008~~. **January 1, 2014. This increase involves 2% additional work time for ECSTA bargaining unit members beginning with the 2014-2015 school year (187 days x 7 hour days = 1309 hours x 2% = 26.18 additional hours.)**

The new salary schedule shall reflect the following changes: Class I: BA Degree and/or Credential; Class II: BA Degree plus 30 semester credits; Class III: BA Degree plus 45 semester credits or MA Degree; Class IV: BA Degree plus 60 semester credits and MA Degree, or MA Degree plus 15 semester credits, or Equivalent: BA Degree plus 75 semester credits; Class V: BA Degree plus 75 semester credits & MA, or MA Degree plus 30 semester credits; Class VI: Doctorate. Class VI: Doctorate or MA Degree plus 60 additional accredited units leading towards either a Masters Degree or new subject matter certification in any of the following approved subjects: Math, Science, Special Education; or to support any District educational initiatives. Any units not listed above must be pre-approved by a committee composed of two teachers chosen by ECSTA and two individuals chosen by the District.

The District will provide a one-time, off-schedule bonus of ~~3.5%~~ 2% of total certificated salary ~~divided equally of each bargaining unit member's individual salary~~ to each active bargaining unit member who was employed during the ~~2012-2013~~ 2013-2014 school year

2. The DISTRICT agrees to compensate teachers assigned to teach an SEI or TSEI class \$500 per period per semester, and Bilingual assignments, \$750 per period per semester. The stipends will be paid in lump sum at the end of each semester, commencing in the 2006-2007 school year.
3. National Board Certification: Teachers who earn National Board certification will be compensated \$1,000 per year for a maximum of five years immediately following receipt of award.
4. The supplementary assignment and salary schedule will reflect the following changes:

- 4.1 The stipend for Dance Instructor / SAVAPA Coordinator will be adjusted to reflect the following conditions: While the position of SAVAPA coordinator is provided with a Preparation hour funded through the Partnership Academy Grant, the coordinator's stipend will cease. Upon the cessation of grant funding, the prep period will be eliminated, and the stipend will be negotiated.
- 4.2 Through special projects funding, a site may provide a release period to a bargaining unit member(s) for purposes of curriculum development, leadership, or other purposes approved by the site Principal and the school site council.
- 4.3 The size of a department is defined as follows: Medium Department: 4.0 - 10.9 FTE Teachers Large Department: 11.0 or more FTE Teachers

The teaching equivalent for cross-curricular classes will be counted for the department responsible for the origin of the class, (e.g. if the Food Science class was designed by the Life Skills department, then the class counts toward Life Skills).

- 4.4 The position of WASC Coordinator will be added to the Supplementary Salary Schedule and shall receive an annual stipend of \$3,000 during the year of self-study and the visitation year, and they shall receive a \$1,000 annual stipend in the off years.

#### **B. HOURLY PAY**

1. Positions paid on an hourly basis such as prep period substituting, home teaching, and driver training and after school tutoring shall be paid at the rate of \$31 per hour, effective August 22, 2006.

- C. The DISTRICT and ASSOCIATION agree to establish an Alternative Compensation Committee before June 2007, made up of three (3) ASSOCIATION members and three representatives from DISTRICT administration.

#### **D. HEALTH AND WELFARE BENEFITS**

1. The DISTRICT agrees to increase the insurance cap to \$628.10 per month effective October 1, 2007, on behalf of each regular (full-time) employee for health insurance coverage towards a health insurance plan accepted by the Association with concurrence of the District. If a vision care plan is approved by the ASSOCIATION, payments for such a plan are eligible under this section.
2. Effective on the date of ratification of this Amendment in 1990, any refunds the DISTRICT actually receives immediately shall be placed in a special reserve fund with the health insurance carrier, and such refunds shall be expended only upon mutual

agreement of the DISTRICT and the ASSOCIATION. The special reserve fund shall not be used for any salary or wage payments to employees. This provision may be reopened at the request of either party if the cost of health insurance coverage decreases to less than \$550 per month (\$500 per month 07-01-2003) on behalf of each regular employee.

3. The DISTRICT will contribute to the cost of the health insurance program for all teachers who retire between the ages of 55 and 65 and who will have fifteen (15) years of continuous service in the DISTRICT prior to retirement. A DISTRICT approved leave of absence does not constitute a break in service. The DISTRICT will contribute the amount equal to the DISTRICT'S contribution paid toward each currently employed member's health insurance program (e.g. if current employees receive health insurance benefits in the amount of \$600 per month, then the maximum paid for any retiree will also be \$600 per month). In all cases, the benefits shall terminate on the retiree's 65th birthday.

This provision shall be interpreted to mean that eligible, retired teachers may continue to participate in the same health insurance plan as provided by the DISTRICT for currently employed teachers. This provision shall not be interpreted to require the continuance of any existing or specific health and welfare insurance program held by the employee at the time of retirement.

The DISTRICT shall not unilaterally make changes in carrier or policy decisions relating to the health insurance programs without mutual agreement of the ASSOCIATION. The DISTRICT shall make every effort to insure that an ASSOCIATION representative is present at meetings involving research and decisions that concern the health insurance program.

#### E. INTERNAL REVENUE CODE SECTION 125 PLAN

The DISTRICT agrees to implement an "IRC-125" plan, as permitted and regulated by law. Actual salary deductions and payments under the plan shall be at the individual bargaining unit member's expense. The DISTRICT may require each member to sign an agreement that the DISTRICT shall be held harmless from any claim or liability arising out of the plan or out of any tax consequences of the plan. The parties hereto make no representations as to any particular tax consequences of the plan.

#### ~~F. MEDICARE COVERAGE~~

~~The DISTRICT will furnish Medicare coverage to a maximum of 21 teachers under the provisions of Section 218 (d)(6) of the Social Security Act. The DISTRICT and employee will pay equal amounts for the coverage effective no earlier than November 1, 1992.~~

#### G. PART TIME EMPLOYMENT

1. The DISTRICT may allow, on a case-by-case basis, eligible unit members to reduce their workload from full-time to part-time duties and still receive the retirement service credit they would receive if employed on a full-time basis. The purpose of this Plan is to implement Education Code Sections 44922 and 22724. If, during the term of this



Agreement, the Legislature should modify either or both statutes, this provision may be reopened for negotiations at the request of either party. To be eligible, a unit member must:

- 1.1. Have been employed full-time by the DISTRICT in a position requiring certification for at least ten (10) years of which the immediately preceding five (5) years were full-time employment.
  - 1.2. Have reached the age of fifty-five (55) prior to reduction in workload under this Plan.
  - 1.3. Have been employed full-time in a position requiring certification for a total of at least five (5) years without a break in service during the period immediately preceding a request for a reduction in workload. Sabbaticals and other approved leaves of absence shall not constitute a break in service. Time spent on a sabbatical or other approved leave of absence shall not be used, however, in computing the five-year full-time service requirement prescribed herein.
  - 1.4. Request that the Plan be exercised.
  - 1.5. Apply to the Superintendent or his designee by March 15 in the school year before the reduced workload is requested to be effective.
  - 1.6. The DISTRICT has no obligation to approve the application of the unit member to participate in this Plan. Approval shall not be determined in an arbitrary or capricious manner.
2. Any reduction to part-time duties shall be approved at the discretion of the DISTRICT under the following conditions:
- 2.1. If participation in the plan is approved by the DISTRICT, the unit member must make full contributions to the State Teachers' Retirement System in full accordance with the law.
  - 2.2. If participation in the Plan is approved by the DISTRICT, except for the reduction in salary corresponding to the reduced workload, the DISTRICT shall make contributions to the State Teachers' Retirement System in full accordance with law.
  - 2.3. The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the unit member's contract of employment during the unit member's final year of service in a full-time position.
  - 2.4. If participation in the Plan is approved by the DISTRICT, the DISTRICT shall make contribution to the DISTRICT health benefits program as set forth in the Health and Welfare Benefits provision as if the unit member were still employed full-time.

#### H. PLACEMENT ON THE SALARY SCHEDULE

1. The Superintendent shall place new unit members on the current salary schedule according to the provisions of this article. The Board of Trustees shall approve the placement.
2. Up to a maximum of eight (8) years' experience based upon actual full-time paid teaching in either public or private elementary or secondary schools or colleges



while holding a valid teaching credential will be allowed unit members entering the service of Central Union High School District. One (1) year of experience, or major portion thereof, will represent one (1) step.

3. **Beginning with the 2014-2015 school year, Career Technical Education (CTE) teachers who hold only a CTE or Designated Subjects credential new to the District shall receive credit for a maximum of eight (8) years of industry related, full-time, paid experience for salary placement consideration as follows:**
  - **A teacher who does not hold a degree shall receive credit for those years exceeding four (4) years of experience.**
    - **Example: A person without a degree and eight (8) years of documented experience will be placed on Step 5**
  - **A teacher holding an Associate's degree shall receive credit for those years exceeding two (2) years of experience.**
    - **Example: A person with an Associate's degree and eight (8) years of documented experience will be placed on Step 7**
  - **A teacher holding a Bachelor's degree shall receive credit for all years of experience.**
    - **Example: A person with a bachelor's degree and eight (8) years of documented experience will be placed on Step 9**

**At no time will a teacher be placed at a higher than step 9 upon initial employment. Full-time experience is no less than 1560 hours per year verified by previous employer(s). It is the employee's responsibility to obtain acceptable verification of experience and submit to the District within thirty (30) days of initial offer of employment. Degrees must be issued by a regularly accredited institution.**

**For Career Technical Education (CTE) teachers employed by the District before 2014-2015 salary placement adjustments, according to the rules set forth above, shall be made effective with the 2014-2015 school year and will include no retroactive pay for previous years. Degrees must have been awarded prior to employment with the District in order to receive credit for such degree.**

4. **CHANGES IN SALARY DURING SCHOOL YEAR:** For any employees hired after June 2007, all advances on the salary schedule (for increment purposes) shall take place only at the beginning of the new school year. Employees hired mid-year after June 2007 must wait until the 2<sup>nd</sup> July of employment to advance to the next step.

5. This provision is entered into pursuant to Education Code section 45028 (b) and Government Code section 3543.29(d).

### ~~CHAPTER XIII~~

#### ~~PROFESSIONAL GROWTH PURSUANT TO EDUCATION CODE SECTIONS 44277 44279~~

- ~~A. This Chapter is limited to those certificated employees who are issued their first clear multiple or single teaching credential on or after September 1, 1985, pursuant to Education Code Section 44251.~~
- ~~B. The purposes of this Chapter are to notify certificated employees of the mandatory individual program of professional growth pursuant to Education Code Sections 44277 44279, to help them meet the requirements of these statutes, and to encourage proper implementation of these statutes. Each certificated employee covered by this Chapter has the duty to meet the requirements of these statutes.~~
- ~~C. Certificated employees covered by this Chapter shall develop an individual program of professional growth consistent with Education Code Sections 44277 44279, and applicable rules of the Commission on Teacher Credentialing, which consists of a minimum of 150 clock hours of participation in activities that are aligned with the California Standards for the Teaching Profession which contribute to competence, performance or effectiveness in the profession of education, and the teacher's classroom assignments and/or extra-curricular assignments. Up to twenty percent (20%) of all professional growth hours may include activities related to extra-curricular and/or co-curricular assignments. A program is to be completed within five (5) year period intervals pursuant to Education Code Section 44277(e).~~
- ~~D. Acceptable activities shall include any acceptable activity defined by the Commission on Teacher Credentialing, Title 5 Rules and Regulations and the activities listed in Education Code Section 44277(b) which include, among other acceptable activities, the completion of courses offered by regionally accredited colleges and universities, including instructor led interactive classes delivered through online technologies; participation in professional conferences, workshops, teacher center programs or staff development programs; service as a mentor teacher pursuant to Education Code Section 44496; participation in school curriculum development projects; participation in systematic programs of observation and analysis of teaching; service in a leadership role in a professional organization; and participation in educational research or innovation efforts.~~
- ~~E. The credential holder has a responsibility to record accurately the number of clock hours that have been spent on completed activities. After completing activities, it is the responsibility of the credential holder to give the advisor reasonable verification of time spent, if the advisor requests it. The credential holder has a right to receive full credit for all hours spent at professional growth activities (a) that are identified on the professional growth plan signed by an advisor, and (b) for which reasonable verification of time spent has been presented to~~

an advisor.

- ~~F. Prior to beginning an activity, which could accumulate clock hours, the certificated employee shall develop and submit the proposed plan or amendment on an appropriate form to his/her Professional Growth Advisor and obtain certification from the Professional Growth Advisor. Within ten (10) working days, the Professional Growth Advisor shall review the proposed plan and certify to the certificated employee that the planned program or amendment meets all the legal requirements. If the proposed plan or amendment meets all the legal requirements, then the Professional Growth Advisor shall certify the proposed plan. If the proposed plan or amendment is not in legal conformance, then the reasons for legal nonconformance shall be placed in writing by the Professional Growth Advisor.~~
- ~~G. Development, certification, implementation and/or verification of a Professional Growth Plan shall be independent of any evaluation of the performance of the unit member that is conducted for determining the unit member's employment status.~~
- ~~H. Upon completion of any approved activity, the certificated employee shall submit to his/her Professional Growth Advisor a form which contains the following information: Type of activity engaged in, brief description of activity engaged in, dates of the activity, and the number of clock hours spent in the activity. The Professional Growth Advisor shall, within ten (10) working days of receipt of notification of completion, either verify or refuse to verify, and return the updated original form to the unit member. Verification shall mean that the unit member has completed the number of clock hours specified on the form. If the Professional Growth Advisor refuses to verify the completed activity, the Professional Growth Advisor shall, within ten (10) working days of receipt of the submission, give a written notice of the reasons for failure to do so and notify the unit member of his/her right to appeal.~~
- ~~I. The holder of a clear teaching credential and the District appointed advisor shall maintain accurate, up to date records of the implementation of an individual program of professional growth. It is the primary responsibility of the holder to maintain such records.~~

~~No later than October 1 of each year, the Professional Growth Advisor shall submit in writing to each assigned unit member the number of clock hours that unit member has on file, and the date by which the total of at least 150 clock hours must be completed in order to renew his/her credential.~~

- ~~J. The Board shall appoint Professional Growth Advisors. A certificated employee shall have a right to select his/her Professional Growth Advisor from any advisors appointed by the DISTRICT, but no advisor shall be required to be the advisor for any specific certificated employee. If a certificated employee determines that none of the appointed Professional Growth Advisors are suitable, the certificated employee may suggest the name of a potential Professional Growth Advisor who must have professional qualifications equal to the advisors already appointed by the DISTRICT. If the suggested individual does have such professional qualifications, the DISTRICT shall appoint him/her unless there is a reasonable reason not to so appoint. Any appointed advisor not an employee of the DISTRICT must adhere to all legal requirements and the requirements of this Chapter. The DISTRICT is not responsible in~~

any way for an advisor not an employee of the DISTRICT.

~~K. Certificated employees shall utilize Education Code Section 44278 to appeal adverse actions.~~

~~L. This Chapter may be re-opened by either party in the event the Legislature changes Education Code Sections 44277 44279 and such changes result in this Chapter being inconsistent with or in violation of these statutes.~~

## CENTRAL UNION HIGH SCHOOL DISTRICT

### APPENDIX 2

#### SUPPLEMENTARY ASSIGNMENT AND SALARIES

**C.I.F. PLAYOFF COMPETITION:** A coach earning a first or second place finish in conference competition has to extend his or her season beyond the time being paid for by the school district. Hence, any coach with a first or second place team who competes in a C.I.F. contest will receive \$50.00 ~~\$100~~ each contest. or <sup>\$100 per week whichever is greater,</sup>

\$50

*RM*  
*6/10/14*

### APPENDIX 3

**Incorporate Comprehensive Teacher Evaluation Cycle documents developed by Evaluation Committee**

#### OTHER:

**District and ECSTA agree to sign MOU regarding ECSTA paying President's Release Time for the 2014-2015 school year**

**ECSTA agrees to withdraw proposals on Supplemental Salary Schedule and LCAP Consultative Committee**

**District and ECSTA agree to form a committee of ECSTA bargaining members (selected by ECSTA) and administration designed to determine use of the extra time (2% additional time for 2% additional pay) required of bargaining members for new and/or additional programs designed to increase opportunities and support for students of low SES, English Language learners and/or foster children. The District and ECSTA will be equally represented. The committee will meet during the summer and have a plan ready to implement before the start of the 2014-2015 school year. Failure to develop an acceptable**

**plan ready for implementation by the start of the 2014-2015 school year will result in loss of 2% on-schedule increase.**

For the Association:

*R. Macholy*

6-3-14  
Date

For the District:

*Carlton J. Ball*

6/3/14  
Date



# DRAFT 2014-2015 CUHSD Comprehensive Teacher Evaluation Cycle DRAFT

## 4. Summative Scoring Process

- Teacher End-of-Year PD Goal Form with Reflection
- Classroom Instruction Goal Form with Reflection
- Student Growth Goal Form with Reflection
- Collection of Evidence (CSTP Rubric)
- Written Comprehensive Summative Evaluation form Signed by Evaluator and Teacher

**Spring**

- *Optional Pre-Summative Conference may be requested (as needed for evidence collection)*

## 3. Second Observation Cycle

- Unannounced Classroom Observation
- Post-Conference with Teacher's Post-Observation Conference Form (A date for the Summative Evaluation Conference is established at this meeting no sooner than 10 business days from the second observation post-conference)
- Written Observation Report from Evaluator
- Additional Evidence Provided by Teacher

*Please Note: Probationary Teachers will complete this cycle each semester (Spring/Fall) by 2 or 3 observations each*

**Winter**

Additional  
evidence  
gathered  
throughout  
the cycle

**Fall**

## 1. Teacher Self-Assessment / Goal Setting

- Refer to CSTP Rubric
- Identify Levels of the Rubric that Best Describe Your Practice
- Complete the Teacher Profile
- Set Professional Development, Classroom Instruction and Student Growth Goals
- *Optional Goal Setting Conference (can be combined with pre-observation conference)*

## 2. First Observation Cycle

- Complete Teacher Pre-Observation Conference Form
- Meet for Pre-Observation Conference
- Announced Classroom Observation
- Post-Conference with Teacher's Post-Observation Conference Form
- Written Observation Report from Evaluator





**Central Union High School District  
Comprehensive Teacher Evaluation Cycle**

**1. Teacher Self-Assessment and Teacher Profile (to be completed prior to the Pre-Observation Conference)**

Using the CSTP Rubric for Teacher Observation, the teacher considers his/her teaching practice and reads the performance level descriptors for each CSTP Standard. The teacher circles or highlights the words/phrases that they believe most closely reflect their current level of performance for each component and places a rubric score of 1,2,3, or 4 in the "Teacher Self-Score" column. The teacher may provide the print document or email it to his/her evaluator in advance of the pre-observation conference.

Using the Teacher Profile template, the teacher completes the information on the form to give the evaluator some context for the year, and provides the print document or emails it to his/her evaluator a minimum of two work days in advance of the pre-observation conference.

**2. Goal Setting (to be completed prior to the Pre-Observation Conference)**

Prior to the Goal Setting and/or Pre-Observation Conference, the teacher will establish goals, one for each of the areas noted below, and establish the process that will be used to meet and evaluate each goal:

- CUHSD Teacher Professional Development Goal
- CUHSD Classroom Instruction Goal
- CUHSD Student Achievement Goal

The teacher completes Section A of the goal-setting forms for each goal listed above and provides the print documents or emails them to his/her evaluator a minimum of two work days in advance of the pre-observation conference.

*Please Note: The teacher may establish these goals as an individual or as part of a team of teachers.*

**3. Pre-Observation Conference**

The evaluatee and evaluator will establish a meeting date and time prior to the first observation to review the (self-score if provided by the teacher and) selected goals for the school year. It is the evaluator's responsibility to establish this mutually agreed upon meeting date and time.

Based on professional judgment and scheduling needs, the teacher's evaluator may split the Goal Setting and Pre-Observation Conference into two meetings: one for annual goal setting and one to plan the formal announced classroom observation.

The teacher and evaluator will collaboratively review, discuss, and if needed revise, each document during the conference.

**4. Formal Classroom Observation and Post Conference Protocols**

[Evaluator Responsibility] During the first formal announced, and future unannounced, classroom observations, the teacher's evaluator will take observation notes of the presented lesson with their preferred note-taking tools.

[Evaluator Responsibility] The evaluator will provide notes in a written observation report in a draft form to the teacher before the post-observation conference. To further the goal of fostering a

collaborative process, the evaluator will not assign an evaluative score until after the post-observation conference. During the post-observation conference the evaluator and teacher will reflect on the notes related to the classroom observation, provide additional evidence and context, and engage in a collaborative conversation guided by the CSTP. Upon completion of the post-observation conference, the evaluator will provide a final written observation report which also includes an evaluative score based on observation, additional evidence samples, and collaborative discussion. Upon completion of the second Post-observation Conference, a date for the Summative Evaluation Conference will be established (no sooner than 10 school days from the date of the second Post-observation Conference).

Note that both announced and unannounced observations follow the format presented above. The number of observations in a given cycle for tenured teachers is two (2), one announced and one unannounced, with the classroom observation not less than fifty minutes. The administration reserves the right to add observations to the process beyond the specified two observations if needed.

First-year probationary teachers will be observed three (3) times during their first semester of employment and two (2) times during their second semester of employment following the format above. All other probationary teachers will be observed two (2) to three (3) times each semester following the format above with the administration reserving the right to add observations to the process if needed.

#### **5. Summative Scoring Process and Conference**

Prior to the summative conference, the teacher will complete the Section B End of Year Reflection portions of the CUHSD Teacher Professional Development Goal, Classroom Instruction Goal, and Student Achievement Goal Forms. The teacher will send all three completed goal forms to the evaluator a minimum of two work days prior to the Summative Evaluation Conference.

The teacher has the option to schedule a pre-summative meeting and bring additional evidence they wish to discuss and have included as part of the comprehensive Summative Evaluation form.

At the summative evaluation conference written observation reports, teacher's goals, reflections, and evidence of effective teaching and learning are reviewed and discussed in addition to the CUHSD Summative Evaluation Form.

Upon completion of this process, the teacher is provided a copy of the CUHSD Summative Evaluation form that will be submitted and placed in the evaluatee's personnel file along with the Formative CSTP Evidence Collection form.

A teacher's signature on the Formative CSTP Evidence Collection form and/or the Summative Evaluation form does not necessarily signify agreement. Teachers may submit a written response that will be attached to the document being addressed by the written response.

**2014-15 Evaluation Cycle Teacher Profile**

*In preparation for the teacher evaluation process, please fill out this profile and return it to your evaluator.*

Teacher Information							
Name:		Credential Type					
<b>Credentials Held:</b> <i>Please list all credentials you currently hold in CA and in other states.</i>	1.	<input type="checkbox"/> Intern	<input type="checkbox"/> Prelim	<input type="checkbox"/> Clear	Exp. Date:		
	2.	<input type="checkbox"/> Intern	<input type="checkbox"/> Prelim	<input type="checkbox"/> Clear	Exp. Date:		
	3.	<input type="checkbox"/> Intern	<input type="checkbox"/> Prelim	<input type="checkbox"/> Clear	Exp. Date:		
	4.	<input type="checkbox"/> Intern	<input type="checkbox"/> Prelim	<input type="checkbox"/> Clear	Exp. Date:		
	5.	<input type="checkbox"/> Intern	<input type="checkbox"/> Prelim	<input type="checkbox"/> Clear	Exp. Date:		
Years of Teaching Service							
In-district:			Location:				
Out-of-district (in-state):			Location:				
Out-of-state:			Location:				
Total Years of Teaching Service:							
Teaching Assignments							
<b>Subject Areas Taught During Career:</b> <i>Please list the subjects you have taught previously during your career. Add lines as needed.</i>	1.						
	2.						
	3.						
	4.						
	5.						
<b>Courses Teaching this Year:</b> <i>Please list all courses you are teaching this year.</i>	1.						
	2.						
	3.						
	4.						
	5.						
Total Number of Periods per Day Teaching: (Overload?)		Place an X under any days of the week that you regularly give quizzes, tests or exams, or days that would not be productive for classroom observations.	M	T	W	Th	F
Total Number of Preps:							
Extra Duties							
<b>Compensated Duties:</b> <i>Please list any additional duties (other than teaching) for which you are compensated by CUHSD.</i>	1.						
	2.						
	3.						
	4.						
	5.						
<b>Non-paid Duties:</b> <i>Please list any additional school duties performed for which you are not compensated by CUHSD.</i>	1.						
	2.						
	3.						
	4.						
	5.						
Other							
	<i>Please provide any additional information you wish.</i>						

## CUHSD Teacher Professional Development Goal

**Section A:**

<b>Teacher Name:</b> Click here to enter text.	<b>Evaluator's Name:</b> Click here to enter text.	<b>Date:</b> Click here to enter a date.
<b>Teaching Assignment:</b> Click here to enter text.		<b>School:</b> Click here to enter text.

*Instructions: Based on your self-assessment and your administrator's input, set and develop one Professional Development goal tied to the school improvement plan, district initiatives, or the CSTP's. At the end of the school year, reflect on this Professional Development goal.*

<b>Professional Development Goal – Describe the area of knowledge or skill that you would like to focus on this year.</b> Click here to enter text.																																									
Identify the California Standard for the Teaching Profession you will be addressing: Click here to enter text.																																									
<b>Goal Setting</b>	<b>Section B: End of Year Reflection</b>																																								
What would success in this goal look like? Click here to enter text.	Describe your progress toward this goal. Click here to enter text.																																								
How will you know when you have achieved it? Click here to enter text.	What evidence can you share to demonstrate your progress? Click here to enter text.																																								
What evidence will you use to monitor your progress? Click here to enter text.	List professional development activities in which you participated. Click here to enter text.																																								
Describe the professional development activities and action plan you will put into place to work toward your goal. Click here to enter text.																																									
<b>Anticipated Challenge Level on a scale from 1-10. (Place an "X" below it.)</b>																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td> </tr> <tr> <td style="text-align: center;">X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	X										<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10										
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What are your reflections on your overall success toward meeting your professional development goal? Click here to enter text.																																									

## CUHSD Classroom Instruction Goal

Instructions: Based on your self-assessment and your administrator's input, set and develop one Classroom Instruction goal tied to the CCSS, the CUHSD Common Language of Instruction or the CSTP's. At the end of the school year, reflect on this Classroom Instruction goal.

### Section A:

**Classroom Instruction Goal – Describe the area of knowledge or skill that you would like to focus on this year.**  
Click here to enter text.

Identify the CCSS, CUHSD Common Language of Instruction or CSTP you will be addressing: Click here to enter text.

### Goal Setting

**What would success in this goal look like?**  
Click here to enter text.

**How will you know when you have achieved it?**  
Click here to enter text.

**What evidence will you use to monitor your progress?**  
Click here to enter text.

**Describe the instructional activities/routines you will put into place to work toward your goal.**  
Click here to enter text.

### Section B: End of Year Reflection

**Describe your progress toward this goal.**  
Click here to enter text.

**What evidence can you share to demonstrate your progress?**  
Click here to enter text.

**List any professional development activities in which you participated.**  
Click here to enter text.

**Anticipated Challenge Level on a scale from 1-10. (Place an "X" below it.)**

1	2	3	4	5	6	7	8	9	10

**Actual Challenge Level on a scale from 1-10. (Place an "X" below it.)**

1	2	3	4	5	6	7	8	9	10

**What are your reflections on your overall success toward meeting your classroom instruction goal?**  
Click here to enter text.

## CUHSD Student Achievement Goal

Instructions: Based on assessed student need, set and develop one Student Achievement goal tied to either an identified sub-group of students not reaching full potential, or a goal for all students. For either option, use a minimum of two student growth data sources to set and measure this goal. At the end of the school year, reflect on this Student Achievement goal.

### Section A:

**Student Achievement Goal – Describe the student achievement goal that you would like to focus on this year.**  
Click here to enter text.

Identify if the goal addresses all students or a sub-group: Click here to enter text.

### Goal Setting

**What would student success in this goal look like?**  
Click here to enter text.

**How will you know when they have achieved it?**  
Click here to enter text.

**What are the two data sources that will be used to set this goal?**  
Click here to enter text.

**Describe the action plan you will put into place to accomplish this goal.**  
Click here to enter text.

### Section B: End of Year Reflection

**Describe student progress toward this goal.**  
Click here to enter text.

**What evidence can you share to demonstrate student progress?**  
Click here to enter text.

**List steps taken to achieve this goal.**  
Click here to enter text.

Anticipated Challenge Level on a scale from 1-10. (Place an "X" below it.)		Actual Challenge Level on a scale from 1-10. (Place an "X" below it.)																		
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	

**What are your reflections on your overall success toward meeting your student achievement goal?**  
Click here to enter text.



## Pre-Observation Conference Form

Teacher Name: Click here to enter text.	Evaluator's Name: Click here to enter text.	Date: Click here to enter a date.
Teaching Assignment: Click here to enter text.	School: Click here to enter text.	# of Students:

Instructions: Please prepare responses to the questions below to discuss with your evaluator at the Pre-observation Conference. Turning in this form with written responses is optional.

1. To which part of the curriculum does this lesson relate?

Click here to enter text.

2. How does this learning fit in the sequence of learning for this class?

Click here to enter text.

3. Briefly describe the students in this class, including those with special needs.

Click here to enter text.

4. What are your learning targets for this lesson? What do you want the students to remember, understand, apply, analyze, evaluate, and/or create?

Click here to enter text.

5. How will you engage the students in the learning? What will you do? What will the students do? Provide any worksheets or other materials the students will be using.

Click here to enter text.

6. How will you differentiate instruction for different individuals or groups of students in the class?

Click here to enter text.

7. How will you know if the students have met the learning targets?

Click here to enter text.

8. Is there anything that you would like me to specifically observe during the lesson?

Click here to enter text.

## Post Observation Conference Form

Teacher Name: Click here to enter text.	Evaluator's Name: Click here to enter text.	Date: Click here to enter a date.
Teaching Assignment: Click here to enter text.	School: Click here to enter text.	# of Students:

Instructions: Please prepare answers to the questions below to discuss with your evaluator at the post-observation conference. Turning in this form with written responses is optional.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?  
Click here to enter text.
2. If you have samples of student work, what do they reveal about the students' levels of engagement and depth of understanding?  
Click here to enter text.
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these impact student learning?  
Click here to enter text.
4. Did you depart from your plan? If so, how and why?  
Click here to enter text.
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?  
Click here to enter text.
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?  
Click here to enter text.

Please bring any other relevant evidence.

**CUHSD CSTP Rubric for Teacher Observation**

<p><b>Standard 1: Engaging and Supporting All Students in Learning</b>                      Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.</p>		<p><b>4. Practice Distinguished</b></p>	
<p><b>N/O=Not Observed</b></p>		<p><b>3. Practice Consistent</b></p>	
<p><b>1. Practice Not Consistent</b></p>		<p><b>2. Practice Developing</b></p>	
<p><b>Standard Elements</b></p>	<p><b>The Teacher...</b></p>	<p><b>The Teacher...</b></p>	<p><b>The Teacher...</b></p>
<p>1.1 Using knowledge of students to engage them in learning</p>	<p>shows little or no concern with the lives of students and how their lives relate to the content.</p>	<p>makes some connections between the content and students' lives.</p>	<p>builds relationships with students so that they can be successful academically; makes frequent connections between content and students' lives.</p>
<p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p>	<p>makes few or no connections between the classroom learning and the students' prior knowledge, experiences, backgrounds, and perspectives; rarely opens a lesson or unit to capture student attention and interest.</p>	<p>makes some connections between classroom learning and students' prior knowledge, experiences, and interests; occasionally opens a lesson or unit to capture student attention and interest.</p>	<p>connects classroom learning to students' life experiences and cultural backgrounds; supports all students to use first and second language skills to achieve learning goals; opens a lesson or unit to capture student attention and interest.</p>
<p>1.3 Connecting subject matter to meaningful, real-life contexts</p>	<p>makes few or no connections to how the content is relevant in real-life; establishes no purpose for learning the content.</p>	<p>makes some connections to how the content is useful in real-life; makes some connections to the purpose for learning the content.</p>	<p>makes frequent connections between the subject matter and real-life contexts; provides opportunities for students to apply learning in real-life contexts.</p>
<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p>	<p>does not adequately use instructional materials, resources and technologies or they may be inaccessible to some students; makes little effort to locate supplementary materials, to reflect diverse perspectives or to relate to cultural or linguistic needs of students.</p>	<p>uses limited instructional materials, resources, and technologies to convey key subject matter concepts; locates or adapts some supplementary materials to reflect diverse perspectives, or to relate to cultural and linguistic needs of students.</p>	<p>selects and uses a variety of instructional resources to address learning styles, and to promote student understanding. Students can independently access a variety of materials, resources, and technologies that reflect the diversity of the classroom and support students' learning needs and styles.</p>
<p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p>	<p>provides few opportunities for students to problem solve, analyze, or investigate in lessons; encourages student questioning, but most are low-order, fact-based; provides few or no opportunities for student reflection.</p>	<p>models and encourages open-ended, higher-order questions, and provides opportunities for students to ask questions and solve problems within a subject; students ask some higher-order questions; monitors student learning, and provides some opportunities for students to reflect individually.</p>	<p>encourages students to ask critical thinking questions and consider diverse perspectives about subject matter; provides opportunities for students to think about, discuss, and evaluate content; monitors student learning, and frequently reflects individually and with peers.</p>
<p>1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p>rarely elicits relevant student questions or comments during a lesson; rarely asks checking for understanding questions.</p>	<p>elicits some questions from students during a lesson to monitor their understanding; asks few checking for understanding questions.</p>	<p>systematically checks for student understanding and revises plans accordingly; incorporates a variety of strategies in a lesson to check for student understanding using strategic questioning; employs a method for calling on non-volunteer students randomly.</p>

Standard 2 Creating and Maintaining Effective Environments for Student Learning		1. Practice Not Consistent		2. Practice Developing		3. Practice Consistent		4. Practice Distinguished	
Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.		N/O=Not Observed							
Standard Elements	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	has not established a classroom environment that promotes fairness or respect; responds to student behaviors are often unfair, inconsistent, or inequitable.	establishes a climate of caring, equity and respect; has developed relationships and rapport with students; responds to students fairly, consistently, and equitably.	establishes a climate of caring, equity and respect; has developed relationships and rapport with students; responds to students fairly, consistently, and equitably.	allows for group interaction and promotes fairness, caring, equity, and respect; acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender; encourages students to take risks and be creative.	The teacher models and promotes fairness, caring, equity, and respect; acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender; encourages students to take risks and be creative.	actively responds to and respects diversity; encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.			
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	takes no action to correct a physical environment that may have one or more safety hazards, and materials are difficult to access by students with special needs; creates few or no room displays and little or no student work is posted. Few or no planned student interactions are observed.	ensures the physical environment is clean and arranged for safety and accessibility for all students; facilitates individual student engagement in learning and access to necessary instructional materials; creates room displays which include some student work and are related to current topics of study.	ensures the physical environment is clean and arranged for safety and accessibility for all students; facilitates individual student engagement in learning and access to necessary instructional materials; creates room displays which include some student work and are related to current topics of study.	allows for group interaction and structures the physical space to meet the needs of the students; creates room displays, which contain key information, are used in learning activities and represent current topics of study; displays a variety of student work regularly that is related to current topics of study.	allows for group interaction and structures the physical space to meet the needs of the students; creates room displays, which contain key information, are used in learning activities and represent current topics of study; displays a variety of student work regularly that is related to current topics of study.	promotes group interaction and social development by arranging the physical space; manages materials, and resources to accommodate individual student needs, and promote positive interactions; puts up student-created room displays used in learning activities and current study topics.			
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	does not arrange the learning environment to facilitate positive and productive classroom interactions; does not allow students to take risks or to express opinions related to the topic or subject of discussion.	arranges the learning environment to facilitate positive and productive classroom interactions; allows students to take some risks and to express opinions related to the topic or subject of discussion.	arranges the learning environment to facilitate positive and productive classroom interactions; allows students to take some risks and to express opinions related to the topic or subject of discussion.	arranges the learning environment to facilitate positive and productive classroom interactions; allows students to take some risks and to express opinions related to the topic or subject of discussion.	arranges the learning environment to facilitate positive and productive classroom interactions; allows students to take some risks and to express opinions related to the topic or subject of discussion.	arranges the learning environment to facilitate positive and productive classroom interactions; encourages students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion.			
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	has low expectations for student learning; provides few or no opportunities for students to evaluate their own work and to learn from the work of their peers; takes little or no responsibility for student success.	sets generally high expectations for all students; provides students poorly structured opportunities to examine and evaluate their own work and to learn from the work of their peers; provides access to academic content for all students.	sets generally high expectations for all students; provides students poorly structured opportunities to examine and evaluate their own work and to learn from the work of their peers; provides access to academic content for all students.	sets high expectations for all students; provides students frequent and structured opportunities to examine and evaluate their own work and to learn from the work of their peers; provides access to challenging and diverse academic content for all students.	sets high expectations for all students; provides students frequent and structured opportunities to examine and evaluate their own work and to learn from the work of their peers; provides access to challenging and diverse academic content for all students.	sets high expectations for all students and supports them to achieve at high levels; provides all students opportunities to examine and evaluate their own work and to learn from the work of their peers; ensures access to challenging academic content for all			
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	tolerates inappropriate student behavior; responds slowly to behavioral issues; continues teaching as students behave badly; responds to inappropriate behaviors in an unfair, and inequitable way.	responds to behavioral issues; usually a fair and equitable way; sometimes talks with students about taking responsibility for their own behavior and actions.	responds to behavioral issues; usually a fair and equitable way; sometimes talks with students about taking responsibility for their own behavior and actions.	responds to behavioral issues; usually a fair and equitable way; sometimes talks with students about taking responsibility for their own behavior and actions.	responds to behavioral issues; usually a fair and equitable way; sometimes talks with students about taking responsibility for their own behavior and actions.	responds quickly to behavioral issues; responds to inappropriate behaviors in an efficient, fair, and equitable way; talks with students about taking responsibility for their own behavior and actions.			
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	has procedures and routines not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time; rarely monitors or holds students accountable for being ready and on task.	ensures that classroom procedures and routines work moderately well; periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time; sometimes monitors student readiness and time on task.	ensures that classroom procedures and routines work moderately well; periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time; sometimes monitors student readiness and time on task.	ensures that classroom procedures and routines work moderately well; periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time; sometimes monitors student readiness and time on task.	ensures that classroom procedures and routines work moderately well; periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time; sometimes monitors student readiness and time on task.	implements reasonable and flexible schedules and routines that promote student self-sufficiency; modifies procedures and rules to support student learning.			
2.7 Using instructional time to optimize learning	engages in discussion of irrelevant topics; allows time for students to be unproductive; transitions take too long and instructional goals are not met due to poor pacing.	rarely engages in off-topic conversation; usually provides for instruction or activities that engage students throughout the period; transitions are generally smooth with little loss of time on task.	rarely engages in off-topic conversation; usually provides for instruction or activities that engage students throughout the period; transitions are generally smooth with little loss of time on task.	rarely engages in off-topic conversation; usually provides for instruction or activities that engage students throughout the period; transitions are generally smooth with little loss of time on task.	rarely engages in off-topic conversation; usually provides for instruction or activities that engage students throughout the period; transitions are generally smooth with little loss of time on task.	paces instruction to accomplish learning goals; re-directs students' off-task behavior to make the most of instructional time so that all students remain engaged and challenged.			

<p><b>Standard 3</b>  <b>Understanding and Organizing Subject Matter for Student Learning</b>            Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.</p>		<p><b>1. Practice Not Consistent</b></p>		<p><b>2. Practice Developing</b></p>		<p><b>3. Practice Consistent</b></p>		<p><b>4. Practice Distinguished</b></p>	
<p><b>N/O=Not Observed</b></p>		<p><b>The Teacher...</b></p>		<p><b>The Teacher...</b></p>		<p><b>The Teacher...</b></p>		<p><b>The Teacher...</b></p>	
<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p>	<p>lacks knowledge of subject matter and it is frequently evident: student learning outcomes are rarely evident, or rarely linked to subject knowledge.</p>	<p>has a clear, basic knowledge of subject matter and understands which skills and key concepts to teach: sometimes makes direct connections between subject knowledge and expected student outcomes.</p>	<p>has knowledge of the subject matter with breadth and depth and incorporates key concepts and different perspectives: consistently and directly connects subject knowledge to student learning outcomes.</p>	<p>has knowledge of content in-depth: is current and consistently incorporates key concepts, themes, connections, and student learning outcomes: actively has students demonstrate depth of knowledge.</p>					
<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p>	<p>teaches all students identically, not identifying or taking into consideration their specific needs: does not give any form of pre-assessment for lessons/units.</p>	<p>identifies English learners and students with special needs and is aware of who they are: uses some form of pre-assessment for lessons/units</p>	<p>identifies English learners and students with special needs and organizes curriculum taking into consideration what their needs are: uses some form of pre-assessment for lessons/units</p>	<p>differentiates instruction for English learners' and students with special needs: uses pre-assessments to make decisions about instruction.</p>					
<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p>	<p>rarely organizes the curriculum or incorporates key concepts, themes or skills: curriculum is often not directly connected to the CCSS/Next Generation Standards: may not encourage students to think critically.</p>	<p>organizes and designs curriculum based on essential, grade-level appropriate CCSS/Next Generation Standards which results in students demonstrating understanding of key concepts within those standards: encourages critical thinking about standards.</p>	<p>clearly organizes and aligns curriculum to the CCSS/Next Generation Standards: curriculum design clearly focuses on key themes and concepts and facilitates standards-based achievement: frequently engages students in critical thinking about standards.</p>	<p>builds curriculum that is developmental, demonstrates depth, and connects various concepts and themes. The CCSS/Next Generation Standards are used to plan and adapt instruction, and to create specific outcomes for all students, which include demonstrating critical, higher order thinking about the subject matter.</p>					
<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p>	<p>rarely matches instructional strategies appropriately to subject matter content or concepts and may not encourage students to think critically.</p>	<p>uses at least one appropriate instructional strategy from a larger repertoire to make content accessible to students: encourages students to think critically and to extend their knowledge of the subject matter.</p>	<p>uses a variety of appropriate instructional strategies to make content accessible to students and develop understanding: challenges and supports students to think critically and to extend their knowledge of subject matter.</p>	<p>selects from a wide variety of appropriate instructional strategies to address individual learning styles and needs so all students understand: challenges and supports students to construct their own knowledge, think critically, and see relationships.</p>					
<p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, to make subject matter accessible to all students</p>	<p>does not use CCSS-aligned, district adopted instructional materials: uses identical materials to serve all students including English learners and students with special needs.</p>	<p>uses CCSS-aligned, district adopted instructional materials: uses identical materials to serve all students including English learners and students with special needs.</p>	<p>uses CCSS-aligned, district adopted instructional materials: adapts materials to serve English learners and students with special needs.</p>	<p>uses CCSS-aligned district adopted instructional materials: selects materials and resources to support differentiated learning: learns about and accesses new instructional resources to support all students' learning.</p>					
<p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>is unaware of the needs of English learners and students with special needs in class: makes few or no adjustments to meet the needs of these students: makes little or no effort to help students meet IEP goals.</p>	<p>is aware of the needs of English learners and students with special needs in class: makes some adjustments to instruction to meet the needs of these students: makes some effort to help students meet IEP goals.</p>	<p>is aware of the needs of English learners and students with special needs in class: makes significant adjustments to instruction to meet the needs of these students: makes consistent effort to help students meet IEP goals.</p>	<p>selects materials, resources, and technologies to support instruction of English learners and students with special needs: ensures access to the critical concepts for students at various levels of English proficiency and for students with special needs. Addresses IEP goals.</p>					

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**Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

	1. Practice Not Consistent	2. Practice Developing	3. Practice Consistent	4. Practice Distinguished
<b>Standard Elements</b>	<b>The Teacher...</b>	<b>The Teacher...</b>	<b>The Teacher...</b>	<b>The Teacher...</b>
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	develops instructional plans that show limited understanding and use of students' academic readiness, language proficiency, and cultural backgrounds thus limiting their access to academic content.	develops instructional plans that reflect the needs of some students and provide access to the academic content without regard to the diversity of learning needs.	develops instructional plans that reflect the learning needs of most students and routinely addresses language proficiency needs of the majority.	uses knowledge of students' diverse learning needs to plan instruction that builds on student academic readiness, language proficiency, and cultural background to promote access with academic content standards.
4.2 Establishing and articulating goals for student learning	articulates few or no goals based on the academic standards; they are not clear and/or articulated to students.	sometimes articulates goals for student learning to students in daily lessons.	posts and articulates daily instructional goals to all learners and the goals reflect academic content standards.	establishes and articulates long-term and short-term goals for student learning that reflect the diverse learning needs of all students and that are based on the academic content standards.
4.3 Developing and sequencing long-term and short-term instructional plans to support learning	does not demonstrate long and short term student learning needs and/or instructional plans reflective of the established prescribed curriculum.	demonstrates the use of instructional plans with short term goals of the prescribed curriculum with some regard to student learning needs.	demonstrates short term goal planning based on assessment that incorporates the learning needs of all students.	designs an instructional program that considers long-term and short-term goals to support learning for all students and incorporates the prescribed curriculum, pacing, and assessments as established through collaboration with colleagues.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	uses lesson plans that lack effective structure and/or uses strategies that do not support students' diverse learning needs.	uses lesson plans that have structure that extends the learning for the needs of the majority of students; utilizes the same strategy throughout the lesson.	uses lesson plans that have structure that extends the learning for the majority of students through the use of a variety of strategies.	develops unit and daily lesson plans that build on and extend all students' understanding of subject matter through a variety of strategies to meet diverse learning needs.
4.5 Adapting instructional plans and curricular materials to meet assessed learning needs of all students	adapts instructional plans rarely or never to reflect student performance on/results of formative or summative assessment.	adapts instructional plans sometimes to reflect student performance on formative assessment to meet the learning needs of the majority of students.	adapts instructional plans based on formative assessment performance of all students.	adapts instructional plans and curricular materials based on formative and summative assessments to meet diverse learning needs of all students.

Standard 5: Assessing Students for Learning Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting, and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.		N/O=Not Observed			
		1. Practice Not Consistent	2. Practice Developing	3. Practice Consistent	4. Practice Distinguished
<b>Standard Elements</b>	<b>The Teacher...</b>	<b>The Teacher...</b>	<b>The Teacher...</b>	<b>The Teacher...</b>	
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	uses assessments that are not aligned to the type of instruction or learning outcomes to appropriately reflect student learning.	reports student learning utilizing assessments designed and agreed upon with colleagues.	uses a variety of assessment strategies to guide instruction in addition to the use of assessments agreed upon with colleagues.	uses grading practices designed to draw on multiple sources of assessment information to reflect student learning and are appropriate to the learning outcomes being evaluated.	
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	does not collect assessment data and use it them to inform instructional planning.	records student achievement from a limited number of assessment sources: evidence of student learning is shared with students and families.	uses standardized test scores, select teacher and district assessments to understand student progress with the established learning goals: results are communicated to students and their families.	keeps a comprehensive record of group and individual student achievement that is analyzed to inform and plan instruction: the plans are reflective of diverse student learning needs and are shared with stakeholders.	
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	reviews data limited to mandated meetings with colleagues and does not guide the planning and instructional needs of students.	discusses assessment data results with colleagues: uses it them to modify some instructional planning and teaching to meet the needs of the majority of learners.	monitors student learning by reviewing individual student data and the collective class data with colleagues: uses assessment data to determine when and how to modify instruction to meet diverse learning needs.	Reviews student assessment data with colleagues to monitor student learning and plan instruction that supports the diverse learning needs of students: eliminates gaps between students' potential and their performance.	
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	uses little if any assessment data to plan, guide, or modify instruction.	uses limited assessment data to establish learning goals for the majority of learners.	routinely uses summative assessments to plan and differentiate learning to meet the needs of diverse learners.	uses multiple sources of assessment data to measure student progress and to revise instructional plans to support the diverse needs of learners: regularly uses formative assessment to modify instruction.	
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	does not encourage, model, or support the students in self-assessment and goal monitoring is not in evidence.	encourages self-assessment during some learning activities: provides limited opportunities for peer discussions of work.	models and encourages self-assessment: students are provided some opportunities to engage in goal setting and to engage in peer discussions about classwork.	Makes ongoing student reflection and self-assessment routine to the learning process: students are provided multiple opportunities to engage in peer discussions about class work and to set goals.	
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	provides assessment feedback and communication of student learning limited to calendared grade reporting dates.	uses with assistance some technology resources to assess, analyze, and communicate student learning.	routinely uses some technologies to assess, analyze, and communicate progress of student learning.	routinely uses all available technologies to assist in assessment, analysis, and communication of student learning.	
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	provides assessment feedback information to students and their families that does not provide timely support to improve learning.	communicates assessment information to students as they complete learning activities.	communicates to students and families assessment information that is comprehensible and that allows some opportunities to improve student learning.	Provides all students and their families timely assessment information and feedback to support and improve student learning.	





Standard 6: Developing as a Professional Educator Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in purposeful growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.		1. Practice Not Consistent		2. Practice Developing		3. Practice Consistent		4. Practice Distinguished	
Standard Elements	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...	The Teacher...
6.1 Reflecting on teaching practice in support of student learning	rarely uses reflection to assess instructional practices that will move teaching practice forward through the formulation of a professional development plan.	reflects upon some lessons or areas of teaching practice: professional development plans are developed with assistance to support teacher and student learning.	reflects on instructional practices in relation to student learning and uses results to formulate professional development plans in relation to areas of concern.	reflects on instructional successes and dilemmas to move practice forward: analyzes to assess professional growth over time and to formulate professional development plans that influence teaching and learning over the long term.					
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	collects little or no evidence to ensure that continuous and purposeful professional growth is maintained to expand knowledge and apply effective application of new instructional methods and technologies.	establishes professional goals with assistance that are provided to meet school and district priorities.	pursues new knowledge and skills through opportunities available to the professional community.	establishes professional goals that are informed by reflection, school and district priorities, and professional literature that will refine teaching approaches and make curriculum accessible to all students through the incorporation of new methodologies and technologies.					
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	engages in little or no collaboration with colleagues to support teacher and student learning established by the school and district goals and priorities.	engages in collaboration with some colleagues, and seeks out help to meet students' needs.	documents collaboration with school and district colleagues in support of some practices to improve teacher and student learning: seeks help to meet students' needs.	documents collaboration with teachers, administrators, and resource teachers, to support school and district priorities for teacher learning: engages in dialogue and reflection to support the practice of teaching and student learning.					
6.4 Working with families to support student learning	respects students' families, but the teacher has limited communication with families and does not support participation in the school learning community.	respects some students' families as demonstrated by teacher initiated communication and may provide support for selected students' learning.	respects the majority of students' families demonstrated through positive communication: provides opportunities to engage families as sources of knowledge to increase individual student learning.	demonstrates an understanding and respect of all students' families' racial, cultural, linguistic, and socioeconomic background that is used to engage families in the educational program and further student learning and engagement in the school community.					
6.5 Engaging local communities in support of the instructional program	demonstrates limited knowledge of the community or knowledge of how to access community resources that could be utilized to support the instructional program.	identifies community resources and uses them to support students and their families but collaboration between the instructional program, student learning, and community resources is not evident.	values and draws upon the local community and upon many community resources to support student learning of the instructional program.	respects and values local communities for their role in student learning through the use of community resources and collaboration to benefit the instructional program.					
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	uses few or no strategies that maintain professional motivation and commitment to students and colleagues: a positive attitude is not evident.	manages professional responsibilities and maintains motivation with support from school and district colleagues.	maintains motivation and commitment in professional work.	maintains professional motivation and commitment to students and colleagues: is positive, and supports the balance of professional responsibilities with personal needs.					
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	is selective in demonstrating professional responsibility to stakeholders.	demonstrates professional responsibility through contributions to student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders.	demonstrates professional responsibility through contributions to learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders: remains informed of and meets professional obligations to implement school, district, state, and federal policies.	demonstrates all previously listed (inclusive of the first three columns) professional obligations to students, colleagues, school, and the profession.					

**CUHSD Formative CSTP Evidence Collection**

Teacher Name:

OBS 1 Date:

OBS 2 Date:

<p><b>Standard 1: Engaging and Supporting All Students in Learning</b> Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.</p>	Optional Teacher Self-Score	OBS 1	OBS 2
	<p><b>5. Practice Not Consistent</b>    <b>6. Practice Developing</b>    <b>7. Practice Consistent</b>    <b>8. Practice Distinguished</b></p>		
1.1 Using knowledge of students to engage them in learning			
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests			
1.3 Connecting subject matter to meaningful, real-life contexts			
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs			
1.5 Promoting critical thinking through inquiry, problem solving, and reflection			
1.6 Monitoring student learning and adjusting instruction while teaching			

Commendations/Evidence:

Observation 1	Observation 2
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Suggestions for Growth/Evidence:

Observation 1	Observation 2
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**Standard 2: Creating and Maintaining Effective Environments for Student Learning**

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

<p><b>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</b> <b>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</b> <b>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</b> <b>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</b> <b>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</b> <b>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</b> <b>2.7 Using instructional time to optimize learning</b></p>	Optional Teacher Self-Score	OBS 1	OBS 2
	<p><b>1. Practice Not Consistent</b>    <b>2. Practice Developing</b>    <b>3. Practice Consistent</b>    <b>4. Practice Distinguished</b></p>		

Commendations/Evidence:

Observation 1	Observation 2
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Suggestions for Growth/Evidence:

Observation 1	Observation 2
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<p><b>Standard 3: Understanding and Organizing Subject Matter for Student Learning</b>          Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.</p>	<p><b>Optional Teacher Self-Score</b></p>	<p><b>OBS 1</b></p>	<p><b>OBS 2</b></p>				
				<p><b>N/O=Not Observed 1. Practice Not Consistent 2. Practice Developing 3. Practice Consistent 4. Practice Distinguished</b></p>			
				<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p>			
				<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p>			
				<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p>			
				<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p>			
				<p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p>			
<p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>							

**Commendations/Evidence:**

Observation 1	Observation 2
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**Suggestions for Growth/Evidence:**

Observation 1	Observation 2
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<p><b>Standard 4: Planning Instruction and Designing Learning Experiences for All Students</b>          Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.</p>	<p><b>Optional Teacher Self-Score</b></p>	<p><b>OBS 1</b></p>	<p><b>OBS 2</b></p>				
				<p><b>N/O=Not Observed 1. Practice Not Consistent 2. Practice Developing 3. Practice Consistent 4. Practice Distinguished</b></p>			
				<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p>			
				<p>4.2 Establishing and articulating goals for student learning</p>			
				<p>4.3 Developing and sequencing long-term and short-term instructional plans to support learning</p>			
				<p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p>			
				<p>4.5 Adapting instructional plans and curricular materials to meet assessed learning needs of all students</p>			

**Commendations/Evidence:**

Observation 1	Observation 2
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**Suggestions for Growth/Evidence:**

Observation 1	Observation 2
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<p><b>Standard 5: Assessing Students for Learning</b>          Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting, and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.</p>	<p><b>Optional Teacher Self-Score</b></p>	<p><b>OBS 1</b></p>	<p><b>OBS 2</b></p>				
				<p><b>N/O=Not Observed 1. Practice Not Consistent 2. Practice Developing 3. Practice Consistent 4. Practice Distinguished</b></p>			
				<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p>			
				<p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p>			
				<p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p>			
				<p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p>			
				<p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p>			
				<p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p>			
<p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>							

**Commendations/Evidence:**

Observation 1	Observation 2
Suggestions for Growth/Evidence:	Observation 2
Observation 1	Observation 2

<p><b>Standard 6: Developing as a Professional Educator</b>          Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in purposeful growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.</p>	<p><b>Optional Teacher Self-Score</b></p>	<p><b>OBS 1</b></p>	<p><b>OBS 2</b></p>				
				<p><b>N/O=Not Observed 1. Practice Not Consistent 2. Practice Developing 3. Practice Consistent 4. Practice Distinguished</b></p>			
				<p>6.1 Reflecting on teaching practice in support of student learning</p>			
				<p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p>			
				<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p>			
				<p>6.4 Working with families to support student learning</p>			
				<p>6.5 Engaging local communities in support of the instructional program</p>			
				<p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p>			
<p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>							

**Commendations/Evidence:**

Observation 1	Observation 2
Suggestions for Growth/Evidence:	Observation 2
Observation 1	Observation 2

I have read this Formative Evaluation, but my signature does not necessarily signify agreement. I understand that a copy of this document will be placed in my personnel file. I also understand that I may prepare a written response which will be attached to this document.

Evaluates: \_\_\_\_\_ Date: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

# Central Union High School District

## Summative Evaluation

*For 1st year probationary and permanent employees, a final conference & evaluation form will be given to the employee no later than thirty days before the end of the school year. For 2nd year probationary employees, the summative (final) conference and evaluation form will be given and reviewed with the employee no later than March 15 of that year.*

Teacher \_\_\_\_\_ Date \_\_\_\_\_

School Site \_\_\_\_\_

Status of Teacher:  Probationary 1  Probationary 2  Permanent  Other

CRITERIA: **N/O** - Not Observed    **1** - Not Consistent with Standard    **3** - Practice Consistent with Standard  
**2** - Practice Developing    **4** - Practice Distinguished

N/O	1	2	3	4

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

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

###

**Standard 1: Overall Rating -**

N/O	1	2	3	4

**Standard 2: Creating and Maintaining Effective Environments for Student Learning**

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior





**Standard 5: Assessing Students for Learning**

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self –assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

N/O	1	2	3	4

###

**Standard 5: Overall Rating -**

**Standard 6: Developing as a Professional Educator**

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

N/O	1	2	3	4

###

**Standard 6: Overall Rating -**

- Completed Professional Development Goal with Reflection
- Completed Classroom Instruction Goal with Reflection
- Completed Student Growth Goal with Reflection
- Preparation for Pre-Observation Conference is Evident
- Preparation for Post-Observation Conference is Evident

Yes	Part	No



Areas of Strength

Areas for Growth

- Recommend for re-employment for \_\_\_\_\_ . (All standards overall ratings at or above 2.0)
- Recommend for re-employment for \_\_\_\_\_ with continued evaluation. (One standard overall rating below 2.0)
- Recommend for re-employment for \_\_\_\_\_ with continued evaluation and referral to PAR. (Two or more standards overall ratings below 2.0 OR one standard overall rating of 1.0, not including Standard Six)

*I have read this Summary Evaluation, but my signature does not necessarily signify agreement, I understand that a copy of this document will be placed in my personnel file. I also understand that I may prepare a written response which will be attached to this document.*


Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

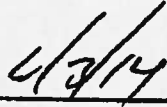
**Memorandum Of Understanding  
Between  
The Central union High School District  
And  
The El Centro Secondary Teachers Association**

It is agreed that the ECSTA president will be given one release period, per school day, for the 2014-2015 school year.

The El Centro Secondary Teachers' Association (ECSTA) agrees to reimburse the Central Union High School District (CUHSD) for the total cost of the president's one release period for the 2014-2015 school year at 20% of the president's salary plus 20% of the statutory benefits and 20% of the fringe benefits. The payment from ECSTA to CUHSD for 50% of the total yearly cost shall be made in August 2014 and January 2015 no later than the last working day of the month.

  
\_\_\_\_\_

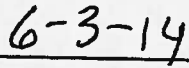
For the DISTRICT

  
\_\_\_\_\_

Date

  
\_\_\_\_\_

For the ASSOCIATION

  
\_\_\_\_\_

Date

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Superintendent  
**SUBJECT: REQUEST BOARD APPROVAL OF A SALARY INCREASE AND OFF-SCHEDULE PAYMENT FOR THE FOLLOWING UNREPRESENTED EMPLOYEE GROUP: CERTIFICATED MANAGEMENT**

**ACTION**

**BACKGROUND INFORMATION:**

The Superintendent recommends approval of the following salary increase and off-schedule payment for the district's unrepresented employee group: Certificated Management

1. Increase salary schedule by 5% retroactive to January 1, 2014 ('Me Too' from agreement reached with certificated – does not include 2% for additional time negotiated with certificated)
2. A one-time, off-schedule payment equal to 2% of each employee's annual salary

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None discussed.

**FINANCIAL IMPLICATIONS:**

Approximate \$42,350 increase for 2013-2014 school year for 5% on-salary, additional \$84,650 annual cost moving forward and one-time expense of \$33,850 for 2% off-schedule payment (includes statutory benefits.)

**ACTION REQUESTED:**

The Superintendent recommends the Board approve the salary and benefit increases for the Non-Represented Certificated Group as described above.

ACTION: MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_  
VOTE \_\_\_\_\_ NOES \_\_\_\_\_  
ABSTENTIONS \_\_\_\_\_

Job Classification	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	
Assistant Superintendent 222 Days	Monthly	\$ 9,376.85	\$ 9,626.83	\$ 9,850.37	\$ 10,086.26	\$ 10,328.36	\$ 10,570.47	\$ 10,812.39	\$ 11,054.49
	Annual	\$ 112,522	\$ 115,522	\$ 118,204	\$ 121,035	\$ 123,940	\$ 126,846	\$ 129,749	\$ 132,654
	Daily	\$ 506.86	\$ 520.37	\$ 532.45	\$ 545.20	\$ 558.29	\$ 571.38	\$ 584.45	\$ 597.54
Special Ed. Director/School Psychologist Principals-SHS; CUHS 222 Days	Monthly	\$ 8,908.02	\$ 9,130.55	\$ 9,354.18	\$ 9,590.07	\$ 9,832.17	\$ 10,074.18	\$ 10,311.26	\$ 10,553.27
	Annual	\$ 106,896	\$ 109,567	\$ 112,250	\$ 115,081	\$ 117,986	\$ 120,890	\$ 123,795	\$ 126,699
	Daily	\$ 481.51	\$ 493.54	\$ 505.63	\$ 518.38	\$ 531.47	\$ 544.55	\$ 557.37	\$ 570.45
Principal-Alternative Education -DOHS 220 Days	Monthly	\$ 8,405.61	\$ 8,615.89	\$ 8,833.48	\$ 9,049.88	\$ 9,285.77	\$ 9,521.56	\$ 9,757.35	\$ 9,993.33
	Annual	\$ 100,867	\$ 103,391	\$ 106,002	\$ 108,599	\$ 111,429	\$ 114,259	\$ 117,088	\$ 119,920
	Daily	\$ 458.49	\$ 469.96	\$ 481.83	\$ 493.63	\$ 506.50	\$ 519.36	\$ 532.22	\$ 545.09
Adult Ed. Principal 205 Days	Monthly	\$ 7,222.25	\$ 7,405.21	\$ 7,582.23	\$ 7,772.36	\$ 7,972.83	\$ 8,168.56	\$ 8,368.97	
	Annual	\$ 86,667	\$ 88,863	\$ 90,987	\$ 93,268	\$ 95,674	\$ 98,023	\$ 100,428	
	Daily	\$ 422.77	\$ 433.48	\$ 443.84	\$ 454.97	\$ 466.70	\$ 478.16	\$ 489.89	
Assistant Principals 215 Days	Monthly	\$ 7,574.57	\$ 7,766.37	\$ 7,952.13	\$ 8,151.52	\$ 8,361.71	\$ 8,567.04	\$ 8,777.23	
	Annual	\$ 90,895	\$ 93,196	\$ 95,426	\$ 97,818	\$ 100,340	\$ 102,805	\$ 105,327	
	Daily	\$ 422.77	\$ 433.47	\$ 443.84	\$ 454.97	\$ 466.70	\$ 478.16	\$ 489.89	
Health Services Coordinator/Nurse 210 Days	Monthly	\$ 5,299.35	\$ 5,435.69	\$ 5,572.22	\$ 5,713.34	\$ 5,850.05	\$ 5,998.15	\$ 6,146.25	\$ 6,306.30
	Annual	\$ 63,592	\$ 65,228	\$ 66,867	\$ 68,560	\$ 70,201	\$ 71,978	\$ 73,755	\$ 75,676
	Daily	\$ 302.82	\$ 310.61	\$ 318.41	\$ 326.48	\$ 334.29	\$ 342.75	\$ 351.21	\$ 360.36
Supervisor of Instruction and Technology Supervisor of Instruction and EL 215 Days	Monthly	\$ 7,766.41	\$ 7,952.18	\$ 8,151.50	\$ 8,361.68	\$ 8,567.04	\$ 8,777.21	\$ 8,987.87	
	Annual	\$ 93,197	\$ 95,426	\$ 97,818	\$ 100,340	\$ 102,804	\$ 105,327	\$ 107,854	
	Daily	\$ 433.47	\$ 443.84	\$ 454.97	\$ 466.70	\$ 478.16	\$ 489.89	\$ 501.65	

<b>Car Allowance:</b>	Monthly
Principals - CUHS, SHS, Asst. Supt.	\$200
Directors, DOHS Principal	\$150
Assistant Principals	\$150
Supervisor of Instruction	\$150

Effective January 1, 2014

Job Classification	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
School Psychologist / Family	Monthly \$ 5,687.49	\$ 5,926.03	\$ 6,164.57	\$ 6,403.10	\$ 6,641.64	\$ 6,880.18	\$ 7,118.72	\$ 7,356.98
Resource Center Co-Coordinator	Annual \$ 68,250	\$ 71,112	\$ 73,975	\$ 76,837	\$ 79,700	\$ 82,562	\$ 85,425	\$ 88,284
220 Day Contract	Daily \$ 310.23	\$ 323.24	\$ 336.25	\$ 349.26	\$ 362.27	\$ 375.28	\$ 388.29	\$ 401.29
School Psychologist	Monthly \$ 5,170.35	\$ 5,387.21	\$ 5,604.08	\$ 5,820.94	\$ 6,037.80	\$ 6,247.34	\$ 6,471.52	\$ 6,688.38
200 Day Contract	Annual \$ 62,044	\$ 64,647	\$ 67,249	\$ 69,851	\$ 72,454	\$ 74,968	\$ 77,658	\$ 80,261
	Daily \$ 310.22	\$ 323.23	\$ 336.24	\$ 349.26	\$ 362.27	\$ 374.84	\$ 388.29	\$ 401.30

Effective January 1, 2014

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Superintendent  
**SUBJECT: APPROVAL OF REVISED CERTIFICATED MANAGEMENT SALARY SCHEDULE REFLECTING THE ADDITION OF TWO LONGEVITY STEPS**

**ACTION**

**BACKGROUND INFORMATION:**

The District conducted a salary comparison with neighboring districts for the certificated management group. After reviewing the results, it was determined to add two (2) longevity steps to the salary schedule to acknowledge years of service. Currently the certificated management salary schedule has eight (8) steps. The proposed salary schedule adds step 9 which requires 11 years of service and step 10 which requires 14 years of service.

The addition of longevity steps is in alignment with the other CUHSD salary schedules that already include recognition for years of service (certificated, classified and classified management).

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None

**FINANCIAL IMPLICATIONS:**

Approximate \$21,500 annual increase (includes statutory benefits) for the 2014-2015 school year

**ACTION REQUESTED:**

The Board is requested to approve the attached revised certificated management salary schedule to become effective 7/1/14.

**ACTION: MOTION:** \_\_\_\_\_ **SECOND:** \_\_\_\_\_  
**VOTE** \_\_\_\_\_ **NOES** \_\_\_\_\_  
**ABSTENTIONS** \_\_\_\_\_

Effective 7/1/14

\*After 11 years \*After 14 years

Job Classification	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Assistant Superintendent	\$ 9,376.85	\$ 9,626.83	\$ 9,850.37	\$ 10,086.26	\$ 10,328.36	\$ 10,570.47	\$ 10,812.39	\$ 11,054.49	\$ 11,308.75	\$ 11,568.85
222 Days	\$ 112,522	\$ 115,522	\$ 118,204	\$ 121,035	\$ 123,940	\$ 126,846	\$ 129,749	\$ 132,654	\$ 135,705	\$ 138,826
Daily	\$ 506.86	\$ 520.37	\$ 532.45	\$ 545.20	\$ 558.29	\$ 571.38	\$ 584.45	\$ 597.54	\$ 611.28	\$ 625.34
Special Ed. Director/School Psychologist	\$ 8,908.02	\$ 9,130.55	\$ 9,354.18	\$ 9,590.07	\$ 9,832.17	\$ 10,074.18	\$ 10,311.26	\$ 10,553.27	\$ 10,796.00	\$ 11,044.30
Principals--SHS; CUHS	\$ 106,896	\$ 109,567	\$ 112,250	\$ 115,081	\$ 117,986	\$ 120,890	\$ 123,795	\$ 126,639	\$ 129,552	\$ 132,532
222 Days	\$ 481.51	\$ 493.54	\$ 505.63	\$ 518.38	\$ 531.47	\$ 544.55	\$ 557.37	\$ 570.45	\$ 583.57	\$ 596.99
Principal--Alternative Education -DOHS	\$ 8,405.61	\$ 8,615.89	\$ 8,833.48	\$ 9,049.88	\$ 9,285.77	\$ 9,521.56	\$ 9,757.35	\$ 9,993.33	\$ 10,223.18	\$ 10,458.31
220 Days	\$ 100,967	\$ 103,391	\$ 106,002	\$ 108,599	\$ 111,429	\$ 114,259	\$ 117,088	\$ 119,920	\$ 122,678	\$ 125,500
Daily	\$ 458.49	\$ 469.96	\$ 481.83	\$ 493.63	\$ 506.50	\$ 519.36	\$ 532.22	\$ 545.09	\$ 557.63	\$ 570.45
Adult Ed. Principal	\$ 7,222.25	\$ 7,405.21	\$ 7,582.23	\$ 7,772.36	\$ 7,972.83	\$ 8,168.56	\$ 8,368.97	\$ 8,567.04	\$ 8,761.46	\$ 8,958.37
205 Days	\$ 86,667	\$ 88,863	\$ 90,987	\$ 93,288	\$ 95,674	\$ 98,023	\$ 100,428	\$ 102,738	\$ 105,100	\$ 107,416
Daily	\$ 422.77	\$ 433.48	\$ 443.84	\$ 454.97	\$ 466.70	\$ 478.16	\$ 489.89	\$ 501.16	\$ 512.69	\$ 524.99
Assistant Principals	\$ 7,574.57	\$ 7,766.37	\$ 7,952.13	\$ 8,151.52	\$ 8,361.71	\$ 8,567.04	\$ 8,777.23	\$ 8,979.10	\$ 9,185.62	\$ 9,392.73
215 Days	\$ 90,895	\$ 93,196	\$ 95,426	\$ 97,818	\$ 100,340	\$ 102,805	\$ 105,327	\$ 107,749	\$ 110,227	\$ 112,749
Daily	\$ 422.77	\$ 433.47	\$ 443.84	\$ 454.97	\$ 466.70	\$ 478.16	\$ 489.89	\$ 501.16	\$ 512.69	\$ 524.99
Health Services Coordinator/Nurse	\$ 5,299.35	\$ 5,435.69	\$ 5,572.22	\$ 5,713.34	\$ 5,850.05	\$ 5,998.15	\$ 6,146.25	\$ 6,306.30	\$ 6,451.34	\$ 6,599.73
210 Days	\$ 63,592	\$ 65,228	\$ 66,867	\$ 68,560	\$ 70,201	\$ 71,978	\$ 73,755	\$ 75,676	\$ 77,416	\$ 79,197
Daily	\$ 302.82	\$ 310.61	\$ 318.41	\$ 326.48	\$ 334.29	\$ 342.75	\$ 351.21	\$ 360.36	\$ 368.65	\$ 377.13
Supervisor of Instruction and Technology	\$ 7,766.41	\$ 7,952.18	\$ 8,151.50	\$ 8,361.68	\$ 8,567.04	\$ 8,777.21	\$ 8,987.87	\$ 9,184.59	\$ 9,406.06	\$ 9,627.53
Supervisor of Instruction and EL	\$ 93,197	\$ 95,426	\$ 97,818	\$ 100,340	\$ 102,804	\$ 105,327	\$ 107,854	\$ 110,335	\$ 112,873	\$ 115,411
215 Days	\$ 433.47	\$ 443.84	\$ 454.97	\$ 466.70	\$ 478.16	\$ 489.89	\$ 501.65	\$ 513.19	\$ 524.99	\$ 537.13

Car Allowance:	Monthly
Principals - CUHS, SHS, Asst. Supt.	\$200
Directors, DOHS Principal	\$150
Assistant Principals	\$150
Supervisor of Instruction	\$150

\* Proposed Longevity Steps  
\*\*DRAFT PROPOSAL\*\*



Effective 7/1/14

Job Classification	*After 11 years			*After 14 years							
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	
School Psychologist / Family Resource Center Co-Coordinator 220 Day Contract	Monthly	\$ 5,687.49	\$ 5,926.03	\$ 6,164.57	\$ 6,403.10	\$ 6,641.64	\$ 6,880.18	\$ 7,118.72	\$ 7,356.98	\$ 7,526.19	\$ 7,699.29
	Annual	\$ 68,250	\$ 71,112	\$ 73,975	\$ 76,837	\$ 79,700	\$ 82,562	\$ 85,425	\$ 88,284	\$ 90,314	\$ 92,391
	Daily	\$ 310.23	\$ 323.24	\$ 336.25	\$ 349.26	\$ 362.27	\$ 375.28	\$ 388.29	\$ 401.29	\$ 410.52	\$ 419.96
School Psychologist 200 Day Contract	Monthly	\$ 5,170.35	\$ 5,387.21	\$ 5,604.08	\$ 5,820.94	\$ 6,037.80	\$ 6,247.34	\$ 6,471.52	\$ 6,688.38	\$ 6,842.21	\$ 6,999.58
	Annual	\$ 62,044	\$ 64,647	\$ 67,249	\$ 69,851	\$ 72,454	\$ 74,968	\$ 77,658	\$ 80,261	\$ 82,107	\$ 83,995
	Daily	\$ 310.22	\$ 323.23	\$ 336.24	\$ 349.26	\$ 362.27	\$ 374.84	\$ 388.29	\$ 401.30	\$ 410.53	\$ 419.97

\* Proposed Longevity Steps  
\*\*DRAFT PROPOSAL\*\*

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** January 14, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Superintendent  
**SUBJECT: NON-ELECTIVE 403(b) CONTRIBUTION IN THE AMOUNT OF \$40,000  
ON BEHALF OF SHERI HART**

**ACTION**

**BACKGROUND INFORMATION:**

The District has been without a Business and Support Services Director for over 3 years. In that time the responsibilities of that position have been shifted to other positions including to Assistant Superintendent, Sheri Hart. Mrs. Hart has absorbed the majority of the financial and budget planning for the district since the vacancy of the Business and Support Services Director. In recognition of the additional responsibilities and of the work she has done, it is recommended a non-elective contribution in the amount of \$40,000 be made into Mrs. Hart's 403(b) retirement plan.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None.

**FINANCIAL IMPLICATIONS:**

One-time \$40,000 cost

**ACTION REQUESTED:**

The Board is requested to authorize the non-elective contribution in the amount of \$40,000 to Mrs. Hart's 403(b) retirement plan.

**ACTION: MOTION:** \_\_\_\_\_ **SECOND:** \_\_\_\_\_  
**VOTE** \_\_\_\_\_ **NOES** \_\_\_\_\_  
**ABSTENTIONS** \_\_\_\_\_

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Superintendent  
**SUBJECT: REQUEST BOARD APPROVAL OF A SALARY INCREASE FOR THE FOLLOWING UNREPRESENTED EMPLOYEE GROUPS: CLASSIFIED MANAGEMENT/CONFIDENTIAL, AND SENIOR CLASSIFIED MANAGEMENT**

**ACTION**

**BACKGROUND INFORMATION:**

The Superintendent recommends approval to increase the salary schedules for the district's unrepresented employee groups: Classified Management/Confidential and Senior Classified Management as follows:

- COLA (1.56%) retroactive to July 1, 2013
- COLA (anticipated 0.85%) effective July 1, 2014
- A one-time, off-schedule payment equal to 2% of each employee's annual salary

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None discussed.

**FINANCIAL IMPLICATIONS:**

Approximate \$16,550 annual increase for 1.56%; additional \$9,000 for anticipated 0.85% COLA increase and one-time expense of \$21,500 for 2% off-schedule payment (includes statutory benefits.)

**ACTION REQUESTED:**

The Superintendent recommends the Board approve the increase to the salary schedules for the Non-Represented Classified Management/Confidential and Senior Classified Management groups as described above.

**ACTION: MOTION:** \_\_\_\_\_ **SECOND:** \_\_\_\_\_  
**VOTE** \_\_\_\_\_ **NOES** \_\_\_\_\_  
**ABSTENTIONS** \_\_\_\_\_

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Superintendent  
**SUBJECT:** **PROPOSED SUBSTITUTE TEACHER SALARY INCREASE**

**ACTION**

**BACKGROUND INFORMATION:**

We share a limited number of substitute teachers with the other school district in Imperial County. There are days when we struggle to get all of our teaching assignments covered with the limited pool of substitute teacher candidates. The last time we increased the daily substitute teacher rates was in 2006. Below is a compilation of current pay rates other Imperial County districts pay:

Brawley Elementary School District: \$100 full day; \$115 long-term starting on the 6<sup>th</sup> day  
Brawley Union High School District: \$108 full day; \$90 half day; \$132 long-term starting on the 6<sup>th</sup> day  
Central Union High School District: \$105 full day; \$63 half day; \$115 long term starting on 6<sup>th</sup> day  
El Centro Elementary School District: \$100 full day; \$50 half day; \$226.88 long-term (21 days or more)  
Calexico Unified School District: \$105 full day; \$126 long-term starting on 11<sup>th</sup> day  
Calipatria Unified School District: \$90 full day; \$105 long-term starting on 6<sup>th</sup> day  
Heber Elementary School District: \$100 full day; \$115 long-term starting on 21<sup>st</sup> day  
Holtville Unified School District: \$110 full day; \$125 long-term starting on 21<sup>st</sup> day  
Magnolia Union Elementary School District: \$95 full day; \$110 long-term starting on 9<sup>th</sup> day  
McCabe Union School District: \$90 full day; \$115 long-term starting on 15<sup>th</sup> day  
Meadows Elementary School District: \$100 full day; \$110 long-term starting on 11<sup>th</sup> day  
Mulberry Elementary School District: \$100 full day; \$110 long-term starting on 6<sup>th</sup> day  
Imperial County Office of Education: \$150 full day  
Seeley Union School District: \$100 full day; \$110 for days 16-25; \$120 starting on 26<sup>th</sup> day  
San Pascual School District: \$110 full day; \$125 long-term days 21-30, Class I, Step 1 if fully credentialed  
Westmorland Union Elementary School District: \$90 full day; \$110 starting on 10<sup>th</sup> day

**DISCUSSION/ALTERNATIVE/CONCERNS:**

To be competitive, we should consider increasing our substitute teacher rates. It is recommended we increase the rates as follows:

- Daily Rate to \$125 from \$105
- Half Day Rate to \$75 from \$63
- Long Term Rate to \$135 from \$115

Half-day is paid when a substitute works 3 or fewer periods in a day. Long-term rate becomes effective on the 6th day the substitute teacher substitutes in the same assignment.

**FINANCIAL IMPLICATIONS:**

The approximate substitute costs for the 2013-2014 school year was \$288,000. This proposal will increase the substitute costs by approximately 19%. The proposed increase may result in an increase in substitute costs of \$50,000-\$55,000 for the 2014-2015 school year.

**ACTION REQUESTED:**

The Superintendent recommends the Board approve the increase in substitute teacher rates as outline above.

ACTION: MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_  
VOTE \_\_\_\_\_ NOES \_\_\_\_\_  
ABSTENTIONS \_\_\_\_\_

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Superintendent  
**SUBJECT: APPROVAL OF REVISED JOB DESCRIPTION AND SALARY  
PLACEMENT FOR COMPUTER NETWORK ENGINEER**

**ACTION**

**BACKGROUND INFORMATION:**

The District has experienced changes and growth in the areas of information technology and network system. The current Computer Network Engineer job description has been in place since June 1996; though the level and responsibilities of that position have increased tremendously.

A new job description is being proposed for the position of Computer Network Engineer that more accurately reflect the current duties and functions of this position. It is recommended the position be reclassified to Classification 10 of the Classified Management/Confidential salary schedule effective 7/1/14.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None

**FINANCIAL IMPLICATIONS:**

Approximate \$5650 annual increase (includes statutory benefits)

**ACTION REQUESTED:**

The Board is requested to approve the attached job description, reclassification and salary placement for the position of Computer Network Engineer.

**ACTION: MOTION:** \_\_\_\_\_ **SECOND:** \_\_\_\_\_  
**VOTE** \_\_\_\_\_ **NOES** \_\_\_\_\_  
**ABSTENTIONS** \_\_\_\_\_

**COMPUTER NETWORK ENGINEER**

**DEFINITION:**

Under general direction of the Director of Business and Support Services, provides assistance to Central Union High School District and local area networks in utilization of both IBM and Macintosh systems, network systems and related equipment, writes and revises system documentation, operation procedures and does related work as required.

**DISTINGUISHING CHARACTERISTICS:**

- The Computer Network Analyst/Engineer is a classified management position within the Central Union High School District.
- The Computer Network Analyst/Engineer performs tasks requiring a high level of problem solving and specific knowledge and skills normally acquired through specific training courses and actual experience.
- Able to pass a performance and written or oral examination of qualifications.

**EXAMPLE OF DUTIES:**

- Assists in planning and maintenance of electronic computer network systems
- Assists system users to resolve problems with the network system
- Recommends changes in Internet network systems and structures
- Performs research to identify options and make recommendations
- Performs quality assurance testing of software
- Performs complex analysis of systems and procedures
- Participates in the review and definitions of problems with emphasis on networking and personal computers
- Develops detailed system and user documentation
- Designs testing criteria, prepares test data, and test software making necessary revisions and corrections to insure dependable results
- Operates, controls, and installs computer equipment along with auxiliary and peripheral components in accordance with standard operating procedures
- Assist districts in troubleshoot data communications problems
- Ability to manage projects and work flow for timely completion
- Communicate effectively in both oral and in written form
- Maintains a positive image of County Office with School Districts and works cooperatively with those contacted within the course of work
- Ability to develop and conduct training programs
- Related duties as assigned



**QUALIFICATIONS:**

**Knowledge of:**

- E-mail packages, Novell, 802.3, TCP/IP networks
- Access and use of the Internet, microcomputers and software applications
- WordPerfect, MsWord, Lotus 123, and other word processing and spreadsheets
- Data processing theories, concepts and capabilities, systems analysis
- Data Communications, usage of data lines and related hardware
- Operations and coordination of data processing equipment
- Personal Computers and related software, and hardware
- On-line communications hardware and software
- Modern office methods and procedures
- Operation of computer equipment and office machines

**OTHER CHARACTERISTICS:**

**Willingness to:**

- Work overtime with additional compensation
- Travel locally in county and out of county in own vehicle
- Perform routine and repetitive work to completion
- Attend meetings and in-service training
- Work closely with users of personal computers
- Work at any employer work location

**PHYSICAL ABILITIES:**

- Meet minimum physical requirements as prescribed by the California Department of Motor Vehicles.
- Visual capability to read handwritten or typed documents and the display screen of various office machines and equipment.
- Able to conduct verbal communications and conversations.
- Ability to hear normal range of verbal conversations (approx. 60 decibels).
- Able to sit, stand, stoop, kneel, bend, and walk for extended periods.
- Able to exhibit full range of motion for shoulder internal and external rotation.
- Able to exhibit full range of motion for shoulder abduction and adduction.
- Able to exhibit full range of motion for shoulder extension and flexion.
- Able to exhibit full range of motion for back lateral flexion.
- Able to exhibit full range of motion for elbow flexion and extension.
- Able to exhibit full range of motion for hip flexion and extension.
- Able to climb slopes, stairs, steps, and ladders.
- Able to exhibit full range of motion for knee flexion and extension.

- Able to lift up to 30 pounds frequently and up to 50 pounds occasionally.

Central Union High School District

Classified Job Description – *Computer Network Engineer*

Page 3

- Able to lift up to 50 pounds frequently and up to 100 pounds occasionally.
- Able to push and pull a variety of equipment weighing up to 150 pounds.
- Able to sustain strenuous manual labor for up to eight hours.
- Able to demonstrate manual dexterity necessary to perform fine maintenance procedures, and operate both manual and power hand tools in a safe and effective manner.
- Able to operate a vehicle in a safe and effective manner.

**EDUCATION:**

B. A. degree in Computer Network Engineering or related field or equivalent experience with emphasis in computer and networking.

**LICENSE REQUIRED:**

Possession of a valid California Driver's License and of auto liability insurance.



## **COMPUTER NETWORK ENGINEER**

### **DEFINITION:**

Under general direction of the Supervisor of Instruction and Technology plans, installs, manages, organizes and maintains local area networks in utilization of both IBM and Macintosh systems, network systems and related equipment, writes and revises system documentation, operation procedures; trains, supervises and evaluates staff and does related work as required.

### **DISTINGUISHING CHARACTERISTICS:**

- The Computer Network Engineer is a classified management position within the Central Union High School District.
- The Computer Network Engineer performs tasks requiring a high level of problem solving and specific knowledge and skills normally acquired through specific training courses and actual experience.
- Able to pass a performance and written or oral examination of qualifications.

### **EXAMPLE OF DUTIES:**

- Plans and maintains electronic computer network systems, wireless systems and video surveillance systems
- Assists system users to resolve problems with the network system
- Maintains current knowledge of developments in equipment and software and recommends changes in Internet network systems and structures
- Performs research to identify options and make recommendations
- Performs quality assurance testing of software and server installations, upgrades and maintenance
- Performs complex analysis of systems and procedures
- Participates in the review and definitions of problems with emphasis on networking and personal computers
- Develops detailed system and user documentation
- Designs testing criteria, prepares test data, and test software making necessary revisions and corrections to insure dependable results
- Operates, controls, and installs computer equipment along with auxiliary and peripheral components in accordance with standard operating procedures
- Troubleshoots data communications problems
- Manages projects and work flow for timely completion
- Designs, installs and maintains network copper and fiber optic cable installations
- Maintains application servers including standalone and virtual environments
- Designs, installs, configures and maintains video surveillance network systems, VoIP phone systems, burglar alarm systems, PA/Bell systems and user authentication protocols including finger scanning/biometrics technology
- Installs, configures and creates user accounts for student information system and performs system backup of main database server and portal servers
- Assists in the implementation of wireless access technology
- Plans, organizes, supervises and evaluates the work of Information Technology (IT) personnel

- Prioritizes, plans and schedules repairs, installations and maintenance based on work order requests
- Analyzes, modifies and modernizes work methods and procedures to increase efficiency and cost-effectiveness
- Assists in the development and implementation of short and long-range plans and programs related to IT department
- Estimates cost for labor and materials, prepares bid specifications; evaluates bids, recommends awarding contracts for large scale IT projects and purchases
- Assists in the preparation and submittal of the department budget
- Inventories systems software including developing procedures to inventory computer systems; plans for disposal of old computer hardware including servers, computer and printers
- Assures work measurement standards are met in assigned areas, trains and evaluates the performance of assigned staff; interviews and makes recommendations for hiring within department and recommends termination and disciplinary actions of staff
- Monitors and evaluates the quality of work performed by district and contract personnel related to IT projects
- Communicates effectively in both oral and in written form
- Maintains a positive image of district with vendors and works cooperatively with those contacted within the course of work
- Ability to develop and conduct training programs
- Related duties as assigned

**SPECIAL REQUIREMENTS:**

Must be able to travel between district sites and be available for on-call and emergency call services seven days a week, twenty-four hours per day.

**KNOWLEDGE OF:**

- E-mail packages, Novell, 802.3, TCP/IP networks
- Access and use of the Internet, microcomputers and software applications
- WordPerfect, MsWord, Lotus 123, and other word processing and spreadsheets
- Data processing theories, concepts and capabilities, systems analysis
- Data Communications, usage of data lines and related hardware
- Operations and coordination of data processing equipment
- Principles and techniques of supervision, training and motivation of personnel; and work scheduling practices
- Personal Computers and related software, and hardware
- On-line communications hardware and software
- Modern office methods and procedures
- Operation of computer equipment and office machines

**ABILITY TO:**

- Communicate effectively both verbally and in writing
- Plan, manage, supervise and direct the work of others

- Read, interpret, apply and explain rules, regulations, policies and procedures
- Analyze work methods, schedules, equipment and staffing levels to increase efficiency
- Establish and maintain cooperative working relationships with employees, administration, business vendors and community representatives
- Work flexible schedule providing for some evening and weekend work and during emergency situations
- Travel locally in county and out of county in own vehicle
- Assure compliance with safety precautions various code requirements
- Perform routine and repetitive work to completion in a timely manner
- Work independently with little supervision and direction
- Develop and maintain department related records
- Attend meetings and in-service training
- Work closely with users of personal computers
- Work at any employer work location

**PHYSICAL ABILITIES:**

- Meet minimum physical requirements as prescribed by the California Department of Motor Vehicles.
- Visual capability to read handwritten or typed documents and the display screen of various office machines and equipment.
- Able to conduct verbal communications and conversations.
- Ability to hear normal range of verbal conversations (approx. 60 decibels).
- Able to sit, stand, stoop, kneel, bend, and walk for extended periods.
- Able to exhibit full range of motion for shoulder internal and external rotation.
- Able to exhibit full range of motion for shoulder abduction and adduction.
- Able to exhibit full range of motion for shoulder extension and flexion.
- Able to exhibit full range of motion for back lateral flexion.
- Able to exhibit full range of motion for elbow flexion and extension.
- Able to exhibit full range of motion for hip flexion and extension.
- Able to climb slopes, stairs, steps, and ladders.
- Able to exhibit full range of motion for knee flexion and extension.
- Able to lift up to 30 pounds frequently and up to 50 pounds occasionally.
- Able to lift up to 50 pounds frequently and up to 100 pounds occasionally.
- Able to push and pull a variety of equipment weighing up to 150 pounds.
- Able to sustain strenuous manual labor for up to eight hours.
- Able to demonstrate manual dexterity necessary to perform fine maintenance procedures, and operate both manual and power hand tools in a safe and effective manner.
- Able to operate a vehicle in a safe and effective manner.

**REQUIRED EDUCATION, EXPERIENCE, CERTIFICATES AND LICENSES:**

- B. A. degree in Computer Network Engineering and two (2) years of experience maintaining an existing computer network with multiple sites, application servers and varied operating systems in an educational setting OR equivalent experience
- Valid California Driver's License, acceptable driving record and auto liability insurance
- Criminal justice fingerprint clearance

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** Board of Trustees  
**FROM:** C. Thomas Budde, Ph.D., Superintendent  
**SUBJECT:** **APPROVAL OF THE MOU FOR SERVICES BETWEEN THE DISTRICT AND IVROP**

**ACTION**

**BACKGROUND:**

The Central Union High School District is part of the IVROP, the JPA established to provide CTE services to students in the Imperial Valley. The Local Control Funding Formula (LCFF) changed the way regional occupation programs (ROP) are funded. The LCFF gives more authority to local school districts over the expenditure of the revenue provided by the state and provides for school districts paying ROPs with money the LCFF provides. For ROP's this means the local school districts must establish new agreements for services.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

IVROP is proposing to provide multiple services. The services are described in the attached MOU. The identified services are the result of several meetings with IVROP and the district administration including principals.

Alternatives include withdrawal from the JPA and not using IVROP or developing a different MOU with different services.

**FINANCIAL IMPLICATIONS:**

The proposed MOU will cost the district 27% of \$171.93 per ADA times our ADA. Total cost will depend on ADA but should be approximately \$186,102.

**ACTION REQUESTED:**

The superintendent recommends the board approve the MOU for services from IVROP as presented.

**ACTION:**      **MOTION:** \_\_\_\_\_      **SECOND:** \_\_\_\_\_  
                  **AYES:**        \_\_\_\_\_      **NOES:**        \_\_\_\_\_  
                  **ABSTENTIONS:** \_\_\_\_\_

## Memorandum of Understanding

**Between the *Imperial Valley Regional Occupational Program* and the *Central Union High School District* for Delivery of Core Career Technical Education (CTE) Services and Payment for Services as a percentage of the School District's *Grade 9-12 CTE Augmentation* in the LCFF; 27% in 2014-15, 26% in 2015-16, and 25% in 2016-17 and future years.**

This Memorandum of Understanding establishes an Agreement between the *Imperial Valley Regional Occupational Program (IVROP)* and the *Central Union High School District (CUHSD)* for the delivery of core CTE Services and the payment of those services as a percentage of the *Grade 9-12 CTE Augmentation* in the Local Control Funding Formula (LCFF) for the next 3 school years.

The terms of this agreement are as follows:

1. **Effective Date** – Services promised regarding coordination and collaboration with districts regarding the *planning* for specific professional development and guidance technician services will be effective upon signing, and all services will be in place as of July 1, 2014. Payment for services will be effective on the first month of the 2014-2015 school year and will occur on a monthly basis based on State apportionment levels and schedules.
2. **Termination** – This MOU may be terminated (for upcoming school years 2015-16 and 2016-17) by a written request to terminate received by IVROP by January 31<sup>st</sup> of the relevant school years (2014-15 and 2015-16).
3. **Addendums** – This document may not be *amended* in any given program year, in the sense that nothing added can change the agreement that is here (save for a new agreement for a new school year) but *addendums*, agreements to add to services (and the consequent separate costs entailed not detailed in larger JPA and this MOU for Core CTE Services) are possible. Addendums will constitute a separate signed document that details services / costs above / beyond those listed in this MOU. The connection of the two will be that the *addendum* will reference this existing MOU and explicitly state how described services / costs are separate and supplemental to those services / costs described here.
4. **Background** – This Memorandum of Understanding is being introduced alongside a new JPA – Joint Powers Agreement, entered into by all Imperial Valley High School Districts. The necessity for both comes with the changing of the funding formula for school districts in California established by the Local Control Funding Formula. The LCFF, and the changes to funding of CTE that accompanies it, necessitates the development of a new JPA and, for the purpose of more explicitly detailing services, a Memorandum of Understanding that can be updated annually as districts that are part of such JPA see necessary. The LCFF, which ultimately does away with the established funding mechanism for Regional Occupational



Programs (ROPs), provides a two year Maintenance of Effort (MOE) to protect that funding and ensure continued support of established CTE programs (to include agreements with ROPs) for a period of two years. Along with this MOE, the LCFF also provides an ongoing *Grade 9-12 Augmentation* to address the extra costs inherent in continuing CTE programs / services.

The purpose of this Memorandum of Understanding (and of the possible addendums for site specific needs not included in "core CTE services") is to detail specifically for each site the services that can be expected and the cost (given the percentage of the augmentation for the given year) the district can expect to pay for those services in each school year.

5. **Site Specific Costs for Services** – For each JPA member district, the site specific cost for Core CTE Services each new school year will be based on the school year pupil count. An example for 2014-15 utilizing the current Grade Span Augmentation amount of \$171.93 per student is provided:

School District	9-12 Pupil Enrollment	27% of 9-12 GSA (\$171.93)
CUHSD	4,009	\$186,102

6. **Services** – A list of Services, common to all schools in the JPA, is included in this Memorandum of Understanding as an attachment, Exhibit A.

The Parties' Representatives shall be:

**Imperial Valley Regional Occupational Program**

Edwin P. Obergfell  
 Superintendent  
 687 State Street  
 El Centro CA, 92243  
 Phone: 760-482-2600  
 Email: [eobergfell@ivrop.org](mailto:eobergfell@ivrop.org)

\_\_\_\_\_  
 \_\_\_\_\_ (District Name)

Name:  
 Title:  
 Address  
 City, State, Zip  
 Phone:  
 Email:

In Witness Whereof, the parties have executed this agreement as of the date hereof.

For IVROP

For (District Name)

By: \_\_\_\_\_

By: \_\_\_\_\_

Edwin Obergfell  
 IVROP Superintendent  
 Date: \_\_\_\_\_

Name  
 Title  
 Date: \_\_\_\_\_

## EXHIBIT "A"

### Core CTE Services

In coordination with Central Union High School District (CUHSD), IVROP agrees to provide the following:

#### College and Career Readiness

- Provide two (2) Guidance Technicians (GT) to the Central Union High School District. GTs will provide services at the high school sites. GT Activities, Responsibilities and Services are specified in the Guidance Technician menu of services 'Exhibit A-1'. In collaboration with IVROP administrators, Guidance Technician staff will conduct:
  - Career locker assessment to all 9<sup>th</sup> and 10<sup>th</sup> grade students
  - Recruitment assistance for CTE Courses (Advertising, Parent Nights, etc.)
  - Coordinate career locker assessment use / record keeping with school counselors
  - Provide presentations to all CTE/ROP or requested classes (Exhibit A-1)
  - Provide career awareness at registration events, parent nights, back-to-school nights, open house, site councils, WASC site meetings, parent events, etc.
  - Organize Speakers for classrooms, career fairs, industry site tours and skills
  - Assist with cash for college scholarship applications/essays
  - Facilitate and coordinate annual career fair (career fair may be rotated annually between school sites).
  - Facilitate / coordinate student skills competitions
  - ROP/CTE outstanding student competition
  - ROP/CTE Showcase and Awards Ceremony
  - ROP/CTE student evaluation of the ROP/CTE program
  - Process off-campus & public/private transportation permission forms for IVROP ID cards
- Other Work described under other sections (Communication/Coordination, Curriculum, Employer Connections):
  - SPARC, Career-Interest Assessment, and other work with Counselors
  - A-G, Articulation, concurrent enrollment efforts
  - Program of Study and related pathway planning efforts
  - Employer / Worksite Connections (Liaison work, advisories, etc.)

#### Employer Connections

- Coordinate student work sight learning experiences with employers. Facilitate agreements and necessary follow up / monitoring of employer worksite relationships for students of related CTE courses including student liability and work-related injury insurance coverage for off campus work-based learning experiences:
  - Internships
  - Worksite Experiences
  - Job Shadowing
- Employability / End of Course Certificates
- Coordinate bi-annual employer advisory meetings and disseminate information/results.
- Maintain work based learning records / commendations.

## **Coordination / Communication**

### **The Superintendent Will:**

- **Ensure ongoing Communication between IVROP and the School District**
  - **Agenda item at monthly ICOE Superintendent meetings**
  - **Annual IVROP Meeting of JPA Superintendents (March)**
  - **Regular IVROP Board Meetings (Copy of Executive Summary of Events, courses, etc. by school site forwarded for inclusion as JPA district board meetings)**
- **Provide for an annual CTE Collaborative Forum (December).**
- **Meet with CTE Coordinator and Program Assistant regarding IVROP work at each site, and reflect such work as part of the Superintendent and IVROP Board Meetings.**

### **The CTE Coordinator and / or Program Assistant will:**

- **Meet with site Principal or designated administrative representative once a month. Meetings will include discussion / updates regarding:**
  - 1) **Guidance Technician Activities**
  - 2) **Available funding, collaborations or other CTE related growth opportunities**
  - 3) **Agreed upon course / pathway work underway (to include reporting on work being done in collaboration with site counseling contact)**
  - 4) **Reports on post-secondary related prep and follow-up efforts: work site placements, articulations, concurrent enrollments, Career Assessments/Plans**
  - 5) **Reports related to site level observations / reporting: Use of Common Assessments (Common Core Aligned) and results by class / site, Student Evaluation of Program), Use of agreed upon strategies for integrating Common Core (by CTE instructors).**
  - 6) **Reports on Professional/Curriculum Development Efforts for which the school site is utilizing IVROP staff / administration.**
- **Meet with the Designated Counseling Representative (Site Counselor and / or Assistant Principal in charge of Counseling) as needed regarding:**
  - 1) **Program of Study Documents (Creation, Refinement, Use)**
  - 2) **Upcoming Presentations / Events (IVC Transitions Presentations, Articulation Specific Presentations, Career Fairs, etc.)**
  - 3) **Planning / Consideration of Master Schedule issues (credentialing, need for more CTE periods, etc.) for upcoming year(s) in regards to site proposed desires and needs.**
  - 4) **Together with the CTE/Perkins Technician, develop and submit a SPARC – Support Personnel Accountability Report Card for each High School.**
- **Meet with district identified Carl Perkins contact(s) and implement a Carl Perkins Consortium as agreed to in a separate / necessary MOU for CDE to be developed in 2014-15 School year.**
- **Work together with the site designated contact for CTE credentialing on ensuring new instructors are assisted with the preliminary and clear credentialing process.**
- **Meet with site Principal at the end of each school year (after end of student school year and before Principals' end of year) to discuss –tentatively- plans for IVROP assistance with staff development / curriculum development efforts for the upcoming year; Plans will include reasonable discussion of and planning for dates/times IVROP staff will be utilized, and plans will be finalized as much as possible at beginning of next Admin./Teacher work year, before students are back in classes. Plans will include work with all CTE Career Technical Education instructors**

and any other staff (for integration of CTE/Academic work) as directed by the school site administration.

- Work together with local post-secondary providers to coordinate and implement articulation and concurrent enrollment agreements that are supportive of district needs.
- Liaison with targeted business / industry on behalf of district career technical education needs: advisory support, work-site placement, etc.

#### **CTE State/Federal Accountability for Pathway Planning / Credentialing and Related Services**

- Upon district request, IVROP will be the fiscal agent (no indirect taken) for a valley-wide Perkins Collaborative. Each district's allocation based on the Census Data that the CDE utilizes to make the Allocation. Work started on preparing for larger consortium in 2014-15 School Year but actual plan submitted for 2015-16. Details of Work IVROP is responsible for, to include reports and write up of plan, will be decided on with input from district/school administration input in the 2014-15 school year.
- Assist All CTE and potential CTE instructors with Credentialing issues and the associated paperwork, to include follow up on the mentoring process.
- Assist district, as directed, with annual LCAP updates by gathering input from CTE students and parents.
- Assist district with Perkins/CalPADS/CalPASS reporting requirements by assigning CTE/Perkins Technician to work hand-in-hand with district contacts for said purposes.
- Organize annual CTE Perkins advisory meeting.

#### **Curriculum/Instruction**

- Professional/Curriculum Development
  1. Standards aligning outlines (CTE and Common Core) for all CTE courses
  2. Common Core (Reading & Math) integration Lesson Planning for CTE teachers
  3. CTE Integration and / or real world (Project / Problem Based) lesson planning for Academic Instructors
  4. Performance Task / NGA – Next Generation Assessment Planning for all instructors.
  5. Development, Refinement, and Implementation of Common Assessment Assignments/Rubrics aligned to CTE and CCSS Standards.
  6. Based on NGA performance data (to include EAP/EAP replacement test), work with CTE instructors on identified common core strategies / skills to prepare for and improve on
- Data Collection / Reporting on Common Assessment Assignments/Rubrics aligned to CTE and CCSS Standards.
- Pathway development / Program of Study creation, refinement, implementation
- Develop UC 'A-G' courses (adapt current CTE or create new CTE) in coordination with instructors/counselors
- Develop, implement and report on articulation agreements and the "Credit-By-Exam" process with IVC and other community colleges in coordination with instructors/counselors
- Facilitate dual enrollment in collaboration with IVC and in coordination with instructors/counselors.
- Track student results of CTE courses, articulated courses, programs of study and sequences of courses in collaboration with counselor/instructors.
- Guidance Technician Services (as specified in the Guidance Technician menu of services 'Exhibit A-1'.
- Assist and support all CTE instructors.

- Establish, maintain and support up to 3 CTSOs at each comprehensive school site; \$1,500 annual stipend paid to each of the three CTSO Advisors.
- Regional Skills Competitions (Health-Science, Food Tech/Culinary, Welding, ...)
- Issue industry recognized certifications/licenses and *Certification of Pathway completion (as agreed to by district)*.
- Facilitate and monitor CTE teacher credentialing and associated mentoring process.
- Conduct CTE courses/classes observation/evaluations using district forms, process and direction.
- Analyze CTE student data (CalPads/Perkins reports) scoring on Next Gen Assessments and assist with instructors planning for Common Core/EAP (EAP replacement test) improvements.

#### **Parental Services, Support & Other**

- Annual Showcase/Recognition ceremony for outstanding students
- Career Readiness/Pathway Nights for parents
- Parental participation in employer advisory meetings
- Assist districts in pursuing funding opportunities for CTE services.
- Provide supplemental grant funded services targeting eligible students and/or families in variety of areas (ie. workshops for parenting, relationships, marriage, financial literacy, economic workshops, counseling, support group, parent engagement, parent education, life skills, :
- Provide IVROPCF scholarship opportunities for individual students and CTE student leadership groups/associations.
- Report district relevant data and anecdotal information that was captured during annual ROP/CTE student and parent focus groups sessions

#### **Each JPA Member District agrees to provide the following:**

- Site Principal (or designated representative) will meet:
  - monthly with the CTE Coordinator or Program Assistant
  - at end of each school year and before beginning of the following school year to plan for professional / curriculum development efforts, guidance technician priority services, work site learning goals.
- A district and/or site level contact for Carl Perkins (pathway planning, state / federal guidelines) to meet with CTE Coordinator or Program.
- Counselor (or administrator in charge of counseling services) designated as contact for CTE Coordinator and / or Program Assistant.
- *IVROP Report* agenda item at regular board meetings

## Exhibit "A-1"

# Guidance Technician Activities, Responsibilities & Services

<u>Presentation Topics</u>	<u>Activities &amp; Services</u>	<u>Support &amp; Other</u>
<ol style="list-style-type: none"> <li>1. Self-Introduction</li> <li>2. ROP Awareness &amp; Expectations</li> <li>3. Career Locker Assessment &amp; Budgeting Component</li> <li>4. Career Zone Assessment &amp; Make Money Choices</li> <li>5. Career Awareness &amp; Options</li> <li>6. Career &amp; College Search &amp; Planning</li> <li>7. Employability Unit – Job Search:               <ul style="list-style-type: none"> <li>▪ Resume</li> <li>▪ Job Application</li> <li>▪ Interview (mock, group, or 1-to-1)</li> <li>▪ 101 How to Keep a Job</li> </ul> </li> <li>8. How to Prepare &amp; Maintain a Portfolio</li> <li>9. Job Finder's Guide Activities</li> <li>10. On-the-Spot (brief 2-5 minutes on tattoos, new businesses, latest trends, etc.), Little of Everything, Motivational, Staying Focused, &amp; Life Skills</li> <li>11. End of Year "What's Next?" - Job Leads, One-Stop Centers, etc.</li> <li>12. Occupational &amp; Labor Awareness &amp; Job Fair Announcements</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist with Subject/Pathway Advisory Board Meetings</li> <li>2. Career Awareness at parent nights, back-to-school night, open house, site councils, WASC site meetings, parent events, etc.</li> <li>3. Assist with Cash for College Scholarship Applications &amp; Essays</li> <li>4. Assist with Career Fair, Career Day, or CTE Electives Fair</li> <li>5. IVROP Middle School/Junior High Student Career Day @ IVC</li> <li>6. CTSO support and Skills Competitions</li> <li>7. Outstanding Student Competition</li> <li>8. Showcase &amp; Awards Ceremony</li> <li>9. Student Evaluation of the Program</li> <li>10. Process off-campus &amp; public/private transportation parent permission forms for IVROP Identification Cards</li> <li>11. Career / Interest Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide IVROP Teachers beginning-of-year &amp; end-of-year forms &amp; procedures</li> <li>2. Assist with Aeries &amp; Socrates attendance reports/queries &amp; records/data collection including competencies &amp; certificates</li> <li>3. Assist substitutes with ROP related issues/documents</li> <li>4. Serve as liaison &amp; communicate with students, parents, teachers, counselors and administrators with on-site &amp; off-campus issues, minimum days, campus rules, etc.</li> <li>5. Provide services to parents and the community on CTE programs &amp; services</li> <li>6. Attend meetings, events or trainings that provide information to improve services to youth, adults, etc.</li> <li>7. Maintain role, activities, &amp; services prioritizing needs at the sites &amp; remaining accessible &amp; accountable</li> </ol>
<p><b><i>Career Technical Education (CTE) services may be provided to all courses and students in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades</i></b></p>		

## **EXHIBIT "A-2"**

### **Menu of Services – Fee for Service**

A separate menu of services that are not necessary for all participating districts, or determinable at a cost that would be the same for all JPA districts, will also be available as a fee for service. There are services that IVROP is often asked to provide and such services can be added to the MOU as addendums for each individual district based on their needs. Some examples of such services are:

- The hiring of an instructor on a part-time basis.
- The hiring of an instructor shared with more than one district.
- Career Preparation related services for elementary / middle level of a Unified District

**2014/15 BUDGET \$186,102** (based on 9-12 GSA \$171.93/ADA)**EXHIBIT "A" - Core CTE Services****College and Career Readiness****Budget: \$92,068**

**Two (2) Guidance Technicians (GT) serving all three school sites with college and career readiness activities, career locker assessment to 9<sup>th</sup> grade students, student competitions and support to all CTE classes/activities.**

Budget Detail

Guidance Technicians Salaries & F.B.	\$ 77,435
Supplies (portfolios, interview pocket guide, skills competitions, office supplies, etc.)	\$ 2,000
Other/Operating Expenses (career locker, GT printed material, transit passes, vans/buses to competitions, mileage, printed material, etc)	\$ 5,900
Indirect costs (7.89%)	\$ 6,733
<b>Total</b>	<b>\$ 92,068</b>

**Employer Connections, Coordination/Communication, CTE State/Federal Accountability for Pathway Planning / Credentialing and Related Services, and Curriculum/Instruction**

**Budget: \$91,796**

CTE Coordinator and Program Assistant will coordinate student work site learning experiences with employers including student liability and work-related injury insurance coverage for off campus work-based learning experiences; bi-annual employer advisory meetings; annual CTE Collaborative Forum; annual CTE Perkins advisory meeting. Meet with administrators, principals, counselors and/or instructors to discuss college career readiness activities, pathway development, programs of study, master schedule, program evaluation, professional/curriculum development including CTE and Common Core standards aligning outlines and problem based lesson planning, CTE teacher credentialing, and coordination with post-secondary providers for articulation agreement, 'credit by exam' and dual enrollment opportunities. Establish and support CTSO's. The Data Analyst/Clerk will collect, analyze and report CTE program/student data.

Budget Detail

CTE Coordinator, Program Assistant and Data Analyst/Clerk - Salaries & F.B.	\$ 65,408
CTSO Stipends - Salaries & F.B.	\$ 10,160
Supplies (meetings, forum)	\$ 3,181
Other/Operating Expenses (advisory meetings, employer recruitment, forum, scantrons, copies, mileage, printed material, facility, communications, etc)	\$ 6,334
Indirect costs (7.89%)	\$ 6,713
<b>Total</b>	<b>\$ 91,796</b>

**Parental Services, Support & Other****Budget: \$2,238**

Annual Showcase/Recognition ceremony for outstanding students, parent career readiness/involvement, focus groups and grant funded support services.

Budget Detail

Supplies (certificates, medals, plaques, interviews, class displays,	\$ 975
Other/Operating Expenses (Printed material, facility rental, set-up costs, etc)	\$ 1,100
Indirect costs (7.89%)	\$ 163
<b>Total</b>	<b>\$ 2,238</b>





**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** C. Thomas Budde, Superintendent  
**FROM:** Sheri Hart, Assistant Superintendent  
**SUBJECT:** **APPROVAL OF THE 2014-2015 LOCAL CONTROL and ACCOUNTABILITY PLAN**

**ACTION**

**BACKGROUND:**

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.

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.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

The LCAP was developed with the input of teachers, parents, students, administrators and classified staff. The plan addresses all eight state priorities and is aligned with the Board's strategic goals. The majority of all LEA expenditures are listed and described as a consequence of being tied to the actions that support LEA goals around the state priorities. More specifically, the activities that support low income students, foster youth and English learners are clearly identified. The draft plan is posted on the district website at: [http://www.cuhsd.net/CMS/Media/LCAP\\_Working\\_Draft.pdf](http://www.cuhsd.net/CMS/Media/LCAP_Working_Draft.pdf)

**FINANCIAL IMPLICATIONS:**

As outlined in the detailed document and narrative.

**ACTION REQUESTED:**

The Superintendent requests that the Board approve the 2014-2015 LCAP as presented.

**ACTION:**      **MOTION:** \_\_\_\_\_      **SECOND:** \_\_\_\_\_  
                  **AYES:**        \_\_\_\_\_      **NOES:**        \_\_\_\_\_  
                  **ABSTENTIONS:** \_\_\_\_\_

**Introduction:**

**LEA: Central Union High School District**

**Contact (Name, Title, Email, Phone Number): Sheri Hart, Assistant Superintendent, 760-336-4530**

**LCAP Year: 2014-15**

***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. 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. 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 1 of Public Law 107-110) that are incorporated or referenced as relevant in this document. For each section of the template, LEAs should comply with instructions and use the guiding questions and 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. 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 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 (j), 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 (j), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

**Section 1: Stakeholder Engagement**

**Involvement Process**

CUHSD recognizes the importance of engaging stakeholders and the value of their input in the identification of district goals. Proactively, in early fall 2013, the CUHSD Board of Trustees initiated a strategic planning process facilitated by external consultant, Gloria Johnston from Achievement Equity, Inc. The process included a series of special planning meetings of the Board that were followed by nearly a dozen additional meetings with parents, teachers, students, bargaining units, and community service clubs. The strategic planning efforts resulted in Board adoption of new mission and vision statements, a set of core beliefs, and broad strategic goals, which were posted on the district website.

This strategic planning process set the stage nicely for the LCAP development process. In alignment with the district's interest in meaningfully involving students, parents, teachers, administrators, other staff, community, and Foster Youth representatives, the following LCAP input opportunities were provided:

- 12/10/13 –LCFF & State Priorities overview presented at a public Board meeting.
- 12/17/13 –LCAP Draft Template reviewed, priorities discussed, and preliminary plans for the LCFF Stakeholder Planning Process developed by District Administrative & Resource Team (DART)
- 1/28/14 – LCAP Organizational Planning meeting held
- 2/26, 3/12, 3/26/2014 – LCAP stakeholders meetings held (included students, parents, teachers, counselors, administrators, and classified staff) alternating between Central and Southwest High Schools. Food and childcare were provided. The LCFF process, State Priorities, the CUHSD Strategic Plan, and characteristics of effective schools were presented. Small group opportunities, driven by guiding questions and input/data from previous meetings, were used for eliciting increasingly specific feedback and suggestions.
- 4/3/2013 – Foster Youth Stakeholder meeting (including representatives from CASA, I.C. Social Services, Alternative Ed, counseling, & administration)
- 5/12/14 - LCAP Parent Advisory Committee meeting
- 5/15/14 - EL Advisory Committee meeting
- 5/27/14 – Bargaining Unit consultation meeting

**Impact on LCAP**

All stakeholders were notified of opportunities to provide input into the development of the LCAP. It is the intention of the planning process to build on existing programs and plans in an effort to expand and improve services with an overarching goal of increasing the achievement of all students while narrowing the gap between high and low performing subgroups.

*District strategic goals, as well as additional goals based on State Priorities, are the result of stakeholder input.*

*As part of multiple opportunities for discussion about desired resources, services and activities, stakeholders expressed strong interest in the following priority areas which will be addressed in the LCAP:*

1. *Increased opportunities for academic support through after-school and in-class tutoring programs*
2. *Reduced ratio of students to teachers in targeted academic core courses in an effort to reduce the high failure rate (emphasis – 9<sup>th</sup> Grade math)*
3. *Increased access and availability of counseling services*
4. *Expanded elective course options (especially in the areas of science and engineering) and increase instructional rigor*
5. *Increased opportunities for parent involvement, including informational meetings and parent organizations/committees*
6. *Improved communication among all stakeholders*
7. *Increased access to instructional materials, particularly hands-on manipulatives, and technology*
8. *Fostering a safe and more encouraging learning environment*
9. *Increased extended year learning opportunities for English learners*

Section 1: Stakeholder Engagement	
Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>• 6/04/14 - Draft of Plan posted on website</li> <li>• 6/04/14 - Public notice of Opportunity for Written Public Comment</li> <li>• 6/18/14- Public Hearing</li> <li>• 6/24/14 - LCAP and Budget adoption at Board Meeting</li> </ul>	

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.



**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

**Section 2: Goals and Progress Indicators**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups		School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	
<p><b>Need:</b> To improve performance of all students as measured by standardized measures. - <i>English Learners (EL)</i> &amp; <i>Low Income (LI) students</i> are not performing on state assessments at the same level as students not included in the identified subgroups. - <i>District students failed to meet the graduation rate target.</i></p> <p><b>Metrics:</b> CAHSEE CAASPP (SBAC) AP Exams Graduation Rate Dropout Rate GPA</p>	<p><b>Goal #1</b> -Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate</p>	All EL LI	All	<p>CAHSEE ELA 10th Grade pass rate will be increased: All Students - by 1% (to 83%); EL - by 3% (to 55%) LI - by 2% (to 78%) CAHSEE Math pass rate will be increased: All Students - by 1% (to 86%); EL - by 3% (to 67%); LI - by 2% (to 82%) CAASPP baseline to be established</p> <p>The number of students earning a score of <math>\geq 3</math> on AP exams will increase by 5% The percentage of seniors with a <math>\geq 2.0</math> GPA at the end of 1<sup>st</sup> semester will increase by 2%. Graduation Rate will increase to 84.7%</p>	<p>CAHSEE ELA 10th Grade pass rate will be increased: All Students - by 1% (to 84%); EL - by 3% (to 58%) LI - by 2% (to 80%) CAHSEE Math pass rate will be increased: All Students - by 1% (to 86%); EL - by 3% (to 70%); LI - by 2% (to 84%) CAASPP - All students and each subgroup will increase the percentage of students achieving at/above Level 3 by 2%</p> <p>The number of students earning a score of <math>\geq 3</math> on AP exams will increase by 5% The percentage of seniors with a <math>\geq 2.0</math> GPA at the end of 1<sup>st</sup> semester will increase by 2%. Graduation Rate will increase to 84.9%</p>	<p>CAHSEE ELA 10th Grade pass rate will be increased: All Students - by 2% (to 85%); EL - by 3% (to 61%) LI - by 2% (to 82%) CAHSEE Math pass rate will be increased: All Students - by 1% (to 87%); EL - by 3% (to 73%); LI - by 2% (to 86%) CAASPP - All students and each subgroup will increase the percentage of students achieving at/above Level 3 by 2%</p> <p>The number of students earning a score of <math>\geq 3</math> on AP exams will increase by 5% The percentage of seniors with a <math>\geq 2.0</math> GPA at the end of 1<sup>st</sup> semester will increase by 2%. Graduation Rate will increase to 85.1%</p>	<p><b>State Priorities:</b> 4. Pupil Achievement 8. Pupil Outcomes</p> <p><b>Local Board Goal:</b> 1. Achievement</p>

**Section 2: Goals and Progress Indicators**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b></p> <p>To improve the quality of teaching and learning for all students, with particular emphasis on differentiated instruction for EL and LI students.</p> <ul style="list-style-type: none"> <li>- <i>Research-based effective strategies not routinely observed in all classrooms.</i></li> <li>- <i>Current technologies (student devices) available on a very limited basis.</i></li> <li>- <i>High quality CCSS aligned materials available and in use in a limited number of classrooms.</i></li> </ul> <p><b>Metrics:</b></p> <p>Observation Protocol Tech Inventory CAASPP</p>	<p><b>Goal #2 -</b> Effectively use instructional strategies and resources, including technology, to improve student learning and achievement</p>	All	All	N/A in Year 1	<p>Baseline to be established based on new/revised observation protocols</p> <p>Availability of new or updated technology devices (computers/laptops/tablets/e-readers) increased by 30%</p> <p>Plan for digital instructional materials and required infrastructure</p> <p>CAASPP baseline to be established</p>	<p>Evidence of use of effective strategies increased by 10%</p> <p>Availability of new or updated technology devices (computers/laptops/tablets) increased by 20%</p> <p>Implement new instructional materials</p> <p>CAASPP – All students and each subgroup will increase the percentage of students achieving at/above Level 3 by 2%</p>	<p>Evidence of use of effective strategies increased by 10%</p> <p>Availability of new or updated technology devices (computers/laptops/tablets) increased by 15%</p> <p>Evaluate effectiveness of materials</p> <p>CAASPP – All students and each subgroup will increase the percentage of students achieving at/above Level 3 by 2%</p>	<p><b>State Priorities:</b></p> <p>1. Instructional Materials</p> <p>4. Pupil Achievement</p> <p><b>Local Board Goal:</b></p> <p>3. Effective strategies &amp; resources</p>

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To implement the academic content and performance standards adopted by the state board. - CCSS standards not fully implemented in all classrooms.</p> <p><b>Metrics:</b> Observation Protocol CAASPP</p>	<p><b>Goal #3 -</b> Implement the Common Core State Standards (CCSS) across all content areas</p>	All	All	N/A in Year 1	<p>Baseline to be established based on new/revised observation protocols</p> <p>CAASPP baseline to be established</p>	<p>Evidence of deeper implementation of standards increase by 10%</p> <p>CAASPP -- All students and each subgroup will increase the percentage of students achieving at/above Level 3 by 2%</p>	<p>Evidence of deeper more effective implementation of standards increase by 10%</p> <p>CAASPP -- All students and each subgroup will increase the percentage of students achieving at/above Level 3 by 2%</p>	<p><b>State Priorities:</b> 2. Implementation of Standards 4. Pupil Achievement</p> <p><b>Local Board Goal:</b> 2. Implement CCSS</p>
<p><b>Need:</b> To improve communication at all levels within the district - Teachers and parents participating in stakeholders meetings cited a need for improved communication</p> <p><b>Metrics:</b> Meeting Records Surveys</p>	<p><b>Goal #4 -</b> Improve communication among all stakeholders</p>	All	All	N/A in Year 1	<p>Expanded opportunities for two-way communication including, but not limited to, increased parent meetings and/or workshops; admin/staff/parent/student chat sessions; improved school websites, Facebook pages or other social media; investigate interest in PTO formation.</p> <p>Articulation with feeders and postsecondary institutions resulting in improved placement and curriculum coordination.</p>	<p>Continued expansion of opportunities for two-way communication including, but not limited to, increased parent meetings and/or organizations; admin/staff/parent/student chat sessions; regularly updated school websites, Facebook pages or other social media.</p> <p>Articulation with feeders and postsecondary institutions resulting in improved placement and curriculum coordination.</p>	<p>Continued expansion of opportunities for two-way communication including, but not limited to, increased parent meetings and/or organizations; admin/staff/parent/student chat sessions; regularly updated websites, Facebook pages or other social media.</p> <p>Articulation with feeders and postsecondary institutions resulting in improved placement and curriculum coordination.</p>	<p><b>State Priorities:</b> 3. Parent Involvement 6. School Climate</p> <p><b>Local Board Goal:</b> 4. Communication</p>

**Section 2: Goals and Progress Indicators**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To increase/improve course electives, support courses, and tutoring options. - <i>Limited elective offerings are available.</i></p> <p><b>Metrics:</b> Master Schedule Attendance Data Suspension/Expulsion Rates</p>	<p><b>Goal #5 -</b> Provide a more diverse selection of curricular and support offerings in order to increase student engagement and school connectedness through expanded access to rigorous and high interest coursework; targeted support for struggling students; and specialized curricula designed to accelerate EL students' acquisition of English.</p>	All EL	All (See notations for specific schools in LCAP Year columns. CUHS-'C' SHS-'S' DOHS-'D')	N/A in Year 1	<p>Increased number of AP sections allowing for more students to enroll. (C/S)</p> <p>Planning for International Baccalaureate implementation. (S)</p> <p>Increased sections of Accelerated Language II for Long Term ELs.</p> <p>Increased support for EL &amp; LJ students who are struggling academically.</p> <p>Increased tutoring options</p> <p>Students, parents, and staff engaged in developing a plan for expanding elective offerings.</p>	<p>AP enrollment increased by 3% (C/S)</p> <p>Initial year of IB Program Implementation (S)</p> <p>All LTEL students who qualify enrolled in Accelerated Language.</p> <p>Supports provided for EL &amp; LJ students who are struggling academically (refined based on analysis of effectiveness from prior year).</p> <p>A variety of tutoring options offered (refined based on analysis of services from prior year)</p> <p>Elective offerings increased by 10%.</p>	<p>AP enrollment increased by 2%.</p> <p>2nd year of IB Program Implementation (S)</p> <p>All LTEL students who qualify enrolled in Accelerated Language.</p> <p>Supports provided for EL &amp; LJ students who are struggling.</p> <p>A variety of tutoring options offered (refined based on analysis of services from prior year)</p> <p>Elective offerings increased by 10%.</p>	<p><b>State Priorities:</b> 5. Pupil Engagement 6. School Climate 7. Course Access</p>

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Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Updates: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To ensure that teachers are highly qualified and fully credentialed; <i>-Not all teachers meet the federal HQT definition.</i></p> <p><b>Metrics:</b> Teacher Assignment Report CMIS Report</p>	<p><b>Goal #6a -</b> Actively recruit, hire and retain highly qualified teachers.</p>	All	All	N/A in Year 1	<p>97% of classes taught by teachers who are fully credentialed and highly qualified.</p>	<p>98% of classes taught by teachers who are fully credentialed and highly qualified.</p>	<p>100% of classes taught by teachers who are fully credentialed and highly qualified.</p>	<p><b>State Priority:</b> 1. Basic Services: - Teacher Assignment</p>
<p><b>Need:</b> To ensure that adequate core academic instructional materials are provided <i>- Common Core aligned materials have not been adopted for ELA in grades 9-11. Math "Bridge" materials are temporary. CCSS aligned materials in other content areas are limited.</i></p> <p><b>Metrics:</b> Inventory of Materials</p>	<p><b>Goal # 6b -</b> Provide standards aligned instructional materials for all students.</p>	All	All	N/A in Year 1	<p>Appropriate CCSS aligned materials for ELA and Math evaluated. New AP materials for selected courses acquired and implemented. ERWC for English 12 implemented with fidelity using Kindles as a tool for instructional content delivery.</p>	<p>Implementation of CCSS aligned materials for ELA &amp; Math. Appropriate CCSS aligned materials for Social Studies evaluated.</p>	<p>Implementation of CCSS aligned materials for Social Studies. Appropriate CCSS aligned materials for Science evaluated.</p>	<p><b>State Priority:</b> 1. Basic Services: - Standards Aligned Materials</p>

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To ensure that campuses are safe and well maintained. - <i>Facilities are in need of continuous maintenance and improvement.</i></p> <p><b>Metrics:</b> Facilities Plan/Evaluation</p>	<p><b>Goal 6c -</b> Improve and maintain facilities to provide a safe and effective learning environment.</p>	All	All	N/A in Year 1	<p>Site facility teams established and plan/proposal for improvements developed.  Analyze future growth and develop facilities needs plan for accommodating increased enrollment  Campuses evaluated for safety by security specialist</p>	<p>Plans updated for following year Per approved plans, facility maintenance and improvement projects completed. Implement facilities plan (possible addition of modular classrooms)</p> <p>Campus safety improvements made based on security specialist report.</p>	<p>Plans updated for following year Per approved plans, facility maintenance and improvement projects completed. Implement facilities plan (possible addition of modular classrooms)</p> <p>Ongoing campus safety improvements made based on security specialist report.</p>	<p><b>State Priority:</b> 1. Basic Services: - Maintained Facilities</p>



**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Section 3a: Actions, Services, and Expenditures for ALL Pupils		* Level of Service if School-wide: Central - [C] Southwest [S] Desert Oasis [D]					
Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF SVC unless otherwise noted)		
<b>Goal #1 -</b> Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate	<b>State Priorities:</b> 4. Pupil Achievement 8. Pupil Outcomes  <b>Local Board Goal:</b> 1. Achievement	Class size: Reduce the ratio of students to teachers in content areas with the highest failure rates.  Assessments: Continue to create and/or refine CCSS aligned summative and formative assessments designed to better prepare students for CAASPP testing.	School-wide [C/S] *See above  LEA-wide	N/A in Year 1  N/A in Year 1	<b>LCAP YEAR Year 1: 2014-15</b> Hire two additional 9th Grade math teachers  Salary/benefits - \$130,000  Provide a release period (or hourly compensation) to a highly qualified math teacher to create or revise CCSS-aligned math assessments, generate performance reports, and assist other teachers in using data to inform instruction.  Salary/benefits - \$18,000  Provide curriculum release time or additional paid time for teacher teams to work on assessments Substitutes/Hourly/Benefits- \$12,000  Professional development for Instructional Coaches in Assessment for Learning. Registration/Travel - \$4,000 (Title II)  Professional development for teachers in Assessment for Learning provided by Instructional Coaches Substitutes - \$5,000 (Title II)	<b>Year 2: 2015-16</b> Additional English teachers (To accommodate EL Support plan). Maintain additional Math positions.  Salary/benefits - \$265,000  Provide paid time to a highly qualified math teacher to continue to evaluate validity and reliability of CCSS-aligned assessments, revise assessments as needed, generate performance reports, and assist other teachers in using data to inform instruction.  Salary/benefits - \$18,400  Provide curriculum release time or additional paid time for teacher teams to work on formative and summative assessments Substitutes/Hourly- \$12,000	<b>Year 3: 2016-17</b> Maintain and evaluate impact of added Math and English staff  Salary/benefits - \$268,000  Evaluate effectiveness of assessments and determine continued need for support.
					Ongoing professional development for teachers in Assessment for Learning provided by Instructional Coaches Substitutes - \$3,000 (Title II)	Ongoing professional development for teachers in Assessment for Learning provided by Instructional Coaches Substitutes - \$3,000 (Title II)	
					Ongoing professional development for teachers in Assessment for Learning provided by Instructional Coaches Substitutes - \$5,000 (Title II)	Ongoing professional development for teachers in Assessment for Learning provided by Instructional Coaches Substitutes - \$3,000 (Title II)	



**Section 3a: Actions, Services, and Expenditures for ALL Pupils** \* Level of Service if School-wide: Central – [C] Southwest [S] Desert Oasis [D]

What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding sources)? (All actions funded with LCFF. SVC unless otherwise noted)		Year 2: 2015-16	Year 3: 2016-17				
Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal #2 - Effectively use instructional strategies and resources, including technology, to improve student learning and achievement</b></p>	<p><b>State Priorities:</b> 1. Instructional Materials 4. Pupil Achievement <b>Local Board Goal:</b> 3. Effective strategies &amp; resources</p>	<p><b>Technology:</b> Increase student access to classroom technology</p> <p><b>Professional Development:</b> Provide PD for teachers on research-based effective instructional strategies.</p>	School-wide [C/S/D]	N/A in Year 1	<p>Develop a plan and pilot implementation of classroom sets of devices (tablets/laptops) in selected core academic courses.</p> <p>Implement use of Kindles for delivery of ERWC curriculum.</p> <p><b>Infrastructure - \$275,000 (CCSS) Devices - \$500,000 (CCSS) Kindles - (Lottery funds expended in 2013-14)</b></p> <p>Workshops &amp; Training - Instructional Technology Use - Explicit Direct Instruction/CAU - Common Language of Instruction - Inquiry/Exploratory Learning - Strategic Questioning</p> <p><b>Materials - \$2,000 Substitute Costs - \$12,000 (LCFF, Title I, Title II)</b></p>	<p>Expand and implement classroom sets of devices in selected core academic courses.</p> <p><b>Add/Upgrade Infrastructure - \$275,000 (E-Rate if Funded) Devices - \$175,000 (CCSS)</b></p> <p>Workshops &amp; Training - Instructional Technology - Explicit Direct Instruction/CAU - Common Language of Instruction - Deeper learning - Other</p> <p><b>Materials - \$2,000 Substitute Costs - \$12,000 (LCFF, Title I, Title II)</b></p>	<p>Implement classroom sets of devices in selected courses.</p> <p>Professional Development - Instructional Technology - Explicit Direct Instruction/CAU - Common Language of Instruction - Deeper learning - Other</p> <p>Evaluate ongoing PD needs <b>Costs - TBD</b></p>
<p><b>Goal #3 - Implement the Common Core State Standards (CCSS) across all content areas</b></p>	<p><b>State Priorities:</b> 2. Implementation of Standards 4. Pupil Achievement <b>Local Board Goal:</b> 2. Implement CCSS</p>	<p><b>Professional Development:</b> Provide targeted high quality PD for teachers to develop effective instructional practices</p> <p><b>Curriculum Development:</b> Provide time for teachers to continue work on updating course outlines to incorporate CCSS</p>	LEA-wide	N/A in Year 1	<p>Professional Development: - Close Reading - Common Core Writing - Text Complexity</p> <p><b>Materials - \$1,000 Substitute Costs - \$8,000 (LCFF, Title I, Title II)</b></p> <p>Provide release or additional time for teacher teams to work on pacing guides and instructional units.</p> <p><b>Substitutes/Hourly salary/benefits - \$12,000</b></p>	<p>Professional Development: - Close Reading - Common Core Writing - Text Complexity</p> <p><b>Materials - \$1,000 Substitute Costs - \$8,000 (LCFF, Title I, Title II)</b></p> <p>Evaluate and refine CCSS aligned curricula. Provide ongoing release or additional time for teacher teams to work on pacing guides and instructional units.</p> <p><b>Substitutes/Hourly salary/benefits - \$10,000</b></p>	<p>Targeted Professional Development: - Close Reading - Common Core Writing - Text Complexity</p> <p>Evaluate ongoing PD needs <b>Costs - TBD</b></p> <p>Implement CCSS aligned curricula in all core academic and CTE courses.</p>

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Section 3a: Actions, Services, and Expenditures for ALL Pupils							
* Level of Service if School-wide: Central - [C] Southwest [S] Desert Oasis [D]							
Goal (Include all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF S/C unless otherwise noted)		
Goal #4 - Improve communication among all stakeholders	<p>State Priorities:</p> <p>3. Parent Involvement</p> <p>6. School Climate</p> <p>Local Board Goal:</p> <p>4. Communication</p>	<p><u>Communication:</u></p> <p>Develop and implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators.</p>	LEA-wide	N/A in Year 1	<p><b>LCAP YEAR Year 1: 2014-15</b></p> <p>Conduct campaign to promote open communication among administrators, teachers, teachers, staff, and students.</p> <p>Conduct regularly scheduled "chat sessions" with superintendent and other district/site administration.</p> <p>Conduct annual stakeholder meetings for input about LCAP</p> <p><i>Meeting Supplies - \$3,500</i></p> <p>Improve district and school websites.</p> <p><i>Website Consultant Fees - \$15,000</i></p>	<p><b>Year 2: 2015-16</b></p> <p>Evaluate, refine, and continue campaign to promote open communication among stakeholders.</p> <p>Conduct regularly scheduled "chat sessions" with superintendent and other district/site administration.</p> <p>Conduct annual stakeholder meetings for input about LCAP</p> <p><i>Meeting Supplies - \$3,500</i></p> <p>Regularly update district and school websites.</p>	<p><b>Year 3: 2016-17</b></p> <p>Continue implementation of effective strategies for improved communication.</p> <p>Conduct regularly scheduled "chat sessions" with superintendent and other district/site administration.</p> <p>Conduct annual stakeholder meetings for input about LCAP</p> <p><i>Meeting Supplies - \$3,500</i></p> <p>Regularly update district and school websites.</p>
					<p>Initiate process for increased text communication between schools and home. Investigate texting alternatives and determine best solution. Maintain phone notification system.</p> <p>Blackboard Connect contract - \$9000</p> <p>Pilot a second semester Open House (or Parent/Teacher/Student Conference)</p> <p><i>Materials/Supplies - \$3,000</i></p> <p>Conduct meetings with representatives from feeder districts and IVC</p> <p>No additional cost.</p>	<p>Maintain phone notification system.</p> <p>Blackboard Connect contract - \$9000</p> <p>Hold a second semester Open House (or Parent/Teacher/Student Conference event) for all students.</p> <p><i>Materials/Supplies - \$3,000</i></p> <p>Conduct meetings with representatives from feeder districts and IVC</p> <p>No additional cost.</p>	<p>Maintain phone notification system.</p> <p>Blackboard Connect contract - \$9000</p> <p>Hold a second semester Open House (or Parent/Teacher/Student Conference event) for all students.</p> <p><i>Materials/Supplies - \$3,000</i></p> <p>Conduct meetings with representatives from feeder districts and IVC</p> <p>No additional cost.</p>
					<p><u>Articulation:</u></p> <p>Increase articulation of services with middle schools &amp; postsecondary</p>	<p>Maintain phone notification system.</p> <p>Blackboard Connect contract - \$9000</p> <p>Hold a second semester Open House (or Parent/Teacher/Student Conference event) for all students.</p> <p><i>Materials/Supplies - \$3,000</i></p> <p>Conduct meetings with representatives from feeder districts and IVC</p> <p>No additional cost.</p>	<p>Maintain phone notification system.</p> <p>Blackboard Connect contract - \$9000</p> <p>Hold a second semester Open House (or Parent/Teacher/Student Conference event) for all students.</p> <p><i>Materials/Supplies - \$3,000</i></p> <p>Conduct meetings with representatives from feeder districts and IVC</p> <p>No additional cost.</p>

Section 3a: Actions, Services, and Expenditures for ALL Pupils						
* Level of Service if School-wide: Central - [C] Southwest [S] Desert Oasis [D]						
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF S/C unless otherwise noted)	Year 3: 2016-17
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16
<p><b>Goal #5 -</b> Provide a more diverse selection of curricular offerings in order to increase student engagement and school connectedness through expanded access to rigorous and high interest coursework; targeted support for struggling students; and specialized curricula designed to accelerate EL student's acquisition of English.</p>	<p><b>State Priorities:</b> 5. Pupil Engagement 6. School Climate 7. Course Access</p>	<p><u>Course Access:</u> Expand elective course offerings to meet the needs of all students.</p>	<p>School-wide [C/S]  School-wide [S]  LEA-wide  School-wide [C/S/D]  School-wide [S]  School-wide [C/S]  LEA-wide</p>	<p>N/A in Year 1  N/A in Year 1  N/A in Year 1  N/A in Year 1  N/A in Year 1  N/A in Year 1  N/A in Year 1</p>	<p>Increase enrollment in AP. Participate in Equal Opportunity Schools project. Fees - \$18,000 [C] Continue International Baccalaureate Program planning and application process. Fees - \$10,000 [S] Investigate and plan for dual enrollment opportunities with Imperial Valley College Engage students, parents, and staff in developing a plan for expanding elective offerings. Conduct surveys, hold meetings, consider alternative scheduling (possible subject of negotiations) Meeting Supplies: \$2,000 Modify transportation schedule to provide later bus access for all SHS students participating in after-school learning opportunities. Projected Increased Costs: Salary/benefits: \$ 50,000 Provide support classes for English Learners and at-risk Low Income students. (see section 3.b. for details and costs.) Teachers &amp; Counselors - Regular Program Core &amp; Elective Offerings Salaries/Benefits - \$13,000,000 (LCFF, Lottery, EPA)</p>	<p>Increase or maintain enrollment in AP.  Expand IB Program for second year participants. Costs: TBD Continue to implement dual enrollment program for qualified students Continue to provide increased elective offerings   Instructional Materials - \$20,000 Maintain transportation schedule to provide later bus access for all SHS students participating in after-school learning opportunities Projected Increased Costs: Salary/benefits: \$ 50,000 Provide support classes for English Learners and at-risk Low Income students. (see section 3.b. for details and costs.) Teacher &amp; Counselors - Regular Program Core &amp; Elective Offerings Salaries/Benefits - \$13,525,000</p>



Section 3a: Actions, Services, and Expenditures for ALL Pupils		* Level of Service if School-wide: Central – [C] Southwest [S] Desert Oasis [D]				
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF S/C-unless otherwise noted)	
					LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17	
<b>Goal #6a -</b> Actively recruit, hire and retain highly qualified teachers.	<b>State Priority:</b> 1. Basic Services: - Teacher Assignment	<b>Qualified Teachers:</b> Fill all new openings with fully credentialed teachers.  Provide support to teachers who are not fully credentialed in their subject areas.	LEA-wide	N/A in Year 1	Employ advertising and recruiting practices that attract highly qualified applicants.  BTSA Training and Support  Support Provider Stipends: \$15,000 (Title II) Content specific training: TBD	Employ advertising and recruiting practices that attract highly qualified applicants.  BTSA Training and Support  Provider Stipends: \$15,000 Content specific training: TBD
<b>Goal # 6b -</b> Provide standards aligned instructional materials for all students.	<b>State Priority:</b> 1. Basic Services: - Standards Aligned Materials	<b>Materials:</b> Provide more hands-on materials/manipulatives, particularly in math.  Provide CCSS and NGSS aligned textbooks and materials (including digital formats)	LEA-wide	N/A in Year 1	Evaluate and purchase appropriate learning materials, including digital formats. Focus on selection of ELA (grades 9-11) & Math for 2015-16 implementation.  ELA & Math Materials - \$400,000 (LCFF & Lottery)  AP Textbooks (for current year) - \$100,000 (Lottery)	Evaluate and purchase appropriate learning materials, including digital formats. Focus on selection of CCSS-aligned Social Studies materials for 2016-17 implementation.  Social Sci Materials - \$300,000 (LCFF & Lottery)  Science Materials - \$300,000 (LCFF & Lottery)
<b>Goal 6c -</b> Improve and maintain facilities to provide a safe and effective learning environment.	<b>State Priority:</b> 1. Basic Services: - Maintained Facilities	<b>Facilities:</b> Develop a multi-year plan for facility maintenance and improvement.  Conduct evaluation of campuses to identify and address safety concerns.	School-wide [C/S/D]	N/A in Year 1	Facilities improvements and maintenance teams assess campus needs.  Conduct a safety assessment. Begin implementing plan for improvements during second semester.  Costs: Labor - \$100,000 Materials - \$400,000 (LCFF - Deferred Maintenance)	Implement plan.  Annual reassessment of needs and priorities.  Costs: Labor - \$100,000 Materials - \$400,000 (LCFF - Deferred Maintenance)

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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

\* Level of Service if School-wide: Central – [C] Southwest [S] Desert Oasis [D]

Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	LCAP YEAR	Year 2: 2015-16	Year 3: 2016-17
Goal #1 - Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate	State Priorities: 4. Pupil Achievement 8. Pupil Outcomes Local Board Goal: 1. Achievement	For low income pupils: Tutoring: Provide a variety of tutoring options, including in class tutors, after school tutors, online tutoring, and cross age tutoring.  At-risk Incoming 9 <sup>th</sup> Graders: Provide summer intervention and regular year specialized instruction for students from feeder middle schools who failed to meet 8 <sup>th</sup> grade graduation requirements.	School-wide [C/S/D]	N/A in Year 1	Year 1: 2014-15 AVID Trained Tutors in 9 <sup>th</sup> Grade math & ELA (2@C, 2@S, 1@D 4 hrs/day) – Salary/Benefits - \$43,200 Pilot "Learning Together" – Cross Age tutoring program: Materials - \$9,000 Teacher Salaries/Benefits - \$5,500 Additional after School Tutors (including AP) Salary/Benefits - \$30,000 (LCFF S/C, Title I, Migrant) Summer "Connection" Program for Socially Promoted students Materials - \$1,000 Teacher Salaries/Benefits - \$57,500 Academy (Alternative School of Choice) for Socially Promoted 9 <sup>th</sup> Grade Students Materials - \$3,000 Teacher Salaries/Benefits - \$75,000	Year 2: 2015-16 AVID Trained Tutors in 9 <sup>th</sup> Grade math & ELA (2@C, 2@S, 1@D 4 hrs/day) – Salary/Benefits - \$43,700 Evaluate "Learning Together" program effectiveness. Contingent on evaluation, expand program. Materials - \$5,000 Teacher Salaries/Benefits - \$5,500 Additional after School Tutors (including AP) Salary/Benefits - \$30,600 (LCFF S/C, Title I, Migrant) Summer "Connection" Program for Socially Promoted students Materials - \$1,000 Teacher Salaries/Benefits - \$57,500 Alternative School of Choice for Socially Promoted 9 <sup>th</sup> Grade Students Materials - \$3,000 Teacher Salaries/Benefits - \$76,500	Year 3: 2016-17 AVID Trained Tutors in 9 <sup>th</sup> Grade math & ELA (2@C, 2@S, 1@D 4 hrs/day) – Salary/Benefits - \$43,700 Pilot "Learning Together" – Cross Age tutoring program: Materials - \$5,000 Teacher Salaries/Benefits - \$5,500 Additional after School Tutors (including AP) Salary/Benefits - \$31,200 (LCFF S/C, Title I, Migrant) Summer "Connection" Program for Socially Promoted students Materials - \$1,000 Teacher Salaries/Benefits - \$57,500 Alternative School of Choice for Socially Promoted 9 <sup>th</sup> Grade Students Materials - \$3,000 Teacher Salaries/Benefits - \$78,000

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Section 3b: Actions, Services, and Expenditures for Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient Students						
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF S/C unless otherwise noted)	
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16 Year 3: 2016-17
Goal #1 - Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate	State Priorities: 4. Pupil Achievement 8. Pupil Outcomes  Local Board Goal: 1. Achievement	<u>Counseling</u> : Provide a half-time counseling position devoted to foster youth and at-risk/low income students.  <u>Intervention</u> : Provide 8 <sup>th</sup> period support courses for struggling students  <u>Internet Connectivity</u> : Provide internet for identified low income homes  <u>Professional Development</u> : Provide professional development for all staff in the research and effective strategies for improving achievement of students from low income households.  <u>AP Testing Fees</u> : Pay uncovered AP testing fees for low income students.	School-wide [C/S/D]	N/A in Year 1	At-Risk Counselors - .5 FTE at each site Salaries/Benefits - \$145,000	At-Risk Counselors - .5 FTE at ea. site Salaries/Benefits - \$151,000
			School-wide [C/S]	N/A in Year 1	Intervention Coordinator [S] - Salaries/Benefits - \$18,000  8 <sup>th</sup> Period Instructors - Salaries/Benefits - \$30,000 (Title I, III, LCFF S/C) Investigate provision of Internet Connectivity for Low Income homes that are currently not connected.	Intervention Coordinator - Salaries/Benefits - \$18,400  8 <sup>th</sup> Period Instructors - Salaries/Benefits - \$32,000 (Title I, III, LCFF S/C) Internet Connectivity Cost - TBD
			School-wide [C/S/D]	N/A in Year 1	Professional Development - Culture of Hope/ Framework for Understanding Poverty  <u>Books/Materials</u> - \$3,000 (Program Improvement)	Professional Development: - Culture of Hope/ Framework for Understanding Poverty
			School-wide [C/S]	N/A in Year 1	Uncovered AP testing fees Fees - \$10,000	Uncovered AP testing fees Fees - \$13,000

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Section 3b: Actions, Services, and Expenditures for Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient Students						
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF S/C unless otherwise noted)	
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16 Year 3: 2016-17
<p><b>Goal #1 -</b> Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate</p>	<p><b>State Priorities:</b> 4. Pupil Achievement 8. Pupil Outcomes</p> <p><b>Local Board Goal:</b> 1. Achievement</p>	<p><b>For English learners:</b> <u>Support Services:</u> Provide administrative and student/parent support services</p> <p><u>Tutoring:</u> Provide English Learners with additional tutoring services designed to supplement the learning program for EL students and support their development of English and access to the core.</p> <p><u>Assessment:</u> Collect data and evaluate program effectiveness</p>	<p>LEA-wide</p>	<p>N/A in Year 1</p>	<p>5 FTE Supervisor of Instruction &amp; EL Programs Salary/Benefits: \$62,000 Provide two (one additional) EL Program Assistants Salary/Benefits: \$116,000 (LCFF/SC &amp; Title III) Quarterly ELD parent meetings held at each school Supplies and Snacks: \$1600</p> <p>Conduct SST's for all Long Term EL's who are CELDT Level 1-2 Substitutes: \$1,000 AVID trained in-class Tutors Salary/benefits: \$81,335</p>	<p>.5 FTE Supervisor of Instruction &amp; EL Programs Salary/Benefits: \$63,900 Maintain two EL Program Assistants Salary/Benefits: \$118,000 (LCFF/SC &amp; Title III) Quarterly ELD parent meetings held at each school Supplies and Snacks: \$1600</p> <p>Conduct SST's for all Long Term EL's who are CELDT Level 1-2 Substitutes: \$1,000 AVID trained in-class Tutors Salary/benefits: \$81,335</p>
			<p>School-wide [C/S/D]</p>	<p>N/A in Year 1</p>	<p>Investigate student assessment systems that will provide pre-post data for individual and program effectiveness evaluation Travel/Conferences: \$2500 (LCFF S/C &amp; Title III)</p>	<p>Implement student assessment systems that will provide pre-post data for individual and program effectiveness evaluation Professional Development: \$5,000 (LCFF/Title III)</p>

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Section 3b: Actions, Services, and Expenditures for Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient Students						
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF S/C unless otherwise noted)	Year 2: 2015-16 Year 3: 2016-17
<b>Goal #2 -</b> Effectively use instructional strategies and resources, including technology, to improve student learning and achievement	<b>State Priorities:</b> 1. Instructional Materials 4. Pupil Achievement <b>Local Board Goal:</b> 3. Effective strategies & resources	<b>For English learners:</b> <u>Differentiated Instruction:</u> Provide specially designed academic instruction in English and bilingual instruction in designated classes.	LEA-wide	N/A in Year 1	Stipends for SEI/Bilingual Program Teachers  Salary/Benefits- \$50,000  Professional development for content-area SEI teachers on instructional routines to benefit English learners.  Substitutes: \$8400 (LCFF S/C, Title II & III)  Professional development on differentiation strategies for L4/5 students placed in regular classes	Stipends for SEI/Bilingual Program Teachers  Salary/Benefits- \$50,000  Professional development for content-area SEI teachers on instructional routines to benefit English learners.  Substitutes: \$8400 (LCFF S/C, Title II & III)  Professional development on differentiation strategies for L4/5 students placed in regular classes
			LEA-wide	N/A in Year 1	Stipends for SEI/Bilingual Program Teachers  Salary/Benefits- \$50,000  Professional development for content-area SEI teachers on instructional routines to benefit English learners.  Substitutes: \$8400 (LCFF S/C, Title II & III)  Professional development on differentiation strategies for L4/5 students placed in regular classes	Stipends for SEI/Bilingual Program Teachers  Salary/Benefits- \$50,000  Professional development for content-area SEI teachers on instructional routines to benefit English learners.  Substitutes: \$8400 (LCFF S/C, Title II & III)  Professional development on differentiation strategies for L4/5 students placed in regular classes
<b>Goal #3 -</b> Implement the Common Core State Standards (CCSS) across all content areas	<b>State Priorities:</b> 2. Implementation of Standards 4. Pupil Achievement <b>Local Board Goal:</b> 2. Implement CCSS	<u>Curriculum:</u> Align curriculum to new ELD standards, develop support class curriculum and evaluate new materials for purchase as needed.	LEA-wide	N/A in Year 1	Substitutes: \$8400 (LCFF S/C & Title III)  EL materials: Evaluate current materials against CCSS/ELD standards to determine alignment and investigate new materials for ELD courses  Materials: \$25,000	Substitutes: \$8400 (LCFF S/C & Title III)  EL materials: Purchase and implement materials for content-area SEI courses  Materials: \$25,000

Section 3b: Actions, Services, and Expenditures for Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient Students							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #5 - Provide a more diverse selection of curricular offerings in order to increase student engagement and school connectedness through expanded access to rigorous and high interest coursework; targeted support for struggling students; and specialized curricula designed to accelerate EL student's acquisition of English.</p>	<p>State Priorities: 5. Pupil Engagement 6. School Climate 7. Course Access</p>	<p>For English learners: Program of Study: Provide a program of study for EL students designed to address the unique needs of each language level.</p>	<p>School-wide [C/S/D]</p>	<p>N/A in Year 1</p>	<p>Planning completed for the updated program of study based on language level and years in U.S. schools. PD/Substitutes: \$23,410 (LCFF S/C &amp; Title III) Increase sections of after-school Accelerated Language II Courses Salary/Benefits: \$176,000 (LCFF S/C &amp; Title III) Honors Spanish Salary/benefits: \$64,000 EL Support Classes Salary/benefits: \$360,000 (LCFFS/C &amp; Title III) Summer Courses Salary/benefits: \$4,402 (LCFF/SC &amp; Title I) .20 Part-time Resource Teacher to develop curriculum Salary/benefits: \$18,000 Investigate high schools with biliteracy (dual language) models Travel/Conferences: \$2,500 (LCFF/SC &amp; Title III)</p>	<p>Planning continued for the updated program of study based on language level and years in U.S. schools. PD/Substitutes: \$7,500 (LCFF S/C &amp; Title III) Maintain increased sections of after-school Accelerated Language II Courses Salary/Benefits: \$180,000 (LCFF S/C &amp; Title III) Honors Spanish Salary/benefits: \$66,000 EL Support Classes Salary/benefits: \$370,800 (LCFF S/C &amp; Title III) Summer Courses Salary/benefits: \$22,010 (LCFF/SC &amp; Title III) .40 Part-time Resource Teacher to develop curriculum Salary/benefits: \$37,000 Implement a bi-literacy pathway, adding Spanish-language content-area courses Salary/benefits: \$72,000</p>	<p>Planning continued for the updated program of study based on language level and years in U.S. schools PD/Substitutes: \$7,500 (LCFF S/C &amp; Title III) Maintain increased sections of after-school Accelerated Language II Courses Salary/Benefits: \$184,000 (LCFF S/C &amp; Title III) Honors Spanish Salary/benefits: \$68,000 EL Support Classes Salary/benefits: \$382,000 (LCFF Title III) Summer Courses Salary/benefits: \$22,670 (LCFF/SC &amp; Title III) .40 Part-time Resource Teacher to evaluate and refine curriculum Salary/benefits: \$38,200 Continue to expand the bi-literacy pathway, adding Spanish-language content-area courses Salary/benefits: \$108,000</p>

Section 3b: Actions, Services, and Expenditures for Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient Students						
Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (All actions funded with LCFF S/C unless otherwise noted)	Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17
Goal #1 - Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate	<p><b>State Priorities:</b></p> <p>4. Pupil Achievement</p> <p>8. Pupil Outcomes</p> <p><b>Local Board Goal:</b></p> <p>1. Achievement</p>	<p><b>For foster youth:</b></p> <p><u>Counseling:</u> Provide half-time counseling positions at each school devoted to foster youth (FY) and at-risk/low income students who will ensure that all FY are monitored and provided prioritized intervention services, including tutoring, support classes, and resources necessary for full participation in co-curricular and extra-curricular activities.</p> <p><u>Support Services:</u> Ensure that a Student Success Team (SST) meeting is conducted for every identified FY student.</p> <p><u>Coordination:</u> Collaborate with other service agencies to ensure appropriate unduplicated services for FY students</p>	School-wide [C/S/D]	N/A in Year 1	<p>At-Risk Counselors (Costs reflected on page 21)</p> <p>At-Risk Counselors (Costs reflected on page 21)</p> <p>At-Risk Counselors (Costs reflected on page 21)</p>	<p>At-Risk Counselors (Costs reflected on page 21)</p> <p>At-Risk Counselors (Costs reflected on page 21)</p> <p>At-Risk Counselors (Costs reflected on page 21)</p>
					<p>Conduct SSTs for every FY student.</p> <p>Substitutes for teachers participating in SSTs: \$ 1,000</p> <p>Conduct SSTs for every FY student.</p> <p>Substitutes for teachers participating in SSTs: \$ 1,000</p> <p>Conduct SSTs for every FY student.</p> <p>Substitutes for teachers participating in SSTs: \$ 1,000</p>	<p>Conduct SSTs for every FY student.</p> <p>Substitutes for teachers participating in SSTs: \$ 1,000</p> <p>Conduct SSTs for every FY student.</p> <p>Substitutes for teachers participating in SSTs: \$ 1,000</p> <p>Conduct SSTs for every FY student.</p> <p>Substitutes for teachers participating in SSTs: \$ 1,000</p>
			LEA-wide	N/A in Year 1	<p>Coordinate with Social Services, Mental Health, CASA, and other Foster Youth service providers through regular communication and meetings between At-Risk Counselors and Agency representatives. Establish a process for sharing FY information.</p> <p>(No additional costs)</p>	<p>Coordinate with Social Services, Mental Health, CASA, and other Foster Youth service providers through regular communication and meetings between At-Risk Counselors and Agency representatives. Establish a process for sharing FY information.</p> <p>(No additional costs)</p>

Section 3b: Actions, Services, and Expenditures for Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient Students							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (Including funding source)? (All actions funded with LCFF S/C unless otherwise noted)	Year 3: 2016-17	
<p><b>Goal #1 -</b> Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate</p>	<p>State Priorities: 4. Pupil Achievement 8. Pupil Outcomes Local Board Goal: 1. Achievement</p>	<p>For redesignated fluent English proficient pupils:</p>	<p>School-wide [C/S/D]</p>	<p>N/A in Year 1</p>	<p><b>LCAP YEAR</b> <b>Year 1: 2014-15</b> Conduct a thorough evaluation of R-FEP student performance. Identify students in need of support. Design program to address individual student needs through an electronic Individualized Learning Plan and extended day classes.  (Costs reflected in salaries/benefits of EL program personnel previously identified)</p>	<p><b>Year 2: 2015-16</b> Implement an electronic Individualized Learning Plan and extended day classes for R-FEP students.  (Costs to be determined)</p>	<p><b>Year 3: 2016-17</b> Collect data on R-FEP academic progress, monitor the effectiveness of extended day classes and the use of the electronic format for ILPs.  (Costs reflected in salaries/benefits of EL program personnel previously identified)</p>



- C. Describe the LEA's increase in 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

CUHSD's unduplicated percentage of low income, foster youth, and EL pupils is 75%. CUHSD's identified GAP funding increase in FY 14-15 is \$2,215,149, with the total amount of services needing to be provided amounting to \$2,966, 526. After identifying \$1,563,275 in FY 13-14 General Fund expenditures which support and serve our populations of unduplicated students, the district's additional supplemental and concentration spending requirement is \$1,403,251.

Supplemental/Concentration funds will be used to support a wide array of programs and services designed to meet the unique learning needs of English learners, foster youth, and low income pupils including specialized curriculum and instructional materials, intervention programs, tutoring, counseling, administrative support, parent involvement, and targeted professional development. Identified services will be aligned with district goals and state priorities and provided at the subgroup, school-wide or district-wide basis as described in the plan. A more detailed listing of FY 14-15 expenditures for special population students, as well as for ALL students, are provided in the appendix.

- D. 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). 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). 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.

Supplemental/Concentration fund expenditures for identified subgroups, which include low income, English learners, and foster youth, will be proportionally increased by 9.71% in 2014-15. As referenced above, services for these subgroups will be measured both quantitatively (expenditures for materials, staffing, professional development, materials, and extended time) and qualitatively (expanded/enhanced services and programs, increased parent involvement, and improved instructional strategies). In addition to LCFF S/C funds, categorical dollars will be used in support of the identified subgroups.

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, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** C. Thomas Budde, Superintendent  
**FROM:** Merritt Merten, Fiscal Service Supervisor  
**SUBJECT:** **APPROVAL OF THE 2013-2014 ESTIMATED ACTUALS AND THE 2014-2015 PROPOSED BUDGET**

**ACTION**

**BACKGROUND:**

The 2013-2014 Estimated Actuals and the 2014-2015 Proposed Budget Financial Report summarizes the projected revenues, expenditures and changes in fund balances. A detailed report can be found at <http://www.cuhsd.net/departments/business-services/>.

**DISCUSSION/ALTERNATIVE/CONCERNS:**

None

**FINANCIAL IMPLICATIONS:**

As outlined in the detailed document and narrative.

**ACTION REQUESTED:**

The Superintendent requests that the Board approve the 2013-2014 Estimated Actuals and the 2014-2015 Proposed Budget as presented.

**ACTION:**    **MOTION:** \_\_\_\_\_    **SECOND:** \_\_\_\_\_  
                 **AYES:**        \_\_\_\_\_    **NOES:**        \_\_\_\_\_  
                 **ABSTENTIONS:**        \_\_\_\_\_

**CENTRAL UNION HIGH SCHOOL DISTRICT**

**DATE:** June 24, 2014  
**TO:** C. Thomas Budde, Superintendent  
**FROM:** Merritt Merten, Fiscal Services Supervisor  
**SUBJECT:** **ADOPT RESOLUTION # 06242014-15 OF THE CENTRAL UNION HIGH SCHOOL DISTRICT APPROVING THE 2014-15 CASH TRANSFERS**

**ACTION**

**BACKGROUND:**

By approving the attached Resolution, the Superintendent/Assistant Superintendent will be able to transfer cash between District Funds in order to maintain cash within the General Fund to support payroll and payable payments so the District operations may continue.

**ACTION REQUESTED:**

The Superintendent requests the Board adopt Resolution # 06242014-15 approving the Cash Transfers as proposed for the 2014-15 fiscal year.

**ACTION:**      **MOTION:** \_\_\_\_\_      **SECOND:** \_\_\_\_\_  
                  **AYES:**        \_\_\_\_\_      **NOES:**        \_\_\_\_\_  
                  **ABSTENTIONS:**      \_\_\_\_\_

**CENTRAL UNION HIGH SCHOOL DISTRICT  
RESOLUTION #06242014-15  
CASH TRANSFERS**

WHEREAS, Education Code section 42600, District Budget Limitation on Expenditure, requires that the Central Union High School District Board of Trustees approve all fund transfers by means of written resolution approved by a majority vote of the Board; and

WHEREAS, The Central Union High School District Board of Trustees has designated the Superintendent and the Assistant Superintendent as agents responsible for maintaining the funds for the operation of the Central Union High School District; and

WHEREAS, The Central Union High School District Board of Trustees conducts matters, fiscal and otherwise, according to the laws specified in the California Education Code, Government Code, Board Policy, and other Applicable statute.

NOW, THEREFORE BE IT RESOLVED, That the Board authorizes the Superintendent and the Assistant Superintendent to make cash transfers within and between funds in order to maintain payroll and payable obligations that may arise for the 2014-15 fiscal year.

PASSED AND ADOPTED this 24th day of June, 2014 Board at a regular meeting by the following vote

AYES:

NOES:

ABSENT:

ABSTAINED:

\_\_\_\_\_  
Dr. C. Thomas Budde, Secretary of the Board

June 24, 2014  
Date