

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR BOARD MEETING
February 9, 2017
Yvonne Cook Board Room
6578 Santa Teresa Blvd. San Jose, CA

AGENDA

OPEN SESSION – 6:30 P.M.

CALL TO ORDER

SET THE AGENDA

CLOSED SESSION – 6:32 P.M.

1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

-Superintendent

2. PUBLIC EMPLOYEE DISCIPLINE/RELEASE/DISMISSAL

-Government Code section 54957

3. CONFER WITH LABOR NEGOTIATOR

The Board will confer with the District labor negotiators; Assistant Superintendent Andrew Garcia, Assistant Superintendent Laura Phan, and Legal Counsel Adam Fiss regarding California School Employees Association, Chapter 412. In addition, the Board will confer with District labor negotiator Superintendent José L. Manzo regarding unrepresented Employees – Assistant Principal, Coordinator, Construction Coordinator, Elementary Principal, Intermediate Principal, Small School Principal, Director, Chief Operations Officer, Network Engineer, Manager of Operations, Program Administrator, Secretary to the Superintendent, Administrative Assistant, Fiscal Manager, Executive Division Secretary, Administrative Secretary.

4. STUDENT DISCIPLINE

The Board will review and discuss Student Discipline Case No. 16/17-09

OPEN SESSION 7:30 p.m.

FLAG SALUTE

SUPERINTENDENT'S REPORT

The Superintendent will report on matters that relate to the District.

PUBLIC HEARING

Public hearing on the Negotiated Settlement between Oak Grove School District and the California School Employees Association (CSEA), Chapter 412.

CLOSED SESSION ITEMS

The Board will report out any action taken in Closed Session as required by law and/or take action as appropriate in Open Session.

PUBLIC COMMENT

Members of the public may address the Board on any issue or agenda item at this time. Members of the public may also address the Board on an agenda item during consideration of the item. No action can be taken on an item not on the agenda at this time. In accordance with Board Bylaw 9323, individual remarks will be limited to three minutes each, unless otherwise stipulated.

EMPLOYEE BARGAINING UNIT COMMENT

A representative from each employee bargaining unit may address the Board on any issue or agenda item at this time. No action can be taken on an item not on the agenda at this time. In accordance with Board Bylaw 9323, individual remarks will be limited to three minutes each, unless otherwise stipulated.

ITEMS SCHEDULED FOR ACTION (40)

A. CONSENT AGENDA

Manzo (5)

1. Minutes – Regular Board Meeting, January 12, 2017
2. Certificated Personnel Order
3. Classified Personnel Order
4. Donation Letter – Del Roble
5. Certificated Job Description – District Nurse
6. Fourth Grade Indigo Class Overnight Field Trip to Coloma Outdoor Discovery School

RECOMMENDATION: It is recommended that the Board of Trustees approve the Consent Agenda, as presented.

B. HUMAN RESOURCES DIVISION

Garcia (10)

1. **NEGOTIATED SETTLEMENT BETWEEN THE OAK GROVE SCHOOL DISTRICT AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 412**

Board Policy 4041 states, The Board of Trustees recognizes that collective bargaining agreements are legally binding, bilateral agreements. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered. - The ratification process allows the Board to review, analyze and seek clarification on agreements reached.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the proposed changes in the agreement between Oak Grove School District and the California School Employees Association (CSEA), Chapter 412, as presented.

B. HUMAN RESOURCES DIVISION

2. RESOLUTION NO. 1247-02/17 SUPPLEMENTAL EMPLOYEE RETIREMENT PLAN (SERP)

Garcia (10)

The Board will receive a recommendation on a SERP program designed to recognize and reward the commitment of teachers for their long term service in education as well as a positive strategy to achieve budget reduction and cost containment.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Resolution No. 1247-02/17, Supplemental Employee Retirement Plan for Certificated or Administrative Staff, as presented.

C. BUSINESS SERVICES DIVISION

1. HVAC SOLE SOURCE FINDING - MEASURE P PROJECTS AT DAVIS INTERMEDIATE AND SAKAMOTO ELEMENTARY SCHOOLS

Phan (15)

The Board will receive a recommendation to require only brand names Carrier, Trane, or Daikin HVAC units be installed at Davis and Sakamoto in order to maintain consistency and efficient operation and maintenance. The law allows requirement of specific HVAC units if the Board makes a finding that these units are required for the purpose of matching other products in use at other completed project sites.

RECOMMENDATION: It is recommended that the Board of Trustees approve a sole source finding for use of only Carrier, Trane, or Daikin HVAC units.

ITEMS SCHEDULED FOR INFORMATION (135)

D. EDUCATIONAL SERVICES DIVISION

1. OGSD INDUCTION PROGRAM UPDATE

Wetzel (20)

The Induction program is a two-year, job embedded system of mentoring with individualized goal setting and supports, combined with professional learning focused on the development of enduring professional skills. The purpose of the Induction program is to provide a robust mentoring support system for teachers to further grow and develop the professional skills and knowledge gained in a Preliminary Preparation Program and have opportunities to show growth in mastering the California Standards of the Teaching Profession.

2. LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) ANNUAL UPDATE

Wetzel (30)

The Board will receive an update on the District's LCAP; a three-year plan for the upcoming school year and the two years that follow. The program and goals contained in the LCAP align with those of the school district and County Office of Education budget and multiyear budget projections.

E. BUSINESS SERVICES DIVISION

1. RESOLUTION ADOPTING A RATING SYSTEM FOR
PREQUALIFICATION OF CONTRACTORS

Phan (30)

Prequalification of contractors before bids or proposals are submitted for a particular project is required by law for many, but not all, District projects. If a resolution is adopted, the District will have an annual prequalification process, and contractors may apply for prequalification as specific projects arise.

2. REVIEW OF CONSTRUCTION DELIVERY METHODS AVAILABLE FOR
DISTRICT PROJECTS

Phan (45)

The Board will receive information regarding various construction delivery methods and recommendations for the 2017 bond projects.

F. BOARD BUSINESS

1. 2017 CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA)
DELEGATE ASSEMBLY ELECTION

Noel (10)

The Board will receive information on the candidates from Region 20 (Santa Clara County) nominated to serve as representatives to the California School Boards Association (CSBA) Delegate Assembly.

COMMUNICATIONS

Correspondence from individuals and/or organizations regarding District programs and/or services.

BOARD DISCUSSION

Board members will report on visits to schools, meetings attended, and other related District matters.

ADJOURNMENT

NOTE: A person with a disability may request receipt of an agenda in an alternative format or request disability-related accommodations, including auxiliary aids or services, in order to participate in the public meeting by contacting the Superintendent's Office at (408) 227-8300, extension 100203, at least 48 hours prior to the scheduled Board Meeting. (AB 3035, Chapter 300, Statutes of 2002)

Writings that are public records and are provided to all or a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 6578 Santa Teresa Boulevard, San Jose, CA. during normal business hours.

The District shall provide a full copy of the Board Agenda, along with all public back-up materials and information, including presentations to be made at or during the meeting, for public inspection at the meeting. Additionally, the District will provide a copy of any presentations or other materials provided to the Board to any member of the public upon request.

The Board encourages the free expression of divergent opinions of any subject. The District maintains complaint procedures and anyone who believes they have experienced any form of adverse actions arising from their public statements made at a Board meeting may utilize the District's Uniform Complaint procedures as outlined in Board policy.

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **Public Hearing on the Negotiated Settlement between the Oak Grove School District and the California School Employees Association (CSEA), Chapter 412** **Public Hearing** **X**

DATE: **February 9, 2017**

REPORTED
BY/PERSON RESPONSIBLE: **Andrew A. Garcia**

BACKGROUND: AB1200 was created because of the need to ensure that local educational agencies throughout California adequately prepare to meet their financial obligations. AB1200 expands the role of county offices of education in monitoring school districts and mandates that they intervene, under certain circumstances, to ensure districts can meet their financial obligations.

DISCUSSION: AB1200 requires that the District submit and disclose Tentative Agreements reached with bargaining units as well as an updated multi-year projection to the County Office of Education for review. Government Code Section 3547.1 requires that the District have a Public Hearing disclosing the major provisions of the agreement, including the cost incurred by the District as a result of the agreement.

ALTERNATIVES CONSIDERED: The reporting requirement and Public Hearing of AB1200 is state law and must be complied with.

FISCAL IMPACT: The features of the Tentative Agreement include:

- 3.5% increase to the salary schedule for the 2016-17 school year, retroactive to July 1, 2016. The District will provide notice to CSEA of the date the retroactive payment will be made.
- 2.5 % increase to the salary schedule for the 2017-18 school year effective July 1, 2017.
- Provides an increase to District Contributions towards Health Coverage of 3% for the years 2016/17, 2017/18 and 2018/19.

The AB1200 also displays an adjusted budget projection as a result of this agreement which affirms the District's ability to fund this agreement.

POLICY ALIGNMENT: Since the premise of AB1200 is public disclosure this action aligns with our Vision and Core Value components of community involvement, maximum use of resources, and integrity.

PLEASE REFER TO AGENDA ITEM: _____

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS

School District: Oak Grove School District
 Bargaining Unit: CSEA FTE: 195.64
 Period of Agreement: 2016-17 through 2018-19 Date of Public Meeting: 2/9/17

Please submit copies of the **tentative agreement(s) and updated multi-year projection** with the disclosure.

Government Code Section 3547.5: 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.

SUMMARY OF AGREEMENT			
	2016-17	2017-18	2018-19
Salary Schedule increases	Yes - 3.5%	Yes - 2.5%	Re-Open
Off-Schedule payments	No	No	No
Health & Welfare (capped?)	Yes	Yes	Yes
<p><i>Details (cap limit, plan coverage, etc.):</i></p> <p>District agrees to provide a 3.5% and 2.5% increases to the salary schedule for fiscal year 2016-17 and 2017-18, respectively, effective 7/1 of each year.</p> <p>District also agrees to provide an increase to district contributions towards health coverage, outlined in Section 8.1, Health and Welfare Benefits, effective 1/1/2018 and forward.</p>			
Other provisions:			

TOTAL COST INCREASE OF PROPOSED AGREEMENT IN PRESENT & FUTURE YEARS

Indicate the costs of salary and benefit increases that would be incurred under the agreement.

	2016-17	2017-18	2018-19
Salary including statutory costs*	361,823	620,268	620,268
Benefits	-	12,713	38,139
Other Compensation Costs	-	-	-
Other Non-Compensation Costs	-	-	-
Total Cost of Settlement	361,823	632,981	658,407
Total % Increase	3.50%	2.62%	0.36%
Projected STRS/PERS rates	13.888%	15.50%	17.10%

*please include statutory costs tied to salary such as employer-paid taxes and PERS/STRS

STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

Indicate the current status (whether settled or not settled) of the remaining units.

Bargaining Unit	FTE	Status
OGEA	528.50	Settled
AFSCME	134.29	Settled

GENERAL FUND	Board Approved Budget Before Settlement	Adjustments as a result of the Agreement	Revised Budget
	(Column 1)	(Column 2)	(Column 1 + 2)
Total Revenues	110,305,771	577,202	110,882,973
Total Expenditures	117,329,747	560,390	117,890,137
1000 Certificated Salaries	50,462,808		50,462,808
2000 Classified Salaries	16,344,982	446,855	16,791,837
3000 Benefits	25,449,395	113,535	25,562,930
4000 Instructional Supplies	3,658,613		3,658,613
5000 Contracted Services	13,203,123		13,203,123
6000 Capital Outlay	451,438		451,438
7000 Other	7,759,388		7,759,388
Operating Surplus (Deficit)	(7,023,976)		(7,007,164)
Beginning Fund Balance	12,583,242		12,583,242
Projected Ending Balance	5,559,266	16,812	5,576,078
Available Reserves			
Available Reserves (Include Fund 17 Special Reserve)	2,039,374	0	2,039,374
Reserve For Economic Uncertainties	3,519,892	16,812	3,536,704
Total Available Reserves	5,559,266	16,812	5,576,078
State Required Reserve %	3%		
State Required Reserve \$	3,519,892	16,812	3,536,704

CERTIFICATION

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with AB3141 before being submitted to the Governing Board for ratification.



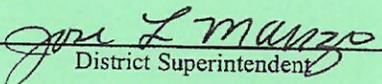
 District Chief Business Official

1-26-17

 Date

This information was publicly disclosed in accordance with AB3141 before being submitted to the Governing Board. The agreement(s) referenced above were ratified on:

_____ Date



 District Superintendent

 District Board President

Oak Grove School District
Multi-Year Projection
2016-17 First Interim
Proforma AFSCME & CSEA AB1200

Description	2016-17 First Interim	2017-18 Projected	2018-19 Projected
Beginning Fund Balance	12,583,242	5,576,078	4,255,500
Revenues:			
LCFF & Sp. Ed. Taxes	82,827,524	83,145,049	83,751,700
LCFF Supplemental	7,531,060	7,712,613	7,714,909
Federal Revenue	4,507,072	3,916,349	3,916,349
Other State Revenue	8,442,864	5,945,449	5,886,616
Other Local Revenue	5,742,360	5,625,658	5,625,658
Transfers-In from Special Reserve	1,832,093	11,440,529	10,454,391
Total Revenue/Other Income	110,882,973	117,785,647	117,349,623
Total funds available (Beg. balance + Revenue)	123,466,215	123,361,725	121,605,123
Expenditures			
Certificated Salaries	50,462,808	51,310,447	50,258,130
Classified Salaries	16,344,982	16,579,663	16,747,452
Employee Benefits	25,449,395	26,702,424	27,574,673
2016-17 AFSCME AB1200	198,567	415,490	477,085
2016-17 Salary Schedule Increase 3.5%	361,823	361,823	361,823
2017-18 Salary Schedule Increase 2.5%		258,445	258,445
2016-17 Health & Welfare CAP increase		12,713	38,139
Books and Supplies	3,658,613	2,939,928	2,818,370
Services, Other Operating	13,203,123	12,612,152	11,536,902
Capital Outlay	451,438	451,438	451,438
Other Outgo	7,969,737	7,672,051	7,374,365
Direct Support/Indirect Costs/TSF's Out	(210,349)	(210,349)	(215,924)
Total Expenditures/Other Outgo	117,890,137	119,106,225	117,680,898
Projected Revenues over Expenditures	(7,007,164)	(1,320,577)	(331,275)
Ending Fund Balance	5,576,078	4,255,500	3,924,225
Legally Restricted Balance	1,259,827	331,085	51,328
Unrestricted General Fund - Ending Fund Balance	4,316,251	3,924,415	3,872,897
Components of Ending Fund Balance			
Designated for Economic Uncertainties	3,536,704	3,573,187	3,530,427
Committed and Assigned:			
Early Retirement Program	401,639	321,742	313,073
Inventories, Prepaid, Revolving Fund	377,908	29,486	29,396
Total Components of Ending Fund Balance	4,316,251	3,924,415	3,872,896
Undesignated/Unappropriated	0	0	0

TENTATIVE AGREEMENT
BETWEEN
OAK GROVE SCHOOL DISTRICT
AND
CSEA CHAPTER 412

ARTICLE 6 - HOURS AND OVERTIME

Receptionist/Account Clerk I Hours

Effective the first full month following the full ratification of the parties' successor collective bargaining agreement (covering 2016 through 2019), the parties agree that the Receptionist/Account Clerk I will no longer be responsible for two hours per day and on a day-to-day basis for supporting CNS with respect to substitute calling and securing substitutes for the District. The parties agree that the Account Clerk I will remain at six hours per day and become responsible on a day-to-day basis – for two hours per day – for supporting CNS with respect to substitute calling and securing substitutes for the District. The parties agree to update, as necessary, the respective job descriptions to reflect these changes.

6. District Office Closures

The District agrees to withdraw its proposal relating to District Office Closures.

ARTICLE 7 – PAY AND ALLOWANCES

7.1 Salary Increases

2016-17 School Year

For the 2016-17 school year, the District agrees to provide a 3.5% increase to the salary schedule, retroactive to July 1, 2016. The District will provide notice to CSEA of the date the retroactive payment will be made.

2017-18 School Year

For the 2017-18 school year, the District agrees to provide a 2.5% increase to the salary schedule, effective as of July 1, 2017.

7.5 Working Out of Classification

When an employee is directed to work in a job classification which has a higher salary range, the employee shall have his/her salary adjusted upward to the salary range where he/she is temporarily working beginning on the first day provided the individual works in the higher classification during his/her regularly scheduled work hours for no less hours than the employee's regular workday or at least two (2) hours, whichever is less.

7.5.1 The adjusted salary shall be ~~seven~~ ten percent (~~107%~~) above the employee's regular salary, or an amount not less than Step 1 of the temporary position, whichever is greater, for all days he/she works out of classification.

7.5.2 When an employee is directed to work in a job classification that has the same or lower salary range, the employee shall receive the same salary he/she would have received in his/her regular job classification.

7.5.3 In an emergency and under the periodic supervision of an administrator or credential designee, Special Education Instructional Assistants in an RSP (junior high school) or SDC assignment may maintain a class in the absence of the regular Special Education teacher. The Special Education Instructional Assistant shall receive work out of classification pay at a rate of ~~10~~ 15 percent (~~1510%~~). The Special Education Instructional Assistant will not have sole responsibility for maintaining the class in the absence of the regular classroom teacher.

7.5.4 If the School Secretary is directed to work as both the School Secretary and Health Clerk on a day when the Health Clerk is absent from work and a substitute Health Clerk employee is not provided, then the School Secretary's salary will be adjusted by ten percent (10%) for the actual hours worked by the Secretary as both the School Secretary and the Health Clerk.

7.11 Professional Growth Increments

The parties agree to maintain current contract language.

ARTICLE 8 – HEALTH AND WELFARE BENEFITS

8.1 Full-time employees shall be entitled to the following health and welfare coverage:

8.1.1 ~~Effective January 1, 2019,~~ The District pays a maximum monthly contribution toward the monthly medical premium for each full-time bargaining unit employee for medical coverage as follows:

8.1.1.1 Effective January 1, 2018, the following contribution amounts will apply:

8.1.1.1.1 Kaiser Plans

8.1.1.1.1 Employee Only Coverage –
\$~~748.68~~726.87/month

8.1.1.1.2 Employee Plus One Coverage – \$1,039.94
~~1,009.65~~/month

8.1.1.1.3 Family Coverage – \$1,166.35 ~~1,132.38~~/month

8.1.1.1.2 Blue Cross – HMO

8.1.1.1.2.1 Employee Only Coverage –
~~\$875.40~~849.90/month

8.1.1.1.2.2 Employee Plus One Coverage – \$1,039.94
~~1,009.65~~/month

8.1.1.1.2.3 Family Coverage – \$1,166.35~~1,132.38~~/month

8.1.1.1.3 Blue Cross – PPO

8.1.1.1.3.1 Employee Only Coverage – \$716.57 ~~695.70~~
/month

8.1.1.1.3.2 Employee Plus One Coverage – \$907.99
~~881.54~~/month

8.1.1.1.3.3 Family Coverage – \$1,034.41 ~~1,004.28~~/month

8.1.1.2 Effective January 1, 2019, the following contribution amounts will apply:

8.1.1.2.1 Kaiser Plans

8.1.1.2.1.1 Employee Only Coverage –
\$771.14~~748.68~~/month

8.1.1.2.1.2 Employee Plus One Coverage – \$1,039.94
1,071.14/month

8.1.1.2.1.3 Family Coverage – \$1,166.35~~1,201.34~~/month

8.1.1.2.2 Blue Cross – HMO

8.1.1.2.2.1 Employee Only Coverage –
\$875.40~~901.66~~/month

8.1.1.2.2.2 Employee Plus One Coverage –
\$1,071.14~~1,039.94~~/month

8.1.1.2.2.3 Family Coverage – \$1,166.35~~1,201.34~~/month

8.1.1.2.3 Blue Cross – PPO

8.1.1.2.3.1 Employee Only Coverage –
\$716.57~~738.07~~/month

8.1.1.2.3.2 Employee Plus One Coverage – \$907.99
935.23/month

8.1.1.2.3.3 Family Coverage – \$1,034.41~~1,065.44~~/month

ARTICLE 12 - LEAVES

12.4 Sick Leave

The District provides for its regular unit members' protection against the loss of income sustained because of illness or injury. Sick leave is to protect a unit member against undue financial loss in the event of illness or injury. Sick leave shall not be used to extend vacation periods or holidays.

12.4.6 The parties agree to maintain current contract language.

12.6 Personal Necessity Leave

Personal necessity leave is to protect employees against undue financial loss in the event of certain events which the unit member shall not be able to disregard.

12.6.1 Up to seven (7) days of an employee's accumulated sick leave may be used each year for personal necessity leave.

12.6.2 Personal necessity may only be taken for one of the following reasons:

12.6.2.1 Death of member of the immediate family.

12.6.2.2 Illness of a member of the immediate family.

12.6.2.3 Serious accident involving the property of a unit member, or a serious accident involving the person or property of any member of the unit member's immediate family.

12.6.2.4 Legal proceeding or appointments with an attorney which require the unit member's presence, and which cannot be reasonably scheduled outside the unit member's workday.

12.6.2.5 Appearance in court or before any administrative tribunal as a litigant. Each date of necessary attendance under such an order other than the date specified in the subpoena shall be certified by the clerk or other authorized official of a body with jurisdiction.

12.6.2.6 Marriage of the unit member, unit member's children or grandchildren.

12.6.2.7 Graduations from high school or college of the employee, spouse, registered domestic partner, children or grandchildren.

~~12.6.2.8 Paternity leave immediately before, during or immediately after birth or adoption.~~

12.6.2.89 Attendance at religious services and observances of religious holidays. The unit member must hold a sincere, bona fide religious belief as defined by the California Fair Employment and Housing Act and Title VII of the U.S. Civil Rights Act.

~~12.6.2.910~~ Matters of compelling personal importance [maximum of six (6) days per school year] are occurrences which require attention during assigned working hours and which the employee determines cannot reasonably be disregarded. The employee may meet with the immediate supervisor to discuss this leave. This meeting shall remain confidential. The employee needs to state the applicable contract section only on the Leave Request Form.

12.6.3 Under all circumstances, the unit member shall verify on the District Absence Report that the personal necessity leave was used only for the purposes set forth in this section.

12.6.5 Members of the immediate family means, mother, father, stepmother, stepfather, grandmother, grandfather or grandchildren of the employee, or the spouse or registered domestic partner of the unit member; and the spouse, registered domestic partner, son, stepson, son-in-law, daughter, stepdaughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, children of a registered domestic partner, and any person "in loco parentis" of the unit member, or any relative living in the immediate household of the employee and persons listed on the emergency card notification form.

12.6.5.1 In order to provide proper notice during emergencies, the names listed on the emergency card shall be limited to four (4); ~~however, an employee may only designate two (2) of the four (4) names as "members of the immediate family."~~ The designations on the emergency card can be changed at any time during District business hours; however, in order to take leave for a person listed on the emergency card notification form, that person needed to have been listed on the card prior to the need for the leave arising. however, an employee may only change the designation of the persons defined as "members of the immediate family" once per school year.

12. Parental Leave

12. .1 Operative Date

This Section shall become effective as of January 1, 2017.

12. .2 Interpretation of Parental Leave Section

This Section is based on Education Code section 45196.1 and shall be interpreted and implemented in compliance with Section 45196.1 as amended by the California Legislature or interpreted by a court with jurisdiction over the District and CSEA.

12. .3 Definition of Parental Leave

For the purposes of this Section, "parental leave" has the same definition as set forth in Education Code section 45196.1. Education Code section 45196.1 defines "parental leave" as "leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee."

12. .4 Eligibility for Parental Leave

During each school year, when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from the unit member's duties on account of parental leave pursuant to Government Code section 12945.2 and/or Education Code section 45196.1 for a period of up to 12 work weeks, the amount deducted from the salary due the unit member for any of the additional 12 weeks in which the absence occurs shall not exceed the sum that is actually paid a substitute employee employed to fill the unit member's position during the unit member's absence.

In order to be eligible for leave under this Section, a unit member is not required to have 1,250 hours of service with the employer during the previous 12-month period; however, the unit member must otherwise satisfy the requirements set forth in Government Code section 12945.2(a) and Article 12.9.1.

12. .5 Calculation of Parental Leave

For the purposes of this Section:

12. .5.1 The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave pursuant to Government Code section 12945.2 and Article 12.9 if the unit member qualifies for such leave.

12. .5.2 For unit members who have not worked 1,250 hours during the previous 12-month period, but otherwise meet the requirements of Government Code section 12945.2(a) and Article 12.9.1, the 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave.

12. .5.3 A unit member shall not be provided more than one 12-week period per parental leave. If a school year terminates before the 12-week period is exhausted, however, the unit member may take the balance of the 12-week period in the subsequent school year.

12. .5.4 The aggregate amount of parental leave taken pursuant to this Section and Section 12945.2 of the Government Code shall not exceed 12 workweeks in a 12-month period.

12. .5.5 Parental leave taken pursuant to this Section shall run concurrently with parental leave taken pursuant to Government Code section 12945.2 and Article 12.9.

12. .6 One 12-Week Leave Period Both Parents Employed By The District

When both spouses (registered domestic partners) of the child are employed by the District, and are eligible for leave under this Section, consistent with Article 12.9.4.1, the spouses (or registered domestic partners) will be limited to a total of 12 workweeks off between the two of them when the leave is for parental leave.

12. .7 Governing Board Approval Not Required

This Section shall be applicable whether or not the absence from duty is by reason of a leave of absence granted by the District's Governing Board.

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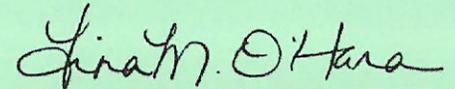
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ARTICLE 25 - DURATION OF AGREEMENT

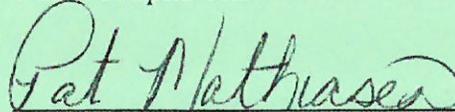
The Agreement shall be effective from July 1, 2016, and shall continue in effect to and including June 30, 2019. The parties agree that they have completed negotiations for the 2016-17 school year. For the 2017-18 school year, there shall be no reopener negotiations, except as set forth in the Agreement. the only reopeners shall be two Articles of each party's choice — except any economic Articles including, but not limited to, salary and fringe benefits — as well as any Articles mutually agreed upon. For the 2018-19 school year, the only reopeners shall be on salary and two Articles of each party's choice – and with the exception of salary, no economic Articles including, but not limited to, Health and Welfare Benefits in Article 8 — fringe benefits – as well as any Articles mutually agreed upon.


CSEA Chapter 412

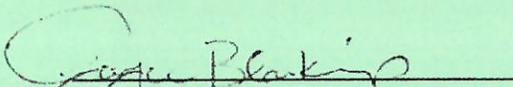
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CSEA Chapter 412

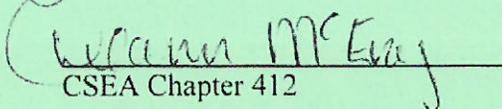
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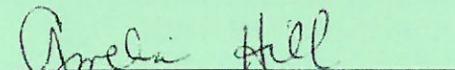
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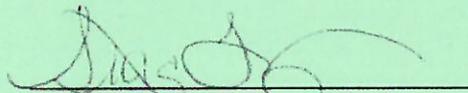
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CSEA Chapter 412

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CSEA Chapter 412

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CSEA Chapter 412

Date


Oak Grove School District

1/25/2017
Date

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

Minutes / Unadopted
Regular Board Meeting
Yvonne Cook Board Room
January 12, 2017

Mary Noel, President of the Board of Trustees, called the meeting to order at 6:36 p.m. | CALL TO ORDER

Members present: Mary Noel, President
Carolyn Bauer, Vice President
Jacquelyn Adams
Dennis Hawkins
John Mackey

Others present: José L. Manzo, Superintendent
Andrew Garcia, Assistant Superintendent
Maria Wetzel, Assistant Superintendent
Laura Phan, Assistant Superintendent
Interested Community and Staff Members
Rachelle Uribe, Recording Secretary

Set the Agenda

On motion by Member Adams and second by Member Bauer, the Board of Trustees set the Agenda, with the following vote:

SET THE AGENDA

Ayes: Members Mackey, Hawkins, Adams, Bauer and Noel
Noes: None
Absent: None
Abstaining: None

Closed Session

The Board recessed to Closed Session at 6:38 p.m. to discuss Public Employee Performance Evaluation – Superintendent; Public Employee Discipline/Release/Dismissal; to Confer with District labor negotiators, Assistant Superintendent of Human Resources Andrew Garcia, Assistant Superintendent Laura Phan, and Legal Counsel Adam Fiss regarding Oak Grove Educators Association; California School Employees Association, Chapter 412; and American Federation of State, County and Municipal Employees Union, Council 57, Local 101; and to discuss Student Discipline case 16/17-07(S).

CLOSED SESSION

Open Session

The Board reconvened to Open Session at 7:35 p.m. President Noel welcomed those in attendance; and explained the process to be followed in conducting the Board Meeting, including the presentation of information to the Board and the manner in which those present could address the Board during the meeting, either regarding specific agenda items or during “Public Comment.” Also explained, were the implications/restrictions of the Brown Act on comments made at meetings of governmental bodies in California.

OPEN SESSION

Flag Salute

President Noel led the Flag Salute.

FLAG SALUTE

Superintendent's Report

Superintendent Manzo welcomed everyone back from the holidays. He remarked not seeing leaks in hallways from the rain and commended the Maintenance and Operations team for their continued work improving facilities.

SUPT.'S REPORT

The Superintendent and Executive Team had visits to Sakamoto, Oak Ridge, and Hayes. Teachers were thanked for their hospitality along with Principal Jenay Enna, Principal Sheetal Singh, and Principal Tracy Cochran. LCAP budget meetings were held at Miner and Davis and Principal Lisa Barlesi and Principal Kim Kianidehkian were thanked. He also reported visiting classrooms at Edenvale with Principal Ryan Haven.

Superintendent Manzo thanked AFSCME and District Bargaining teams for their efforts in reaching a tentative agreement.

The Superintendent commented on meeting with the District Advisory Committee and the Home and School Club Presidents.

Superintendent Manzo reported Oak Grove and Christopher Elementary were featured in an Education Trust publication, *Unlocking Learning: Science as a Lever for English Learner Equity*. The publication discusses results based on in-depth site visits and real world examples of high-performing schools, high-quality professional development, and innovative classroom practices. He thanked the teachers, coaches, and principals for their involvement in the implementation of the SEAL model and the Board for their continued support of the SEAL model.

CLOSED SESSION

Closed Session

President Noel reported no Action was taken during Closed Session regarding Public Employee Performance Evaluation – Superintendent; and Public Employee Discipline/Release/Dismissal; or in Conferring with District labor negotiators, Assistant Superintendent of Human Resources Andrew Garcia, Assistant Superintendent Laura Phan, Legal Counsel Adam Fiss regarding Oak Grove Educators Association; California School Employees Association, Chapter 412; and American Federation of State, County and Municipal Employees Union, Council 57, Local 101.

During Closed Session the Board also conducted a review of one student discipline case and took the following Action in Open Session:

On motion by Member Bauer and second by Member Hawkins, the Board of Trustees expels Student 16/17-07(S) through the 2016-2017 spring semester. Based upon successful completion and documentation of completion of all rehabilitation requirements, student 16/17-07(S) may petition the Oak Grove School District or subsequent school district for reinstatement at a comprehensive public school, with the following roll call vote:

Ayes: Members Mackey, Hawkins, Adams, Bauer and Noel
Noes: None
Absent: None
Abstaining: None

Public Comment

There were no comments.

PUBLIC COMMENT

Employee Bargaining Unit Comment

There were no comments.

EMPLOYEE
BARGAINING UNIT
COMMENT

Consent Agenda

Superintendent Manzo presented the Consent Agenda, noting these are routine items requiring Board Action.

CONSENT AGENDA

President Noel acknowledged and expressed appreciation for a donation of \$1000.00 from Mr. Edward F. Chelini Jr. and Mrs. Janice M. Chelini to Oak Ridge Elementary School to support student programs and purchase classroom supplies with an emphasis on art and science.

Member Bauer commended principals on the Single Plan for Student Achievement portion of the Consent Agenda, adding they look terrific.

On motion by Member Adams and second by Member Bauer, the Board of Trustees approved the Consent Agenda, with the following roll call vote:

Ayes: Members Mackey, Hawkins, Adams, Bauer and Noel
Noes: None
Absent: None
Abstaining: None

Agreements with Sugimura Finney Architects (SFA) for Measure P Streetscape Projects - Anderson / Taylor

Assistant Superintendent, Laura Phan and Chief Operations Officer Neil Rauschhuber provided an overview of the Anderson and Taylor streetscape projects.

AGREEMENTS
WITH SFA FOR
STREETSCAPE
PROJECTS -
ANDERSON /
TAYLOR

Dr. Rauschhuber gave a brief overview of design elements for Anderson School, including a new asphalt parking lot, decorative concrete, seat walls, benches, frontage landscaping, new sod and irrigation modifications, new fabric shade structure, expanded parking lot, new portable to replace existing, new playground area, replacement of existing play structure.

Dr. Rauschhuber gave a brief overview of design elements for Taylor School, including exterior painting, new stucco, new landscaping, seat walls, benches, fabric shade structure, parking lot reconfiguration, and perimeter fencing is assumed.

Ms. Phan stated, the Board also received a presentation at the December 8, 2016 Board Meeting of the 2017 Streetscape Projects planned for Anderson and Taylor and in order to provide construction in the summer of 2017, plans and specifications need to be submitted to the DSA by March 1, 2017. She added, upon Board approval of this item, community outreach will begin and the final design will be brought back to the Board prior to DSA submission.

Agreements with Sugimura Finney Architects (SFA) for Measure P Streetscape Projects - Anderson / Taylor (continued)

On motion by Member Bauer and second by Member Noel, the Board of Trustees authorized project agreements with Sugimura Finney Architects for design services at Anderson and Taylor Elementary Schools, in a not-to-exceed amount of \$570,034.20, with the following roll call vote:

Ayes: Members Mackey, Hawkins, Adams, Bauer and Noel
Noes: None
Absent: None
Abstaining: None

AGREEMENTS
WITH SFA FOR
STREETSCAPE
PROJECTS -
ANDERSON /
TAYLOR

Board Organization – Correction

President Noel explained on December 8, 2016, during the Board's annual Board Organization, three members were appointed to a two-member subcommittee. She added, in keeping with tradition the Five-Year Plan/LCAP Subcommittee will be two Board Members.

BOARD
ORGANIZATION –
CORRECTION

On motion by Member Bauer and second by Member Mackey, the Board of Trustees accepts Mary Noel and Jacquelyn Adams to the Five-Year Plan/LCAP revised subcommittee members, with the following roll call vote:

Ayes: Members Mackey, Hawkins, Adams, Bauer and Noel
Noes: None
Absent: None
Abstaining: None

Local Control Funding Formula (LCFF) Evaluation Rubric

Superintendent Manzo introduced Assistant Superintendent, Maria Wetzel and Director of Educational Services, Kathy Harris to present the item.

Ms. Wetzel explained the LCFF Evaluation Rubric is the new accountability system. She also announced, last night, she was informed the name has been changed to the California Schools Dashboard.

LOCAL CONTROL
FUNDING
FORMULA (LCFF)
EVALUATION
RUBRIC
(CALIFORNIA
SCHOOLS
DASHBOARD)

Ms. Harris stated the State Board of Education has not taken final approval of the evaluation tool and indicated this presentation is merely to provide an overview of the current draft format. She explained the California Schools Dashboard is a rubric to measure appropriate implementation of LCFF objectives and regulations. It is designed to assist districts in evaluating strengths, weaknesses, and areas needing improvement. It is an integral part of the LCFF performance and accountability system and will serve as a tool to ensure districts are able to align resources to implement strategies that result in meaningful student outcomes.

Ms. Harris presented the Board with background and an overview of the new model. She stated, the State Board of Education adopted the new accountability system for California on September 8, 2016. The new system reports performance on multiple measures that impact student performance across LCFF priorities, it is no longer a single number reporting system.

Local Control Funding Formula (LCFF) Evaluation Rubric (continued)

The following California Schools Dashboard elements were explained:

- Performance Categories
- Status and change in status indicators are represented by a color
- Status is based on current year performance
- Will show the difference between performance from prior year and current year, and a multi-year average if available
- How to read the Academic Performance Categories and Indicator Status
- Status and change process will be done for each sub-group (student groups with 30 or more pupils LEA-wide and foster youth/homeless is 15 or more)
- ELA and Mathematics indicators
- Progress toward English proficiency will use the CELDT and then transition to ELPAC.
- Changes in calculations for the English Learner formula and Re-designated Fluent English Proficient formula
- Suspension rate indicator
- Graduation rate indicator is for high school only
- College and Career indicator
- Chronic absence indicator
- Local indicators (basic school conditions, implementation of State Academic Standards, Parent Engagement, and Local Climate Survey (Healthy Kids))

LOCAL CONTROL
FUNDING
FORMULA (LCFF)
EVALUATION
RUBRIC
(CALIFORNIA
SCHOOLS
DASHBOARD)

Ms. Harris showed a concept map that can be used to help a district think about the organizational process to deepen their thinking around linking data to student outcomes using the evaluation dashboard and LCAP actions and services.

Superintendent Manzo thanked Maria Wetzel, Kathy Harris, and the Educational Services Division for their work and presentation.

The Board expressed gratitude for the information presented.

English Learner Data and Program Update

Assistant Superintendent, Maria Wetzel introduced Educational Services Director, Paula Cornia to present an update on the assessment results for English Learners and services provided.

ENGLISH LEARNER
DATA / PROGRAM
UPDATE

Ms. Cornia presented information to the Board on the following:

- 2015-16 CELDT and CAASPP Data by Language Proficiency
 - Including explanation of the components, levels, and classifications
 - District progress toward reaching target rate over the last six years
 - Significant gains for EL subgroup and all students in ELA CAASPP
 - Significant gains for EL subgroup and all students in Math CAASPP
- Reclassification Criteria Update includes four major areas:
 - Criteria includes proficiency scores for the California English Language Development Test (CELDT)
 - iReady and/or CAASPP meets or exceeds standard
 - Teacher evaluation
 - Parent approval

English Learner Data and Program Update (continued)

- Sobrato Early Academic Language (SEAL) Model Update
 - TK-3rd professional development (164 teachers in 2016-17)
 - Cohort 1: 2013-14; Title I schools: Christopher, Edenvale, Miner, Stipe
 - Cohort 2: 2014-15; Baldwin, Del Roble, Frost and Parkview
 - Cohort 3: 2014-15; Anderson, Glider, Hayes and Ledesma
 - Cohort 4: 2015-16; Sakamoto, Santa Teresa and TWBI from Anderson
 - Seal demonstration sites include Christopher and Miner schools
- SEAL Summer Bridge
 - Focuses on teacher professional development through team teaching, coaching, collaboration and parent workshops
 - Two-week summer session that helps bridge students from one grade level to the next in the morning with 2 teacher teams (current grade level teacher and the next grade level teacher) and provides teacher professional development in the afternoon session
- ELA/ELD Framework Professional Development
 - Included grade level collaboration, Vignette Collection of ELA/EL Development Framework for California Public Schools K-12 available through Google Classroom and used in collaborative conversations and oral presentations
- English Language Proficiency Assessment for California (ELPAC)
 - Included timeline of pilot testing, field test administration, and operational administrations
 - Comparison of CELDT to the ELPAC

ENGLISH LEARNER
DATA / PROGRAM
UPDATE

Ms. Cornia invited the Board and members of the public to attend the Celebration of English Proficiency on April 11, 2017 at 5:30 p.m. at Bernal Intermediate.

The Superintendent and Board members thanked Paula Cornia for sharing so much information which was timed perfectly with the previous LCFF presentation.

Communications

The Board received an updated Board Activities Calendar listing a variety of events and activities for Board members' attendance and participation.

COMMUNICATION

Board Discussion

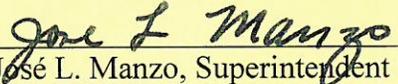
There was no discussion by the Board.

BOARD
DISCUSSION

Adjournment

On motion by Member Adams and second by Member Bauer, the meeting was adjourned at 9:18 p.m., by unanimous vote.

ADJOURNMENT


José L. Manzo, Superintendent

Carolyn Bauer, Vice President/Clerk

Regular Board Meeting
February 9, 2017

CERTIFICATED PERSONNEL ORDER

NEW HIRES:

Matthew Buchanan
Davis - Science
Effective: 01/31/2017

John Maloney
Bernal – Math
Effective: 01/27.2017

LEAVE OF ABSENCES:

Kelly Bertolotti
Itinerant – School Psychologist
Maternity
Effective: 02/04/2017

Kim Borello
Hayes – 1st
Family Leave
Effective: 01/03 – 02/28/2017

Maricruz Gamez-Sierra
Christopher – 00K Bil.
Maternity
Effective: 01/13 – 03/23/2017

Maricruz Gamez-Sierra
Christopher – 00K Bil.
Child Rearing AB375
Effective: 03/24 – 06/08/2017

John Lindner
Hayes – 4th
Other
Effective: 10/25/2016 – 06/08/2017

Melinda Pinedo
Sakamoto – 6th
Maternity
Effective: 03/06 – 4/17/2017

Melinda Pinedo
Sakamoto – 6th
Child Rearing AB375
Effective: 4/18 – 06/08/2017

LEAVE OF ABSENCES:
(Continued)

Jacqueline Keirns
Herman – History
Maternity
Effective: 03/02 – 05/09/2017

Jacqueline Keirns
Herman – History
Child Rearing AB375
Effective: 05/10 – 06/08/2017

SERVICE AGREEMENT(S)

NAME	JOB TITLE	SERVICE AGREEMENT DATES
Hirayama, Joan	Literacy/Math Academy – Baldwin	12/7/16—5/26/17

Regular Board Meeting
February 9, 2017

CLASSIFIED PERSONNEL ORDER

RETURN FROM LEAVE: Annette Saba
School Secretary – Baldwin Elementary
Effective: 1/17/17

INCREASE IN HOURS: Maria Gutierrez
Food Service Worker I – Edenvale Elementary
From: .5000 FTE
To: .625 FTE
Reason: OGSD/AFSCME CBA, Article 4.4 – 20 day rule
Effective: 11/9/16

LEAVE OF ABSENCE: Chris Barats
Inst. Asst. – Herman Intermediate
Effective: 1/16/17

Elisabeth Navarro
Administrative Secretary – Human Resources
Effective: 3/20/17

CLASSIFIED SERVICE AGREEMENT

NAME	JOB TITLE/SITE	SERVICE AGREEMENT DATES
Alam, Nasreen	Babysitter – ESD	1/23/17—6/8/17



Del Roble Elementary School

5345 Avenida Almendros, San Jose, CA 95123
408.225.5675 Fax 408.224.8748 www.ogsd.net
Yolanda A. Ross, Principal (*Email: yross@ogsd.net*)

January 20, 2017

Board of Trustees
Oak Grove School District
6578 Santa Teresa Blvd.
San Jose, CA 95119

Dear Honorable Board of Trustees:

On behalf of the staff at Del Roble School, I respectfully request that you accept the donation of \$700.00. This donation will be used to purchase instructional supplies for Ms. Carlon's classroom. This donation was made possible by Scholarship America. This donation was donated on behalf of Alejandra Carlon, 5th grade teacher.

Thank you for your consideration of this request.

Sincerely,

Yolanda Ross
Principal

José L. Manzo, Superintendent
Board of Trustees: Jacquelyn Adams, Carolyn Bauer, Dennis Hawkins, John Mackey, Mary Noel
An Equal Opportunity/Affirmative Action Employer

Our mission . . . "to ensure that every child's potential is achieved."

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **Certificated Job Description, District Nurse** **Consent X**

DATE: **February 9, 2017** **Agenda Item A-5**

REPORTED
BY/PERSON
RESPONSIBLE: **Andrew A. Garcia**

RECOMMENDED ACTION: **It is recommended that the Board of Trustees approve the proposed certificated position, District Nurse and its related job description for this position.**

BACKGROUND: The current Job Description, District Nurse, was last updated/revised in 2002. Over the past 15 years the position has evolved requiring changes to the job description.

DISCUSSION: It has been the practice of Human Resources to update/revise job descriptions as positions become available through attrition. Job Descriptions are revised in light of changes in work expectations, legal regulation and/or restructure of positions. All revisions are reviewed by applicable bargaining groups to assure fair and equal treatment as well as consistency in workload.

ALTERNATIVES CONSIDERED: Updating/revision of job descriptions is crucial in assuring that job expectations are consistent and aligned with current job practices outside of Oak Grove. An audit of job alike descriptions from surrounding districts are carefully considered as revisions are made to assure that this job description accurately reflects the role of District Nurse.

FISCAL IMPACT: None

POLICY ALIGNMENT: This job description supports Board Policy 4011 which states, "The Superintendent or designee shall develop job descriptions that accurately describe all essential and marginal functions and duties of each position..." Board Policy 4019.4 goes on to add, "The Superintendent or designee shall prepare and regularly update job descriptions for all positions per Board approval."

OUTCOME: This job description serves an important purpose to assure the District's process of recruitment and selection is fair, open, transparent and completed with full integrity. Job descriptions ensure that employees are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference or unlawful discrimination.

Oak Grove School District

Job Description

I. TITLE OR CLASSIFICATION

District Nurse

II. POSITION DESCRIPTION

The District Nurse uses the nursing process, clinical expertise and professional judgement to design and implement health service programs that ensure that all students receive the optimum benefit from their educational experiences. The Nurse works with the multidisciplinary team to meet the physical, emotional and social health needs of the student. The District Nurse works directly with and is supervised by the Lead District Nurse.

Roles and Responsibilities:

- Assigned to multiple sites/programs by Lead District Nurse
- Assess and evaluate student health and developmental status
- Communicate with students, families, caregivers and healthcare providers
- Design and implement Individual School Health Plans, Emergency Care Plans, Health Summaries for IEPs and/or 504 plans related to health needs
- Participates as IEP team member as appropriate and recommends modifications of school programs to meet student's health needs
- Interpret physician reports and orders and educate staff accordingly
- Determine appropriate level of care for students with specialized health care needs
- Serve as a resource person with health education and community services to students, staff and parents
- Provide crisis intervention for sudden, emergency illness, injury and emotional disturbances of students and staff
- Assist in training of health clerks and school secretaries with medication administration (routine and emergent)
- Assist in performing federal and state mandated tasks including but not limited to emergency care; child abuse reporting; communicable disease control, prevention and follow up; and CHDP, audiometric and vision screening
- Maintain protect and manage confidential electronic and written student health records
- Performs duties as assigned

III. WORKING CONDITIONS

The daily work is performed in a variety of settings. This position requires visual acuteness and mental concentration, excellent organizational skills; multi-tasking capability, a high degree of energy; the capacity to deal with frequent personal interactions; the ability to creatively problem solve; driving a vehicle to conduct work as assigned by position.

IV. PHYSICAL DEMANDS/WORKING ENVIRONMENT

Working Conditions:

Ability to work at a desk, conference table or in meetings of various configurations. Occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. Ability to stand and circulate for extended periods of time. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust vision. Ability to see for purposes of reading laws and codes, rules and policies, and other printed matter and observing students. Ability to hear and understand speech at normal levels. Ability to communicate so others will be able to clearly understand normal conversation. Ability to lift up to 25 pounds. Ability to carry up to 25 pounds. Moderate to high stress level.

Environmental Conditions: Work is predominantly in a classroom, school or office environment. Temperature – normal climate, occasional adverse weather conditions.

Employment Standards:

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position. Individuals must maintain a professional attitude and appearance.

V. MINIMUM QUALIFICATIONS

1. Bachelor's Degree in Nursing from an accredited institution
2. Valid license as a Registered Nurse in California
3. Valid Public Health Nursing Certificate
4. School Audiometrist Certificate
5. Valid First Aid and CPR Certificate
6. Cleared or preliminary Standard Designated Services Credential with a specialization in Health
7. Three years of nursing experience. Plus experience in School Based Health Services preferred.

VI. EVALUATION

Evaluation responsibilities are assigned to the Director of Student Services.

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **Fourth Grade Indigo Class Overnight Field Trip to
Coloma Outdoor Discovery School**

Consent **X**

DATE: **February 9, 2017**

Agenda Item A-6

REPORTED
BY/PERSON

RESPONSIBLE: **Maria Wetzel**

RECOMMENDED ACTION: **It is recommended that the Board of Trustees approve the March 28-30, 2017 Fourth Grade Indigo Class overnight field trip to Coloma Outdoor Discovery School, as presented.**

BACKGROUND: Coloma Outdoor Discovery School (CODS) is a non-profit, outdoor learning center which has been providing educational programs since 1990. Their residential programs offer experiences in Gold Rush Living History or Team Discovery Ropes Challenge. Each year, they provide educational experiences for over 7,500 students from public and private organizations throughout the state.

Since 2014, Indigo students have taken this trip to where they experience the Gold Rush at an actual camp located close to where gold was discovered.

DISCUSSION: CODS is located in the town of Coloma, one-hour east of Sacramento. Their campus sits within the Coloma Resort, a gated campground situated on a mile of riverbank adjacent to the South Fork American River. This unique location allows students to experience California Gold Rush history where it all began. A walk across a historic bridge allows students to visit the Marshall Gold Discovery State Historic Park which includes a replica of Sutter's Mill, the visitor's museum, numerous historical artifacts, and beautiful hiking trails.

Bunkhouses sleep 12-24 same gender individuals and are supervised by two or more Parent Chaperones. The rooms are climate-controlled and are equipped with a restroom. Visiting teachers stay in separate, centrally located accommodations. Aside from the bunkhouses and a small clubhouse, all teaching and meeting areas will occur outdoors or under covered, outdoor areas.

ALTERNATIVES CONSIDERED: The trip is open to all Indigo fourth grade students who want to attend. Students with any special needs will be attending with parent or guardian. Fourth grade students who do not attend the field trip will remain at school in the 4th/5th grade combo class.

FISCAL IMPACT: Transportation is provided by parent volunteers with approved insurance paperwork. Transportation and all fees are prepaid by participating families. Parents are doing fundraising and teachers are working on a grant to cover the cost of the trip. No student will be denied the opportunity to participate due to a lack of money.

POLICY ALIGNMENT: This field trip is in alignment with Board Policy 6153, School Sponsored Trips. The field trip aligns with the fourth grade Social Studies standards in the study of California history. It

also supports the Indigo Program philosophy of constructivist, hands-on learning with parent participation.

OUTCOME: Indigo classes plan to leave San Jose the early morning of March 28th and return to San Jose the evening of March 30th. The three-day program includes a simulation of a gold rush camp. This program expands learning of Native Americans and how they lived in the region prior to the gold rush. It includes the effects of the gold rush on the environment and has components of outdoor education with a half day hike led by a naturalist. Classes will prepare for this field trip with integrated lessons and individual student research in class designed to integrate Language Arts, writing, and California History learning.

SCHEDULE

DAY ONE	
10:30am	Arrive at CODS / Teachers and Counselors meet for orientation
12:00pm	Sack lunch
12:30-4:00pm	Live the Gold Rush!
4:00pm	All present for the first Town Meeting
4:30pm	Move into bunkhouses / Get prepared for the evening program
5:00pm	Fire drill, then straight to...
5:30pm	Dinner, KP, free time
6:20pm	Teacher Time/Parent Counselor recess☺ / Student restroom/drink break
6:50pm	Meet in the Miner's Kitchen
7:00-8:00pm	Hoe-Down! Then straight to...
8:15-8:45pm	Campfire, we love campfires!
8:45-9:15pm	Bunkhouse time, hygiene
9:15pm	Lights out
9:30pm	Good night! Quiet time
DAY TWO	
7:00am	Rise and Shine! Hygiene, pack backpacks, free time
7:45am	Meet in the Town Square for breakfast, KP, free time
9:00am	Meet Naturalists in the Miner's Kitchen
9:00am-4:00pm	Explore the State Park and hike the Monroe Ridge!
4:00-5:15pm	Shower, Bunkhouse time, or free time *Supervised by Teacher(s) and Parent Counselors
5:15pm	Meet in the Town Square for dinner, KP, free time
6:20pm	Teacher Time/Parent Counselor recess☺ / Student restroom/drink break
6:50pm	Meet in the Miner's Kitchen
7:00pm	Campfire presentation with in-character guest
8:45-9:15pm	Bunkhouse time, hygiene
9:15pm	Lights out
9:30pm	Good night! Quiet time
DAY THREE	
6:45am	Rise and Shine! Hygiene, move out, and clean up
8:00am	Meet in the Miner's Kitchen for breakfast
9:00am	Students begin closing activities with Naturalists / Parents/teachers remain for departure meeting
10:30am (11:00 Fri.)	All present for the Final Town Meeting
11:15am (11:45 Fri.)	Lunch, load cars/bus, and say goodbye
12:00pm (12:30 Fri.)	Departure

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **Negotiated Settlement between the Oak Grove School District and the California School Employees Association (CSEA), Chapter 412** Action X

DATE: **February 9, 2017** Agenda Item B-1

REPORTED
BY/PERSON RESPONSIBLE: **Andrew A. Garcia**

RECOMMENDED ACTION: **It is recommended that the Board of Trustees adopt the proposed changes in the agreement between Oak Grove School District and the California School Employees Association (CSEA), Chapter 412**

BACKGROUND: During the fall the California School Employees Association (CSEA), Chapter 412 and the District began negotiations on the renewal of a three-year Collective Bargaining Agreement "CBA". This was a full-contract renewal. On Thursday, January 25, 2017 the District reached a tentative agreement with CSEA. CSEA will disseminate information about the agreement to its members on Tuesday, February 14, 2017.

DISCUSSION: Board Policy 4041 states, "The Board of Trustees recognizes that collective bargaining agreements are legally binding, bilateral agreements. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered." The ratification process allows the Board to review, analyze and seek clarification on agreements reached before the CBA is approved.

ALTERNATIVES CONSIDERED: This Tentative Agreement provides features that show support to the multifaceted challenges that our CSEA employees face. Fiscal features of this agreement are consistent with agreements reached with other bargaining groups.

FISCAL IMPACT: The features of the Tentative Agreement include:

- 3.5% increase to the salary schedule for the 2016-17 school year, retroactive to July 1, 2016. The District will provide notice to CSEA of the date the retroactive payment will be made.
- 2.5 % increase to the salary schedule for the 2017-18 school year effective July 1, 2017.
- Provides an increase to District Contributions towards Health Coverage of 3% for the years 2016/17, 2017/18 and 2018/19.

POLICY ALIGNMENT: The Tentative Agreement reached with the CSEA correlates well with the Vision of our district. The total compensation package enhancement in this agreement sends a clear message to our staff that the district greatly values and respects the work that they do.

OUTCOME: The results of this Tentative Agreement assures that our District remains competitive in the hiring market of our county as well as supports classified staff in the work that they do to assure that our buildings are safe, schools are clean and students have a positive working environment where learning can be maximized.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS

School District: Oak Grove School District
 Bargaining Unit: CSEA FTE: 195.64
 Period of Agreement: 2016-17 through 2018-19 Date of Public Meeting: 2/9/17

Please submit copies of the **tentative agreement(s) and updated multi-year projection** with the disclosure.

Government Code Section 3547.5: 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.

SUMMARY OF AGREEMENT			
	2016-17	2017-18	2018-19
Salary Schedule increases	Yes - 3.5%	Yes - 2.5%	Re-Open
Off-Schedule payments	No	No	No
Health & Welfare (capped?)	Yes	Yes	Yes
<p><i>Details (cap limit; plan coverage, etc.):</i></p> <p>District agrees to provide a 3.5% and 2.5% increases to the salary schedule for fiscal year 2016-17 and 2017-18, respectively, effective 7/1 of each year.</p> <p>District also agrees to provide an increase to district contributions towards health coverage, outlined in Section 8.1, Health and Welfare Benefits, effective 1/1/2018 and forward.</p>			
Other provisions:			

TOTAL COST INCREASE OF PROPOSED AGREEMENT IN PRESENT & FUTURE YEARS

Indicate the costs of salary and benefit increases that would be incurred under the agreement.

	2016-17	2017-18	2018-19
Salary including statutory costs*	361,823	620,268	620,268
Benefits	-	12,713	38,139
Other Compensation Costs	-	-	-
Other Non-Compensation Costs	-	-	-
Total Cost of Settlement	361,823	632,981	658,407
Total % Increase	3.50%	2.62%	0.36%
Projected STRS/PERS rates	13.888%	15.50%	17.10%

*please include statutory costs tied to salary such as employer-paid taxes and PERS/STRS

STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

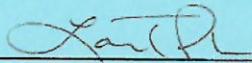
Indicate the current status (whether settled or not settled) of the remaining units.

Bargaining Unit	FTE	Status
OGEA	528.50	Settled
AFSCME	134.29	Settled

GENERAL FUND	Board Approved Budget Before Settlement	Adjustments as a result of the Agreement	Revised Budget
	(Column 1)	(Column 2)	(Column 1 + 2)
Total Revenues	110,305,771	577,202	110,882,973
Total Expenditures	117,329,747	560,390	117,890,137
1000 Certificated Salaries	50,462,808		50,462,808
2000 Classified Salaries	16,344,982	446,855	16,791,837
3000 Benefits	25,449,395	113,535	25,562,930
4000 Instructional Supplies	3,658,613		3,658,613
5000 Contracted Services	13,203,123		13,203,123
6000 Capital Outlay	451,438		451,438
7000 Other	7,759,388		7,759,388
Operating Surplus (Deficit)	(7,023,976)		(7,007,164)
Beginning Fund Balance	12,583,242		12,583,242
Projected Ending Balance	5,559,266	16,812	5,576,078
Available Reserves			
Available Reserves (Include Fund 17 Special Reserve)	2,039,374	0	2,039,374
Reserve For Economic Uncertainties	3,519,892	16,812	3,536,704
Total Available Reserves	5,559,266	16,812	5,576,078
State Required Reserve %	3%		
State Required Reserve \$	3,519,892	16,812	3,536,704

CERTIFICATION

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with AB3141 before being submitted to the Governing Board for ratification.



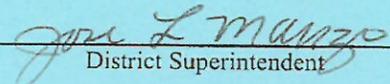
 District Chief Business Official

1-26-17

 Date

This information was publicly disclosed in accordance with AB3141 before being submitted to the Governing Board. The agreement(s) referenced above were ratified on:

_____ Date



 District Superintendent

_____ District Board President

Oak Grove School District
Multi-Year Projection
2016-17 First Interim
Proforma AFSCME & CSEA AB1200

Description	2016-17 First Interim	2017-18 Projected	2018-19 Projected
Beginning Fund Balance	12,583,242	5,576,078	4,255,500
Revenues:			
LCFF & Sp. Ed. Taxes	82,827,524	83,145,049	83,751,700
LCFF Supplemental	7,531,060	7,712,613	7,714,909
Federal Revenue	4,507,072	3,916,349	3,916,349
Other State Revenue	8,442,864	5,945,449	5,886,616
Other Local Revenue	5,742,360	5,625,658	5,625,658
Transfers-In from Special Reserve	1,832,093	11,440,529	10,454,391
Total Revenue/Other Income	110,882,973	117,785,647	117,349,623
Total funds available (Beg. balance + Revenue)	123,466,215	123,361,725	121,605,123
Expenditures			
Certificated Salaries	50,462,808	51,310,447	50,258,130
Classified Salaries	16,344,982	16,579,663	16,747,452
Employee Benefits	25,449,395	26,702,424	27,574,673
2016-17 AFSCME AB1200	198,567	415,490	477,085
2016-17 Salary Schedule Increase 3.5%	361,823	361,823	361,823
2017-18 Salary Schedule Increase 2.5%		258,445	258,445
2016-17 Health & Welfare CAP increase		12,713	38,139
Books and Supplies	3,658,613	2,939,928	2,818,370
Services, Other Operating	13,203,123	12,612,152	11,536,902
Capital Outlay	451,438	451,438	451,438
Other Outgo	7,969,737	7,672,051	7,374,365
Direct Support/Indirect Costs/TSF's Out	(210,349)	(210,349)	(215,924)
Total Expenditures/Other Outgo	117,890,137	119,106,225	117,680,898
Projected Revenues over Expenditures	(7,007,164)	(1,320,577)	(331,275)
Ending Fund Balance	5,576,078	4,255,500	3,924,225
Legally Restricted Balance	1,259,827	331,085	51,328
Unrestricted General Fund - Ending Fund Balance	4,316,251	3,924,415	3,872,897
Components of Ending Fund Balance			
Designated for Economic Uncertainties	3,536,704	3,573,187	3,530,427
Committed and Assigned:			
Early Retirement Program	401,639	321,742	313,073
Inventories, Prepaid, Revolving Fund	377,908	29,486	29,396
Total Components of Ending Fund Balance	4,316,251	3,924,415	3,872,896
Undesignated/Unappropriated	0	0	0

TENTATIVE AGREEMENT
BETWEEN
OAK GROVE SCHOOL DISTRICT
AND
CSEA CHAPTER 412

ARTICLE 6 - HOURS AND OVERTIME

Receptionist/Account Clerk I Hours

Effective the first full month following the full ratification of the parties' successor collective bargaining agreement (covering 2016 through 2019), the parties agree that the Receptionist/Account Clerk I will no longer be responsible for two hours per day and on a day-to-day basis for supporting CNS with respect to substitute calling and securing substitutes for the District. The parties agree that the Account Clerk I will remain at six hours per day and become responsible on a day-to-day basis – for two hours per day – for supporting CNS with respect to substitute calling and securing substitutes for the District. The parties agree to update, as necessary, the respective job descriptions to reflect these changes.

6. District Office Closures

The District agrees to withdraw its proposal relating to District Office Closures.

ARTICLE 7 – PAY AND ALLOWANCES

7.1 Salary Increases

2016-17 School Year

For the 2016-17 school year, the District agrees to provide a 3.5% increase to the salary schedule, retroactive to July 1, 2016. The District will provide notice to CSEA of the date the retroactive payment will be made.

2017-18 School Year

For the 2017-18 school year, the District agrees to provide a 2.5% increase to the salary schedule, effective as of July 1, 2017.

7.5 Working Out of Classification

When an employee is directed to work in a job classification which has a higher salary range, the employee shall have his/her salary adjusted upward to the salary range where he/she is temporarily working beginning on the first day provided the individual works in the higher classification during his/her regularly scheduled work hours for no less hours than the employee's regular workday or at least two (2) hours, whichever is less.

- 7.5.1 The adjusted salary shall be ~~seven~~ ten percent (~~107%~~) above the employee's regular salary, or an amount not less than Step 1 of the temporary position, whichever is greater, for all days he/she works out of classification.
- 7.5.2 When an employee is directed to work in a job classification that has the same or lower salary range, the employee shall receive the same salary he/she would have received in his/her regular job classification.
- 7.5.3 In an emergency and under the periodic supervision of an administrator or credential designee, Special Education Instructional Assistants in an RSP (junior high school) or SDC assignment may maintain a class in the absence of the regular Special Education teacher. The Special Education Instructional Assistant shall receive work out of classification pay at a rate of ~~10~~ 15 percent (~~1540%~~). The Special Education Instructional Assistant will not have sole responsibility for maintaining the class in the absence of the regular classroom teacher.
- 7.5.4 If the School Secretary is directed to work as both the School Secretary and Health Clerk on a day when the Health Clerk is absent from work and a substitute Health Clerk employee is not provided, then the School Secretary's salary will be adjusted by ten percent (10%) for the actual hours worked by the Secretary as both the School Secretary and the Health Clerk.

7.11 Professional Growth Increments

The parties agree to maintain current contract language.

ARTICLE 8 – HEALTH AND WELFARE BENEFITS

8.1 Full-time employees shall be entitled to the following health and welfare coverage:

8.1.1 ~~Effective January 1, 2019,~~ The District pays a maximum monthly contribution toward the monthly medical premium for each full-time bargaining unit employee for medical coverage as follows:

8.1.1.1 Effective January 1, 2018, the following contribution amounts will apply:

8.1.1.1.1 Kaiser Plans

8.1.1.1.1.1 Employee Only Coverage – ~~\$748.68~~726.87/month

8.1.1.1.1.2 Employee Plus One Coverage – \$1,039.94
~~1,009.65~~/month

8.1.1.1.1.3 Family Coverage – \$1,166.35 ~~1,132.38~~/month

8.1.1.1.2 Blue Cross – HMO

8.1.1.1.2.1 Employee Only Coverage –
~~\$875.40~~849.90/month

8.1.1.1.2.2 Employee Plus One Coverage – \$1,039.94
~~1,009.65~~/month

8.1.1.1.2.3 Family Coverage – \$1,166.35~~1,132.38~~/month

8.1.1.1.3 Blue Cross – PPO

8.1.1.1.3.1 Employee Only Coverage – \$716.57 ~~695.70~~
/month

8.1.1.1.3.2 Employee Plus One Coverage – \$907.99
~~881.54~~/month

8.1.1.1.3.3 Family Coverage – \$1,034.41 ~~1,004.28~~/month

8.1.1.2 Effective January 1, 2019, the following contribution amounts will apply:

8.1.1.2.1 Kaiser Plans

8.1.1.2.1.1 Employee Only Coverage –
\$771.14~~748.68~~/month

8.1.1.2.1.2 Employee Plus One Coverage – \$1,039.94
1,071.14/month

8.1.1.2.1.3 Family Coverage – \$1,166.35~~1,201.34~~/month

8.1.1.2.2 Blue Cross – HMO

8.1.1.2.2.1 Employee Only Coverage –
\$875.40~~901.66~~/month

8.1.1.2.2.2 Employee Plus One Coverage –
\$1,071.14~~1,039.94~~/month

8.1.1.2.2.3 Family Coverage – \$1,166.35~~1,201.34~~/month

8.1.1.2.3 Blue Cross – PPO

8.1.1.2.3.1 Employee Only Coverage –
\$716.57~~738.07~~/month

8.1.1.2.3.2 Employee Plus One Coverage – \$907.99
935.23/month

8.1.1.2.3.3 Family Coverage – \$1,034.41~~1,065.44~~/month

ARTICLE 12 - LEAVES

12.4 Sick Leave

The District provides for its regular unit members' protection against the loss of income sustained because of illness or injury. Sick leave is to protect a unit member against undue financial loss in the event of illness or injury. Sick leave shall not be used to extend vacation periods or holidays.

12.4.6 The parties agree to maintain current contract language.

12.6 Personal Necessity Leave

Personal necessity leave is to protect employees against undue financial loss in the event of certain events which the unit member shall not be able to disregard.

12.6.1 Up to seven (7) days of an employee's accumulated sick leave may be used each year for personal necessity leave.

12.6.2 Personal necessity may only be taken for one of the following reasons:

12.6.2.1 Death of member of the immediate family.

12.6.2.2 Illness of a member of the immediate family.

12.6.2.3 Serious accident involving the property of a unit member, or a serious accident involving the person or property of any member of the unit member's immediate family.

12.6.2.4 Legal proceeding or appointments with an attorney which require the unit member's presence, and which cannot be reasonably scheduled outside the unit member's workday.

12.6.2.5 Appearance in court or before any administrative tribunal as a litigant. Each date of necessary attendance under such an order other than the date specified in the subpoena shall be certified by the clerk or other authorized official of a body with jurisdiction.

12.6.2.6 Marriage of the unit member, unit member's children or grandchildren.

12.6.2.7 Graduations from high school or college of the employee, spouse, registered domestic partner, children or grandchildren.

~~12.6.2.8 Paternity leave immediately before, during or immediately after birth or adoption.~~

12.6.2.89 Attendance at religious services and observances of religious holidays. The unit member must hold a sincere, bona fide religious belief as defined by the California Fair Employment and Housing Act and Title VII of the U.S. Civil Rights Act.

~~12.6.2.910~~ Matters of compelling personal importance [maximum of six (6) days per school year] are occurrences which require attention during assigned working hours and which the employee determines cannot reasonably be disregarded. The employee may meet with the immediate supervisor to discuss this leave. This meeting shall remain confidential. The employee needs to state the applicable contract section only on the Leave Request Form.

12.6.3 Under all circumstances, the unit member shall verify on the District Absence Report that the personal necessity leave was used only for the purposes set forth in this section.

12.6.5 Members of the immediate family means, mother, father, stepmother, stepfather, grandmother, grandfather or grandchildren of the employee, or the spouse or registered domestic partner of the unit member; and the spouse, registered domestic partner, son, stepson, son-in-law, daughter, stepdaughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, children of a registered domestic partner, and any person "in loco parentis" of the unit member, or any relative living in the immediate household of the employee and persons listed on the emergency card notification form.

12.6.5.1 In order to provide proper notice during emergencies, the names listed on the emergency card shall be limited to four (4). ~~however, an employee may only designate two (2) of the four (4) names as "members of the immediate family."~~ The designations on the emergency card can be changed at any time during District business hours; however, in order to take leave for a person listed on the emergency card notification form, that person needed to have been listed on the card prior to the need for the leave arising. however, an employee may only change the designation of the persons defined as "members of the immediate family" once per school year.

12. Parental Leave

12. .1 Operative Date

This Section shall become effective as of January 1, 2017.

12. .2 Interpretation of Parental Leave Section

This Section is based on Education Code section 45196.1 and shall be interpreted and implemented in compliance with Section 45196.1 as amended by the California Legislature or interpreted by a court with jurisdiction over the District and CSEA.

12. .3 Definition of Parental Leave

For the purposes of this Section, "parental leave" has the same definition as set forth in Education Code section 45196.1. Education Code section 45196.1 defines "parental leave" as "leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee."

12. .4 Eligibility for Parental Leave

During each school year, when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from the unit member's duties on account of parental leave pursuant to Government Code section 12945.2 and/or Education Code section 45196.1 for a period of up to 12 work weeks, the amount deducted from the salary due the unit member for any of the additional 12 weeks in which the absence occurs shall not exceed the sum that is actually paid a substitute employee employed to fill the unit member's position during the unit member's absence.

In order to be eligible for leave under this Section, a unit member is not required to have 1,250 hours of service with the employer during the previous 12-month period; however, the unit member must otherwise satisfy the requirements set forth in Government Code section 12945.2(a) and Article 12.9.1.

12. .5 Calculation of Parental Leave

For the purposes of this Section:

12. .5.1 The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave pursuant to Government Code section 12945.2 and Article 12.9 if the unit member qualifies for such leave.

12. .5.2 For unit members who have not worked 1,250 hours during the previous 12-month period, but otherwise meet the requirements of Government Code section 12945.2(a) and Article 12.9.1, the 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave.

12. .5.3 A unit member shall not be provided more than one 12-week period per parental leave. If a school year terminates before the 12-week period is exhausted, however, the unit member may take the balance of the 12-week period in the subsequent school year.

12. .5.4 The aggregate amount of parental leave taken pursuant to this Section and Section 12945.2 of the Government Code shall not exceed 12 workweeks in a 12-month period.

12. .5.5 Parental leave taken pursuant to this Section shall run concurrently with parental leave taken pursuant to Government Code section 12945.2 and Article 12.9.

12. .6 One 12-Week Leave Period Both Parents Employed By The District

When both spouses (registered domestic partners) of the child are employed by the District, and are eligible for leave under this Section, consistent with Article 12.9.4.1, the spouses (or registered domestic partners) will be limited to a total of 12 workweeks off between the two of them when the leave is for parental leave.

12. .7 Governing Board Approval Not Required

This Section shall be applicable whether or not the absence from duty is by reason of a leave of absence granted by the District's Governing Board.

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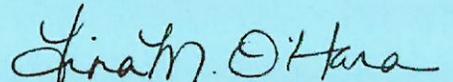
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ARTICLE 25 - DURATION OF AGREEMENT

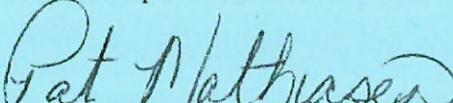
The Agreement shall be effective from July 1, 2016, and shall continue in effect to and including June 30, 2019. The parties agree that they have completed negotiations for the 2016-17 school year. For the 2017-18 school year, there shall be no reopener negotiations, except as set forth in the Agreement. the only reopeners shall be two Articles of each party's choice — except any economic Articles including, but not limited to, salary and fringe benefits — as well as any Articles mutually agreed upon. For the 2018-19 school year, the only reopeners shall be on salary and two Articles of each party's choice – and with the exception of salary, no economic Articles including, but not limited to, Health and Welfare Benefits in Article 8 — fringe benefits – as well as any Articles mutually agreed upon.


CSEA Chapter 412

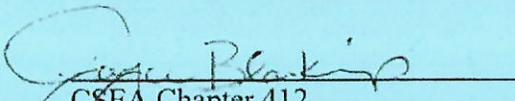
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CSEA Chapter 412

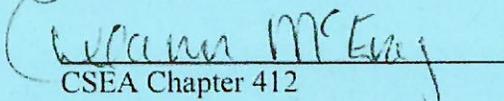
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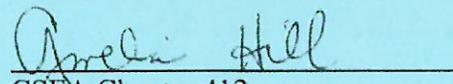
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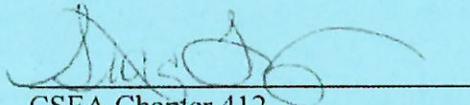
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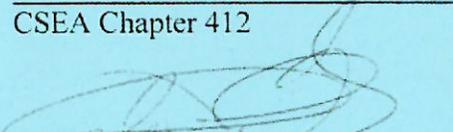
1/25/17
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CSEA Chapter 412

1/25/17
Date

CSEA Chapter 412

Date


Oak Grove School District

1/25/2017
Date

ALTERNATIVES CONSIDERED: A SERP is one of many recommendations that will be moved forward to the Superintendent from BAC. Although final Board approved budget reduction recommendations will be implemented in the following year, in light of the real savings that can be achieved by a SERP, we find it prudent to implement this program now during key recruitment months in order to under-fill positions that will be vacated by senior staff.

FISCAL IMPACT: Projected 5-year total net savings if 25 employees participate in the program will be approximately \$1.7 to \$2 million dollars.

POLICY ALIGNMENT: A SERP is a positive and creative strategy to achieve budget reduction and cost containment. This item is in alignment with District Vision Elements of *Innovative Spirit* and *Maximum Use of Resources*.

OUTCOME: Upon Board approval, this Resolution will provide both the District and participating employees with financial benefits while allowing a reasonable timeline for sufficient staffing adjustments for the coming school year.

This opportunity may also positively impact temporary and probationary teachers who might otherwise be affected by necessary staff reductions. We have made significant investments in teachers new to our District in the form of coaching and professional development on Common Core Standards, ELA / Math, key educational instructional models such as SEAL, Project Based Learning, Cognitive Guided Instruction and technology use. It is important to retain this investment within our school district.

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

RESOLUTION NO. 1247-02/17
SUPPLEMENTAL EMPLOYEE RETIREMENT PLAN

On February 9, 2017 the Board of Education (the "Board") of the (the "District") held a meeting. All members of the Board were present.

On motion of Board Member _____, duly seconded and carried, the following Resolution was adopted:

WHEREAS, California Government Code Section 53224 authorizes school districts to make contributions to retirement plans; and

WHEREAS, the OAK GROVE SCHOOL DISTRICT desires to provide retirement benefits to its employees under such a plan; and

THEREFORE, IT IS RESOLVED that the Board of Education of OAK GROVE SCHOOL DISTRICT hereby establishes a retirement plan for certain eligible employees of the District effective July 01, 2017.

RESOLVED FURTHER that the eligibility requirements for employees to participate in such plan shall be as follows:

- Employee must be a Certificated or Administrative employee of the District.**
- Employee must be at least 55 years of age by June 30, 2017.**
- Employee must have at least five (5) years of service with the District by June 30, 2017.**
- Employee must retire from the District on or by June 30, 2017.**
- Employee must submit a Letter of Resignation/Retirement and SERP Enrollment Package by March 15, 2017.**

RESOLVED FURTHER that the Board hereby adopts that certain plan known as the OAK GROVE SCHOOL DISTRICT Supplemental Employee Retirement Plan, effective July 01, 2017.

RESOLVED FURTHER that the employer contribution required to fund each participant's benefit shall equal 65% of the participant's annual teacher salary for the participant's last school year of employment.

RESOLVED FURTHER that the OAK GROVE SCHOOL DISTRICT shall make all contributions to the Plan to fund the annuities purchased pursuant to the Plan.

RESOLVED FURTHER that, for purposes of the limitations on contributions under the Plan, as prescribed by section 415 of the Internal Revenue Code of 1986, as amended, the "limitation year" shall be the Plan Year, as defined under the terms and provisions of the Plan.

RESOLVED FURTHER that, for purposes of clarification of administration of the Plan but not for purposes of making said Plan subject to title I of ERISA, the Board hereby designates the District as the plan administrator.

RESOLVED FURTHER that the Board hereby appoints the following individuals to comprise the Plan Committee:

Jose L. Manzo
Superintendent of Schools

Andrew Garcia
Assistant Superintendent, Human Resources

RESOLVED FURTHER that the Board hereby authorizes any member of the Plan Committee to execute on behalf of the District the Form 2848, Power of Attorney and Declaration of Representative.

RESOLVED FURTHER that the Board hereby appoints Keenan Financial Services as the contract administrator to assist the District in the implementation and administration of the Plan.

RESOLVED FURTHER that the Board hereby authorizes and directs Jose L. Manzo and Andrew Garcia to take the following actions:

- A. Execute the Plan and any and all other documents necessary or proper to implement the Plan.
- B. Contract with Keenan Financial Services as contract administrator to provide all services described in the contract.
- C. Execute any and all documents, including any amendment to the Plan, necessary or proper to obtain and maintain IRS approval of the form of the Plan if the IRS makes available a procedure for approval.
- D. Enter into any other contract or agreement which he or she deems necessary or proper to administer and/or fund the Plan and to attain and maintain the income tax qualification of the Plan under the Internal Revenue Code of 1986, as amended.

AYES:

NOES:

ABSENT:

ABSTAIN:

BOARD MEMBERS:

John Mackey
Dennis Hawkins
Jacquelyn Adams
Carolyn Bauer
Mary Noel

I, _____, Secretary of the Board for the OAK GROVE SCHOOL DISTRICT, hereby certify that the above and the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof on the 9th day February 2017 and passed by a majority vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 9th day of February 2017.

Secretary of the Board of Education for the
OAK GROVE SCHOOL DISTRICT



February 9, 2017

Lic. No. 0451271
Keenan & Associates

Innovative Solutions. Enduring Principles.

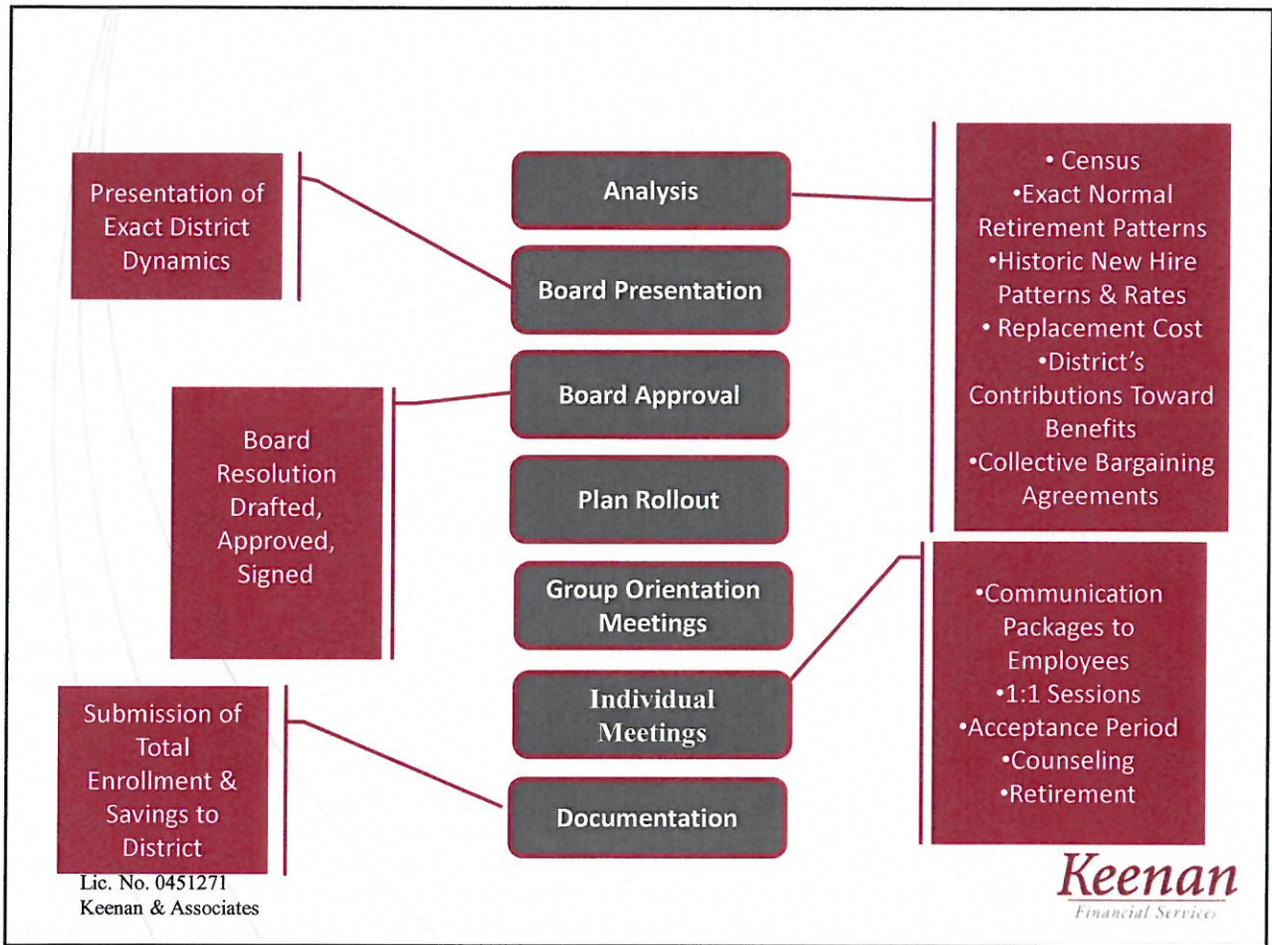
Keenan
Financial Services

Overview

- The objective is to recognize and reward the dedicated service of our long-term employees, through this retirement incentive.
- Provides the ability for employees to retire earlier than anticipated.
- SERP works by providing an attractive incentive to employees, in the form of an IRS-qualified Annuity.
- The district can recognize savings in the salary differential of a replacement employee, or non-replacement.
- Final Board approval of the plan will be presented once enrollment is concluded and a revised analysis prepared.

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Participation Guidelines

- Employee must be a Certificated or Management employee of the District
- Employee must be currently employed by the District
- Employee must be 55 years of age or older
- Employee must have at least 5 years of service with the District by July 1, 2017
- Employee must submit the enrollment packet no later than March 15, 2017
- Employee must retire from the District on or by June 30, 2017

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Participant Assumptions

- Life only benefit based on 65% of salary
- Certificated or Management employees Age 55 with 5 years of service
- 86 eligible Certificated / 11 eligible Management
- Natural attrition – 7 (Cert/Mgmt 3 year average)
- Desired SERP participation – 20
- Average annual retiree health care - \$7,182 per retiree
- Average replacements commence at Column III, Step 3 moving down 4 more steps over 5 years –
Certificated
- \$119,724 – Management replacement salaries

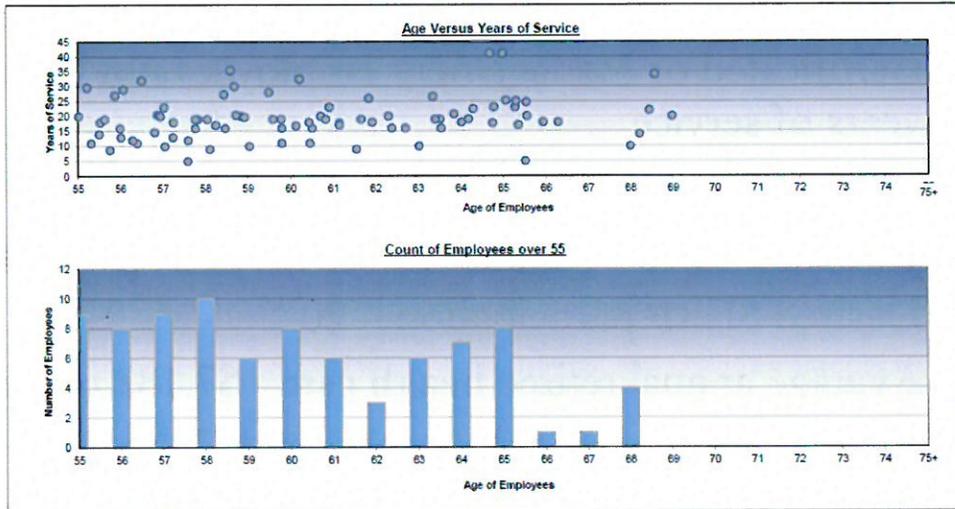
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Demographics

Oak Grove School District
Certificated

Age as of
August 1, 2017



Age of Employee	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75+
Number of Employees	9	8	9	10	6	8	6	3	6	7	8	1	1	4	0	0	0	0	0	0	0
Reverse Cumulative Totals	86	77	69	60	50	44	36	30	27	21	14	6	5	4	0	0	0	0	0	0	0
Reverse Cumulative %	100	90	80	70	58	51	42	35	31	24	16	7	6	5	0	0	0	0	0	0	0

Average Years of Service 19.2 Total Eligible Employees: 86 Average Age 60.5

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Sample Benefit 65% of Salary

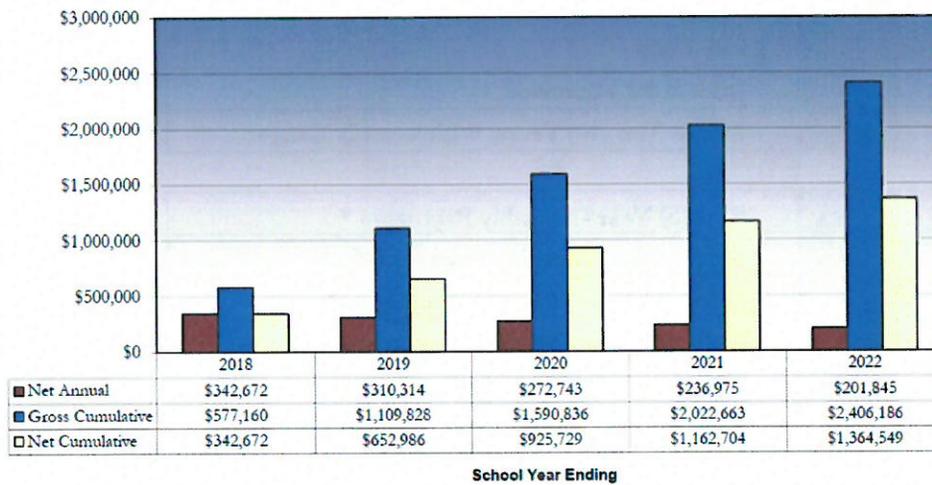
ALT	MONTHLY ALTERNATIVE BENEFIT	MONTHLY AMOUNT
A	Life Only	\$280.57
B	Joint & 50% Survivor	\$259.11
C	Life or Ten (10) Years, Whichever is Longer	\$274.91
D	Five (5) Year - Monthly Payments *	\$1,007.34
E	Six (6) Year - Monthly Payments *	\$852.56
F	Seven (7) Year - Monthly Payments *	\$741.42
G	Eight (8) Year - Monthly Payments *	\$659.95
H	Nine (9) Year - Monthly Payments *	\$596.69
I	Ten (10) Year - Monthly Payments	\$546.17

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Estimated Savings Over 5 Years

Annual & Cumulative Savings



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Plan Fees

Document Preparation Fee:
(Paid to Keenan & Associates - One Time Fee) **\$750**

Commission amount is based on a
percentage of total premium included in **0.00%**

Commission amount - billed separately **6.00%**
Billed Separately

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Timeline

- | | |
|---|--|
| <input type="checkbox"/> January, 2017 | Review SERP w/Management |
| <input type="checkbox"/> January-February, 2017 | Meetings w/Associations |
| <input type="checkbox"/> February 9, 2017 | Board Approval – Window Period Opens |
| <input type="checkbox"/> February 10, 2017 | Announcement Letters Mailed by District |
| <input type="checkbox"/> February 15, 2017 | Group Orientation Meetings |
| <input type="checkbox"/> February 21-24, 2017 | Individual Counseling Sessions |
| <input type="checkbox"/> March 15, 2017 | SERP Enrollment Forms & Letters of Resignation due at the District Office – Window Period Closes |
| <input type="checkbox"/> March 17, 2017 | Final Cost Analysis & Final Determination of Savings |
| <input type="checkbox"/> March 23, 2017 | Board Meeting for Final Approval on SERP Program |
| <input type="checkbox"/> June 30, 2017 | Employee Retires form District on or before this date |
| <input type="checkbox"/> July 1, 2017 | Plan Effective Date |
| <input type="checkbox"/> August 1, 2017 | First Benefit Payment |

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Oak Grove School District Summary Sheet

Classification	Plan Type	Total Number of Eligible	Normal Attrition	Projected Number of Eligible	Projected % of Eligible Retirees	Average Salary	Average Lifetime Benefit	Period Certain 5	Average Cost Per Retiree	Average Commission (billed separate)	Average Plan Savings per Employee	Total Projected Savings	Savings with No Plan	5 Year Projected Total Net Savings	Break Even Retirees
Certificated	65% of Salary - All Replaced - Eligible Age (min) 55 and Years of Service (min) 5	86	6	22	26%	\$93,228	\$280.57	\$1,007.34	\$60,598	\$3,636	\$109,372	\$2,406,186	\$1,041,637	\$1,364,549	10

Classification	Plan Type	Total Number of Eligible	Normal Attrition	Projected Number of Eligible	Projected % of Eligible Retirees	Average Salary	Average Lifetime Benefit	Period Certain 5	Average Cost Per Retiree	Average Commission (billed separate)	Average Plan Savings per Employee	Total Projected Savings	Savings with No Plan	5 Year Projected Total Net Savings	Break Even Retirees
Administration - 1 Not Replaced	\$66043 Flat/Fixed Spend Amount 1 not replaced - Eligible Age (min) 55 and Years of Service (min) 5	11	1	3	27%	\$142,444	\$298.36	\$1,097.85	\$66,043	\$3,963	\$222,991	\$668,974	\$292,997	\$375,977	1
Total		97	7	25	26%	\$117,836				\$7,598		\$3,075,159		\$1,740,526	11

Average Years of Service-20.7; Total Eligible Employees: 11; Average Age-59.5



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Financial Services

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **HVAC Sole Source Finding - Measure P Projects at Davis Intermediate and Sakamoto Elementary Schools** Action X

DATE: **February 9, 2017** Agenda Item C-1

REPORTED
BY/PERSON
RESPONSIBLE: **Laura T. Phan**

RECOMMENDED ACTION: **It is recommended that the Board of Trustees approve a sole source finding for use of only Carrier, Trane, or Daikin HVAC units.**

BACKGROUND: On October 27, 2016, the Board approved project agreements with Derivi Castellanos Architects for the HVAC/Roofing projects at Davis Intermediate School and Sakamoto Elementary School. During the District's HVAC/roof projects at various schools in the last two years, the brand names Carrier, Trane, and Daikin HVAC units have been installed.

To maintain consistency for purposes of efficient operation and maintenance, District staff recommends that the District require Carrier, Trane, or Daikin HVAC units be installed at Davis and Sakamoto (see Attachment A for the specific units). The law allows requirement of specific HVAC units if the Board makes a finding that these units are required for the purpose of matching other products in use at other completed project sites. (Public Contract Code §3400(c)(2).)

DISCUSSION: Facilities Staff and the District's architects for the Davis and Sakamoto projects have analyzed the benefits of using only Carrier, Trane, and Daikin HVAC units, and these benefits include reduced staff training on equipment operation and repair, standardized replacement filter sizes to keep in stock, and the HVAC systems ability to connect to the District's Energy Management System.

FISCAL IMPACT: Overall, no significant fiscal impact is anticipated. Requiring the installation of Carrier, Trane, and Daikin HVAC only units may prevent lower bids that use less expensive or lower quality makes of HVAC units. The cost to the District by allowing lesser quality, makes of HVAC units coupled with the disadvantages of not standardizing equipment could be costly in the long run.

POLICY ALIGNMENT: The proposed finding would align with the District's current policies in favor of efficiency in operation and maintenance of facilities.

OUTCOME: Upon Board approval of the sole source finding, Staff will finalize construction bid documents accordingly.

ATTACHMENT A**Specific Units Required****1. Rooftop Package Heat Pump Units**

<u>MFG</u>	<u>MODEL</u>	<u>NAME</u>
Carrier	50HCQ	Weathermaker Series – High Efficiency
Trane	WSC	Precedent Series

2. Rooftop Package Gas/Electric AC Units

<u>MFG</u>	<u>MODEL</u>	<u>NAME</u>
Carrier	50HC	Weathermaker Series – High Efficiency
Trane	YHC	Precedent Series

3. Rooftop Condenser Unit with Heat Recovery**Multiple Interior Fan Coil units**

<u>MFG</u>	<u>MODEL</u>	<u>NAME</u>
Daiken	VRV	Condenser Unit
Daiken	FXM	Concealed Fan Coil Unit
Daiken	FXAQ	Exposed Wall Mounted Fan Coil Unit

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **OGSD Induction Program Update** Information X

DATE: **February 9, 2017** Agenda Item D-1

REPORTED
BY/PERSON **Maria Wetzel**
RESPONSIBLE:

RECOMMENDED
ACTION:

BACKGROUND: OGSD's Induction program is a two-year, job embedded system of mentoring with individualized goal setting and supports, combined with professional learning focused on the development of enduring professional skills. The purpose of the OGSD Induction program is to provide a robust mentoring support system for teachers to further grow and develop the professional skills and knowledge gained in a Preliminary Preparation Program and have opportunities to show growth in mastering the California Standards of the Teaching Profession (CSTPs).

DISCUSSION: The California Commission on Teacher Credentialing (CTC) requires teachers who hold a Multiple Subject, Single Subject, or Education Specialist Preliminary credential to complete a Clear Induction Program while teaching on a preliminary credential in order to obtain a clear credential. Oak Grove School District offers two CTC approved and accredited Induction programs, one general ed. and one special ed., to meet those requirements.

ALTERNATIVES CONSIDERED: Oak Grove School District Induction program is an authentic job embedded experience with support provided by Oak Grove teacher leaders and professional development provided by Oak Grove coaches. An alternative to providing this service to our teachers is to enroll them in one of the few commission approved programs available in Santa Clara County. Teachers would have to pay approximately \$8,000 - \$10,000 in order to fulfill credential requirements for a clear credential.

FISCAL IMPACT: Fiscal impact includes a stipend for mentors to work with their Induction Candidates during evening meetings and after school hours and the support of an ESD Coordinator to plan, organize, and facilitate the Induction Program.

POLICY ALIGNMENT: This program is in alignment with BP 4131.1 *Beginning Teacher Support/Induction* and supports the District's Vision and Core Values through the thoughtful implementation throughout Induction workshops and professional development.

OUTCOME: The Induction program ensures that teachers receive individualized support to achieve success in their teaching career resulting in a greater percentage of quality teacher retention.

OGSD INDUCTION PROGRAM Update

February 9, 2017



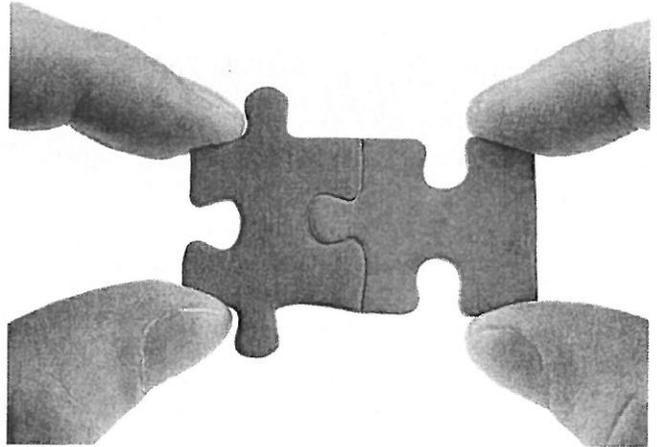
Induction Background

- California Commission on Teacher Credentialing (CTC) requirement
- 2-Year Job Embedded Induction Program (4-Semesters)
- Each Candidate assigned a mentor for individualized support
- Each Candidate shows progress towards mastery of the the California Standards for the Teaching Profession (CSTPs)
- Induction program recommends candidate for clear credential

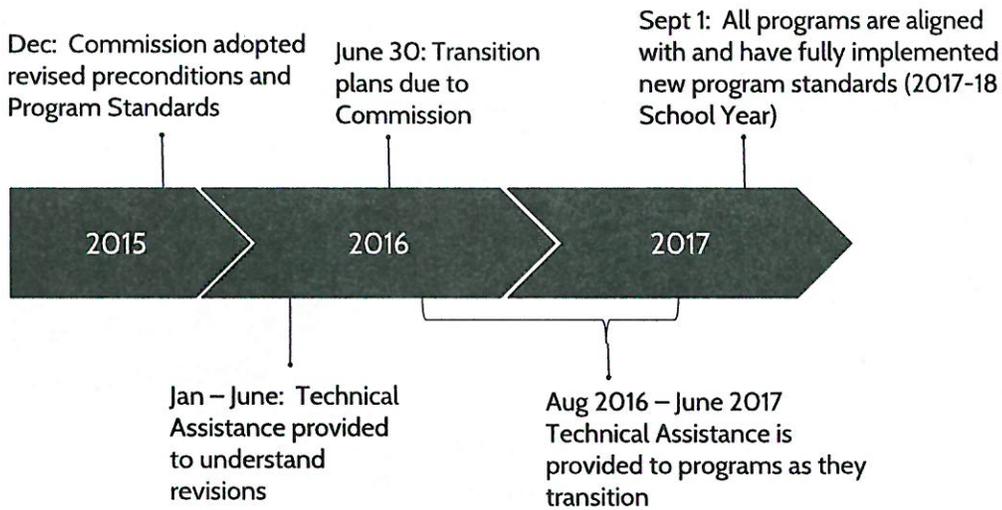


Induction in Oak Grove

- 2 CTC approved and accredited Induction programs
 - General Ed. (2009)
 - Special Ed. (2015-16)
- Single Subject, Multiple Subject, Ed. Specialists



STRENGTHENED AND STREAMLINED ACCREDITATION SYSTEM



Revised Program Standards

Standard 1: Program Purpose



Standard 2: Components of the Mentoring Design



Standard 3: Designing and Implementing the ILP



Standard 4: Qualifications, Selection and Training of Mentors



Standard 5: Determining Candidate Competence for the Clear Credential Recommendation



Standard 6: Program Responsibilities for Assuring Quality of Program Services



Benefits vs. Alternative

Benefits

- Grove does not charge teachers to participate in the Induction Program
- Induction program is incentive in recruiting efforts
- Customized program to Oak Grove teachers
- Professional Development provided by Oak Grove teacher leaders
- Building relationships within the district



Alternatives

- Other Induction programs within Santa Clara County are impacted and have waiting lists
- If Oak Grove does not provide an Induction program, teachers will have to pay approximately \$8,000-\$10,000 in order to fulfill credential requirements for a clear credential

2016-17: 40 Total Induction Candidates

Induction Program	Year 1	Year 2	Early Completion Option
General Ed (MS/SS) Induction Program	11	20	2
Education Specialists (MM/MS) Induction Program	5	2	0



Revised Mentor Model

Mentor Type	Qty
Classroom Teacher	7
ELTP or District Coach	15
Retiree	1

65% of mentors are now Teachers on Special Assignment



Professional Development Plan

- Differentiated Instruction
- Guided Reading
- Google Suite for Education
- PBIS
- Best Practices in Math
- Special Populations: SST, IEP, 504
- ELA/ELD Framework and Standards
- Next Generation Science Standards
- Classroom Management



2016-17 Changes

- Individualized Learning Plan
- Inquiry Cycle Reflection
- Cognitive Coaching Training for Mentors
- Google Classroom Platform
- Site Coaches as Mentors
- Professional Development Providers



OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **Local Control Accountability Plan (LCAP)
Annual Update**

Information X

DATE: **February 9, 2017**

Agenda Item D-2

REPORTED
BY/PERSON **Maria Wetzel**
RESPONSIBLE:

BACKGROUND: All LEAs must complete the LCAP Annual Update each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. The program and goals contained in the LCAP align with those of the school district and County Office of Education budget and multiyear budget projections.

The Annual Update section of the LCAP provides details regarding LEA's actions and expenditures to support pupil outcomes and overall performance.

Oak Grove LCAP Goals:

Goal 1: All students will be proficient in all subject areas.

Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).

Goal 3: Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.

Goal 4: School and classroom environments support learning, creativity, safety and engagement.

Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

DISCUSSION: The LCAP is an important component of LCFF as it describes how we intend to meet our annual goals for all pupils, with specific activities to address state and local priorities. It must also explain how we will spend our supplemental funds and how the goals outlined will meet the support services directed principally towards meeting goals for unduplicated pupils. The update describes the progress we have made in achieving our goals. In upcoming months, we will gather stakeholder input through the LCAP webpage survey and parent/community/employee meetings.

ALTERNATIVES CONSIDERED: There are no alternatives, the LCAP Update is a state mandate.

FISCAL IMPACT: All actual costs for each action and expenditure will be reported in the future budget section of the LCAP Update.

POLICY ALIGNMENT: The LCAP Update aligns with the five LCAP Goals of the Oak Grove School District and the Board Policy on Student Achievement.

OUTCOME: The goal of our LCAP Update is to outline the progress our district has made in meeting the goals, actions, and services that we had committed to accomplishing for our students and community members. It is our aim that all students show academic progress and "achieve their potential".

Oak Grove School District



2016-2017 LCAP Update

Presented to the Board of Trustees
February 9, 2017
By Maria Wetzel,
Assistant Superintendent
Educational Services Division

LCAP Goal 1

All students will be proficient in all subject areas.

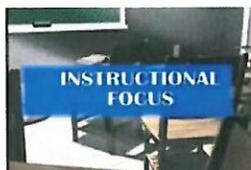
Oak Grove is implementing the Common Core Standards using strategies, materials and models such as Sobrato Early Academic Language (SEAL) in grades TK-3, Project Based Learning (PBL) grades 4-8, Expeditionary Learning ELA curriculum materials, and Engage New York or College Preparatory Mathematics curriculum materials for mathematics instruction. At the elementary level, science and history are integrated with language arts, and at the intermediate schools there are science and history courses.

System for Effective Common Core Instruction

Rigor/Relevance Framework

R I G O R	High	C Students reflect on the potential use of the new information as a solution	D Students apply the information learned to answer the questions or to solve the problems
	Low	A Students seek information to answer questions or solve problems	B Students test the relevancy of the information as it relates to the question or problem
		Low	High

RELEVANCE



Leadership in Education

Growth Mindset
Failure is the most essential step to success

Single Plan for Student Achievement



New Teacher Induction Program

CTC Approved Accreditation

- General Education-MS and SS
- Education Specialists

2016-17 School Year

- 40 Participating Teachers
 - General Ed
 - 1st Year Teachers (11)
 - 2nd Teachers (20)
 - Early Completers (2)
 - Ed Specialists
 - 1st Year Teachers (5)
 - 2nd Year Teachers (2)
- 23 Mentors
 - 15 Coaches
 - 7 Classroom Teachers
 - 1 Retiree
- Professional Development
 - 7 PDs geared to new OGSD teachers in addition to Guided Reading PD for Year 1s and Differentiated Instruction for Year 2s.
 - Online PD purchased to offer Induction teachers access to individualized PD.
 - Mentors provided Cognitive Coaching training.

New program standards adopted by CTC to strengthen and streamline process resulted in development of new OGSD Induction program.

Math









Standards for Student Mathematical Practice

<p>1 Make sense of problems and persevere in solving them.</p> <p><i>Keep on going!</i></p>	<p>2 Reason abstractly and quantitatively.</p> <p><i>Work with numbers and symbols.</i></p>	<p>3 Construct viable arguments and critique the reasoning of others.</p> <p><i>Use words and numbers.</i></p>	<p>4 Model with mathematics.</p> <p><i>Show your thinking.</i></p>
<p>5 Use appropriate units and labels in describing measurements.</p> <p><i>Use the right units.</i></p>	<p>6 Attend to precision.</p> <p><i>100 minutes = 2 hours?</i></p> <p><i>Check your work.</i></p>	<p>7 Look for and use structure.</p> <p><i>Use the pattern in multiplication.</i></p>	<p>8 Look for and use regularity in repeated reasoning.</p> <p><i>Use the pattern in addition.</i></p>

- Common Core Math Standards
- Signature Instructional Practices
- Incorporating the Standards for Mathematical Practice
- Math Coaching Support:
 - Utilizing a Growth Mindset in Math
 - Backwards mapping
 - Cognitively Guided Instruction strategies
 - Formative assessment
 - Number Talks
 - Low Floor-High Ceiling Math Tasks
- EngageNY/CPM instruction
- Pilot, K-5: Bridges, My Math, ENY
- Pilot, 6: CPM, ENY
- East Side Alliance
- Interventions:
 - Summer Intervention Programs: SVEF Elevate and ALearn MAP program
 - SJ Learns Grant (3rd grade students at Christopher, Edenvale, Stipe)

Two full time math coaches are available to provide ongoing teacher support; District Math Team 5

English Language Arts

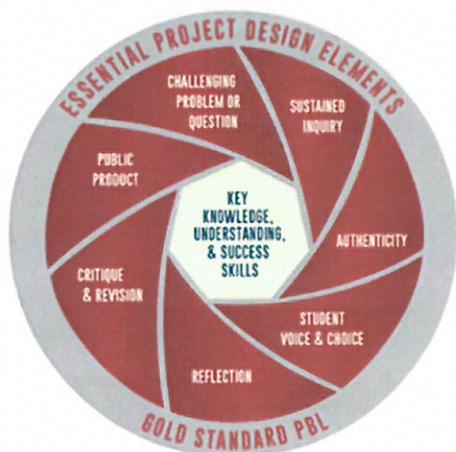




- Core Knowledge Language Arts (CKLA)
 - K-2 Grades
 - Complete Curriculum
 - Supporting resource for SEAL
- Expeditionary Learning
 - 3-8 Grades
 - Complete Curriculum
 - Supporting resource for PBL
- Balanced Literacy
 - 25 new teachers attended 3-Day Guided Reading PD
- ELA Coaching Support
 - ELA curriculum
 - Balanced literacy
 - PBL Unit Development & Implementation
- ELA PD provided through Induction
 - Writing Across the Curriculum
 - Text Complexity and Close Reading
 - ELA/ELD Framework and Standards

6

Project Based Learning



- Developing Competencies in Grades 4-8 in Project Based Learning
Nov. 8, 2016 - Intermediate School teachers
Dec. 2, 2016 - 4-6th Grade teachers
SCCOE/Bullis Charter PBL Practicum
- Teacher Resource Site includes:
 - ✓ PBL Starter Kit
 - ✓ PBL Planning Tools
 - ✓ PBL Best Practices
 - ✓ PBL Rubrics
 - ✓ PBL Unit Library

7

Science-NGSS



STEMscopes™
K-12



- BirdBrain Science
Resources for 3-8th Grades
- STEMscopes
Curriculum for 6-8th Grades
- BrainPop
Resources for 7-8th Grade Science
- East Side Alliance Science Symposiums
Middle school teachers from multiple districts discuss implementation and current issues surrounding NGSS
- RAFT/NTC Science Forum
PD for Middle School teachers focused on leadership, facilitation, and NGSS standards
- NGSS Committee
Evaluating Amplify and Green Ninja
- CAST and CAA pilot 2016-17, 5th and 8th grades

Health



Family Life

- All new to Oak Grove and new to 5th & 7th grade teachers receive curriculum and Ed Code training
- Comprehensive Sexual Health Education in 5th & 7th Grades
- HIV/STD Prevention Education in 7th Grade
- 5th Grade curriculum Training-March 9, 2017
- 5th Grade Parent Information Night-March 15, 2017
- 7th Grade Curriculum Training-March 7, 2017
- 7th Grade Parent Information Night-March 30, 2017
- Healthy Schools Advocate supports OGSD in compliance with CSHE and Healthy Schools Act programs.

E

Two-Way Bilingual Immersion Program

- Grades K-2
- Monthly coaching, modeling, and instructional planning sessions with expert staff from ATDLE
- SEAL training
- Training in Spanish curriculum: *Adelante*
- Training in Spanish assessment: CPAA
- New assessments in Spanish for Reading and Language Acquisition
- STEMart professional development
- Online NGSS course (STEMscopes) in Spanish



Bilingual Programs at Christopher, Stipe and Edenvale: grades K-3

Indigo Parent Participation: grades K-8

AdVENTURE STEM Program: grades 5-8

Christopher STEM Leadership Program: grades 7-8

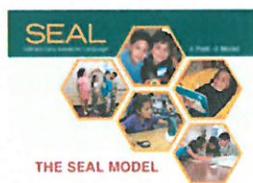
Long Term Independent Study: grades TK-8

LCAP Goal 2

We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).

Instructional scaffolding is a learning process designed to promote a mastery of learning the standards. Scaffolding is the support given during the learning process which is tailored to the needs of students with the intention of helping and accelerating the students' learning goals. Specific classroom strategies, resources, and programs are provided to students who need additional assistance in mastering the Common Core Standards.

Sobrato Early Academic Language



**POWERFUL
LANGUAGE
LEARNING**

Sobrato Early Academic Language (SEAL) Professional Development 2016-17

Cohort / Grade Levels	Year	School Years of SEAL Training	# of Teachers	# of Days: SEAL Modules	# of Days: Grade Level Unit Development Days	Total PD Days
Cohort 1						
TK, K, 1st	Year 4	2013-14 2014-15	21 Teachers (6 new)	0	3	3
2 nd , 3rd	Year 3	2014-15 2015-16	19 Teachers (7 new)	0	5	5
Cohort 2 and 3						
TK, K, 1st	Year 3	2014-15 2015-16	44 Teachers (6 new)	0	5	5
2 nd , 3rd	Year 2	2015-16 2016-17	41 Teachers (4 new)	6	5	13
Cohort 4						
TK, K, 1st	Year 2	2015-16 2016-17	24 Teachers	6	5	11
2 nd , 3rd	Year 1	2016-17	15 Teachers	8	5	13

() = New teachers who are receiving the year 1 or year 2 modules with another cohort

Cohort 1 Schools: Title I Schools—Christopher, Edenvale, Miner, Stipe

Cohort 2 Schools: Baldwin, Del Roble, Frost, Parkview

Cohort 3 Schools: Anderson, Glider, Hayes, Ledesma

Cohort 4 Schools: Santa Teresa, Sakamoto, TWBI

ELA/ELD Framework

- Train all ELTPs & Coaches
- Train all teachers in Induction and at site level



ELA / ELD Framework Professional Development Outcomes

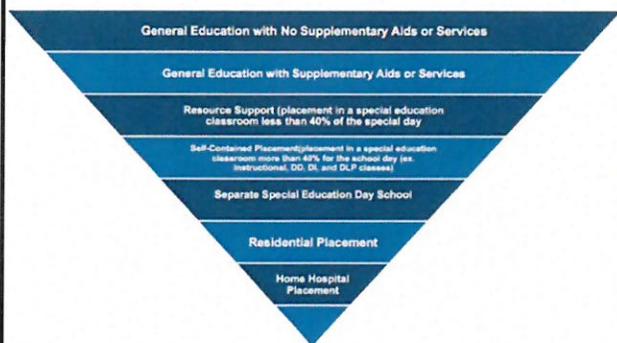
Part 1: Integrated ELD (2 hours)

Part 2: Designated ELD (2 hours)

- To continue our learning on how the CA ELD Standards align with the Common Core State Standards (CCSS) and create rich teaching and learning environments
- To better understand the relationship between integrated and designated ELD through grade level vignettes

Least Restrictive Environment

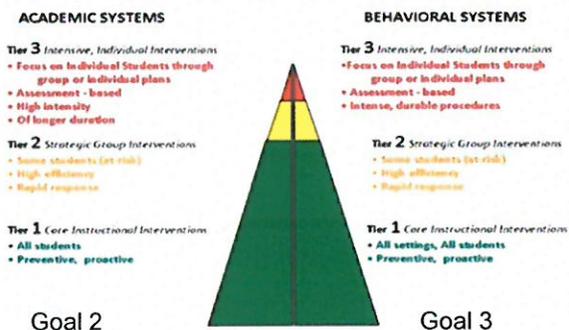
The Placement Continuum



- Least Restrictive Environment Collaborative is working to create process for schools to increase general education time for students with IEPs
- SST professional development to support students in general education
- Universal Design for Learning (UDL) professional development is being offered to principals this year
- California School Services is completing an audit, and the Compliance Review is being done this year.

Responsive to Intervention

The VISION: To Provide Effective Interventions to Meet the Needs of ALL Students Through Early and Scientifically Based Interventions Through Careful Systems Planning



- The PBIS coach supports all sites in developing specific RTI academic pyramids specific to their site.
- RTI professional development was provided to principals during Curriculum and Instruction meetings.
- An ESD Team is updating district RTI pyramid as a guideline to all sites.

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LCAP Goal 3

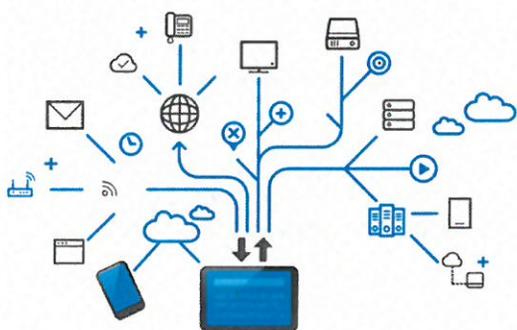
Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.

Effective technology integration for pedagogy (instruction) around specific subject matter requires developing an integration when students and teachers do not stop to think about that they are using a technology tool, but actively engaged in projects use technology tools as a seamless part of the teaching and learning process.

Students use Chromebooks and Google Apps for Education as an integrated learning tool during ELA, mathematics, science, history etc. There are a variety of additional online resources such as i Ready, Raz Kids, Khan Academy, Stemscopes, Birdbrain, Dreambox Math, etc. Some special education students have access to iPads and applications based on their individual needs.

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Instructional Technology (IT)



One-to-one Chromebooks in Grades 6-8, two-to-one in Grades TK-5

- Updated the internet switches in all schools
- All staff desktops have been updated to Windows 10
- Improved Web Sites aligned to Office of Civil Rights accessibility requirements
- Infinite Campus Online Student Registration project close to completion
- Help Desk Tickets completed each month. August to December: 1,540 tickets submitted, 1,488 tickets closed and completed. Average of 15 tickets left open and moved to the following month.

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EdTech

August-December 2016
 191 Teacher training one-to-one
 72 Staff Trainings
 184 Classroom Model Lessons with Students/Teacher
 6 Parent Training



- Modeling lesson in the classroom with students
- Coaching individual teachers, and staff professional development
- Communicating about CCSS Digital Literacy Skills and Standards by Grade Level
- Doing Coding - a computer science activity with students and teachers
- Supporting Google Apps for Education
 - Docs, Slides, Classroom, Forms, Sheets
- Supporting Online Resources
 - Clever, Dreambox, i Ready, Read and Math 180, System 44, School Loop, Raz Kids, Coding Programs, etc.
- Facilitating the Tech Mentor Meetings
- Supporting intermediate schools with grades from School Loop to Infinite Campus
- Providing parent presentations on technology and Common Core integration
- Ensuring all online contracts are FERPA/COPPA Compliant

18

LCAP Goal 4

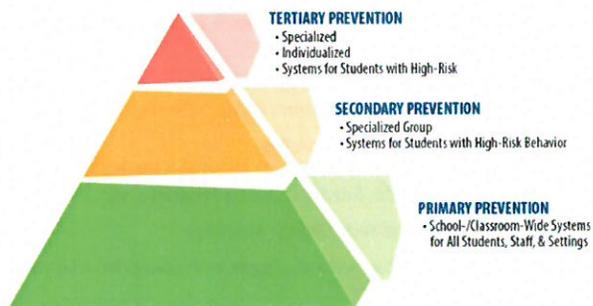
School and classroom environments support learning, creativity, safety and engagement.

Children learn best when they are in a safe school environment. A safe environment is one where students feel physically, emotionally, and socially comfortable. They know that their needs are taken care of and that they are protected by caring adults. One of the foremost advances in schoolwide discipline is the emphasis on proactive strategies like creating a positive, predictable, consistent and safe environment. Positive Behavioral Interventions and Supports (PBIS) is a systems approach to support social competence and academic achievement.

For students to learn, they must attend school. A welcoming and accepting environment motivates students to attend school.

19

Positive Behavioral Interventions and Supports (PBIS)



“Be Respectful, Be Responsible, Be Safe”
A tiered Response to Intervention Support System

A full time coach supports sites based on their needs within the three tiers of PBIS. A Schoolwide Evaluation Tool (SET) was completed to look at site behavior event data. SET 2 Fall 2016 indicates the district average for implementation is 91%. This process includes asking students and staff the following questions:

Students:

- What are the behavior expectations?
- What do they mean?
- Have you been acknowledged in the last two weeks?

Staff:

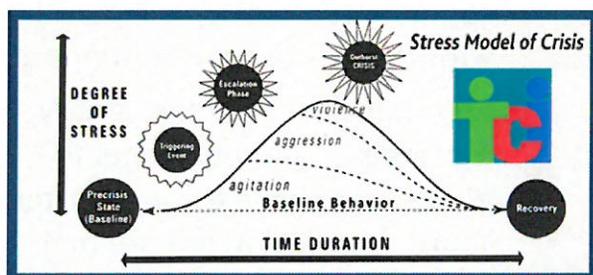
- What are the school’s behavioral expectations?
- Have you taught the expectations?
- Have you acknowledged the students?
- What type of behavior events do you refer to the office (Major/Minor)?
- How would you handle a crisis at school?
- Is there a team focusing on PBIS?
- If so are you on the team?

Based on the results, the site PBIS/Leadership Team determine their next steps in PBIS implementation.

20

Therapeutic Crisis Intervention

TCI is a pyramid framework that involves the training of de-escalation skills, behavior support techniques, emotional support during a student's crisis and (if ultimately necessary) restraints to ensure staff and student safety.



Trainings provided in 2016-17:

2 day De-Escalation Training (16 hours)	- 11 participants
4 day Full TCI Training (32 hours)	- 16 participants
1 day TCI Refresher (8 hours)	- 58 participants
TCI Workshops (2 hours)	- 163 participants
TCI Site Review (1.5 hours)	- 49 participants

21

Social Work & Family Supports



- One Oak Grove Counselor who supervises 11 Social Worker Interns
- All elementary schools have a part-time intern
- The interns provide small group and individual counseling to students
- Services provided for families include: grief counseling, gang affiliation, anxiousness, sexual orientation, family/home issues

22

Student Attendance



- ADA Recovery: Saturday classes for students with absences
- Extended Health Clerks hours each day to reach out to families regarding attendance, illness, medical concerns
- Community Liaisons focus on communicating and collaborating with families to provide support
- ESD staff work with the county McKinney Vento personnel to ensure our Homeless and Foster Youth students' needs are met

23

LCAP Goal 5

We will actively engage parents and community members in supporting the implementation of CCSS instruction.

Research continues to confirm conventional wisdom - engaging families is critically important for improving students' social and academic success. Family Engagement is a shared responsibility among families, schools, and communities in which schools and the community are committed to reaching out to engage families in meaningful ways. We value the influence of the family on the child's well-being and are committed to all families being informed, involved and engaged.

24

Family Activities

Cinco de Mayo Celebration
 Food, Drinks, Pan Dulce, Entertainment
Friday, May 6th, 2016
 5:30 - 8:00pm
 Davis Intermediate School
 5035 Edenview Dr., San José, CA, 95111

SEAL



OAK GROVE SCHOOL DISTRICT'S PREMIER ART SHOWCASE

COMMUNITY CENTER | 330 BRANNAN LN. EAST | SAN JOSE, CA 95111

CULTURAL ARTS EXPO 2017

25

Parent Communication Vehicles



Parent Information Nights

-  November 1, 2016, Bernal Science Education for the 21st Century
-  January 10, 2017, Herman College: Making it Happen and OGSD Educational Choice Faire
-  March 21, 2017, Davis Textbooks to Chromebooks: How has the classroom changed?
-  April 25, 2017, Herman Science Education for the 21st Century

GATE Parent Information Nights

- October 11, 2016
- January 31, 2017



26

Heising-Simons Family Engagement Grant Phase III

Christopher Elementary
Del Roble Elementary
Edenvale Elementary
Parkview Elementary

Action Team for Partnerships (ATPs)

The Family Engagement Program Administrator provides support to schools in implementation of research-based ATP model to engage families for the purpose of improving academic achievement of students.

Dual Capacity-Building Workshops

- Four schools: 8-week sessions in Fall, Winter, Spring
- Action Team for Partnerships (ATP) support/coaching
- Deepening and strengthening relationships with outside local community providers.
- Provided in partnership with Family Engagement Institute/Foothill College and Grail Family Services.

27



Healthy Choices is an 8-week series of classes focusing on emotional and physical wellness. The workshop series emphasizes making healthy choices for building healthy relationships, healthy eating and lifestyle habits.

Participants engage in hands-on cooking during each workshop session.

28

Heising-Simons Family Engagement Grant Expansion

- Hayes Elementary
- Miner Elementary
- Stipe Elementary
- Taylor Elementary
- Bernal Intermediate
- Davis Intermediate

The Family Engagement (FE) Program Administrator will train expansion sites in ATP model.

FE Program Administrator collaborates with schools to provide outside resources such as free workshops for families, community events, and educator workshops.

Stakeholder Input



Stakeholder Meetings to Collaborate

LCAP Annual Update and Input
2016-17

Local Control and Accountability Plan

Background: In June of 2013, voters in a 57% majority passed the Local Control Funding Formula (LCFF) to address education funding. The new funding model is a major step in the state's effort to improve the way we fund public schools. The LCFF is a major step in the state's effort to improve the way we fund public schools. The LCFF is a major step in the state's effort to improve the way we fund public schools.

What is the Local Control and Accountability Plan (LCAP)?

The LCAP is the state's new way of funding public schools. It is a three-year plan that will be updated annually. The LCAP is a three-year plan that will be updated annually. The LCAP is a three-year plan that will be updated annually.

The 2016-17 LCAP is:

- State 1: Local Control and Accountability Plan
- State 2: Local Control and Accountability Plan
- State 3: Local Control and Accountability Plan
- State 4: Local Control and Accountability Plan
- State 5: Local Control and Accountability Plan
- State 6: Local Control and Accountability Plan
- State 7: Local Control and Accountability Plan
- State 8: Local Control and Accountability Plan
- State 9: Local Control and Accountability Plan
- State 10: Local Control and Accountability Plan
- State 11: Local Control and Accountability Plan
- State 12: Local Control and Accountability Plan
- State 13: Local Control and Accountability Plan
- State 14: Local Control and Accountability Plan
- State 15: Local Control and Accountability Plan
- State 16: Local Control and Accountability Plan
- State 17: Local Control and Accountability Plan
- State 18: Local Control and Accountability Plan
- State 19: Local Control and Accountability Plan
- State 20: Local Control and Accountability Plan
- State 21: Local Control and Accountability Plan
- State 22: Local Control and Accountability Plan
- State 23: Local Control and Accountability Plan
- State 24: Local Control and Accountability Plan
- State 25: Local Control and Accountability Plan
- State 26: Local Control and Accountability Plan
- State 27: Local Control and Accountability Plan
- State 28: Local Control and Accountability Plan
- State 29: Local Control and Accountability Plan
- State 30: Local Control and Accountability Plan

Will be posted on all websites and are available in any language

2017-18 Oak Grove Local Controlled & Accountability Plan (LCAP) Input Survey

The LCAP is a three-year plan with ongoing actions found within this survey. Your input will assist Oak Grove in prioritizing resources within the plan. You may also provide input to other actions you would like to see in the three-year LCAP Plan.

Which language would you like to take the survey in?

- English
- Spanish
- Vietnamese

In three languages

Continue >

Questions?

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ATTACHMENT A

Resolution for Adoption of System for Rating Contractors

**BEFORE THE BOARD OF TRUSTEES OF THE
OAK GROVE SCHOOL DISTRICT
SANTA CLARA COUNTY, CALIFORNIA**

**IN THE MATTER OF
PREQUALIFICATION OF
CONTRACTORS**

**RESOLUTION NO. _____
RESOLUTION REGARDING
CONTRACTOR PREQUALIFICATION
PROCEDURE AND RATING SYSTEM
(Public Contract Code §20111.6)**

WHEREAS, for contracts awarded on or after January 1, 2014, Public Contract Code section 20111.6 requires California school districts with average daily attendance greater of 2,500 or more to prequalify prospective general contractors and mechanical, electrical and plumbing subcontractors on public projects involving an anticipated expenditure of \$1,000,000 or more, and which are funded in whole or in part by State school bonds; and

WHEREAS, for contracts awarded on or after January 1, 2015, this requirement for pre-qualification was extended to lease-leaseback projects meeting the same criteria; and

WHEREAS, for contracts awarded on or after January 1, 2016, this requirement for pre-qualification was extended to (a) any project for which the District will request State bond funds after construction of the project, and (b) any lease-leaseback project, regardless of the amount of expenditure and regardless of the source of funding; and

WHEREAS, Public Contract Code section 20111.6 states that the board of a district shall adopt and apply a uniform system of rating contractors and subcontractors on the basis of the completed questionnaires and financial statements; and

WHEREAS, Public Contract Code section 20111.6 states that the questionnaires and financial statements shall not be public records and shall not be open to public inspection.

NOW THEREFORE BE IT RESOLVED that when the Oak Grove School District (“District”) bids, or seeks proposals, for a public project that requires prequalification under Public Contract Code section 20111.6, bidding and proposing contractors shall be prequalified by the District in accordance with a uniform system of rating contractors on the basis of completed questionnaires and financial statements all in conformance with the Department of Industrial Relations standards and tailored to meet the parameters of the District’s project, with any prequalification status that is granted through this process expiring after one (1) year; and

BE IT FURTHER RESOLVED that the Board hereby adopts the uniform system of rating bidding and proposing contractors attached to this Resolution as Exhibit A, based on verified questionnaires and financial statements; and

BE IT FURTHER RESOLVED that in addition to prequalifying contractors for each project, the Board directs District staff to prequalify contractors on an annual basis by April 1 of each year using the rating system approved above, with any prequalification status that is granted through this process expiring after one (1) year.

The foregoing Resolution was adopted by the Governing Board of the Oak Grove School District of Santa Clara County, State of California, at a meeting held of said Board held on the ____ day of _____, 201__, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____, President
Governing Board
Oak Grove School District
Santa Clara County, California

I, _____, Clerk of the Governing Board of the Oak Grove School District, County of Santa Clara, State of California, do hereby certify that the foregoing is a true copy of the Resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original Resolution is on file in the office of said Board.

_____, Clerk
Governing Board
Oak Grove School District
Santa Clara County, California

EXHIBIT A
SYSTEM FOR RATING CONTRACTORS

* * * * *

**Prequalification Scoring Sheet
Cover Page**

Firm Name: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

If firm is a sole proprietor or partnership:

Owner(s) of Company _____

Contractor's License Number(s): _____, _____, _____

Instructions for Scoring

The questionnaire consists of 3 Parts. Part I requires that contractors provide complete and satisfactory information. Part II requires that contractor provide Yes or No answers. Part III assigns points to each of the possible answers to the questions, for a combined score. Instructions for scoring each part are provided at the top of each Part. The last page of Part III provides instructions on determining whether the contractor receives a "Prequalified" or "Not Prequalified" rating.

If the rating is "Prequalified," the contractor's qualified limit will be the lesser of the following (stated in U.S. currency): (a) the largest public works contract the contractor has fully performed within the last five years (as defined by the original contract price, plus additive and deductive change orders), plus 10%; or (b) the contractor's current bonding capacity (as determined by the surety with which the contractor currently has the highest bonding limit). (The information necessary to determine the rating should be provided by the contractor in response to Part I, section C, of the prequalification packet.)

A. The contract price (as adjusted by change orders) of the largest public works contract firm has fully performed in the last three years:

\$ _____ + 10% = _____.

B. Firm's current maximum bonding capacity: \$ _____. Name of Bonding Company: _____

PART I Contractor’s General/Financial Information Sheet

Information provided in response to Part I must be complete to the District’s satisfaction. Failure to provide all requested information shall result in a “Not Prequalified” rating.

A. General Information. Transfer relevant information from Part I “Contractor’s General Information” to cover page (page 1 of this scoring sheet).

B. History and Ownership of Firm.

Questions 1-7:

- The firm is a: Corporation
 Partnership
 Sole Proprietorship
 Joint Venture

The firm *included* *did not* include all information necessary to complete this section.

Check “Responses Included” box if information is included in application. If, based on the contractor’s answers, follow up is necessary, indicate so by checking the “follow up” box.

		Responses Included	Follow Up
1.	Years in business		
2.	Change in ownership		
3.	Subsidiary, parent, holding company, etc.		
4.	Owners’ identities		
5.	Gross revenues		
6.	Number of projects completed		
7.	Change in license number		

C. Bonding.

Check “Responses Included” box if information is included in application.

		Responses Included
8.	Bonding capacity	
9.	Other sureties	

D. *Financial Information.*

		Yes	No	Verified
10.	Reviewed or Audited Financial Statement Attached			
11.	Accounting Firm Information			
12.	Banking Information			

E. *Recent Construction Projects Completed.*

Use information provided to verify references and complete rating information on the cover page.

F. *Apprenticeship Program Information.*

		Responses Included	Follow Up
13.	Apprenticeship program identified		
14.	Operates own program		

Completing Analysis of Part I

If all information has been provided and is satisfactory, and any necessary follow up investigation has been performed on “red flags” raised by the information so that concerns are eliminated, the contractor has passed Part I and you may move on to scoring of Part II.

PART II: Essential Requirements for Prequalification

Contractor must answer Yes to questions 1 through 5 below. Any No (or blank) answers shall result in a rating of “Not Prequalified.”

		Yes	No
1.	Valid and current contractor’s license		
2.	Liability Insurance with Appropriate Limits General Contractor: \$3,000,000 & \$5,000,000 MEP Subcontractor: \$1,000,000 & \$2,000,000		
3.	Valid worker’s compensation insurance policy		
4.	At least 2 DSA-approved CA public school K-12 projects		
5.	Currently registered with DIR		

Contractor must answer No to questions 6 through 12 below. Any Yes (or blank) answers shall result in a rating of “Not Prequalified.”

6.	Contractor’s License Revocation or Suspension within last 5 Years		
7.	Contractor ineligible to bid due to Labor Code violations		
8.	Currently in bankruptcy or receivership		
9.	Surety completed a project due to contractor default		
10.	Convicted of crime involving false claims or liable in a civil suit for false claims		
11.	Convicted of a crime involving construction laws		
12.	Convicted of a crime involving fraud, dishonesty, etc.		

PART III ORGANIZATIONAL PERFORMANCE AND COMPLIANCE WITH LAWS

Score answers to Part III as indicated below. When complete, total all points received and compare the Grand Total to the instructions on the last page of this scoring sheet. To receive a rating of "Prequalified", Contractor's total points must meet the minimum total score.

A. Financial History & Licensing

		Possible Scores	Score
1.	Bankruptcy last 5 years	No = 5 Yes = 0	
2.	Suspended license last 5 years	No = 5 Yes = -5 (adjustment to 0 if reason for suspension is not material)	

(Maximum Possible Score 10)

III.A Total Score _____

B. Disputes

		Possible Scores	Score
3.	Liquidated Damages in last 5 years	No = 5 1 or 2 times = 3 > 2 times = 0	
4.	Disbarred/Disqualified from bidding on public project	No = 5 Yes = 0	
5.	Denied bid on grounds of non-responsibility	No = 5 Yes = 0	
6.	Claim against firm in court or arbitration	No = 5 1-2 instances = 3 > 2 instances = 0 (adjustment upward if contractor prevailed on claim outside settlement)	
7.	Made claim against owner in court or arbitration	No = 5 1 instance = 3 >1 instance = 0 (adjustment upward if contractor prevailed on claim outside settlement)	
8.	Project terminated for cause or by contractor consent within last 5 years	No = 5 Yes, by consent = 0 Yes, for cause without consent = -5	
9.	Surety payments on contractor's behalf	No = 5 1 instance = 3 >1 instance = 0	

10.	Project with more than 3 stop payment notices in last 3 years	No = 5 Yes = 0	
11.	Claim against payment bond	No = 5 1 instance = 3 >1 instance = 0	

(Maximum Possible Score 45)

III.B Total Score _____

C. Insurance and Bonding

		Possible Scores	Score
12.	Insurance refusal to renew within last 5 years	No = 5 Yes = -5	
13.	Required to pay a premium greater than 1%	No = 5 More than 1% but equal or less than 1.25% premium = 4 More than 1.25% but equal or less than 1.5% premium = 3 > 1.5% premium = 0	
14.	Denied coverage by surety	No = 5 Yes = 0	

(Maximum Possible Score 15)

III.C Total Score _____

D. Compliance with Law

		Possible Scores	Score
15.	CAL OSHA violations last 5 years	No = 5 1 instance = 4 2 instances = 3 3 or more instances = 0	
16.	Federal OSHA citations last 5 years	No = 5 1 instance = 4 2 instances = 3 3 or more instances = 0	
17.	EPA, Air Quality or RWQCB citations last 5 years	No = 5 1 instance = 4 2 instances = 3 3 or more instances = 0	
18.	Safety meetings	Weekly = 5 Monthly = 3 Quarterly = 1 None = 0	
19.	Experience Modification Rate	EMR .95 or less = 5 EMR more than .95 but less than or equal to 1 = 3 EMR greater than 1 = 0	
20.	Workers' comp lapse in last	No = 5	

	five years	Yes =0	
--	------------	--------	--

(Maximum Possible Score 30)

III.D Total Score _____

E. Prevailing Wage and Apprenticeship Compliance Record

		Possible Scores	Score
21.	Required to pay back wages under State prevailing wage law	No = 5 1 instance = 4 2 instances = 3 3 or more instances = 0	
22.	Required to pay back wages under Federal prevailing wage law	No = 5 1 instance = 4 2 instances = 3 3 or more instances = 0	
23.	Other penalties or charges	None = 5 1 instance = 4 2 instances = 3 3 or more instances = 0	
24.	Apprentice violations	None = 5 1 instance = 4 2 instances = 3 3 or more instances = 0	

(Maximum Possible Score 20)

III.E Total Score _____

Part III.A Total Score _____
 Part III.B Total Score _____
 Part III.C Total Score _____
 Part III.D Total Score _____
 Part III.E Total Score _____

Grand Total for Part III _____
 (Maximum Possible Grand Total = 120)

If Grand Total for Part III is 88 or more, and Contractor met the requirements of Parts I and II, then Contractor is **prequalified**.

If Grand Total for Part III is less than 88, and/or Contractor did not meet the requirements of either or both Parts I and II, then Contractor is **not prequalified**.

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **Review of Construction Delivery Methods Available for District Projects** Information X

DATE: **February 9, 2017** Agenda Item E-2

REPORTED
BY/PERSON
RESPONSIBLE: **Laura T. Phan**

BACKGROUND: In establishing the Measure P Bond Program, Staff presented study sessions for the Board on March 23, 2015 (Procurement Process) and on February 4, 2016 (Construction Delivery Methods). For the District's past bond projects, the District has usually used the lease-leaseback delivery method ("LLB"). However, recent changes in the law for LLB have removed some of its major benefits as compared to the other construction delivery methods. The District will be considering all available delivery methods for future District projects, taking into consideration scope of work and timeline.

DISCUSSION: Unless an exception applies, competitive bidding (DBB) is required for all District construction projects. (Public Contract Code §20111(b).) The District enters a contract with an architect to design the project. Then the DSA-approved design is advertised for bidding, and the contract is awarded to the lowest responsive and responsible bidder. DBB may be used in two ways: Single prime (i.e., one District contract), and multi-prime (i.e., many District contracts). Single prime is usually used due to added risks inherent in multi-prime.

One exception to DBB is the design-build delivery method ("DB"), where the District enters a single contract with an entity that both designs and builds the project. Another exception is LLB, where the District leases the property to the contractor, who subleases it back to the District in exchange for monthly sublease payments during and after construction that compensate the contractor for its construction and financing costs. Both DB and LLB allow consideration of qualifications during the contractor selection process.

Facilities Staff will present an overview of the various construction delivery methods, and make recommendation for this year's upcoming bond projects. If necessary for a project, the District may hire a construction manager to assist staff.

FISCAL IMPACT: Project cost will be determined upon finalization of construction plans and selection of construction delivery method. All construction contracts will be submitted for Board approval.

POLICY ALIGNMENT: Staff will choose the construction delivery method that is most economical and provide for the timely completion of projects.

OUTCOME: Based on the Board's input, District staff will evaluate and finalize the delivery methods to be used for the District's upcoming projects.



Construction Delivery Methods Overview

February 9, 2017
Board Meeting

Presented By:
Laura Phan and Neil Rauschhuber
Arne Sandberg, Lozano Smith Attorneys at Law

1

Overview

- Construction Delivery Methods and Timelines
- Recommendation for 2017 Projects



2

Construction Delivery Methods

- Design-Bid-Build (“DBB”) – competitive bidding
 - Single Prime
 - Multi-Prime
- Design-Build (“DB”)
- Lease-Leaseback (“LLB”)



3

Design-Bid-Build

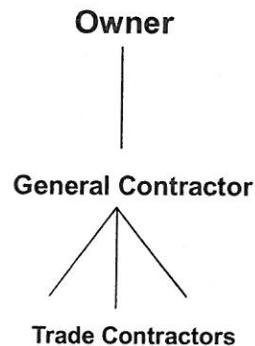
- Process:
 - Architect designs the project.
 - District advertises for competitive bids if project is over \$45,000.
 - Contract awarded to lowest responsive and responsible bidder.
- Benefits compared to other delivery methods:
 - Contract locks the bidder into a lump sum price and a completion deadline.
 - Most of risk is on the contractor.
 - No skilled and trained workforce requirements.
 - Prequalification only required for some projects.
 - Simplest delivery method, and easiest contract documents to prepare.
- Drawbacks:
 - Contractor selection based on price only – only a low threshold for qualifications.
 - Potential for bid protests.
 - Potential for additional change orders.



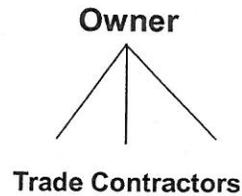
4

Two Types of DBB

SINGLE PRIME



MULTIPLE PRIME



5

Single Prime vs. Multi-Prime

- Single Prime = District enters one contract with a general contractor, and the general contractor enters subcontracts with many trade contractors.
 - Single Prime is more common and generally has lower risk for owners.
 - General contractor must coordinate and schedule all of the trade contractors.
- Multi-Prime = District enters numerous contracts with trade contractors.
 - Benefit:
 - One trade contractor can start project while design and contracts for other trades are being finalized, thus allowing an earlier start and creating budget flexibility.
 - Drawbacks:
 - Owner stands in the shoes of the general contractor, so it directly incurs all of the overhead costs, and assumes all risk of extra work and delay claims related to coordination and scheduling of the trade contractors.
 - Each trade contract (sometimes 15 or more per project) needs its own administration (competitive bidding, payments, retention, inspections, change orders, closeout, etc.).



6

Design-Build

- Design and construction is combined into one contract with the owner.
- Allowed for projects over \$1 million.
- Process:
 - District develops bridging documents (i.e., partial design).
 - District issues RFQ.
 - To the design-build entities that are qualified, the District issues an RFP.
 - Contract awarded base on competitive bidding, or best value based on price and expertise.
 - Design-build entity completes the design, obtains DSA approval, and constructs the project.



7

Design-Build

- Benefits compared to DBB:
 - District holds one contract for design and construction, so less expense and time required of the owner, and elimination of the "liability gap."
 - Can include qualifications in the selection process.
- Drawbacks compared to DBB :
 - District not in control of remainder of design, or of solutions to unforeseen conditions.
 - Total price could be higher due to lack of competition.
 - Design errors less likely to come to owner's attention.
 - Skilled and trained workforce requirements apply.
 - More complex contracts.



8

Lease Leaseback

- Property is leased to contractor, who subleases it back to the District.
- Lease term and payments must last longer than construction (*Davis v. Fresno Unified School District* (2015) 237 Cal.App.4th 261.).
 - District makes sublease payments to contractor during and after construction to compensate contractor for construction costs and financing costs.
- Process (as modified by AB 2316, eff. 1/1/17):
 - Architect designs project.
 - District issues RFP.
 - Prequalified contractors submit proposals based on:
 - Lump sum price; or
 - Percentage or fixed fee (only allowed if preconstruction services required).
 - District scores proposals based on best value (price/fee and qualifications).
 - Contract awarded to contractor that submitted the highest best value proposal.



9

Lease Leaseback

- Benefits compared to DBB:
 - Can select a contractor based on qualifications in addition to price.
 - Value engineering and constructability review by the contractor (under DBB, District has to hire a third party for these services).
- Drawbacks compared to DBB:
 - Risk of a *Davis* challenge.
 - New contractor selection procedures (AB 2316) that require more time and are less flexible.
 - Potentially higher contract price.
 - Prequalification required for all LLB contracts (only required for some DBB contracts).
 - More complex contracts.



10

Construction Management Services

- Construction management (“CM”) services may be utilized by the District for any delivery method or any project.
 - Amount of work depends on the delivery method and the project.
 - More likely to be needed on multi-prime project due to the many additional tasks and risks.
 - CM assists the District as an extension of staff and represents the District’s interests.
- Often, a CM is hired on an hourly basis with a maximum total cost.
 - Can also be hired on a percentage fee or fixed fee basis.
- Sometimes a CM offers to work on a project “at risk,” where the CM is responsible for the total construction price and timely completion.
 - But since this “CMAR” arrangement is so similar to single prime DBB, competitive bidding is required. (*City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court* (1971) 7 Cal.3d 861.)



11

General Timeline

- Timeline from DSA approval to the start of construction differs depending on the delivery method and the project.
- In general:
 - DBB would likely take at least 4 weeks.
 - LLB with a lump sum price proposal would likely take at least 5 weeks.
 - LLB with a fee proposal would likely take at least 6 weeks.
- The timeline for design-build is not really comparable to DBB or LLB.



12

Recommendation for 2017 Projects

- Design-Bid-Build:
 - Roof/HVAC replacements at Sakamoto and Davis
 - Preschool and TK-K facilities at Baldwin
 - Major repairs to student restrooms, counseling building, and storm drain system at Davis
 - Exterior painting and siding repairs at Del Roble, Oak Ridge, and Taylor
 - Exterior painting and fencing at Edenvale, Herman, and Parkview

- Lease-Leaseback:
 - Streetscape at Anderson, Miner, Sakamoto, and Taylor



13

Thank You

Discussion



14

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **California School Boards Association** **Information** X
(CSBA) Delegate Assembly Election

DATE: ~~December 8, 2016~~ **Agenda Item** F-1
February 9, 2017

REPORTED
BY/PERSON
RESPONSIBLE: **Mary Noel**

BACKGROUND: Each year, member boards elect representatives from 21 geographic regions to CSBA's Delegate Assembly. The Delegate Assembly sets the general policy direction for the association. Delegates ensure that the association promotes the interests of school districts and county offices of education throughout the state.

This item comes to the Board for consideration and/or action annually. Information on the CSBA Delegate Assembly Call for Nominations came to the Board on December 8, 2016.

DISCUSSION: CSBA Delegate Assembly Election information is provided, including a list of current Delegates in Region 20, candidate's biographical sketch and optional resumes, a memo outlining instructions, and an election ballot. Ballots must be signed by the Superintendent or Board Clerk and postmarked no later than Wednesday, March 15, 2017. This item will be brought back for Board consideration of action at the March 9, 2017 regular meeting of the Board of Trustees.

ALTERNATIVES CONSIDERED: Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote.

FISCAL IMPACT: N/A

POLICY ALIGNMENT: The CSBA Delegate Assembly has a direct impact on policy recommendations for school districts throughout the state of California.

OUTCOME: This item will be brought back for Board consideration of action at the March 9, 2017 regular meeting of the Board of Trustees.



***TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Wednesday, March 15, 2017***

January 31, 2017

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Susan Henry, President

Re: 2017 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Wednesday, March 15, 2017

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2017. No exceptions are allowed.**

Election results will be posted on CSBA’s web site no later than Monday, April 3. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019. The next meeting of the Delegate Assembly is on Saturday, May 20 – Sunday, May 21 at the Hyatt Regency in Sacramento.

Please do not hesitate to the Executive Office at (800) 266-3382 should you have any questions. Thank you.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

REVISED

OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT
REGION 20
(Santa Clara County)
Number of vacancies: **6** (Vote for no more than **6** candidates)

Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019

**denotes incumbent*

	Danielle M. S. Cohen (Campbell Un. SD)*
	Anjali Kausar (Cupertino Un. SD)*
	Bonnie Mace (Evergreen ESD)*
	Jodi Muirhead (Santa Clara USD)
	Reid Meyers (Sunnyvale SD)*
	Carol Presunka (Cambrian SD)
	Andres Quintero (Alum Rock Un. ESD)*
	George Sanchez (Franklin-McKinley ESD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

Region 20 – Albert Gonzalez, Director (Santa Clara USD)
12 Delegates (11 elected/1 appointed)

Below is a list of all the current Delegates from this Region.

Frank Biehl (East Side Union HSD), term expires 2018
Cynthia Chang (Los Gatos-Saratoga Joint Union HSD), term expires 2018
Danielle Cohen (Campbell Union ESD), term expires 2017
Pamela (Pam) Foley (San Jose USD), appointed term expires 2017
Anjali Kausar (Cupertino Union SD), term expires 2017
Bonnie Mace (Evergreen ESD), term expires 2017
Joe Mitchner (Mountain View-Los Altos Union HSD), term expires 2018
Reid Myers (Sunnyvale SD), term expires 2017
Andres Quintero (Alum Rock Union ESD), term expires 2017
George Sanchez (Franklin-McKinley ESD), term expires 2017
Vacant, term expires 2018

County Delegate

Rosemary Kamei (Santa Clara COE), term expires 2018

Counties

Santa Clara

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Danielle M.S. Cohen</u>	CSBA Region-subregion #: <u>20</u>
District or COE Name: <u>Campbell Union School District</u>	Years on board: <u>13</u>
Profession: <u>Software Engineer</u> Contact Number: <u>408-370-6376</u>	E-mail: <u>dcohen@campbellusd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>8</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served on the Campbell Union School District's school board for 13 years and have been a delegate for Region 20 for the past 8 years. I have enjoyed serving the students of both my district and the state in these roles. Our district sits right on the cusp of Basic Aid, so I have knowledge and experience with both funding methods. On a personal level, I have three children who are or were educated by California public schools (1 in high school, 1 undergrad, and 1 now teaching); their experiences include GATE designation, resource and services for Dyslexia, and placement in SDC and SAI classes via the IEP process. This gives me a wide variety of experiences and perspectives to bring to the Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am an active member of the Santa Clara County School Boards Association (SCCSBA) and am currently in my fourth year as treasurer for that organization. This body allows for regular contact with other Santa Clara County board members. Previously I served three years as the Hoffmann Awards co-chair which provided additional contact with County districts, and visibility to the many amazing and successful programs in our county. I am currently on my own Board's Intergovernmental subcommittee where we meet with the leadership in the six cities that our district serves. I am a board member for the 100 Women Charitable Foundation which gives grants to local non-profits working with under-served populations in the areas of Education, Family and Health & Wellness. Additionally I volunteer as a VITA tax preparer and as a tutor trainer for Elevate Tutoring, a non-profit working with low income college, middle school and high school students to provide free math and science tutoring.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenges facing governing boards in California are funding, equity and independent charter schools.
 Funding - CSBA and our education partners must continue to push for increasing the base funding for California students; additionally, repealing the reserve cap is critical should our state experience financial troubles.
 Equity - the reliance on language in Common Core and SBAC is widening the achievement gap; CSBA can help districts by sharing best practices and being vigilant in its work to ensure students are getting equitable access to education.
 Charter Schools - the impact of charter schools on districts and students is a growing issue; CSBA, again working with education partners, should be working to ensure that private companies running schools are held to the same accountability standards as our public schools.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Danielle MS Cohen Digitally signed by Danielle MS Cohen
Date: 2016.12.19 11:23:27 -08'00'

Date: 12/19/2016

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Anjali Kausar</u>	CSBA Region-subregion #: <u>20</u>
District or COE Name: <u>CupertinoUnion SchoolDistrict</u>	Years on board: <u>8</u>
Profession: <u>C.E.O Cupertino Chamber of Com</u> Contact Number: <u>408-838-0502</u>	E-mail: <u>kausar_anjali@cusdk8.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

School Finance - It is very crucial that we keep pushing the need to further reform school funding. This is important for the association as we want the State to direct the money in ways that are more responsive to student needs and does not create inequalities between districts as they currently do.

Technology & the digital age - Would like to work to ensure all children have equal access to technology in this digital age.

Student health & wellness - To work on the community school model in order to help increase the health and wellness of all students so they can perform at their best, thus decreasing the achievement gap. My experience in the health care industry is very valuable as we look at the health & wellness of our students.

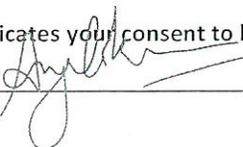
Please describe your activities and involvement on your local board, community, and/or CSBA.

My involvements are: 2012 - present CSBA Delegate Region 20; 2015 CSBA Nomination Committee member; 2015 AEC Committee member; 2015-present President Asian Pacific Islander School Board Members Association (APISBMA); 2013 & 2017 Board President, Cupertino Union School District; 2012-14 Co-Chair Hoffmann Committee, Santa Clara County School Boards Association (SCCSBA); 2012 to present Executive Board Member, SCCSBA; 2013 Co-Chair Gala Committee, Cupertino Educational Endowment Foundation (CEEF); 2013 Board Liaison, CEEF; 2011-2014 Treasurer, Lynbrook Excellence in Education Foundation; 1999 - present Member of the local PTA; 2012 - present Co-Founder, SkoolCare, Inc.; 2013 - present Chief Executive Officer, Cupertino Chamber of Commerce; 2015 Women of Influence; 2016-present Wellness Task force member for local high school district.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

1. Adequate funding for public education remains the top priority, we need to continue to work on increasing the base funding for all students.
2. Technology access & integration is another challenge. We need to work with the State to increasing funding for technology and the digital age. Funds are needed for equipment and training which should be provided by the state, as it is becoming another unfunded mandate.
3. Pension & retirement benefits liability - have to continue working with the Governor, legislators and unions to ensure districts stay solvent.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: Jan5, 2017

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

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Name: <u>Bonnie Mace</u>	CSBA Region-subregion #: <u>20</u>
District or COE Name: <u>Evergreen Elementary School District</u>	Years on board: <u>4 (re-elected in Nov 2016)</u>
Profession: <u>Executive Director of SCCSBA</u>	Contact Number: <u>908-406-4974</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	E-mail: <u>bonniemace12@gmail.com</u>
If yes, how long have you served as a Delegate? <u>1 term (appointed)</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have been a member of Delegate Assembly for the past year, and I've seen its importance to the state and to my region. Delegate Assembly is the only statewide organization that allows school board members from across California to learn together and to impact legislation and the operations of the California School Boards Association. I want to continue as a Delegate to raise statewide awareness of issues impacting public education and to foster collaboration among our regions. As an Evergreen School District board member and also the Executive Director of the Santa Clara County School Boards Association, I have experience not only with local board governance but I also have a strong knowledge of all the districts in our county in addition to the county board of education.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have served for four years on the Evergreen Elementary School Board and was just re-elected to my second term. Last year, I was the president of my local school board. I've also been heavily involved in community affairs, serving as a City of San Jose Redistricting Commissioner and Housing and Community Development Commissioner for several years. In terms of CSBA involvement, I've been a Delegate Assembly member for the past year, and have helped with CSBA outreach to my region in addition to working with staff on other issues.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing local governing boards is how to effectively govern in a time of very high stresses caused by the lack of affordable housing, declining student enrollment in some areas, diminishing teacher pipeline, threats from charter schools, inconsistent state funding and rapid academic changes with Common Core and new standards. It has become increasingly difficult for boards to govern with so many stresses on the system of public education at the same time. CSBA can help by providing resources to local board members about governance in addition to helping promote legislation to address some of the issues listed above. Without such a statewide organization, local governing boards are ill-equipped to handle the rapid changes.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Bonnie Mace

Date: 11/10/2016

Bonnie Mace, Ph.D
5962 Valley Meadow Ct.
San Jose, CA 95135
(408) 223-2004/(408) 406-4974 • bonniemace12@gmail.com

Education

American Leadership Forum Senior Fellow
Ph.D, Political Science, UC Berkeley
M.A., Political Science, UC Berkeley
Masters in Governance, California School Boards Association
B.A., Political Science and English, UCLA (Editor and Writer, UCLA Daily Bruin)

Work Experience

Executive Director, Santa Clara County School Boards Association, 2015-present

Lead the daily operations of the SCCSBA, including fund development, communications and outreach, budgets, administration, event planning and execution.

East Side Alliance Manager, Silicon Valley Education Foundation, 2014-2015

Write grants and marketing materials, and provide project, communications, and event support for the newly formed East Side Alliance in San Jose. Wrote the successful San Jose Learns Grant for \$260,000 to create an after school learning program for the Oak Grove School District.

Evergreen Elementary School Board Trustee (Elected), 2012-present

Provide Board oversight in the EESD, consisting of 18 schools and more than 12,000 students. Helped to lead successful bond measure and parcel tax measure campaigns in 2014. Helped direct new Board policies on Common Core and Local Control and Accountability Plan implementation. Provide direction with the Board over contractual collective bargaining agreements with all of our bargaining units.

Delegate Assembly Member, California School Boards Association, 2015-present

Lead on advocacy for the Santa Clara School Boards Association at the state level in conjunction with the California School Boards Association. Focus on state education legislation and related activities by the CSBA.

Strategic Partnerships Associate, California Forward, 2014

Led business and community outreach and engagement for California Forward's various projects, including the California Economic Summit project. Managed strategic partnerships with regional economic development organizations throughout the state.

Associate Director of Events/Special Programs, Silicon Valley Leadership Group, 2010 – 2013

Raised funds, managed the logistics, and implemented business and community outreach for creative events from 30-1,200 people in various policy areas. In 2013, my special events raised more than \$500,000. First program manager of the 1,000 Hearts for 1,000 Minds tutoring initiative matching tutors with elementary school children in low-income schools in Santa Clara County.

Housing and Community Development Commissioner, City of San Jose, 2007 – 2012

Chair of the Commission in addition to other roles pertaining to affordable housing, community development block grants, programs dealing with homelessness and other related issues. Under my leadership as Chair, the City of San Jose passed its Inclusionary Policy in Housing in 2010.

Redistricting Commissioner, City of San Jose, 2011

San Jose Council District 8 Representative for this commission, which forms every ten years to redistrict the city based on the census data. Responsible for negotiating on behalf of my council district in terms of district boundary changes necessitated by census changes.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

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Name: <u>Jodi Muirhead</u>	CSBA Region-subregion #: <u>20</u>
District or COE Name: <u>Santa Clara Unified School District</u>	Years on board: <u>2</u>
Profession: <u>Sub Teacher, Comm. Volunteer</u> Contact Number: <u>408-444-6160</u>	E-mail: <u>JMuirhead@scusd.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am very concerned about ensuring that every student has the opportunity to graduate from our public schools ready for college or a career. I will be a passionate and effective component of a collaborative working environment with other delegates in our region and throughout the state to bring focus on the necessary financial and legal changes that are needed to advocate for students and improve our schools.

I have been an active volunteer in our schools for 20 years and an educator for 11 years. I am and have been involved on numerous school board and district committees. I was a founder and board member of Santa Clara Unified Parents, a district-wide advocacy and support non-profit. I was a software engineer for 13 years at several local technology companies. Throughout all these activities, I have been a strong collaborator and enjoy bringing people with diverse viewpoints together to reach a common goal. I received the PTA Honorary Service Award in 2014 and the Marilyn Rea Volunteer of the Year Award in 2008. I am the proud parent of three children; one is a high school senior and the other two are college graduates.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am involved in numerous board committees, including the Policy, Budget, City Liaison, and Community College Liaison committees. I am on district wide committees, including the District Advisory Committee, Facilities Task Force and the district PTA Council. As a parent in the district, I have been on a school site council and the board of parent organizations. I have volunteered at schools for 20 years and continue to do so.

I founded and was a board member for Santa Clara Unified Parents, a non-profit chartered to offer parent advocacy and district support. I participated in Santa Clara's Charter Review Committee and co-wrote the ballot statements for three city charter measures that resulted from our discussions and were placed on the November, 2016 ballot. They all passed overwhelmingly.

I am currently the vice-president of the Santa Clara County School Boards Association (SCCSBA) and was previously the co-chair of the Hoffmann Award Committee. I completed the CSBA Masters in Governance Certificate in 2016 and have attended the CSBA AEC conference every year since I became a board member.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Governing boards have several challenges facing them, but this year it is most important to improve the strength of the public school system in California. CSBA must effectively advocate for districts to have the financial support and legislative support that they will need to equitably educate all students. CSBA and its delegates must work together to ensure that: there is sufficient school funding; there are enough teachers; there is an emphasis on STEAM education in grades K-12; and ALL students can graduate college/career ready.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Jodi Muirhead

Date: 1/6/17

Jodi Muirhead

3138 Butte St.
Santa Clara, CA 95051
(408) 444-6160

JMuirhead@scusd.net
Jodi@JodiMuirhead.com

Experience in the Education Field

- 2015 – present **Vice-President, Santa Clara County School Boards Association (SCCSBA)**
Hoffmann Award Co-Chair, SCCSBA
- 2014 – present **Trustee, Santa Clara Unified School District**
Committee Member: District Advisory, Facilities Task Force, Budget, Policy, Sunnyvale City Liaison, West Valley-Mission Community College Liaison, PTA liaison
- 2011 – 2014 **Chairperson, Santa Clara Unified District Science Fair**
Joint project of Santa Clara Unified Parents and Santa Clara Unified School District
- 2011 – 2014 **Co-founder, Treasurer and Board Member, Santa Clara Unified Parents**
- 2006 – 2014 **Substitute Teacher, Santa Clara Unified School District, Santa Clara, CA, Grades K – 12**
Substitute Teacher, Discovery Charter School 1 and 2, San Jose, CA, Grades K – 6
Math and Literacy Intervention Teacher, Washington Open Elementary School, Santa Clara, CA
- 2012 **Campaign Leadership Team, Santa Clara Unified School District Measure A Parcel Tax Campaign, Santa Clara, CA**
- 2013 – 2014,
2010 – 2011 **Member, Site Council, Santa Clara High School, Santa Clara, CA**
- 2011 – 2013 **Board Member-at-Large, Youth Groups, Congregation Shir Hadash, Los Gatos, CA**
- 2006 – 2010 **Treasurer, Parent Board, Washington Open Elementary School, Santa Clara, CA**
Ways & Means Chair, Parent Board, Washington Open Elementary School, Santa Clara, CA
- 1996 – 2014 Participating Parent, Sunnyvale Parent Preschool, Santa Clara Parents Nursery School, Washington Open Elementary School, Buchser Middle School, Santa Clara High School, and Discovery Charter School 1.

Experience in the Community

- 2016 – 2017 **Member, Santa Clara Challenge Team**
- 2016 **Member, City of Santa Clara Charter Review Committee**
Ballot Statement Co-Author, Measures O, P and Q. All passed overwhelmingly

Experience in the Engineering Field

- 1999 – 2000 Independent Systems Consultant
- 1996 – 1999 Senior Systems Consultant, Professional Services, Edify Corporation, Santa Clara, CA
- 1987 – 1996 Senior Software Engineer, Siemens Corporation (formerly ROLM, an IBM Company), Santa Clara, CA

Awards

- 2014 Santa Clara Unified PTA Council Honorary Service Award Recipient
- 2008 Marilyn Rea Volunteer of the Year Recipient

Education

- 2016 CSBA Masters in Governance Certificate
- 1982 - 1986 California Polytechnic State University, San Luis Obispo, CA
BS, Computer Science; Minor in English

Interests

Math, puzzles, technology, guiding children and adults

Motto

Learn Something New Every Day

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

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Name: <u>Reid Myers</u>	CSBA Region-subregion #: <u>20</u>
District or COE Name: <u>Sunnyvale School District</u>	Years on board: <u>5</u>
Profession: <u>Trustee/Community Volunteer</u> Contact Number: <u>408-218-3293</u>	E-mail: <u>reid.myers@sesd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I had the honor of being elected to the Delegate Assembly 2 years ago and I would love the opportunity to continue serving. Although I feel I have represented our region well the past 2 years, I am deepening my involvement and want the opportunity to follow through with my commitments and future goals. I was elected to the Nominating Committee for the upcoming year and have plans to work with this team in Sacramento to find and screen good candidates for future CSBA leadership. For the past two years, the Nominating Committee's recommendations have been rejected by the Delegate Assembly. This indicates that there is a problem with the process and I am working with this year's group to try to understand the root problem and fix it for the future. Additionally, I am working with delegates from other regions to try to broaden the representation of the CSBA Directors at Large. Currently there are Directors at Large for only ethnic minorities. A group of us would like to see the Directors at Large expanded to support other underrepresented groups such as homeless/foster youth and the LGBTQ community. We are talking to CSBA leadership about how we can bring this conversation to the table.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am a very active board member both on my board, and at the county level. In my community, I have chaired 2 parcel tax campaigns and 1 bond campaign- all successful thanks to our great community support. I have served in all capacities on our board including Clerk, Vice President and President. I ensure I stay connected to our schools and community by visiting each of our district schools, volunteering and attending events. I am President of my neighborhood association in Sunnyvale and I also coordinate and facilitate quarterly community meetings across all the neighborhood associations in Sunnyvale. I am involved in many programs including Challenge Team Sunnyvale, the Energize Sunnyvale campaign, Safe Routes to School, and I am on the board of directors of our new education foundation in Sunnyvale, Sunnyvale Education Foundation. This year I have greatly enjoyed being the President of the Santa Clara County School Boards Association. I'm proud of what we've already accomplished this year and I look forward to future great events such as our first New Board Member Training we will be offering in late January.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

California continues to struggle with lack of sufficient funding and resources for our diverse student base. The majority of our funding comes from the state level, but this year we are adding the complexity of a new President that will have unknown effects on the education community. Betsy DeVos is the new Secretary of Education and she values vouchers and more school choice which may indicate changes coming that will affect us all. We will need to see how much autonomy California will have to control our education system. Already in many of our schools we have seen an impact of the incoming administration based on fear of the unknown. It is critical that CSBA continues to stay informed, and inform us on ways we can advocate for our students and make the case for the necessary resources and supports that will ensure our students are successful.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Reid Myers

Date: January 2, 2017

Reid Myers

Outline of Experience, Education, and Service to the Community

Passionate Community Leader with a track record of bringing together individuals and groups to solve issues, address needs, and create connections.

Service to the Community

2007- Present

Sunnyvale Elementary School District, Trustee, 2011-Present

Performed Roles as President, Vice President, Clerk

Santa Clara County School Boards Association, 2011-Present

- President- 2016, VP- 2015

- Hoffmann Awards Co-Chair- 2013, 2014, 2015

- Legislative Brunch Chair- 2015

- Fall Dinner Chair- 2012, 2015

Region 20 Delegate, 2015-Present

Nominating Committee, 2016

Board of Directors, Sunnyvale Education Foundation , 2014-Present

Facilitator, Sunnyvale Neighborhoods Association, Quarterly Meetings, 2006-Present

President, Cumberland-South Neighborhood Association, 2001-Present

Founded the Cumberland South Neighborhood as means to improve local services and community connection.

Created Yahoo! Group for all associations promoting communications and unity across Sunnyvale.

Challenge Team Sunnyvale, 2011-Present

Meetings of stakeholders who provide opportunity and connections to benefit the youth in our community.

School Lead and Volunteer, Project Cornerstone, 2010-2015

Established Project Cornerstone in Sunnyvale District Schools, helping students gain important social and emotional life-skills. This successful program was expanded from one school to district-wide.

Cumberland Elementary School PTA, 2007-2013

Roles as President, Vice President, Secretary

Volunteer, Cumberland Elementary School, 2007-2015

PTSA Board, Sunnyvale Middle School, 2012-Present

Sunnyvale Tennis Club Board 2012-Present, Publicity Chair

Honors and Accomplishments

CSBA Masters in Governance Program, September 2014

Chaired Successful Measure BB Parcel Tax Campaign, 2016

Chaired Successful Measure G Bond Campaign, 2013

Project Cornerstone, Volunteer of the Year, 2013

PTA Honorary Service Award, 2012 & 2015

Chaired Successful Measure B Parcel Tax Campaign, 2011

Career History and Education

Marketing & Project Management Experience at a variety of organizations including Google and Cisco Systems.

M.B.A., San Jose State University, Honors Graduate

B.S. in Business Administration, University of Arizona, emphasis in Marketing

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Carol Presunka</u>	CSBA Region-subregion #: <u>20</u>
District or COE Name: <u>Cambrian School District</u>	Years on board: <u>2</u>
Profession: <u>Board trustee</u> Contact Number: <u>408-203-3459</u>	E-mail: <u>presunkac@cambriansd.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have 3 children currently enrolled in public education and ensuring they are receiving a top education has been a priority for me. I've regularly volunteered in the classroom, chaired volunteer committees, and been president of the Home & School Club. My oldest child has severe special needs and I've worked in the special needs community as a project manager, educator and peer support. It has provided me with a greater understanding of what a fair and appropriate education is all about. I have also worked on bond and tax measures for the district. I am also on the board of the Alternating Hemiplegia of Childhood Foundation who's focus is to fund research and support families with the disorder. My personal knowledge of schools' challenges, individual families needs and how to work in the larger community will be beneficial in the delegate assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

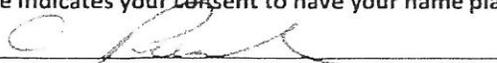
On top of my regular duties as trustee, I sit on the district's facilities committee overseeing the spending of our bond measure dollars. The measure has funded opening a new STEAM school, adding solar and fencing to all our schools, a new multi-purpose room, outdoor learning spaces and more. I am also on the West Side Boards committee which brings together board representatives from 5 school districts and the high school to discuss what's going on in our districts and how we can work together. Each year I represent our board at one of our schools, which involves meeting with the principal, school tours, attending Home & School Club meetings and well as school activities. Our district also has community meetings where we get to hear input from parents, teachers, students and members of the community on how we are doing and where they would like to see us go in the future. I

have also done 4 of the 5 MIG courses, with the last one to be completed in March 2017.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Our biggest challenge is how to continue to provide high standards in education with a limited budget at a time of skyrocketing cost of living. Attracting new teachers and retaining existing ones is a constant challenge. Adding new curriculum to meet common core standards adds additional necessary expense to keep our students learning at the highest levels. CSBA is vital in keeping education in the forefront of our legislators minds. Educating students well are necessary to a vibrant economy. CSBA can encourage housing subsidies for our staff, cost of living allowances, providing incentives for new curriculum, holding the state accountable for the physical condition of our schools. New curriculum is not just about the teaching method but where it can be taught. Maker labs require special equipment, the arts require an auditorium, music requires instruments, all which require funding.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 1/5/17

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Name: <u>Andres Quintero</u>	CSBA Region-subregion #: <u>20</u>
District or COE Name: <u>Alum Rock Union Elementary School District</u>	Years on board: <u>4</u>
Profession: <u>College Professor</u> Contact Number: <u>408-550-9784</u>	E-mail: <u>andres@andresquintero.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I want to continue to bring the perspective of my East San Jose community into the deliberations of the Delegate Assembly. Recent reports revealed that lead found in the blood of children that reside within a large area of Alum Rock School District is above the federal government's acceptable level. The challenges we face are definitely different than those faced by many of our neighbors or districts on the other side of the valley. As someone with vast experience in public policy and deliberative bodies from the local to the international level, I am able to bring forward the concerns of my community in a constructive manner that allows us to forge solutions. My work on intergovernmental relations has allowed me to regularly reach out to government agencies, non-profits and community groups to work on issues of common concern. Through my work on the board, I have been a champion of early childhood education. I began the effort to bring us to full day kindergarten. Most recently, my proposal for a partnership with Santa Clara University, San Jose City College and the Foundation for Hispanic Education was approved. The proposal will establish a teacher pipeline program that begins in Alum Rock School District. I have much to offer and wish to continue my service on CSBA's delegate Assembly. I humbly ask for your vote.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I currently serve as the Vice President of the Alum Rock School District Governing Board. I also serve as the Chair of the Small School and Innovation Committee. Furthermore, I serve as the President of the Latino Leadership Alliance, a leadership development non-profit that operates within the South Bay. I am also the Founder and Executive Director of the Bay Area Association of Latino Elected and Appointed Officials (BALEO). I serve on the Advisor Board of the Extended Opportunities Programs and Services program at San Jose City College.

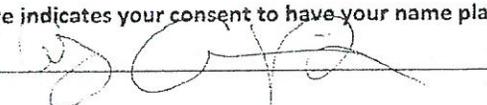
Previous service includes: Chair of the San Jose International Airport Commission, Advisory Board Member, South Bay Area Health Education Centers, Alum Rock School District Citizens Oversight Committee, East Side Union High School District Bond Oversight Committee.

Partial List.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

At present, we face a crisis in the form of a teacher shortage that is affecting our district and many others. On a daily basis, in Alum Rock, we even have trouble finding enough substitute teachers. As a result of the shortage, students have to be regularly double up in our classes. Although this issues is a systemic problem that speaks to the value that our society places on educators, we need immediate solutions. A few years ago, teacher preparation programs were putting out 75,000 graduates a year whereas we now we have approximately 25,000. CSBA needs to step up and support common sense proposals that help place teachers in the classroom all the while advocating to maintain high quality standards for our educators. Furthermore, CSBA needs to continue to advocate strongly for our students and our districts. School districts are at a disadvantage under current California charter law. The status quo creates an adversarial relationship between school districts and the charter school that they oversee. We need CSBA to continue to advocate for initiatives that allow us to compete on a level playing field and ensure that our students are receiving the quality and dignified education they rightly deserve.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1/5/17

Andrés Quintero

PO Box 731391 • San Jose, CA 95173 • (408) 550-9784 • andres@andresquintero.com

www.Linkedin.com/in/andresq

COMPETENCIES

Public Policy Development and Implementation • Staffing C-Level Individuals • Speech Writing
Budgeting and Budget Management • Public Speaking • Government Operation • Campaigns

EXPERIENCE

Political Science Faculty 2015 – Present
Evergreen Valley College San Jose, CA

Currently teach Political Science POLSC-001 - Politics and Government in America as an Adjunct. Have had the opportunity to reach out to local high schools and encouraged students to register for my course at EVC.

District Director 2014 – 2015
California State Assembly, 27th District San Jose, CA

Served as the local district representative of the State Assembly Member and oversaw the implementation of critical state programs affecting San Jose residents and businesses. Also worked closely with other local, state, and federal offices and agencies on public policy issues of shared focus.

Board Legislative Aide 2009 – 20014
Santa Clara County Board of Supervisors San Jose, CA

Supported two elected County Supervisors in the implementation of policy and programs related to health & hospital, public health, gang prevention, education, and government operations issues.

City Council Legislative Aide 2007 – 2009
City of San Jose City Council San Jose, CA

Supported the elected City Council Member in the implementation of policy and programs related to public schools, youth and senior programs, public safety and public transportation issues.

ADDITIONAL EXPERIENCE

- United States House of Representatives, Office of Congresswoman Lofgren, Capitol Office
 - Santa Clara County Probation Department
 - United States District Court, Northern District of California
-

EDUCATION

Master of Public Administration, San Jose State University
Bachelor of Arts in Political Science, Minor in Public Administration, San Jose State University

APPOINTED AND COMMUNITY ACTIVITIES

- Governing Board Member, Alum Rock Union School District
 - Appointed Official and Commissioner, City of San Jose Airport Commission (2009-2015)
 - President, Latino Leadership Alliance
 - Executive Director, Bay Area Association of Latino Elected and Appointed Officials
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SPECIAL RECOGNITION

- Member, Consultative Council of the Institute for Mexicans Abroad, advisory body to the President of Mexico (2012-2014)
- Graduate, Congressional Hispanic Caucus Institute, Summer Leadership Program

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Name: George Sanchez CSBA Region-subregion #: 20
District or COE: Franklin-McKinley School District/Santa Clara County Years on board: 23
Profession: High School Principal Contact Number: 408-375-9350 E-mail: george.sanchez@fmsd.org

Are you a continuing Delegate? Yes No If yes, how long have you served as a Delegate? 8 years

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. I would like to continue serving as a delegate for Region 20, because I feel that I can continue articulating the concerns of our region to CSBA and the Delegate Assembly. As a delegate, I have been proud to serve on three CSBA Committees. I have served on the Nominations Committee which brings forward the future leaders of CSBA. I have also served on the Platform Committee which deals with making recommendations for changes or additions to the policies voted on by the Delegate Assembly. I have also been appointed to serve on the CSBA Annual Education Conference Committee. I worked with other committee members to plan the CSBA Conference which took place in San Diego in December, 2013. As delegates, we need to step forward and volunteer for these committees which I enjoy doing. This past Delegate Assembly, I also ran for Director at Large Hispanic, but came in second place. I was proud to have run for that office and given my fellow delegates a choice of candidates that they could vote for.

Please describe your activities and involvement on your local board, community, and/or CSBA.

In Region 20, we meet monthly to discuss issues of concern that confront our school boards. Every school district is invited to send a representative to these monthly meetings. I have been proud to represent my school district for the past several years. Special guests are invited to address the group and share information that is informative and pertinent to school board members. In my region, I have been involved with the Hoffman Awards which recognize exemplary programs in Region 20. I enjoy visiting school districts that have submitted applications to verify the information being given to the committee. This past year, CSBA asked me to verify one of our programs in Region 20 that had submitted a Golden Bell application. I visited that Steam Program at Mt. Pleasant School and verified the information that had been submitted. That school did win the Golden Bell Award that was showcased at the Annual Conference that took place in San Francisco. I have also served as Hospitality Chair for our annual Region 20 reception which is always well attended at the conference. As School Boards, we need to have an ongoing dialogue among ourselves and then make sure that CSBA is aware of our positions on the numerous educational issues that we deal with.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

First and foremost, we need to ensure that every child gets the best education possible in this great state. In doing so, we must provide our teachers with the tools and training necessary for them to do the best job possible. We accomplish this by making sure that teachers are provided with the necessary materials and staff development, so they are ready to teach their classes at optimum levels. Second, CSBA must continue to support school districts in providing the necessary leadership to the school board members in their respective districts. CSBA needs to provide training and the necessary information that school board members need to be effective educational leaders. CSBA must also continue to be a leader in making sure that schools get the proper financing to provide a high quality education for our students. Third, our schools need to be safe places where students and staff members feel comfortable learning and teaching throughout the day. CSBA needs to take a leadership role in this area of school and student safety. We must do everything possible to ensure the safety of everyone on the school campus.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: George Sanchez Date: 1/5/17

George Sanchez

304 Vista Roma Way, San Jose, CA. 95136

408-375-9350 / george.sanchez@fmsd.org

Objective:

Seeking reelection to the Delegate Assembly from Region 20

Education:

San Jose State University / BA Degree in American History

Ryan Secondary Teaching Credential / San Jose State University

MA Degree in Educational Administration / University of San Francisco

Professional Summary:

I have been involved in education for the past 30 years as a school teacher, student advisor and school administrator. I now serve as a Principal for Foothill High School. Foothill is a Continuation School for high school youth who have not been successful at their comprehensive high school. It is the largest school of its kind in Northern California with almost 400 students. I enjoy the challenge of motivating and supporting my students by staying in school and earning their high diploma. *For the past 23 years*, I have served on the Franklin-McKinley School Board where my four children attended and graduated from our district schools.

Professional Experience and Achievements:

- Served 5 terms as School Board President
- Presenter at CSBA Annual Conference
- Presenter at CAFE Annual Conference
- Presenter at San Jose Mayor's Gang Conference
- President of the Santa Clara County Social Studies Association
- Award of Merit presented at CSBA Unity Conference
- ACSA Region 8 Administrator of the Year in Student Services
- President of Danzantes de Alegria Mexican Dance Troupe
- CSBA School Board Governance Training Graduate
- Attendee of every CSBA Annual Conference since 1993