

**AGENDA FOR THE  
SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT**

**Regular Meeting of the Board of Education  
Community Room  
Board of Education Building  
777 North F Street  
San Bernardino, California**

**ABIGAIL MEDINA**  
Vice President

**DR. BARBARA FLORES**  
Board Member

**MICHAEL J. GALLO**  
Board Member



**DR. MARGARET HILL**  
President

**DALE MARSDEN, Ed.D.**  
Superintendent

**GWENDOLYN RODGERS**  
Board Member

**DANNY TILLMAN**  
Board Member

**SCOTT WYATT, Ed.D.**  
Board Member

**August 16, 2016**

**Estimated Times\***

**SESSION ONE**

- 1.0 Reception** **4:30 pm**  
A reception will be held for District schools that were recently honored for state and federal awards.

**SESSION TWO**

- 2.0 Opening** **5:30 pm**
- 2.1 Call to Order
  - 2.2 Pledge of Allegiance to the Flag
  - 2.3 Adoption of Agenda
  - 2.4 Inspirational Reading

**SESSION THREE**

- 3.0 Special Presentation(s)** **5:35 pm**
- 3.1 Gold Fit-Friendly Worksite
  - 3.2 Recognition of Award-Winning Schools
  - 3.3 Commemoration of *Dieciseis de Septiembre*
  - 3.4 Recognition of Native American Day
  - 3.5 Resolution in Support of Proposition 51, Kindergarten through Community College Public Education Facilities Bond Act of 2016
  - 3.6 Resolution in Support of Proposition 55, Children's Education and Health Care Protection Act of 2016
  - 3.7 Resolution in Support of Proposition 58, The LEARN Initiative (Language Education, Acquisition and Readiness Now)

\*All indicated times are approximate. The actual time for any item is dependent upon the amount of time required for prior items.

**SESSION FOUR**

**4.0**    *Administrative Report* **6:00 pm**

4.1    Classroom Supplies

**SESSION FIVE**

**5.0**    *Student Achievement* **6:15 pm**

5.1    School Improvement Grant (SIG) Funds

**SESSION SIX**

**6.0**    *Public Comments* **7:00 pm**

This is the time during the agenda when the Board of Education is prepared to receive comments of members of the public on any matter within its subject matter jurisdiction. If you wish to address the Board, please complete a "Request to Address the Board of Education" form giving a brief description of the matter you wish to address. If you wish to speak to an agenda item and prefer to wait to address the Board at the time the item is under Board consideration, indicate so on your form. Please place your completed form in the box located at the agenda table.

This is the only time on the agenda that the public will have an opportunity to address the Board on non-agendized matters. When recognized, please step to the microphone at the podium, give your name and limit your comments to five minutes. The Board limits total time for public comment on any topic to 30 minutes.

The Board may not have complete information available to answer questions and may refer specific concerns to the Superintendent for attention. The Board requests that any person wishing to make complaints against District employees file the appropriate complaint form prior to this meeting. Speakers are cautioned that under California law, no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because these comments are made at a public meeting.

**SESSION SEVEN**

**7.0**    *Reports and Comments* **7:45 pm**

7.1    Report by San Bernardino Teachers Association

7.2    Report by California School Employees Association

7.3    Report by Communications Workers of America

7.4    Report by San Bernardino School Police Officers Association

7.5    Report by San Bernardino School Managers

7.6    Comments by Board Members

7.7    Board Committee Reports

7.8    Comments by Superintendent and Staff Members

## SESSION EIGHT

### 8.0 *Consent Calendar*

8:45 pm

*(When considered as a group, unanimous approval is advised.)*

Certain items of business require review and approval by the Board of Education. Other items are for information and review only. Therefore, the following items are grouped as a consent list for receipt and approval. When members have questions about items included in the consent calendar, these items are pulled out of the group and considered separately.

### **BOARD OF EDUCATION**

#### 8.1 Approval of Minutes

### **DEPUTY SUPERINTENDENT**

#### 8.2 Payment for Services Rendered by Non-Classified Experts and Organizations

#### 8.3 Ratification of the Memorandum of Understanding with the Making Hope Happen Foundation, San Bernardino, CA, to Promote and Cultivate the District's and Foundation's Common Mutual Goals

### **BUSINESS SERVICES**

#### 8.4 Acceptance of Gifts and Donations to the District

#### 8.5 Agreement with Insurance Services Office (ISO), Inc., Jersey City, NJ, to Provide Access to ISO ClaimSearch® Database

#### 8.6 Amendment No. 1 to Bid No. 15-16 Audio Visual Equipment and Supplies

#### 8.7 Commercial Warrant Register for Period July 16 - 31, 2016

#### 8.8 Federal/State/Local District Budgets and Revisions

#### 8.9 Notice of Completion, Purchase Order No. 566112, Bid No. 14-20, 21-13, 22-12 Technology Infrastructure Equipment and Services for Indian Springs High School

#### 8.10 Sale of Used District Covered Electronic Waste (CEW/Non-CEW)

### **EDUCATIONAL SERVICES**

#### 8.11 Acceptance of the Special Education Memorandum of Understanding from SOAR Charter Academy

#### 8.12 Agreement with American Medical Response, Rancho Cucamonga, CA, to Provide On-Site Standby Medical and Ambulance Services for Home Football Games at San Bernardino High School

#### 8.13 Payment for Services Rendered by Non-Classified Experts and Organizations - Educational Services

#### 8.14 Renewal of the Agreement with BLU Educational Services, San Bernardino, CA, to Provide Comprehensive College Planning Services for Students at Pacific High School

#### 8.15 Renewal of the Agreement with Margaret M. Boyce, San Bernardino, CA, to Act as the Regional Coordinator for the Scripps National Spelling Bee Competition

#### 8.16 Renewal of the Agreement with Scripps National Spelling Bee (SNSB), Cincinnati, OH, to Pay the Costs of the Sponsorship Fee for the National Spelling Bee Competition

- 8.17 Renewal of the Agreement with Parent Academy for Our Children's Success (PACS), Fontana, CA, to Provide Translation and Interpretation Services
- 8.18 Renewal of the Agreement with Young Visionaries Youth Leadership Academy, San Bernardino, CA, to Provide the African American Student Achievement Program (AASAP) at District School Sites
- 8.19 Renewal of the Agreement with Young Women's Empowerment Foundation (YWE), San Bernardino, CA, to Provide Mentoring to African American Students at Del Vallejo Middle School and Pacific High School
- 8.20 Renewal of the Memorandum of Understanding with United College Action Network, Inc. (U-CAN), Elk Grove, CA, to Provide the 17<sup>th</sup> Annual Historically Black Colleges and Universities Recruitment Fair (AHBCURF) to the District
- 8.21 Request to Enter into a Software and License Subscription with Dropbox, Inc., San Francisco, CA

***FACILITIES/OPERATIONS***

***Nutrition Services***

- 8.22 Bid No. NSB 2016/17-1, Produce
- 8.23 Cafeteria Warrant Register, July 1 - 31, 2016

***HUMAN RESOURCES***

- 8.24 Agreement with the American Red Cross, San Bernardino, CA, for the District to Provide Meals for Disaster Relief
- 8.25 Amendment No. 1 to the Clinical Practicum Agreement with California State University, Northridge, CA, for the Speech Language Pathology and Audiology Program
- 8.26 Quarterly Uniform Complaint Report Summary
- 8.27 Ratification of the Renewal of the Agreement with G2 Solutions, Vacaville, CA, to Act as a Peer Provider for Fingerprinting Transmission Services
- 8.28 Ratification of the Renewal of the Agreement with National Academy Foundation (NAF), New York, NY, to Provide a NAF Academy at San Geronio High School
- 8.29 Renewal of the Agreement with the American Red Cross, San Bernardino, CA, to Provide Instructor Training Classes to District Employees
- 8.30 Renewal of the Agreement with Manuel Baltierra, Grand Terrace, CA, to Provide Parent Workshops
- 8.31 Request to Enter into an Agreement with Discovery Education, Silver Spring, MD to Provide Science Techbook Licenses for Shandin Hills Middle School
- 8.32 Request to Enter into an Agreement with MorphoTrust, USA, to Provide Maintenance for the District's Fingerprinting Equipment

***STUDENT SERVICES***

- 8.33 Agreement with Albert Thomas, Highland, CA, to Provide Mentoring and Coaching Services to Students and Parents

- 8.34 Agreement with Symons Ambulance Service, San Bernardino, CA, to Provide On-Site Standby Medical and Ambulance Services Home Football Games at Indian Springs High School
- 8.35 Extended Field Trip, Pacific High School, ASB Leadership Camp, Fawnskin, CA
- 8.36 Payment for Course of Study Activities - Student Services
- 8.37 Ratification of the Facility Use Agreement with Rialto Unified School District, Rialto, CA, for the District to Conduct General Education Development (GED) Classes
- 8.38 Request to Enter into a Software, License, Maintenance or Service Agreement with Hero K12, LLC, Miami, FL

**Creative Before- and Afterschool Programs for Success**

- 8.39 Agreement with Inland Volleyball Officials Association, Fontana, CA to Provide Officials for the Middle Schools' Boys and Girls Volleyball Games

**Youth Services**

- 8.40 Lift of Expulsion of Student(s)
- 8.41 Petition to Expunge, Rescind, or Modify Expulsion

**SESSION NINE**

**9.0 Action Items** **8:50 pm**

- 9.1 Personnel Report #4, Dated August 16, 2016
- 9.2 Board Top 10 List
- 9.3 Future Agenda Items
- 9.4 Follow Up on Board Requests/Questions

**SESSION TEN**

**10.0 Closed Session** **8:55 pm**

As provided by law, the Board will meet in Closed Session for consideration of the following:

**Anticipated Litigation**

Conference with Legal Counsel, pursuant to Government Code Section 54956.9 (d)  
 Number of Cases: One

**Existing Litigation**

Conference with Legal Counsel, pursuant to Government Code Section 54956.9 (d)  
 Number of Cases:

**Conference with Labor Negotiator**

District Negotiator: Perry Wiseman  
 Employee Organization: California School Employees Association  
 Communications Workers of America  
 San Bernardino School Police Officers Association  
 San Bernardino Teachers Association

**Public Employee Appointment**

Titles: Elementary School Vice Principal  
Director, Creative Afterschool Programs  
Alternative High School Principal

**Public Employee Discipline/Dismissal/Release**

**Student Matters/Discipline**

**Superintendent's Evaluation**

**SESSION ELEVEN**

**11.0** *Action Reported from Closed Session* **9:30 pm**

11.1 Resolution Approving The Extension Of The Charter School Petition For The Center For Learning And Unlimited Educational Success (CLUES) By The Governing Board Of The San Bernardino City Unified School District

**SESSION TWELVE**

**12.0** *Adjournment* **9:00 pm**

The next regular meeting of the Board of Education of the San Bernardino City Unified School District will be held on Tuesday, September 13, 2016, at 5:30 p.m. in the Community Room of the Board of Education Building, 777 North F Street, San Bernardino.

The District is committed to providing equal access to individuals with a disability to open and public meetings. For information on the availability of disability-related aids or services to enable any person with a disability to participate in a public meeting and/or to request reasonable accommodations, please contact:

Affirmative Action Office  
777 North F Street  
San Bernardino, CA 92410  
(909) 381-1122  
(909) 381-1121 fax

Office Hours: Monday through Friday, 8 a.m.-4:30 p.m.

Requests for reasonable accommodations must be received by the Affirmative Action Office no later than five working days before the public meeting so that an interactive process can be effectuated to determine an effective accommodation that would best serve the needs of the individual with a disability.

Posted: August 12, 2016

**AGENDA FOR THE**  
**SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT**

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**August 16, 2016**

**Estimated Times\***

**SESSION ONE**

**1.0 Reception**

**4:30 pm**

A reception will be held for District schools that were recently honored for state and federal awards.

**SESSION TWO**

**2.0 Opening**

**5:30 pm**

2.1 Call to Order

2.2 Pledge of Allegiance to the Flag

2.3 Adoption of Agenda

2.4 Inspirational Reading – Gwen Rodgers

**SESSION THREE**

**3.0 Special Presentation(s)**

**5:35 pm**

3.1 Gold Fit-Friendly Worksite  
(Prepared by Communications/Community Relations)

A representative from the American Heart Association will be in attendance to recognize the District as a Gold Fit-Friendly Worksite. As a Gold-level recipient, the District has demonstrated

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a strong commitment to providing a healthy workplace for employees.

3.2 Recognition of Award-Winning Schools  
(Prepared by Communications/Community Relations)

The Board of Education would like to recognize the District schools recently honored with prestigious state and federal awards.

3.3 Commemoration of *Dieciseis de Septiembre*  
(Prepared by Communications/Community Relations)

WHEREAS the 16<sup>th</sup> of September is an important date in the history of Mexico that marks the anniversary of the issuance of the *Grito de Dolores* in which Father Miguel Hidalgo defied Spain and called for freedom and justice for the common man; and

WHEREAS such concern for the rights of all people as exemplified in *El Grito de Dolores* are in keeping with the precepts of this country and the aspirations of people of goodwill throughout the world; and

WHEREAS this date of historical significance for Mexican people and others of Latin American ancestry is respected and celebrated by many members of this community, including students of the San Bernardino City Unified School District; and

THEREFORE, BE IT RESOLVED that the Board of Education of the San Bernardino City Unified School District duly notes the celebration of *Dieciseis de Septiembre* and directs appropriate activities for its observance take place in the schools of the District.

3.4 Recognition of Native American Day  
(Prepared by Communications/Community Relations)

WHEREAS the Southern California region was home to many generations of native peoples long before the arrival of the European explorers; and

WHEREAS the native peoples of the region each held distinct cultures and traditions that bound them to the Earth and all its inhabitants; and

WHEREAS September 23, 2016, is Native American Day, which has been celebrated in California for many years by its 107 federally recognized Indian tribes; and

WHEREAS educational leaders throughout the San Bernardino region are encouraged to involve themselves and their schools in a statewide focus on improving the education provided to our children about the local, indigenous tribes of Southern California;

THEREFORE, BE IT RESOLVED that the Board of Education of the San Bernardino City Unified School District duly notes the celebration of Native American Day and encourages all educators to commemorate this occasion with appropriate instructional activities.



3.5 Resolution in Support of Proposition 51, Kindergarten through Community College Public Education Facilities Bond Act of 2016  
(Prepared by Facilities/Operations)

WHEREAS there is a statewide commitment to provide public schools that are safe, secure and peaceful; and

WHEREAS the State is out of school facility funds and cannot provide the State match for almost \$2 billion in school facility projects; and

WHEREAS the San Bernardino City Unified School District needs \$80,000,000 for facilities which may be partially funded by State bonds; and

WHEREAS Proposition 51 will provide school facility funds for renovations and upgrades of existing classrooms, construction of new classrooms, and for career technical education facilities; and

WHEREAS Proposition 51 will not raise State taxes and State matching funds will reduce the need for additional local property taxes for school facilities;

THEREFORE BE IT RESOLVED, that the San Bernardino City Unified School District supports Proposition 51 - the Kindergarten through Community College Public Education Facilities Bond Act of 2016.

3.6 Resolution in Support of Proposition 55, Children's Education and Health Care Protection Act of 2016  
(Prepared by Communications/Community Relations)

WHEREAS Proposition 30, passed in 2012, helped public education recover some of the funds it lost during the recession by allowing districts to hire more teachers and purchase additional books and supplies for classrooms, while at the same time helping stabilize California's budget; and

WHEREAS California is ranked 46<sup>th</sup> in per-student spending, and Governor Brown's 2016-17 budget forecasts show that unless we extend the tax on the wealthiest Californians, our schools and colleges will come up nearly \$5 billion short in the first year, and the State budget will face a nearly \$3 billion deficit; and

WHEREAS Proposition 55, the Children's Education and Health Care Protection Act is not a new tax, it temporarily extends the income tax rates already in place on the wealthiest Californians and only affects the top 2 percent of earners in the state, and the tax increases will automatically expire after 12 years; and

WHEREAS the measure is expected to raise \$8-\$11 billion a year that will go directly into a special fund that supports K-12 education, community colleges, and funding for other essential services like health care for low-income children and seniors; and

WHEREAS like Proposition 30, Proposition 55 includes strict accountability provisions and will not permit funds to go towards bureaucracy or administrative costs, and the funds will be used to help students by reducing class sizes, updating textbooks, and hiring new teachers;

THEREFORE, BE IT RESOLVED that the Board of Education of the San Bernardino City Unified School District supports Proposition 55, the Children's Education and Health Care Protection Act of 2016, as a balanced and responsible solution that continues the much needed investment in public education and other vital services our community wants and deserves.

3.7 Resolution in Support of Proposition 58, The LEARN Initiative (Language Education, Acquisition and Readiness Now)  
(Prepared by Communications/Community Relations)

WHEREAS the Board of Education believes that a world-class, 21<sup>st</sup> century education must provide every student with the highest quality education, including effective language-acquisition programs ensuring all pupils become English proficient and encouraging all students, including English-speaking students, to learn a second language; and

WHEREAS passage of Proposition 58 will provide all school district stakeholders with more flexibility and greater choices concerning the education of all students and greater opportunity for all students to access innovative language programs; and

WHEREAS Proposition 58 is consistent with our dedication to improving student outcomes and our policy to produce graduates with skills that prepare them for college and career in our 21<sup>st</sup> century global economy;

THEREFORE, BE IT RESOLVED that the Board of Education of the San Bernardino City Unified School District endorses and supports the passage of Proposition 58, The LEARN Initiative (Language Education, Acquisition and Readiness Now) on the November 8, 2016 General Election Ballot.

#### **SESSION FOUR**

4.0 *Administrative Report*

**6:00 pm**

4.1 Classroom Supplies  
(Prepared by Business Services)

Chief Business Officer, Jayne Christakos will provide information in response to concerns expressed at the August 2, 2016 Board meeting regarding classroom supplies.

#### **SESSION FIVE**

**5.0 Student Achievement**

**6:15 pm**

**5.1 School Improvement Grant (SIG) Funds  
(Prepared by Deputy Superintendent's Office)**

Representatives from the District, as well as a representative from School Services, will provide information to the Board regarding the Federal Government's newest round of School Improvement Grant (SIG) funding.

**SESSION SIX**

**6.0 Public Comments**

**7:00 pm**

This is the time during the agenda when the Board of Education is prepared to receive comments from members of the public on any matter within its subject matter jurisdiction. If you wish to address the Board, please complete a "Request to Address the Board of Education" form.

When recognized, please step to the microphone at the podium, give your name, and limit your comments to five minutes. The time limit for public comment on any one topic is 30 minutes.

Any person wishing to make complaints against District employees is asked to file the appropriate complaint form prior to this meeting. Speakers are cautioned that under California law, no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because these comments are made at a public meeting.

**SESSION SEVEN**

**7.0 Reports and Comments**

**7:45 pm**

- 7.1 Report by San Bernardino Teachers Association
- 7.2 Report by California School Employees Association
- 7.3 Report by Communications Workers of America
- 7.4 Report by San Bernardino School Police Officers Association
- 7.5 Report by San Bernardino School Managers
- 7.6 Comments by Board Members

Individual Board members may wish to share a comment, concern, and/or observation with other Board members and/or staff about a topic not on the agenda. In addition, individual Board members may wish to suggest items to be scheduled on a future agenda.

- 7.7 Board Committee Reports
- 7.8 Comments by Superintendent and Staff Members

The Superintendent and other members of the management staff may discuss events and future activities significant to the school district.

**SESSION EIGHT**

**8.0 Consent Calendar**

**8:45 pm**

*(When considered as a group, unanimous approval is advised.)*

Certain items of business require review and approval by the Board of Education. Other items are for information and review only. Therefore, the following items are grouped as a consent list for receipt and approval. When members have questions about items included in the consent calendar, these items are pulled out of the group and considered separately.

### ***BOARD OF EDUCATION***

#### **8.1 Approval of Minutes (Prepared by Superintendent's Office)**

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Minutes of the Board of Education Meeting held on June 21, 2016 be approved as presented.

### ***DEPUTY SUPERINTENDENT***

#### **8.2 Payment for Services Rendered by Non-Classified Experts and Organizations (Prepared by Business Services)**

Communications/Community Relations requests Board of Education approval to hire The Cambrian Group, Montgomery, AL, to serve as guest speaker and facilitator for the one-day Annual Strategic Planning meeting, effective November 3, 2016. Dr. Lindsey Gunn, Senior Associate of The Cambrian Group will present to approximately 30 members of the District's Strategic Planning Team. The fee, not to exceed \$5,700.00, will be paid from the Unrestricted General Fund – Community Engagement Plan, Account No. 094.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves payment to the following non-classified expert:

The Cambrian Group, Montgomery, AL, to serve as guest speaker and facilitator for the one-day Annual Strategic Planning meeting, effective November 3, 2016. Dr. Lindsey Gunn, Senior Associate of The Cambrian Group will present to approximately 30 members of the District's Strategic Planning Team. The fee, not to exceed \$5,700.00, will be paid from the Unrestricted General Fund – Community Engagement Plan, Account No. 094.

Requester: Director, Communications/Community Relations  
Approver: Deputy Superintendent

#### **8.3 Ratification of the Memorandum of Understanding with the Making Hope Happen Foundation, San Bernardino, CA, to Promote and Cultivate the District's and Foundation's Common Mutual Goals**

(Prepared by Business Services)

Community Engagement Office requests Board of Education approval to ratify entering into a Memorandum of Understanding with the Making Hope Happen Foundation, San Bernardino, CA, to promote and cultivate the District's and Foundation's common mutual goals of advancing education and learning in the community, effective January 1, 2016 – June 30, 2021. The Foundation's mission is to engage stakeholders, foster partnerships, provide leadership, and secure resources to achieve a thriving and innovative community where every student is a life-long learner and can be successful in meeting their hopes and aspirations. There is no cost to the District.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the ratification of the Memorandum of Understanding with the Making Hope Happen Foundation, San Bernardino, CA, to promote and cultivate the District's and Foundation's common mutual goals of advancing education and learning in the community, effective January 1, 2016 – June 30, 2021. There is no cost to the District.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Executive Director, Community Engagement Office  
Approver: Deputy Superintendent

***BUSINESS SERVICES***

8.4 Acceptance of Gifts and Donations to the District  
(Prepared by Business Services)

From time to time, the District receives requests from organizations and businesses to donate money, equipment, and/or supplies to be used for educational purposes in our schools.

The District has received requests to accept gifts or donations of the following:

SITE	DONOR	DONATION AND PURPOSE	VALUE
Elementary Instruction - VAPA	William R. Jones San Juan Capistrano, CA	Saxophone, to support the music program	\$1,150.00

The acceptance of these donations meets all requirements of Board Policy 3290, Gifts, Donations, Grants, and Bequests.

BE IT RESOLVED that the Board of Education acknowledges receipt of a saxophone with a total value of \$1,150.00, William R. Jones, San Juan Capistrano, CA

Requester: Administrative Director, Elementary Instruction  
Approver: Chief Business Officer, Business Services

8.5 Agreement with Insurance Services Office (ISO), Inc., Jersey City, NJ, to Provide Access to ISO ClaimSearch® Database  
(Prepared by Business Services)

Worker's Compensation/Risk Management requests Board of Education approval to enter into an agreement with Insurance Services Office, Inc., to provide access to ISO ClaimSearch® database for loss of claims history information concerning insurance claims and property subject to the claim, effective August 17 - December 31, 2016. This product also provides access to various services concerning the insurance claim. The cost, not to exceed \$1,100.00, will be paid from the Restricted Fund 67/Worker's Compensation, Account No. 00D.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with Insurance Services Office, Inc., to provide access to ISO ClaimSearch® database for loss of claims history information concerning insurance claims and property subject to the claim, effective August 17 - December 31, 2016. This product also provides access to various services concerning the insurance claim. The cost, not to exceed \$1,100.00, will be paid from the Restricted Fund 67/Worker's Compensation, Account No. 00D.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Worker's Compensation/Risk Management  
Approver: Chief Business Officer, Business Services

8.6 Amendment No. 1 to Bid No. 15-16 Audio Visual Equipment and Supplies  
(Prepared by Business Services)

Purchasing requests Board of Education approval to amend the award of Bid No. 15-16, Audio Visual and Supplies, as approved on June 7, 2016, Board Agenda No. 11.8. This amendment is necessary to rescind the award of Line Item No. 2 of Bid No. 15-16, Audio Visual Equipment and Supplies to Data Impressions, Cerritos, CA, due to irregularities in the description of the item. Line Item No. 2 will go out to bid at a later date. All other terms and conditions will remain the same.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the amendment to Bid No. 15-16 Audio Visual Equipment and Supplies, to rescind the award of Line Item No. 2 to Data Impressions, Cerritos, CA.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director,

Purchasing, to sign all related documents

Requester: Director, Purchasing

Approver: Chief Business Officer, Business Services

8.7 Commercial Warrant Register for Period July 16 - 31, 2016  
(Prepared by Business Services)

It is requested that the Board of Education approve the Commercial Warrant Register and authorize specific individuals to sign disbursements on its behalf.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Commercial Warrant Register for period July 16 - 31, 2016, be ratified and/or approved.

BE IT FURTHER RESOLVED that the Board of Education authorizes Jayne Christakos, Chief Business Officer, James Cunningham, Accounting Services Director or David Moyes, Accounts Payable Supervisor to sign disbursements.

Requester: Director, Accounting Services

Approver: Chief Business Officer, Business Services

8.8 Federal/State/Local District Budgets and Revisions  
(Prepared by Business Services)

Throughout the year, the District is advised by federal, state, and local agencies of program entitlements and any additions and/or reductions in funds available for already-approved programs. The following programs requested by the Board of Education affect the restricted and unrestricted portions in the budgets of the District funds. In order to adjust the program budgets, it is necessary to have Board of Education approval.

The restricted program, Discover Brighter Futures-Secondary Education (330) was not included in the Fiscal Year 2016-2017 approved budget. Based on the check received, an increase in the amount of \$76,425.00 will result in a revised total of \$76,425.00.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the addition of \$76,425.00 in the budgeting of revenues and expenditures for the restricted program, Discover Brighter Futures-Secondary Education (330).

Requester: Director, Fiscal Services

Approver: Chief Business Officer, Business Services

8.9 Notice of Completion, Purchase Order No. 566112, Bid No. 14-20, 21-13, 22-12

Technology Infrastructure Equipment and Services for Indian Springs High School  
(Prepared by Business Services)

Work assigned under Bid No. 14-20, 21-13, 22-12 Technology Infrastructure Equipment and Services; Purchase Order No. 566112 for Wireless and Networking Cabling at Indian Springs High School has now been completed. It is requested that the Board of Education formally accept the completed work performed by the vendor.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education authorizes filing a Notice of Completion for the work completed under Bid No. 14-20, 21-13, 22-12 Technology Infrastructure Equipment and Services; Purchase Order No. 566112 for Indian Springs High School awarded to the following:

Vector Resources, Inc.  
8647 Ninth Street  
Rancho Cucamonga, CA 91730

BE IT FURTHER RESOLVED that Margaret Hill, President, Board of Education, be authorized to execute the Notice of Completion.

Requester: Director, Purchasing  
Approver: Chief Business Officer, Business Services

8.10 Sale of Used District Covered Electronic Waste (CEW/Non-CEW)  
(Prepared by Business Services)

The Purchasing Department requests Board of Education approval to sell CEW/Non-CEW obsolete computer, copier equipment and peripherals, including but not limited to, CPUs, monitors, copiers, televisions, keyboards, mice, printers, servers and storage devices, in accordance with Education Code Section 17545. Most of the equipment is broken or are incomplete units.

These computers, copiers and peripherals are no longer of use to the District and are not suitable for donation, due to their age and lack of software support. During the recycling process, all computer equipment will be destroyed.

Board of Education approved the sale of equipment on September 16, 2014, to Cal Micro Recycling, Ontario, CA, as the highest responsible bidder for the purchase of used CEW/Non-CEW for recycling.

It is recommended that the following resolutions be adopted:

BE IT RESOLVED that the Board of Education awarded the sale of CEW/Non-CEW to Cal Micro Recycling, Ontario, CA, on September 16, 2014, to include the purchase of additional CEW/Non-CEW equipment and peripherals for recycling from the District for a one (1) year



term, and all extensions, not to exceed five (5) years. During the awarded term, the District will present new Board approved computer and peripheral surplus lists to the awarded bidder with option to buy at a rate of \$.25 per lb. for TV's, Monitors, Plasmas, CRT's; \$.20 per lb. for LEDs, and LCD TV Monitors; \$.50 per lb. for Modems and Routers; \$.25 per lb. for CPUs and Servers; \$.15 per lb. for UPS Batteries, \$1.00 per lb. for Laptops; \$.04 per lb. for Copiers; \$.50 per lb. for Cables; and \$.03 for Printers, DVD Players, Keyboards, Speakers, Scanners, Mice, Fax Machines, etc. Proceeds from the sale shall be deposited into the General Fund.

BE IT ALSO RESOLVED that in accordance with California Education Code Section 17545, the Board of Education declares the following items as surplus to District needs and are unsatisfactory or no longer suitable for school use: List of Salvage Computer Equipment and Peripherals dated June 10, 2016.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Purchasing

Approver: Chief Business Officer, Business Services

### ***EDUCATIONAL SERVICES***

- 8.11 Acceptance of the Special Education Memorandum of Understanding from SOAR Charter Academy  
(Prepared by Educational Services)

On December 18, 2012, the Board of Education granted approval for the renewal of the charter for SOAR Charter Academy.

The Charter School Operations Department requests the Board of Education to officially accept the Special Education Memorandum of Understanding between the San Bernardino City Unified School District and SOAR Charter Academy for Special Education services.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education accepts the Special Education Memorandum of Understanding between the San Bernardino City Unified School District and SOAR Charter Academy for Special Education services.

Requester: Director, Charter School Operations

Approver: Assistant Superintendent, Educational Services

- 8.12 Agreement with American Medical Response, Rancho Cucamonga, CA, to Provide On-Site Standby Medical and Ambulance Services for Home Football Games at San Bernardino High School  
(Prepared by Business Services)

San Bernardino High School requests Board of Education approval to enter into an agreement with American Medical Response, Rancho Cucamonga, CA, to provide on-site standby medical and ambulance services for home football games, effective August 26 - November 15, 2016. The cost, not to exceed \$1,968.75, will be paid from the Unrestricted General Fund - INAP High School, Account No. 203.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with American Medical Response, Rancho Cucamonga, CA, to provide on-site standby medical and ambulance services for home football games, effective August 26 - November 15, 2016. The cost, not to exceed \$1,968.75, will be paid from the Unrestricted General Fund - INAP High School, Account No. 203.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Principal, San Bernardino High School  
Approver: Assistant Superintendent, Educational Services

8.13 Payment for Services Rendered by Non-Classified Experts and Organizations - Educational Services  
(Prepared by Business Services)

Categorical Programs requests Board of Education approval to hire Renaissance Learning, Inc., Wisconsin Rapids, WI, to provide a one-day STAR testing workshop for the principal and one teacher at Our Lady of the Assumption School, effective August 16, 2016. The workshop will assist the principal and teacher to effectively assess student academic levels and plan for improved student learning. The fee, not to exceed \$221.00, will be paid from the Restricted General Fund – Title II, Part A (Teacher Quality), Account No. 536.

It is recommended that the following resolutions be adopted:

BE IT RESOLVED that the Board of Education approves payment to the following non-classified expert:

Renaissance Learning, Inc., Wisconsin Rapids, WI, to provide a one-day STAR testing workshop for the principal and one teacher at Our Lady of the Assumption School, effective August 16, 2016. The workshop will assist the principal and teacher to effectively assess student academic levels and plan for improved student learning. The fee, not to exceed \$221.00, will be paid from the Restricted General Fund – Title II, Part A (Teacher Quality), Account No. 536.

Requester: Director, Categorical Programs  
Approver: Assistant Superintendent, Educational Services

8.14 Renewal of the Agreement with BLU Educational Services, San Bernardino, CA, to

Provide Comprehensive College Planning Services for Students at Pacific High School  
(Prepared by Business Services)

Department of Equity and Targeted Student Achievement requests Board of Education approval to renew the agreement with BLU Educational Services, San Bernardino, CA, to provide comprehensive college planning services for approximately 400 students at Pacific High School effective August 17, 2016 - June 30, 2017. BLU Educational Services proposes to use the College Exodus Project as a model for creating a college going culture within systems serving students with limited access and opportunity. BLU will address students' preparedness and expectations related to college, help students understand issues of college affordability and financial aid and college application processes, and provide support to students from peers and knowledgeable adults. The fee, not to exceed \$120,000.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan (LCAP), Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves renewing the agreement with BLU Educational Services, San Bernardino, CA, to provide comprehensive college planning services for approximately 400 students at Pacific High School, effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$120,000.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan (LCAP), Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Department of Equity and Targeted Student Achievement  
Approver: Assistant Superintendent, Educational Services

8.15 Renewal of the Agreement with Margaret M. Boyce, San Bernardino, CA, to Act as the Regional Coordinator for the Scripps National Spelling Bee Competition  
(Prepared by Business Services)

Educational Services requests Board of Education approval to renew the agreement with Margaret M. Boyce, San Bernardino, CA, to act as the regional coordinator for the Scripps National Spelling Bee, effective August 17, 2016 - June 30, 2017. Ms. Boyce will serve as liaison between the District and the Scripps National Spelling Bee ensuring that every 6<sup>th</sup> - 8<sup>th</sup> grader in the contractually-designed area has the opportunity to compete in the spelling bee collaborative. The total cost, not to exceed \$1,500.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the agreement with Margaret M. Boyce, San Bernardino, CA, to act as the regional coordinator for the Scripps National Spelling Bee, effective August 17, 2016 - June 30, 2017. The total cost, not to exceed \$1,500.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan,

Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Categorical Programs

Approver: Assistant Superintendent, Educational Services

8.16 Renewal of the Agreement with Scripps National Spelling Bee (SNSB), Cincinnati, OH, to Pay the Costs of the Sponsorship Fee for the National Spelling Bee Competition  
(Prepared by Business Services)

Educational Services requests Board of Education approval to renew the agreement with Scripps National Spelling Bee (SNSB), Cincinnati, OH, to pay the costs of the sponsorship fee and transportation costs for the San Bernardino regional winner and one parent to attend the National Spelling Bee to be held in Washington, D.C., effective August 17, 2016 – June 30, 2017. There is no cost to the District.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the agreement with Scripps National Spelling Bee (SNSB), Cincinnati, OH, to pay the costs of the sponsorship fee and transportation costs for the San Bernardino regional winner and one parent to attend the National Spelling Bee to be held in Washington, D.C., effective August 17, 2016 – June 30, 2017. There is no cost to the District.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign said agreement.

Requester/Approver: Assistant Superintendent, Educational Services

8.17 Renewal of the Agreement with Parent Academy for Our Children's Success (PACS), Fontana, CA, to Provide Translation and Interpretation Services  
(Prepared by Business Services)

Secondary Education requests Board of Education approval to renew the agreement with Parent Academy for Our Children's Success (PACS), Fontana, CA, to provide translation and interpretation services from English to Spanish for LCAP meetings, effective August 17, 2016 - June 30, 2017. The cost, not to exceed \$40,000.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the agreement with Parent Academy for Our Children's Success (PACS), Fontana, CA, to provide translation and interpretation services from English to Spanish for LCAP meetings, effective August 17, 2016 -

June 30, 2017. The cost, not to exceed \$40,000.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Administrative Director, Secondary Education  
Approver: Assistant Superintendent, Educational Services

8.18 Renewal of the Agreement with Young Visionaries Youth Leadership Academy, San Bernardino, CA, to Provide the African American Student Achievement Program (AASAP) at District School Sites  
(Prepared by Business Services)

The Department of Equity and Targeted Student Achievement requests Board of Education approval to renew the agreement with Young Visionaries Youth Leadership Academy, San Bernardino, CA, to provide the African American Student Achievement Program (AASAP) at eight District school sites servicing approximately 310 African American students, effective August 17, 2016 – June 30, 2017. The cost, not to exceed \$164,800.00, payable at \$531.61 per student, will be paid from the Unrestricted General Fund-Local Control Accountability Plan, Account No. 419.

The AASAP will focus on reducing suspensions through effective implementation of positive behavior support systems, strengthen student engagement strategies during classroom instruction, increase staff support to effectively utilize Response to Intervention and other positive behavior systems, strengthen parent involvement in positive behavior support efforts by creating vehicles for them to be informed of their parental rights and opportunities for joint planning, communication, and monitoring associated with child behavior.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the agreement with Young Visionaries Youth Leadership Academy, San Bernardino, CA, to provide the African American Student Achievement Program (AASAP) at eight District school sites servicing approximately 310 African American students, effective August 17, 2016 – June 30, 2017. The cost, not to exceed \$164,800.00, payable at \$531.61 per student, will be paid from the Unrestricted General Fund-Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Equity and Targeted Student Achievement  
Approver: Assistant Superintendent, Educational Services

8.19 Renewal of the Agreement with Young Women's Empowerment Foundation (YWE), San Bernardino, CA, to Provide Mentoring to African American Students at Del Vallejo

Middle School and Pacific High School  
(Prepared by Business Services)

Department of Equity and Targeted Student Achievement requests Board of Education approval to renew the agreement with Young Women's Empowerment Foundation (YWE), San Bernardino, CA, to provide mentoring to African American female students at Del Vallejo Middle School and Pacific High School, effective September 1, 2016 – May 30, 2017. YWE will provide the Empowered 2 Excel (E2E) Parent Education/Student Cultural Diversity, Wellness, Academic and Career Enrichment Program for approximately 50 African American female students. YWE's program services assist in developing new habits and skills through supportive strategies that increase the youth's cultural, well-being, academic and career choices that build resiliency to help students remain in school in order to ultimately establish a college or career goal by graduation. The fee, not to exceed \$28,570.00, will be paid from the Unrestricted General Fund — Local Control Accountability Plan (LCAP), Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the agreement with Young Women's Empowerment Foundation (YWE), San Bernardino, CA, to provide mentoring to African American female students at Del Vallejo Middle School and Pacific High School, effective September 1, 2016 – May 30, 2017. YWE will provide the Empowered 2 Excel (E2E) Parent Education/Student Cultural Diversity, Wellness, Academic and Career Enrichment Program for approximately 50 African American female students. The fee, not to exceed \$28,570.00, will be paid from the Unrestricted General Fund — Local Control Accountability Plan (LCAP), Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Department of Equity and Targeted Student Achievement  
Approver: Assistant Superintendent, Educational Services

8.20 Renewal of the Memorandum of Understanding with United College Action Network, Inc. (U-CAN), Elk Grove, CA, to Provide the 17<sup>th</sup> Annual Historically Black Colleges and Universities Recruitment Fair (AHBCURF) to the District  
(Prepared by Business Services)

Department of Equity and Targeted Student Achievement requests Board of Education approval to renew the Memorandum of Understanding with United College Action Network, Inc., (U-CAN), Elk Grove, CA, to provide the 17<sup>th</sup> Annual Historically Black Colleges and Universities Recruitment Fair (AHBCURF) to the District, effective September 22, 2016. The U-CAN's college recruitment fair will expose District students, parents and educators to the rich history, culture and excellent educational opportunities offered by U-CAN's Historically Black Colleges and Universities (HBCU) partners by bringing admissions officers, recruiters, and 30 to 40 HBCUs to the District for the expressed purpose of recruiting District students to attend four-

year college and universities. Total cost not to exceed \$15,000.00, to be paid from the Unrestricted General Fund –Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the Memorandum of Understanding with United College Action Network, Inc., (U-CAN), Elk Grove, CA, to provide the 17<sup>th</sup> Annual Historically Black Colleges and Universities Recruitment Fair (AHBCURF) to the District, effective September 22, 2016. Total cost not to exceed \$15,000.00, to be paid from the Unrestricted General Fund –Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Department of Equity and Targeted Student Achievement

Approver: Assistant Superintendent, Educational Services

8.21 Request to Enter into a Software and License Subscription with Dropbox, Inc., San Francisco, CA  
(Prepared by Business Services)

Categorical Programs requests Board of Education approval to enter into a software and license subscription with Dropbox, Inc., San Francisco, CA, to provide document storage, effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$1,575.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolutions be adopted:

BE IT RESOLVED that the Board of Education approves entering into a software and license subscription with the following service provider:

Dropbox, Inc., San Francisco, CA, to provide software and license subscription for document storage, effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$1,575.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Categorical Programs

Approver: Assistant Superintendent, Educational Services

## ***FACILITIES/OPERATIONS***

### ***Nutrition Services***

8.22 Bid No. NSB 2016/17-1, Produce

(Prepared by Facilities/Operations)

Bid No. NSB 2016/17-1, Produce, was advertised June 16 and June 23, 2016, in The Sun, Black Voice, and El Chicano newspapers and a copy was sent to the San Bernardino Chamber of Commerce. Bids were mailed to nine (9) vendors and six (6) bids were received and opened on June 30, 2016. This bid will provide Nutrition Services with produce items for a one year term, and may be extended thereafter in accordance with the terms of the bid, as is in the best interest of the District. The cost will be paid from Restricted Nutrition Services Fund 92.

<b>Vendor</b>	<b>Total Bid Amount</b>
Loewy Enterprises DBA Sunrise Produce Fullerton, CA	\$1,896,324.74
Harvest Produce, Incorporated Riverside, CA	\$2,000,196.35
Family Tree Produce, Incorporated Anaheim, CA	\$2,016,881.75
Gold Star Foods Ontario, CA	\$2,048,837.17
United Fresh Produce, Incorporated Riverside, CA	\$2,253,081.30
Sysco Riverside, Inc. Riverside, CA	\$3,864,709.50

It is recommended that the following resolutions be adopted:

BE IT RESOLVED that Bid No. NSB 2016/17-1, Produce, be awarded to the lowest responsible bidder. The cost will be paid from Restricted Nutrition Services Fund 92.

<u>Bidder</u>	<u>Total Bid</u>
Loewy Enterprises DBA Sunrise Produce Fullerton, CA	\$1,896,324.74

BE IT FURTHER RESOLVED that the District may use this bid to purchase items as needed throughout the initial one-year term of the bid and any extensions made in accordance with the terms and conditions of the bid, not to exceed three (3) years total award, as is in the best interest of the District.

Requester: Director, Nutrition Services  
Approver: Assistant Superintendent, Facilities/Operations

8.23 Cafeteria Warrant Register, July 1 - 31, 2016  
(Prepared by Facilities/Operations)

It is requested that the Board of Education adopts the Cafeteria Warrant Register and authorizes specific individuals to sign disbursements on its behalf.



It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Cafeteria Warrant Register, July 1 - 31, 2016, be ratified and/or approved.

BE IT FURTHER RESOLVED that the Board of Education authorizes Adriane Robles, Nutrition Services Director; Janet Jungnickel, Nutrition Services Business Manager; John A. Peukert, Assistant Superintendent, Facilities/Operations; or James Cunningham, Accounting Services Director; to sign disbursements. Two signatures are required on all cafeteria warrants.

Requester: Director, Nutrition Services

Approved: Assistant Superintendent, Facilities/Operations

### ***HUMAN RESOURCES***

8.24 Agreement with the American Red Cross, San Bernardino, CA, for the District to Provide Meals for Disaster Relief  
(Prepared by Business Services)

Safety/Emergency Management requests Board of Education approval to enter into an agreement with American Red Cross, San Bernardino, CA, to provide meals for disaster relief, effective August 17, 2016 – June 30, 2018. To aid the community during an emergency or disaster the District will cook and package meals for the American Red Cross to distribute. Disaster feeding involves providing snacks, hydration and meals. Feeding service delivery may involve mobile feeding delivered by American Red Cross – Emergency Response Vehicles (ERVs) and/or fixed feeding from a stationary location. The American Red Cross will reimburse the District for the cost of the meals.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with American Red Cross, San Bernardino, CA, to provide meals for disaster relief, effective August 17, 2016 – June 30, 2018. The American Red Cross will reimburse the District for the cost of the meals.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Manager, Safety/Emergency Management

Approver: Assistant Superintendent, Human Resources

8.25 Amendment No. 1 to the Clinical Practicum Agreement with California State University, Northridge, CA, for the Speech Language Pathology and Audiology Program  
(Prepared by Business Services)

Human Resources - Certificated requests Board of Education approval to amend the agreement

with California State University, Northridge, CA, approved on May 6, 2014, Agenda Item No. 8.55. The agreement is being amended to extend the term of the agreement from May 31, 2017 to June 30, 2019 for the District to continue to provide graduate training for students enrolled in the Master of Science degree and/or Speech Language Pathology and Audiology Programs. There is no cost to the District. All other terms and conditions remain the same.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the amendment to the agreement with California State University, Northridge, CA, approved on May 6, 2014, Agenda Item No. 8.55. The agreement is being amended to extend the term of the agreement from May 31, 2017 to June 30, 2019 for the District to continue to provide graduate training for students enrolled in the Master of Science degree and/or Speech Language Pathology and Audiology Programs. There is no cost to the District. All other terms and conditions remain the same.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Human Resources - Certificated  
 Approver: Assistant Superintendent, Human Resources

8.26 Quarterly Uniform Complaint Report Summary  
 (Prepared by Human Resources)

Pursuant to legislation passed as a result of the Williams Case Settlement Agreement, districts must report summarized data on the nature and resolution of all complaints on a quarterly basis to the governing board, at a regularly scheduled board meeting. The following is the quarterly report for the period from April 1, 2016 to June 30, 2016. pursuant to Section 4686(b) of Title 5, Division 1, Chapter 5.1, Subchapter 1, Article 8 of the California Code of Regulations.

Williams and Valenzuela Settlement Legislation  
 Quarterly Report Summary

Quarterly Uniform Complaint Report Summary  
 For submission to school district governing board and county office of education.

District Name: San Bernardino City Unified School District

Quarter covered by this report: April – June 2016

UCP Areas	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved (Quarter)	Number of Complaints Unresolved (Historic)
Instructional Materials	0	0	0	0
Facilities	2	1	1	0

Teacher Vacancy and Misassignment	0	0	0	0
CAHSEE Intensive Instructions for High School Exit Exam	0	0	0	0
Totals	2	1	1	0

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the findings of the Quarterly Uniform Complaint Report Summary for the period of April to June 2016.

Requester/Approver: Assistant Superintendent, Human Resources

8.27 Ratification of the Renewal of the Agreement with G2 Solutions, Vacaville, CA, to Act as a Peer Provider for Fingerprinting Transmission Services  
(Prepared by Business Services)

Human Resources Classified requests Board of Education approval to ratify renewing the agreement with G2 Solutions, Vacaville, CA, to act as a peer provider to the District for Department of Justice (DOJ) fingerprinting services, effective July 1, 2016 - June 30, 2017. G2 Solutions owns and operates an Internet connection with DOJ to facilitate an electronic connection with the DOJ for the transmission of fingerprint information to DOJ's Automated Fingerprint Identification system. G2 Solutions is one of the five California certified peer providers approved by DOJ and all applicant agencies are now required to use peer providers. The cost, not to exceed \$2,000.00, with \$250.00 for connection fee and \$0.75 per each record charge will be paid from Unrestricted General Fund – Human Resources – Classified Personnel, Account No. 053.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the ratification of the agreement with G2 Solutions, Vacaville, CA, to act as a peer provider to the District for Department of Justice (DOJ) fingerprinting services, effective July 1, 2016 - June 30, 2017. The cost, not to exceed \$2,000.00, with \$250.00 for connection fee and \$0.75 per each record charge will be paid from Unrestricted General Fund – Human Resources – Classified Personnel, Account No. 053.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Human Resources Classified  
Approver: Assistant Superintendent, Human Resources

8.28 Ratification of the Renewal of the Agreement with National Academy Foundation (NAF), New York, NY, to Provide a NAF Academy at San Geronio High School  
(Prepared by Business Services)

San Geronio High School requests Board of Education approval to ratify renewing the

agreement with National Academy Foundation (NAF), New York, NY, to provide a NAF academy, effective July 1, 2016 – June 30, 2019. The cost, not to exceed \$32,800.00, will be paid from the Unrestricted General Fund – Career Pathway, Account No. 417.

NAF's small public school-based learning communities empower high school students to successfully go on to higher education and professions of their choosing. NAF will provide support for academies to reach high fidelity to its proven model consisting of 15 standards of practice that are divided into the following four elements: Academy Development and Structure, Advisory Board, Curriculum and Instruction, and Work-Based Learning. The District will pay an annual membership fee for five academies at \$2,000.00 per academy for the 2016-17 school year and six academies at \$1,900.00 per academy for the 2017-18 and 2018-19 school years.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves ratification of the renewal agreement with National Academy Foundation (NAF), New York, NY, to provide a NAF academy, effective July 1, 2016 – June 30, 2019. The District will pay an annual membership fee for five academies at \$2,000.00 per academy for the 2016-17 school year and six academies at \$1,900.00 per academy for the 2017-18 and 2018-19 school years. The cost, not to exceed \$32,800.00, will be paid from the Unrestricted General Fund – Career Pathway, Account No. 417.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Principal, San Geronio High School  
Approver: Assistant Superintendent, Human Resources

8.29 Renewal of the Agreement with the American Red Cross, San Bernardino, CA, to Provide Instructor Training Classes to District Employees  
(Prepared by Business Services)

Safety/Emergency Management requests Board of Education approval to renew the agreement with American Red Cross, San Bernardino, CA, to provide Cardiopulmonary Resuscitation (CPR) and First Aid Instructor Training classes for District employees who in turn will train other District employees at a reduced cost to the District, effective August 18, 2016 - June 30, 2018. The total cost, not to exceed \$6,000.00 per year, will be reimbursed by the State of California and paid from the Unrestricted General Fund - Emergency Procedure Earthquake, Account No. EPE.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the agreement with American Red Cross, San Bernardino, CA, to provide Cardiopulmonary Resuscitation (CPR) and First Aid Instructor Training classes for District employees who in turn will train other District employees at a reduced cost to the District, effective August 18, 2016 - June 30, 2018. The total cost, not to exceed \$6,000.00 per year, will be reimbursed by the State of California and paid

from the Unrestricted General Fund - Emergency Procedure Earthquake, Account No. EPE.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Manager, Safety/Emergency Management  
Approver: Assistant Superintendent, Human Resources

8.30 Renewal of the Agreement with Manuel Baltierra, Grand Terrace, CA, to Provide Parent Workshops  
(Prepared by Business Services)

San Gorgonio High School requests Board of Education approval to renew the agreement with Manuel Baltierra, Grand Terrace, CA, to provide parent workshops to approximately 25 participants, effective January 10 – March 17, 2017. The cost, not to exceed \$7,000.00 includes lesson plans and workbooks and will be paid from the Restricted General Fund – Elementary Secondary Education Act Title I, Account No. 501.

Manuel Baltierra will provide The Parent Project, a 10-week course for parents of strong willed out of control adolescents. The program teaches parents skills and tactics to deal with truancy, communication, defiant behavior, drug and alcohol issues and gang intervention. The training is designed to decrease aggression, reduce truancy and improve school performance.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the renewal to the agreement with Manuel Baltierra, Grand Terrace, CA, to provide parent workshops to approximately 25 participants, effective January 10 – March 17, 2017. The cost, not to exceed \$7,000.00 includes lesson plans and workbooks and will be paid from the Restricted General Fund – Elementary Secondary Education Act Title I, Account No. 501.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing to sign all related documents.

Requester: Principal, San Gorgonio High School  
Approver: Assistant Superintendent, Human Resources

8.31 Request to Enter into an Agreement with Discovery Education, Silver Spring, MD to Provide Science Techbook Licenses for Shandin Hills Middle School  
(Prepared by Business Services)

Shandin Hills Middle School requests Board of Education approval to enter into an agreement with Discovery Education, Silver Springs, MD to provide licensing for Science Techbook, effective August 17, 2016 - June 30, 2017. The total fee, not to exceed \$2,700.00, will be paid from the Unrestricted General Fund – LCAP - Innovation Grants, Account No. 418.

Science Techbook is a digital textbook series that is aligned to current standards, engages students with dynamic, multimodal content, and an inquiry approach. It employs the latest techniques in formative learning, data, and motivation. Techbook also includes robust professional development to ensure success with digital transition.

It is recommended that the following resolutions be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with the following service provider:

Discovery Education, Silver Springs, MD to provide licensing for Science Techbook, effective August 17, 2016 - June 30, 2017. The total fee, not to exceed \$2,700.00, will be paid from the Unrestricted General Fund – LCAP - Innovation Grants, Account No. 418.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Principal, Shandin Hills Middle School

Approver: Assistant Superintendent, Human Resources

8.32 Request to Enter into an Agreement with MorphoTrust, USA, to Provide Maintenance for the District's Fingerprinting Equipment  
(Prepared by Business Services)

Human Resources Classified requests Board of Education approval to enter into an agreement with MorphoTrust, USA, Bloomington, MN to provide maintenance service on the District's fingerprinting equipment, effective August 17, 2016 - June 30, 2017. The total fee, not to exceed \$2,694.00, will be paid from the Unrestricted General Fund - Human Resources - Classified Personnel, Account No. 053.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with MorphoTrust, USA, Bloomington, MN to provide maintenance service on the District's fingerprinting equipment, effective August 17, 2016 - June 30, 2017. The total fee, not to exceed \$2,694.00, will be paid from the Unrestricted General Fund - Human Resources - Classified Personnel, Account No. 053.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Director, Human Resources Classified

Approver: Assistant Superintendent, Human Resources

***STUDENT SERVICES***

8.33 Agreement with Albert Thomas, Highland, CA, to Provide Mentoring and Coaching Services to Students and Parents  
(Prepared by Business Services)

Bing Wong Elementary School requests Board of Education approval to enter into an agreement with Albert Thomas, Highland, CA, to provide mentoring and coaching services to students and parents, effective August 17, 2016 – June 30, 2017. The cost, not to exceed \$6,480.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan (LCAP), Account No. 419.

The focus of the services is to provide opportunities to build a better home-to-school connection through collaboration with teachers, counselors, parents and care providers. The services will assist to lower referral, absentee, and suspension rates thereby enhancing academic performance.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with Albert Thomas, Highland, CA, to provide mentoring and coaching services to students and parents, effective August 17, 2016 – June 30, 2017. The cost, not to exceed \$6,480.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan (LCAP), Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Principal, Bing Wong Elementary School  
Approver: Assistant Superintendent, Educational Services

8.34 Agreement with Symons Ambulance Service, San Bernardino, CA, to Provide On-Site Standby Medical and Ambulance Services Home Football Games at Indian Springs High School  
(Prepared by Business Services)

Indian Springs High School requests Board of Education approval to enter into an agreement with Symons Ambulance Service, San Bernardino, CA, to provide on-site standby medical and ambulance services for junior varsity and varsity football games, effective August 25 - November 4, 2016. The cost, not to exceed \$4,525.00, will be paid from the Unrestricted General Fund - INAP High School, Account No. 203.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with Symons Ambulance Service, San Bernardino, CA, to provide on-site standby medical and ambulance services for junior varsity and varsity football games, effective August 25 - November 4, 2016. The cost, not to exceed \$4,525.00, will be paid from the Unrestricted General Fund - INAP High School, Account No. 203.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Principal, Indian Springs High School  
Approver: Assistant Superintendent, Educational Services

8.35 Extended Field Trip, Pacific High School, ASB Leadership Camp, Fawnskin, CA  
(Prepared by Business Services)

Pacific High School requests Board of Education approval of an extended field trip for four students and two District employees to attend the ASB Leadership Camp at YMCA Camp Whittle in Fawnskin, CA, from August 26 - 29, 2016.

Students' participation in the ASB Leadership Camp will expose them to team building and leadership skills. During the workshops they will acquire new skills, equipping them to be more effective leaders at Pacific High School.

The cost of the trip, not to exceed \$660.00, including meals and lodging, will be paid from sponsorship by Herff Jones. Transportation will be provided by private vehicle. There is no cost to the District. No student will be denied participation due to financial constraints.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the extended field trip for four Pacific High School students and two District employees, to attend the ASB Leadership Camp at YMCA Camp Whittle in Fawnskin, CA, from August 26 - 29, 2016. The cost of the trip, not to exceed \$660.00, including meals and lodging, will be paid from sponsorship by Herff Jones. Transportation will be provided by private vehicle. There is no cost to the District. Names of the students are on file in the Business Services office.

Requester: Principal, Pacific High School  
Approver: Assistant Superintendent, Educational Services

8.36 Payment for Course of Study Activities - Student Services  
(Prepared by Business Services)

District schools find it to be educationally advantageous to employ persons outside of the District in order to provide activities that enhance their educational programs.

Bradley Elementary School requests Board of Education approval to utilize the National Theater for Children, Minneapolis, MN, for two presentations titled, A Bug's Light, on September 21, 2016. These assemblies on electricity safety, sponsored by Southern California Edison, are aligned with standards for science and social studies with the goal to engage 550 K-6 grade students on the subject of electricity. There is no cost to the District.

It is recommended that the following resolution be adopted:



BE IT RESOLVED that the Board of Education approves the following:

Bradley Elementary School requests Board of Education approval to utilize the National Theater for Children, Minneapolis, MN, for two presentations titled, A Bug's Light, on September 21, 2016. These assemblies on electricity safety, sponsored by Southern California Edison, are aligned with standards for science and social studies with the goal to engage 550 K-6 grade students on the subject of electricity. There is no cost to the District.

Requester: Principal, Bradley Elementary School  
Approver: Assistant Superintendent, Student Services

8.37 Ratification of the Facility Use Agreement with Rialto Unified School District, Rialto, CA, for the District to Conduct General Education Development (GED) Classes  
(Prepared by Business Services)

Inland Career Education Center requests Board of Education approval to ratify entering into a facility use agreement with Rialto Unified School District, Rialto, CA, for the District to conduct General Education Development (GED) classes, effective August 15, 2016 – June 30, 2017. There is no cost to the District.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the ratification of the facility use agreement with Rialto Unified School District, Rialto, CA, for the District to conduct General Education Development (GED) classes, effective August 15, 2016 – June 30, 2017. There is no cost to the District.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing, to sign all related documents.

Requester: Principal, Inland Career Education Center  
Approver: Assistant Superintendent, Educational Services

8.38 Request to Enter into a Software, License, Maintenance or Service Agreement with Hero K12, LLC, Miami, FL  
(Prepared by Business Services)

Bing Wong Elementary School requests Board of Education approval to enter into an agreement with Hero K12, LLC, Miami, FL, to provide Software Support for Hero Tracking Software effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$5,500.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan, Account No. 419.

Anton Elementary School requests Board of Education approval to enter into an agreement with Hero K12, LLC, Miami, FL, to provide Software Support for Hero Tracking Software effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$4,830.00, will be paid from the

Unrestricted General Fund – Local Control Accountability Plan, Account No. 419 and Unrestricted General Fund - INAP Elementary Schools, Account No. 205.

Indian Springs High School requests Board of Education approval to enter into an agreement with Hero K12, LLC, Miami, FL, to provide Software Support for Hero Tracking Software effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$8,325.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolutions be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with the following Service Provider:

Hero K12, LLC, Miami, FL, to provide Software Support for Hero Tracking Software for Bing Wong Elementary School effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$5,500.00, will be paid from the Unrestricted General Fund - Local Control Accountability Plan, Account No. 419.

Hero K12, LLC, Miami, FL, to provide Software Support for Hero Tracking Software for Anton Elementary School effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$4,830.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419 and Unrestricted General Fund - INAP Elementary Schools, Account No. 205.

Hero K12, LLC, Miami, FL, to provide Software Support for Hero Tracking Software for Indian Springs High School effective August 17, 2016 - June 30, 2017. The fee, not to exceed \$8,325.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Principals - Bing Wong, Anton, and Indian Springs

Approver: Assistant Superintendent, Educational Services

### **Creative Before- and Afterschool Programs for Success**

- 8.39 Agreement with Inland Volleyball Officials Association, Fontana, CA to Provide Officials for the Middle Schools' Boys and Girls Volleyball Games  
(Prepared by Business Services)

Creative Before- and After-School Programs for Success (CAPS) requests Board of Education approval to enter into an agreement with Inland Volleyball Officials Association, Fontana, CA, to provide officials for the middle schools boys and girls volleyball games, effective August 20 - October 6, 2016. The cost, not to exceed \$6,400.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with Inland Volleyball Officials Association, Fontana, CA, to provide officials for the middle schools boys and girls volleyball games, effective August 20 - October 6, 2016. The cost, not to exceed \$6,400.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing, to sign all related documents.

Requester: Coordinator, Creative Before- and After-School Programs for Success (CAPS)  
Approver: Assistant Superintendent, Educational Services

### Youth Services

#### 8.40 Lift of Expulsion of Student(s) (Prepared by Youth Services Department)

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education authorizes the readmission of the following student(s), with the birth date(s) as indicated below, to schools of the San Bernardino City Unified School District in accordance with the Board rules and regulations and in compliance with the Education Code Section 48900:

**02/21/2000            02/26/2001            10/03/2002            12/14/1999**

#### 8.41 Petition to Expunge, Rescind, or Modify Expulsion (Prepared by Youth Services Department)

**04/02/2000**

Education Code 48917, Section (e) states upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

Education Code 48213 states that a student can be excluded from attendance pursuant to Section 120230 of the Health and Safety Code or Section 49451 of this code if a principal or designee determines that the continued presence of the child would constitute a clear and present danger to the life, safety, and health of a pupil or school personnel. The governing board is not required to send prior notice of the exclusion to the parent or guardian of the pupil. The governing board shall send a notice of the exclusion as soon as is reasonably possible after the exclusion.

## SESSION NINE

### 9.0 *Action Items*

**8:50 pm**

9.1 Personnel Report #4, Dated August 16, 2016  
(Prepared by Human Resources)

It is requested that the Board of Education ratifies and/or approves Personnel Report #4, dated August 16, 2016, which contains actions such as hiring, retirements, resignations, promotions, and terminations involving certificated, classified, and other employees in the categories of noon duty aides, recreational supervisors, substitute employees, and others. These actions are consistent with policies of the Board of Education, the rules and regulations of the Personnel Commission, and the District's Affirmative Action Plan.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that Personnel Report #4, dated August 16, 2016, be ratified and/or approved as presented. Personnel actions included in this report are in accordance with policies of the Board of Education, the rules and regulations of the Personnel Commission, and the District's Affirmative Action Plan.

9.2 Board Top 10 List

	Date of Request	Question/Request	Requested by	Assigned to	Anticipated Completion Date/ Remarks/Action
1	02/18/14	Create something similar to Richardson at other schools.	Mrs. Medina	K. Mitchell H. Vollkommer	06/21/16
2	03/17/15	Compare combination classes with like districts. Is the number of combo classes going up or down?	Mr. Tillman	P. Wiseman	05/17/16
3	04/07/15	Provide suspension/dropout data: -What is the number of students suspended on a regular basis? -What types of incidents are there in lower grades (5,6,7)? -How many students suspended end up dropping out? -What are dropout rates by gender, ethnicity?	Mrs. Medina Dr. Flores	K. Mitchell	09/13/16
4	04/08/14	Establish a formal process for internships.	Mr. Tillman	K. Mitchell P. Wiseman	08/2016
5	01/20/15	Invite City Council members to a Board meeting to discuss mutual topics of interest. Invite City Council members to tour the new schools.	Mrs. Savage	D. Marsden J. Peukert	10/2016
6	11/05/13	Look at a later start time for secondary students.	Mr. Gallo Mrs. Hill	K. Mitchell	01/2017
7	01/14/14	How far are we with the program evaluation process? Require schools that hire consultants to complete an evaluation form so teachers can review recommendations/concerns.	Mrs. Perong	H. Vollkommer	10/04/16
8					

9				
10				

### 9.3 Future Agenda Items

Request	Date	W	SP	SA	AP	AR	BC	CS	BQS
SIG	08/16/16			X					
KPI: Student Outcomes (CASSPP, Attendance, Suspensions/Dropouts)	09/13/16			X					
Unaudited Actuals	09/13/16		X						
TSSP; CORE Districts	10/04/16			X					
NCUST/EdTrust West Report	10/18/16			X					
Mental Health	11/01/16			X					
LCAP Accountability Model	11/01/16			X					
Key Performance Indicators	12/13/16			X					
First Interim	12/13/16		X						
Innovation Grants Follow Up	01/10/17			X					
CABE – Multilingual Initiative	TBD			X					
Rigorous Curriculum Design	TBD			X					
Secondary Grading Policy	TBD				X				
KPI: AMAOs	TBD			X					

AP-Administrative Presentation  
 BQS-Board Quarterly Strategic  
 SP-Special Presentation

AR-Administrative Report  
 CS-Closed Session  
 W-Workshop

BC-Board Correspondence  
 SA-Student Achievement

### 9.4 Follow Up on Board Requests/Questions

Date of Request	REQUESTS/QUESTIONS FOR FOLLOW UP	Requested By	
<b>BUSINESS SERVICES – MRS. CHRISTAKOS</b>			
1	07/19/16	Provide status on # of cases pending and allocation for disability/workers' comp.	Dr. Flores
2	06/21/16	Compare Final Budget to see how District did (ex: how much money sites received/how much they spent).	Mr. Tillman
<b>COMMUNICATIONS – MRS. BARDERE</b>			
1	06/21/16	Provide an LCAP infographic for Board and community.	Dr. Flores
<b>COMMUNITY PARTNERSHIPS – MRS. ONTIVEROS</b>			
<b>DEPUTY SUPERINTENDENT – DR. VOLLKOMMER</b>			
<b>EDUCATIONAL SERVICES – DR. MITCHELL</b>			
1	07/19/16	Update on budget allocation for Restorative Justice and Youth Court.	Dr. Flores
2	06/21/16	ESSA money – can we spend it how we want?	Dr. Flores
3	07/19/16	Mental Health specific to ERHMS; provide MTSS Report	Dr. Wyatt
4	07/19/16	Human Trafficking	Dr. Wyatt
5	07/12/16	A-G & credit requirements document needs to be revised to be parent-friendly.	Mrs. Medina
6	07/19/16	Provide curriculum for Ethnic Studies; provide textbook	Dr. Flores
	07/12/16	How will District expand Ethnic Studies program to other high schools?	Dr. Flores
	06/21/16	Update on Ethnic Studies.	Mrs. Rodgers
7	5/17/16	Provide information on Destination College being discontinued at SBHS.	Mrs. Rodgers

	Date of Request	REQUESTS/QUESTIONS FOR FOLLOW UP	Requested By
8	04/19/16	Realignment/reallocation process for specific accelerated learning in targeted areas of deficiencies.	Mr. Gallo
9	08/04/15	Board policy aligning high schools with A-G	Mrs. Medina
10	02/04/14	Conduct a longitudinal study of student voice at the middle school level.	Dr. Flores
<b>FACILITIES/OPERATIONS – MR. PEUKERT</b>			
1	06/21/16	Playgrounds at Charter Schools (parent concern that some did not have).	Mrs. Rodgers
2	03/01/16	Bradley parking lot safety issue.	G. Rodgers
3	10/21/14	Lobby for funds to do a longitudinal study of the BNSF Rail Yard.	Dr. Flores
<b>HUMAN RESOURCES – DR. WISEMAN</b>			
1	07/19/16	Provide list of litigation cases and their costs.	Dr. Flores
2	06/21/16	Update on Sierra and Pacific high schools' principal vacancies	Mrs. Rodgers
3	04/19/16	Possible "intent" contract for students to return to district as teachers.	Dr. Hill
3	08/04/15	Create process so that graduates can return to our schools as teachers	Mrs. Medina
<b>SCHOOL POLICE – CHIEF PAULINO</b>			
1	07/19/16	Safe routes to school (Safe Streets to School Program).	Dr. Wyatt
<b>STUDENT SERVICES – VACANT</b>			
1	05/03/16	Possible educational forum for parents/community re: Prop 47.	Mrs. Medina
2	04/19/16	Continuation high school credit recovery/student recruitment process – how are students targeted, assigned, referred, and transferred; what is the criteria for credit recovery and how is it triggered and initiated.	Mr. Gallo
3	04/19/16	Report back to Board by parents/staff regarding events/conferences attended.	Mrs. Rodgers
4	03/15/16	Revisit a district-wide bullying campaign and attendance campaign.	Mrs. Rodgers
5	04/07/15	Look into ways to assist schools, such as Hunt and Del Rosa, which did not receive any LCAP Innovation awards.	Mrs. Hill
6	01/20/15	Look at tardy policy to see if it might be deterring students from attending class or school.	Dr. Flores
<b>STRATEGIC PLANNING</b>			
1	02/16/16	Look into possibly sponsoring summer youth internships	Mr. Gallo
2	01/21/14	Consider offering bus tickets and look at other strategies to allow students to get to and from school safely for Strategy 9 - Safe passages to school.	Mrs. Hill
3	12/17/13	Consider teachers presenting challenging classes in a language other than English.	Nancy Sanchez-Spears
<b>SUPERINTENDENT – DR. MARSDEN</b>			

## SESSION TEN

### 10.0 Closed Session

8:55 pm

As provided by law, the Board will meet in Closed Session for consideration of the following:

#### **Anticipated Litigation**

Conference with Legal Counsel, pursuant to Government Code Section 54956.9 (d)

Number of Cases: One

#### **Existing Litigation**

Conference with Legal Counsel, pursuant to Government Code Section 54956.9 (d)

Number of Cases:

**Conference with Labor Negotiator**

District Negotiator: Perry Wiseman  
Employee Organization: California School Employees Association  
Communications Workers of America  
San Bernardino School Police Officers Association  
San Bernardino Teachers Association

**Public Employee Appointment**

Titles: Elementary School Vice Principal  
Director, Creative Afterschool Programs  
Alternative High School Principal

**Public Employee Discipline/Dismissal/Release**

**Student Matters/Discipline**

**Superintendent’s Evaluation**

**SESSION ELEVEN**

**11.0 Action Reported from Closed Session**

**9:30 pm**

11.1 Resolution Approving The Extension Of The Charter School Petition For The Center For Learning And Unlimited Educational Success (CLUES) By The Governing Board Of The San Bernardino City Unified School District  
(Prepared by Charter Schools)

WHEREAS pursuant to Education Code Section 47600 *et seq.*, the Governing Board of the San Bernardino City Unified School District (“District Board”) is required to review and consider authorization and/or renewal of charter schools;

WHEREAS on or about April, 2013, the District Board approved the Charter for the Center for Learning and Unlimited Educational Success (“CLUES” or “Charter School”) for a term beginning July 1, 2013 and ending June 30, 2015; and

WHEREAS on or about June 2015, the District Board approved the Charter for a one year extension for a term beginning July 1, 2015 through and including June 30, 2016; and

WHEREAS a charter petition and supporting documentation (“Charter”) were submitted to the District requesting to renew the Charter on or about April 2016 for a five-year term of July 1, 2016 through and including June 30, 2021; and

WHEREAS a public hearing on the provisions of the Charter was conducted on May 17, 2016, pursuant to Education Code Section 47605, at which time the District Board considered the level of support for this Charter by teachers employed by the District, other employees of the District, and parents;

WHEREAS on or about June 21, 2016, the District Board, conditionally extended the Charter, for a one year term, from July 1, 2016, through and including June 30, 2017, subject to necessary changes being made to the Charter and brought back to the District Board for final consideration; and

WHEREAS CLUES, in cooperation with District staff, has made District-requested changes and revisions to the Charter and brought it back to the District Board for consideration and approval; and

WHEREAS in reviewing the Petition for the establishment of this Charter, the District Board has been cognizant of the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged; and

WHEREAS the District staff has reviewed and analyzed the information received with respect to the Charter Petition and information related to the operation and potential effects of the proposed CLUES renewal, including speaking to and meeting with CLUES representatives relative to this extension request; and

WHEREAS the District staff has made a recommendation to the District Board that the Charter Petition be extended; and

WHEREAS the District Board has fully considered the Charter submitted for the extension of CLUES and the recommendation provided by District staff; and

WHEREAS in reviewing the Petition for the renewal of this Charter, the Governing Board has been cognizant of the value provided to the community by CLUES during the time that it has been operating pursuant to the Charter granted by San Bernardino City Unified School District.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS, that the Governing Board of the San Bernardino City Unified School District finds the above-listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the Governing Board of the San Bernardino City Unified School District finds that CLUES operated pursuant to the Charter previously granted by the District and provides its students with educational benefits and sound educational programs.

BE IT FURTHER RESOLVED AND ORDERED that the Governing Board of the San Bernardino City Unified School District hereby extends the CLUES Charter, as attached hereto as Exhibit "A," for a term from July 1, 2016, through and including June 30, 2017.

The foregoing resolution was considered, passed, and adopted by the Governing Board at its regular Board meeting on August 16, 2016.



Board of Education Meeting  
August 16, 2016

**SESSION TWELVE**

**12.0 Adjournment**

**9:00 pm**

The next regular meeting of the Board of Education of the San Bernardino City Unified School District will be held on Tuesday, September 13, 2016, at 5:30 p.m. in the Community Room of the Board of Education Building, 777 North F Street, San Bernardino.

The District is committed to providing equal access to individuals with a disability to open and public meetings. For information on the availability of disability-related aids or services to enable any person with a disability to participate in a public meeting and/or to request reasonable accommodations, please contact:

Affirmative Action Office  
777 North F Street  
San Bernardino, CA 92410  
(909) 381-1122  
(909) 381-1121 fax

Office Hours: Monday through Friday, 8 a.m.-4:30 p.m.

Requests for reasonable accommodations must be received by the Affirmative Action Office no later than five working days before the public meeting so that an interactive process can be effectuated to determine an effective accommodation that would best serve the needs of the individual with a disability.

Posted: August 12, 2016

EXHIBIT A



CENTER FOR LEARNING AND UNLIMITED EDUCATIONAL SUCCESS

CHARTER SCHOOL PETITION

PRESENTED TO

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

SAN BERNARDINO, CALIFORNIA

July 29, 2016

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A. Back office Management Contract

B. Budget

C. Memorandum of Understanding: Special Education

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F. Sample Professional Development Calendar

G. Bylaws

H. WASC Candidacy Status

growth of CLUES in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code § 47605(d)(2)(A)-(B)]

- CLUES will adhere to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").
- CLUES will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations § 11967.5.1(f)(5)(c)]
- CLUES will ensure that the school's teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code § 47605(i)]
- CLUES will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
- If a student is expelled or leaves CLUES without graduating or completing the school year for any reason, CLUES will notify the Superintendent of the school district of the student's last known address within thirty (30) days (if CLUES does not use the District's Student Information System), and will, upon request, provide the school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(d)(3)] This paragraph applies only to students subject to compulsory full-time education pursuant to Education Code § 48200.

CLUES will follow any and all other federal, state and local laws and regulations that apply to California charter schools, including but not limited, to:

- District CLUES will maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection.
- CLUES will, on a regular basis, consult with its parents/guardians and teachers regarding its education programs.
- CLUES will comply with any jurisdictional limitations to locations of its facilities.
- CLUES will comply with laws establishing the minimum and maximum age for public school enrollment. (California Education Code Sections 47612 (b), 47610).
- CLUES will comply with applicable portions of the
- CLUES will comply with and follow the Brown Act.
- CLUES will comply with the Public Records Act.
- CLUES will comply with the Family Educational Rights and Privacy Act.

- CLUES will meet or exceed the legally required minimum number of school days.
- CLUES will maintain all necessary and appropriate insurance coverage at all times at the levels specified in the Charter. CLUES recognizes the importance of insurance to the operations of the school and therefore specifically agrees to cease all operations should any insurance policy lapse or be rescinded for any reason until such time as evidence of reinstatement of the insurance is provided to the District.

- CLUES accepts and understands its obligations to comply with specific sections of the Education Code §4761.1 (STRS) and §41365 (Revolving Loan Fund).
- CLUES will comply with minimum age for enrollment requirements (EC 48000(a)).
- Should CLUES open a satellite or learning center, or establish a home school program, CLUES recognize this as a material revision to the charter and will submit the revision to the SBCUSD Board for approval prior to opening the center or establishing a home school program.
- Throughout this Charter and any attachments, exhibits and/or appendices hereto, any and all references to Center for Learning and Unlimited Educational Success (CLUES) and/or the School will apply with full force and effect to CLUES, Inc. and any and all references to CLUES, Inc. will apply with full force and effect to CLUES, and for all purposes related to this Charter or the operations of CLUES, both CLUES and CLUES, Inc. will be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, anytime that CLUES states that it will follow the requirements of a particular section of the Education Code or other law, it means that CLUES, Inc. will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

CLUES agrees to abide by all laws applicable to charter schools, and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time.



CLUES has reinvigorated our community by developing healthy scholars and leaders who contribute to building a healthy community. Individual achievements positively impact families, neighborhoods, and the global society in which we live. CLUES has created a school with a positive reputation for academic achievement that draws students from San Bernardino and surrounding areas.

*"A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21<sup>st</sup> Century, and how learning best occurs. The goals identified in that program will include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Education Code Section 47605(b) (5) (A) (i).*

Our goal is to improve learning and increase learning opportunities for these students through a comprehensive academic program based upon the state content standards in an independent study environment. CLUES' learning environment includes caring, supportive adults who tailor instruction by providing individualized learning plans that target needed skills. Upon completing our program, CLUES students will earn a high school diploma and have the academic and life skills necessary for success in a career and or higher education. CLUES adheres to the Common Core State Standards in alignment with directives from the California Department of Education regarding implementation.

### 1.2 Community Need and CLUES Goals

Recent research shows that nearly half of all African American and Hispanic students never graduate from high school and that these numbers have remained unchanged in nearly a decade (Jay P. Greene, Public High School Graduation and College Readiness Rates: 1991-2002, 2005). In urban areas such as Los Angeles, more than 40 percent of beginning 9<sup>th</sup> graders drop out of school (Dr. James Catterall, "Accountability for Alternative School Programs Serving School Dropouts and Students at the Margin," University of California at Los Angeles, October 2003).

Moreover, our own review of CBEDS dropout data and SARC reports within school districts and specific high schools in the urban Los Angeles metropolitan area further indicates a clear need for educational programs targeting non-graduates, drop-outs and at-risk students, particularly among

underprivileged ethnic minority students, such as African Americans and Hispanics. We have been and will continue to be proactive as we address this pervasive achievement gap. We must continue to ensure access and program higher levels of engagement to raise achievement for all students as we prepare students for the demands of what our society requires of them (Dr. A. Wade Boykin; Dr. Pedro Noguera, "Creating the Opportunity to Learn" Howard University New York University, September 2011).

The Action Agenda for Improving America's High Schools at the 2005 National Education Summit on High Schools sponsored by the National Governors Association states: "Governors and legislators should provide incentives for all communities to expand the supply of high quality high schools available to students. For example, states can create more options by supporting charter school laws and state finance policies, such as an innovations fund, that encourage the creation of new schools, especially in communities where they are needed most."

The Center for Learning and Unlimited Educational Success (CLUES) addresses this need by offering a program that provides all students a real educational choice designed to meet their specific needs, and different from the traditional programs that may not have served them well.

### 1.3 EDUCATIONAL PHILOSOPHY How CLUES succeeds with at-risk students



Our experience has shown that at-risk students who have withdrawn from traditional schools have done so for a variety of reasons, mainly negative. Whatever the reasons or causes for a student's disillusionment, whether a history of school and academic failure or difficult life circumstances, many at-risk students need an educational alternative that vastly differs from the traditional school environment where they experienced failure. A voluntary, independent study-based charter school fits this need. CLUES' safe and professional learning center is distinctly different in appearance and feel from traditional schools.

Unlike traditional independent study charter schools which require only once per week student appointments, CLUES emphasizes the need for greater student contact and involvement with teaching staff (*Three R's of Rigor, Relevance, and Relationships*). All CLUES students are required to attend regularly scheduled three-hour block classes two times per week. Students also attend school on Friday to take two elective classes. Students assessed as needing additional academic support attend additional small class intervention and enrichment support free of charge. The intervention class is built into their school day to provide additional assistance while the students are at school. We believe that high levels of teacher contact, communication, and oversight provide the needed personal support, role-modeling, and mentoring that at-risk students need to succeed.

CLUES provides a rigorous education that meets each students' English language acquisition needs to ensure that all students have the fluency, comprehension and vocabulary necessary for future success.

**1.6 Community Support for CLUES**

Members of the community and surrounding areas have continued to demonstrate strong support for CLUES and a desire for a small academically rigorous, values-centered school that provides a structured learning environment, increased instructional time and targeted academic support.

- Parent Petition: Parents/Guardians are critical to the on-going success of CLUES. Their role begins with expressing their interest in the renewal of the public school option we are proposing, and continues with them choosing the school for their student and supporting the school to meet the expectations described in this renewal petition. We have letters of support from individuals and community organizations in Appendix (I).

**1.7 School Year**

CLUES is open to students 175 days a year. Mandatory attendance for three days a week for a total seat time of 8 hours a week. Students are provided remediation in the afternoon and on Saturdays. CLUES also offers school enrichment each day and free tutoring to provide further instruction for scholars and to increase academic achievement. We track daily attendance closely and communicate promptly and directly with families to minimize the impact of absences on any student's academic progress.

The standard instructional day operates from 8:00 am to 3:00 pm.

**1.8 Target Student Population**

Each year CLUES will expand until the school serves 600 students. This structure provides sufficient teachers for teaching and diversification of student abilities and needs.

**CLUES' GROWTH PLAN**

CLUES will continue to actively recruit a demographically diverse population and target underserved youth for enrollment in the school. CLUES anticipates steady growth over the next five years to meet community demand for our unique educational program.

**Student Population and Demographics of Target Community**

CLUES actively engages the community and has responded to the interest the community has demonstrated for this charter school. Many parents/guardians have expressed a desire for a smaller learning environment to enroll their students.

Families are looking for choice and alternative school options for their students. As of 2014-15, eighty-five percent (85%) of students enrolled at CLUES are designated as socioeconomically disadvantaged, while another 15% are considered English Learners. CLUES Charter School aims to

serve families who desire a rigorous college-preparatory academic program and a highly-structured environment for their students. The academic program is designed to propel all students to mastery of grade-level skills and content, in full alignment with Common Core and California State Content Standards. We provide an extensive, research-based literacy program to meet the needs of all students, including targeted support for English Learners and students with special needs. The entire school program provides the systems, discipline, and clear, consistently-reinforced expectations needed for students to focus on academics, maintain high standards of behavior, and develop the core values of responsibility, respect, perseverance, commitment, and excellence.

We are fortunate to have a rich diversity of ethnic groups at CLUES. As of 2014-15, 55% of the students are Hispanic or Latino, while 32% are Black or African American.

The following table provides a specific breakdown of the students enrolled at CLUES in the 2014-15 school year:

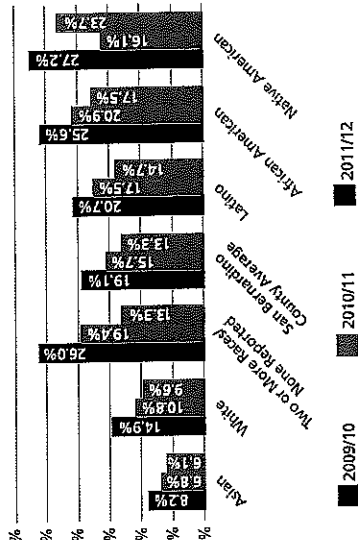
Demographic	Percentage of Students
Black or African American	32%
American Indian or Alaska Native	1%
Asian	1%
Filipino	0
Hispanic or Latino	55%
Native Hawaiian or Pacific Islander	0
White	5%
Two or More Races	4%
Participants in Free or Reduced-Price Lunch	85%
English Learners	15%
Students with Disabilities	17%

\*Rounding and double reporting of groups increases reporting to over 100%

• None Reported 1.2%

Additionally, nearly 28% of students attending SBCUSD schools are considered English Learners, while nearly 94% are eligible for Free or Reduced priced meals. We welcome and seek students from diverse ethnic, socioeconomic, and geographic backgrounds. CLUES does not discriminate against any student on the basis of race, gender, ability, religion, or sexual orientation. Despite the challenges that many of our prospective students face, we believe that through a rigorous, standards-based and collaborative educational program, we offer "dropouts" a viable educational alternative that returns them to a life that includes earning a high school diploma and a focus on post-secondary educational opportunities.

Dropout Rate, by Race/Ethnicity  
San Bernardino County, 2009/10-2011/12



Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

The graph above shows the dropout rate by ethnicity in San Bernardino County over a three-year period. As indicated, the class of 2011/12 had substantially fewer dropouts than the previous two years:

- 13.3% of the students in the class of 2011/12 dropped out before graduating, compared to 15.7% of the class of 2010/11 and 19.1% of the class of 2009/10.
- The 2011/12 dropout rate is nearly identical to the statewide dropout rate of 13.2%.
- Native American students had the highest dropout rate in 2011/12 and Asian students had the lowest.
- Compared to enrollment, the dropout population is disproportionately made up of Latino and African American youth.

Our team at CLUES expects to continue to positively impact student retention and decrease dropouts throughout both the district and county.

### 1.10 A Typical Day at CLUES

CLUES has a schedule which allows for smaller classes and more individualized attention to students. Unlike the traditional independent study programs which require students to come to school one day a week to pick up and drop off work, CLUES expects all students to attend school three days a week for a total of eight instructional hours additional hour in a study skills/computer class. For example, students in grades seven, eight, and nine attend school on Monday, Wednesday, and Friday. Students in grades ten, eleven, and twelve will attend school on Tuesday, Thursday, and Friday.

Fridays are designated as elective classes for all students in grades seven through twelve. In addition to the schedule there will be a morning session and an afternoon session each day with the exception of Fridays. Intermediate students attend school in the am session and secondary students attend mid-morning and are dismissed after lunch. Friday afternoons have been reserved for staff professional development, training, grade level and content level collaboration.

When a guest, parent, official, guardian, or other guest enters a CLUES classroom, they see students and teachers engaged in standards-based learning. Computers, Smartboards, hand-held devices, etc. are utilized for instructional support.

Guests also encounter an exciting student-centered individualized learning environment. Students are actively engaged in the individualized lessons before them, and teachers are focused on this engagement in the process of instructing students in need of individualized support and others working independently. The atmosphere is one where learning is prized, excellence is demanded, and performance is rewarded.

Teachers are seen effectively scaffolding Common Core and state standards-based lessons to engage students in higher order thinking. A guest to CLUES will see that teachers are comfortable leading students to think critically. Teachers engage students using real life concepts that are relative to their life experience and build upon students' prior knowledge.

Current student work with rubrics, criteria charts and teacher feedback is visible in every part of the school including classrooms, hallways and office spaces.

Students are encouraged and motivated to attend school regularly. CLUES' teachers and staff stress to students and parents/guardians alike, the importance of attendance as a prerequisite for academic success. The Principal and office staff maintain detailed records of attendance. Parents/Guardians of absent students are contacted every morning. Further, CLUES offers students incentives to encourage exemplary attendance such as rewards, privileges, and recognition.

We believe that students can achieve a level of academic proficiency that allows them to receive a high school diploma, enter into the workforce or further academic education. For virtually all students, a high school diploma is a meaningful and necessary milestone to further career and/or educational achievements. Our approach allows students flexibility while meeting the state standards and their individual academic goals.

A-G curriculum will lead to a California High School Diploma and offerings include courses in the following subjects:

Below is a sample internship program design for a CLUES student.

Sample Internship Design	
<p><b>AM Student Sample</b>            8:00-10:00 am-Core class (Math/Science/English)            10:00-11:00 am-Study Skills/Computer Class            11:00-12:00-Lunch</p> <p>Student has the afternoon to attend internship</p>	<p><b>PM Student Sample</b>            Student has the morning to attend internship</p> <p>12:00-1:00 pm--Study Skills/Computer Class            1:00-3:00 pm-Core class (Math/Science/English)</p>
<p><i>*During summer students can attend am or pm internships</i></p>	

### 1.12 A-G Requirements

In order to be eligible to attend any school in the University of California (UC) or the California State University (CSU) systems as a freshman, students must take certain classes in high school. These classes are known as the "A-G Subjects." The intent of the "a-g" subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. CLUES is approved to offer a-g courses to its students in grades 9-12, thus meeting the requirements necessary under the University of California system. All students who attend CLUES are provided an opportunity to take UC approved A-G classes. This allows those students who want to continue to college to be qualified to do so.

### 1.13 Instructional Delivery

CLUES provides a small learning environment that focuses on an enriched, standards-based curriculum. CLUES offers each student with powerful learning experiences that are differentiated to meet individual student needs. Once renewed, CLUES will continue to:

- create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
- teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

A wide variety of instructional strategies are employed to meet the differing needs of students at each grade level. These include, but are not limited, to: 1) cooperative learning, 2) flexible grouping, 3) Journal writing, 4) written and oral reports, 5) plays, and 6) role-playing, 7) Socratic Discourse, and 8) Toutmin writing.

CLUES understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, staff is trained to:

- design state standards-based instruction using the principles of backwards design (Wiggins & McTighe, 1998).
- align appropriate assessments to the standards;
- implement relevant, supplemental instructional activities that are aligned to Common Core and state standards and reflect research-based best practices; and
- design instruction that incorporates strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock.

### 1.14 Backward Mapping/Backward Design

The method, known as "Backward Design," is an instructional framework with a strong research base currently being employed in reform efforts across the Nation. Originally published in "Understanding by Design," by Grant Wiggins and Jay McTighe (1998), this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three (3) distinct stages of this process that CLUES uses. The three stages are as follows:

#### Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators apply specific tools necessary to "unpack" and prioritize State content standards. This is a necessary pre-requisite step to designing assessments effectively that are aligned to concepts and skills required by standards. Specifically, CLUES' teachers:

- understand the three (3) steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following:
  - level of thinking (based on Bloom's Taxonomy) required by students to reach mastery of the standard (This is tied to creating assessments.)
  - percentage of questions from the CAASPP and CST (for Science) that align with each standards domain (This is tied to creating assessments.)
  - identification of standards that serve as "anchors" upon which units are based. Other standards are tied to these "anchors" standards within each unit designed by teachers (This is tied to creating assessments for units as well as individual lessons within the unit.)

Although many have researched instructional strategies, Marzano et. al. (2001) are widely regarded as the most methodologically sound and align most with the CLUES' academic vision. CLUES engages all stakeholders in a cycle of inquiry around student learning and achievement. A cycle of inquiry requires that the school community, led by the Principal, examines a question related to a gap in student learning. This question has been brought to the forefront through the analysis of multiple forms of data. The school community then examines research and best practices in order to set goals

academic growth.

- Students can access both online and blended learning opportunities that meet their unique life circumstances.

Students often face real life socio-economic factors that impinge upon their success within education. In acknowledging researcher/psychologist Abraham Maslow's, "Hierarchy of Needs" (*Motivation and Personality*. New York: Harper, 1954), we understand that our students may have basic needs that must be addressed within a supportive, individualized approach that may be beyond the traditional scope of education. The scheduling flexibility inherent within our independent study model, enables single and/or expectant mothers and students who need to work long hours in order to supplement their family's income, to take care of personal responsibilities and maintain their education. Many underserved students lack the resources and adult support to address all their basic needs. Our students' ongoing supportive relationship with CLUES teacher-mentors makes our students more likely to seek help in resolving their personal crisis and difficulties. Although CLUES is limited in our efforts to resolve our students' life difficulties, we often persevere and direct them to appropriate referral sources.

As basic personal needs are met, students are empowered to meet more intrinsic academic needs in line with educational goals. As students satisfy important family needs, they can renew their efforts towards their educational needs with the mentoring from CLUES' teachers. Through CLUES' approach to personalized learning, students learn the value of academic growth and achievement, which is measured by their progress towards high school graduation. Students come to believe that a high school diploma is a meaningful stepping-stone to further personal, career and educational achievements.



Students learn best when they know their work has relevance to their life and future directions. This starts when students actively take responsibility for their learning and CLUES provides a curriculum that goes beyond basic proficiencies. CLUES' teachers teach subject matter beyond acquisition of knowledge and stretch students to generalize their understanding and skills to real-life applications. CLUES creates programs and opportunities that provide students with job skills and experience within the local community. CLUES provides a guidance counseling program that prepares students for pursuing post-secondary career and/or educational directions.

Our experience has been that the majority of parents/guardians of our students have little involvement with their child's education. This lack of involvement is often a factor in their child's lack of success. When CLUES can succeed with a student, we have seen parental involvement turn around as well. Students prosper when they receive support and become more connected with parents and the local community. Parental involvement is strongly encouraged via regular communication of their child's academic progress and potential involvement as volunteers and representatives within school committees. (CLUES partners with local community agencies and organizations in order to share

resources that can positively impact students).

The National Research Council report, *How People Learn: Brain, Mind, Experience and School* (2000), defines three (3) established principles regarding how learning best occurs that are critical factors for teachers to understand and incorporate in their teaching. Learning best occurs when:

- 1) students' initial understandings or preconceptions about how the world works are engaged and addressed with new concepts and information;
- 2) students are given the opportunity to
  - develop a deep foundation of factual knowledge
  - understand facts and ideas in the context of a conceptual framework
  - organize knowledge in ways that facilitate retrieval and application;
- 3) students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them;
- 4) students are given the opportunity to develop a deep foundation of factual knowledge, understanding facts and ideas in the context of a conceptual framework, and organize knowledge in ways that facilitate retrieval and application; and
- 5) students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.

CLUES believes the implications drawn from this body of research are that learning best occurs when:

- students are in a safe and nurturing environment where diversity is celebrated;
- students are in an environment where all school community members (teachers, support staff, parents/guardians, community volunteers, peers and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization;
- an educational environment is created that builds on students' strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and technology;
- students see the connection between what they learn and the real world;
- students work well individually and cooperatively as members of a group;
- teachers have high expectations for all students;
- teachers work collaboratively to identify student strengths and areas for improvement in mastering the Common Core and state standards for each subject area;
- teachers use differentiated instruction to address each student's needs and potential.
- teachers use formative and summative data to drive instruction;
- teachers continue to grow through professional development and remain lifelong learners;
- the Principal has high expectations for student behavior, academic development, and the levels of student self-esteem and satisfaction.;
- the Principal has high expectations for staff professionalism, teacher and support staff effectiveness in ensuring that learning takes place for all students, and the levels of staff self-esteem and satisfaction;
- the Principal supports the efforts of the teachers and support staff;



- casting a wide net for candidates using traditional and innovative outreach strategies;
- responsiveness to Candidates -- timely return of calls and clear explanation of next steps to prospective candidates; and a
- rigorous evaluation and selection process.

CLUES plans to raise awareness about our charter school as early as each May. Most of the hiring commences from May – June annually. We employ a broad range of outreach strategies, from cultivating individual networks to implementing print and on-line advertising campaigns. A wider pool of candidates ultimately results in a higher quality of teachers hired. Primary outreach strategies have included:

- Information sessions at colleges and graduate schools
- Outreach to Teach for America, R.I.S.E. and Cal Teach
- Advertisements through organizations
- Newspaper and on-line advertising such as Craig's List, Edjoin.org and Teacher-teachers.org
- Utilize the network of colleagues from our existing teaching staff

#### 1.20 Characteristics of a Strong Teacher Prospect

Teacher candidates should demonstrate most of the following characteristics in their written application, phone interview and formal interview or during the sample lesson plan:

- Two to seven (7) years of teaching experience
- Clear credential or enrolled in a teacher intern program
- Teaching experience in an urban community
- Commitment to teaching in underserved areas
- Demonstrated use of data-driven instruction
- Demonstrated passion for closing the achievement gap
- Openness to feed-back
- Demonstrates a desire for personal and professional growth and development
- Strong connection with students
- Commitment to a rigorous education
- Understanding of effective instruction strategies and implementation
- Strong execution of the sample lesson

#### 1.21 Formalized Ongoing Professional Development Program

CLUES implements a comprehensive model of continuous school improvement which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs.

CLUES has researched and/or incorporated the following topics for professional development:

- Teachers examine the backward design process and use specific tools (e.g. Bloom's Taxonomy, Common Core State Standards) and critical questions to "unpack" and prioritize content standards.

- Teachers review their prioritized standards and work collaboratively to cluster standards around "big ideas." The "big idea" or "key" standards serve as anchors for units.
- Teachers analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.
- Teachers establish specific criteria that are used to determine student proficiency on any given task (essay, projects, oral presentations, etc...) and then communicate the criteria to students prior to giving the assessment.
- Teachers develop instructional techniques that are proven to have a positive effect on student achievement. Participants also learn how to differentiate the strategies in order to meet the needs of students with special needs, socioeconomically disadvantaged, English Learners and academically low-and high achieving students.

In addition to the formalized professional development objectives outlined in this charter petition, teachers are encouraged to share with the staff and the Principal the areas where they feel a need for more support and professional development. Peer support team, and informal and or formal interdisciplinary teams promote CLUES as a place for professional and personal growth and development for every staff member, as well as a place for learning for every student.

Professional Development Topic	Approx. Hours	Timeframe
Backward Mapping & Clustering Standards to Create Standards-Based Units/Lesson Planning	20	Ongoing during the school year
Socratic Seminars/Advancement Via Individual Determination (AVID) Strategies	15	Ongoing during the school year
Classroom Management	10	Ongoing during the school year and every summer
Toulmin Writing Strategies	15	Ongoing during the school year and every summer
Standards-Based Instruction/Differentiated Instruction/Checking for Understanding	16	Ongoing during the school year and every summer
S.D.A.I.E. Training	10	Ongoing during the school year and every summer
Character Education/Team Building	5	Ongoing during the school year

### 1.27 Performance Levels

Students are assessed annually and reclassified according to their academic performance. CLUES recognizes the performance level domains listed below as outlined by the California Department of Education. CLUES will also adapt its assessment process and/or classifications as changes are made to the CELDT an overall assessment requirements for English Learners.

#### 1.28 Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

#### 1.29 Early Intermediate

Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

#### 1.30 Intermediate

Students performing at this level of English language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

#### 1.31 Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

#### 1.32 Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking

### 1.25 Home Language Survey

CLUES administers the Home Language Survey (HLS) upon a student's initial enrollment into school. Adults registering students complete the HLS answering the three questions required by law. When the answer to one of the three questions is indicated as a language other than English, the Language Appraisal Team (explained below) is notified for appropriate follow up and assessment.

#### 1.26 CELDT Testing

All students who indicate that their home language is other than English take the California English Language Development Test (CELDT) within thirty (30) days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.<sup>4</sup> CLUES notifies all parents/guardians of its responsibility for administering the student CELDT and of CELDT results within thirty (30) days of receiving results from publisher. The CELDT is used to fulfill the requirements under the No Child Left Behind Act (2001) for annual English proficiency testing.

#### Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery
- Parental/Guardian opinion and consultation, achieved through notice to parents/guardians of the language reclassification and placement including a description of the reclassification process and the parents'/guardians' opportunity to participate, and encouragement of the participation of parents/guardians in the CLUES' reclassification procedure, including seeking their opinion and consultation during the reclassification process
- Comparison of the student's performance in basic skills to an empirically established range of performance and basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English
- Teachers use the Student Oral Language Observation Matrix to measure progress regarding comprehension, curriculum mastery, fluency, vocabulary, pronunciation, and grammar usage.

<sup>4</sup> The thirty (30) day requirement applies to students who are entering a California public school for the first time or for students who have not yet been administered the CELDT. All other students who have indicated a home language other than English will continue with administered the annual CELDT testing from their prior school of enrollment.

speaking teaching assistants who co-teach lessons, target support for English Learners, and provide intervention and tutoring to individuals and small groups.

#### 1.41 Instructional Materials for English Learners

CLUES teachers utilize several instructional materials for English Learners including, but not limited to:

- SRA/McGraw Hill Language for Learning 7-12,
- SRA/McGraw Hill Language for Reading 7-12,
- SRA/McGraw Hill Language for Writing 7-12
- Saxon Math English Language Handbook
- National Geographic School Publishing: ELD Leveled Libraries

#### 1.42 Supporting English Learner Students

CLUES upholds the same rigorous academic and behavioral expectations for every student, regardless of native language, and implements research-based instructional programs and strategies to meet the specific needs of our EL students. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and reclassification as well as professional development and teacher qualifications for working with our EL students. Supporting our EL students, the majority of whom we expect will be Spanish speaking, requires that we utilize an instructional approach designed to ensure accelerated and effective acquisition of academic English in alignment with our mission of developing life-long learners. It also requires that we respect and value the culture and home language of our students. In order to reach the dual goals of English acquisition and respect for the mother tongue of our speakers of other languages, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. We value students' bilingual capacity as a true asset, an admirable and important skill for the present and for their future educational goals. CLUES communicates with parents in their native language as appropriate to ensure all have access to the same information, though English is the language used throughout classroom instruction in all core academic subjects. Charter School materials are available in English and Spanish, and other languages as needed.

#### 1.43 Implementation of Structured English Immersion

All EL students learn with all other students in the regular classroom setting during instructional time. We incorporate a Structured English Immersion (SEI) approach. The extensive daily literacy block integrates specific strategies to promote English vocabulary acquisition, oral language development, reading comprehension, and writing production. In addition, EL students attend English language development sessions in small groups as part of the Intervention/Enrichment component of the instructional day to ensure they are progressing in accordance with California's English Language Development Standards and acquiring proficiency in listening, speaking, reading, and writing necessary to acquire academic skills and content. We accelerate our EL students' acquisition of English through our balanced literacy approach, focus on vocabulary development, implementation of targeted instructional strategies, and training for teachers in the most effective practices of SDAIE, all within a safe, structured, supportive school environment.

(Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

#### 1.38 Dialogue Journals (also known as Interactive Journals)

This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for English Learners students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency. The use of dialogue journals additionally provides a window into the student's mind, allowing the teacher to learn more about the student and using that information to draw on their interests and strengths to increase learning opportunities.

#### 1.39 Academic Language Scaffolding

The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic Language Scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. Scaffolding is accomplished vertically and horizontally. Vertically, a teacher scaffolds academic language skills throughout an individual daily lesson, an academic unit, and the entire school year. Horizontally, a teacher scaffolds academic language skills across the multiple disciplines in the classroom. In this way, English Learners instruction is not just isolated to an English lesson, but scaffold across history, math, science, and the arts.

#### 1.40 Native Language Support

Whenever possible, English Learners should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience". In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of knowledge of, and pride in their native languages and cultures". CLUES accomplishes this primarily through the use of native language

2. Academically high-achieving students at CLUES study the same core curriculum as their peers in social studies, science, the arts, however, these students have opportunities to study topics in detail and are required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers continually modify instructional strategies to include flexible groupings and hands-on learning experiences.

3. Academically high-achieving students at CLUES participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher participates in the organization of classroom populations, addressing CLUES's goals for the academically high-achieving students and using the enrichment periods/time and computer time, to further the opportunity for differentiated instruction time.

#### **1.52 Student Assessment and Evaluation of High Achieving**

1. Teachers continually assess program design and progress at meetings; and, teachers make reports to parents/guardians and committee members at Curriculum Committee meetings.
2. Students keep portfolios and participate in self-assessments, demonstrating achievement of curricular standards appropriate to a higher-grade level.
3. Students make presentations to parents/guardians.
4. Teachers analyze state and local assessment, results and other assessments of advanced performance such as participation in national math competitions, to determine the strengths and weaknesses of programs in place.

#### **1.53 Serving Academically Low-Achieving Students**

At CLUES, academically low-achieving students are identified as students who achieve at the lowest quartile on a standardized test, perform below grade level/expected proficiency levels on the CAASPP, are below or far below basic on our grading rubric, or are not demonstrating academic and developmental success in the classroom. At the beginning of the school year, as class rosters are populated, Charter School staff use the Data Director program to review and analyze student performance on the state standardized tests (where possible). Teachers identify those students in their classes and their particular needs and provide them with additional classroom support. A major emphasis of the CLUES' curriculum structure and instructional strategies outlined here is to maximize the learning opportunities of academically low-achieving students. Academically low-achieving students are integrated into the entire student body at CLUES and participate fully in all aspects of the curriculum. We have high expectations, and with support systems for all CLUES students, we expect to exceed our performance goals.

CLUES mails out student progress reports every five weeks, and teachers contact parents/guardians by phone or email as soon as a problem is noticed. Parents/Guardians of academically low-achieving students, and/or those who are not demonstrating grade level skills and abilities, are contacted personally by the end of the sixth week of the school year. Students achieving below grade level in more than one area may be referred for a Student Success Team (SST) meeting, a general education function. A student can be referred for an SST meeting by a parent/guardian, or a faculty or staff member. Once referred, the campus SST coordinator contacts the parent/guardian and meets with the teacher to gather background information, as well as observes the student in class. Once data

has been gathered, the SST, comprised of at least the parent/guardian, teacher, and SST coordinator, meet to discuss appropriate interventions and accommodations for the student. The SST Team reconvenes periodically throughout the year to monitor student progress and modify the plan as needed. At the end of the second grading period, parents/guardians are notified if their student has not made sufficient progress towards meeting the standards for promotion. They are informed at another SST meeting the standards their student is still not performing at grade level.

Teachers at CLUES use paraprofessionals for academic support and reinforcement.

#### **1.54 Identifying Academically Low-Achieving Students**

CLUES collects the following data to identify at-risk students:

1. Students scoring in the lowest quartile on a standardized test in any one subtest score in reading, Language Arts, or math
2. Students identified by informal teacher assessment or prior progress reports who are at least one year below grade level in the areas of reading, written language and math
3. Students scoring below grade level proficiency according to accountability measures on the CAASPP.

#### **1.55 Intended Goals and Outcomes of Students Performing Below Grade Level**

1. CLUES works to raise the test scores of our academically low-performing students by at least five percentage points each year. Academically low-performing students have their achievement test scores individually monitored, comparing their progress from year to year.
2. All students performing below grade-level are recommended to intervention for additional support (i.e., tutoring).

#### **1.56 Strategies to Improve the Performance of Below Grade-Level Students**

1. By the end of the eighth week of school, all parents/guardians of students at CLUES, identified as academically low-achieving, are informed of their student's academic standing.
2. At Back to School Night and parent/guardian education workshops, parents/guardians are given specific suggestions as to how to help their student at home.
3. A list of available tutoring, library and enrichment resources is developed and made available for parents/guardians of all students.
4. Staff development sessions are devoted to differentiated instruction, including how to meet the needs of both academically low- and high-achieving students.
5. In the classroom, paraprofessionals and volunteers provide individualized assistance as directed by the teacher.
6. Preparation and follow-up activities, such as field trips, guest speakers and assemblies, focus on language development and conceptual understanding of material presented and/or experiences shared.
7. A centralized list of targeted academically low-achieving students is maintained by the administrator to monitor student progress and to track services. Confidentiality is maintained at all times.
8. Annual assessments of strategies are conducted.

All facilities of CLUES are accessible for students with disabilities in accordance with the Americans with Disabilities Act.

Further, CLUES has adopted a policy, which outlines the requirements for identifying and serving students with a disability pursuant to Section 504. Any student who has an objectively identified disability that substantially limits a major life activity including, but not limited to, learning, is eligible for a Section 504 Plan.

CLUES has the responsibility to ensure that students are evaluated if there is a reason to suspect that they may qualify under Section 504. The evaluation of a student must be sufficient for the Section 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; and (c) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. For purposes of determining eligibility pursuant to Section 504, assessment/evaluation may include, but is not limited to any combination of the following: review of information provided by a medical doctor or licensed psychologist, review of educational records (including health records, report cards, progress reports, discipline records, attendance records, work samples, results of state and/or district testing, etc.) observation(s), interviews, standardized assessments, curriculum based measures, review of outside assessments, etc.

A 504 team, to include but not necessarily limited to, the student's parents/guardians, or other individuals holding educational decision making rights, and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data (such as a special education teacher, school psychologist, school nurse, etc.), and the options for placement, services, and/or accommodations, will be assembled to review the results of the evaluation and determine whether the student is eligible pursuant to Section 504.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the Individuals with Disabilities Education Improvement Act, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations, modifications, and/or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team will consider all relevant information obtained during the evaluation of the student, drawing upon a

variety of sources, including, but not limited to, assessments conducted by the CLUES' professional staff. The parent or guardian is invited to participate in 504 team meetings where program modifications for the student are determined and will be given an opportunity to examine in advance all relevant records

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of the student's 504 Plan.

#### F. MOU

The District and CLUES have entered into a Memorandum of Understanding ("MOU") which has already been approved and will be extended one more year. The parties will comply with the terms of the MOU, as the same may be revised from time to time.

#### CLUES Election to Become LEA

CLUES is deemed a school of the District for purposes of the provision of special education services unless and until it complies with the requirements of this paragraph. So long as CLUES is deemed a school of the District for purposes of the provision of special education services, it will at all times agree to and comply fully with the terms of any District MOU regarding Special Education in Charter Schools, as the terms thereof may be revised from time to time. Should CLUES ever determine that it is interested in becoming its own local educational agency ("LEA") for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which CLUES would become its own LEA. Additionally, CLUES must provide the District with final written notice that it has made a final decision to become its own LEA on or before January 1 of the fiscal year preceding the fiscal year in which CLUES would become its own LEA. At the time CLUES provides such final notice, the notice must include information establishing CLUES's ability and capacity to serve as its own LEA and provide special education services in accordance with federal and state law, including proof of CLUES' acceptance as a member of a SELPA for the fiscal year in which CLUES will become its own LEA. At any time that CLUES becomes its own LEA for the purposes of special education, the District will have no further responsibility for the coordination or provision of special education services to CLUES students, regardless of school district of residence of such students, and CLUES will be exclusively responsible for the coordination and provision of special education services to CLUES students and for any and all other obligations of a school or school district relative to services for students with special needs.

#### 1.61 Grade Reporting

All staff members have responsibilities with regard to EL students in the areas of instruction, grading, monitoring and certification requirements. Staff members adhere to the requirements based on teaching assignment and ensure all certification requirements have been met. Additionally, teachers of core and elective areas having EL students or students recently dismissed from ESL have responsibilities to complete, and may be called upon for EL committee participation, and/or the monitoring process.

**Achievement Goal #1: Basic Services**

CLUES teachers are appropriately assigned (E.C. 44258.9) and fully credentialed. Every pupil at CLUES has sufficient access to standards-aligned instructional materials (E.C. 60119). CLUES facilities are maintained in good repair (E.C. 17008(d)).

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Attract and retain qualified staff to meet goals	Staff evaluations and certifications	Increase staff retention	Executive Director, HR
For each year of the charter, all teachers at CLUES will be appropriately assigned and fully credentialed as required by law and the charter.	Annual review in May/June of criteria, systems and procedures for teacher hiring. Annual review every August of the master schedule/teacher assignments to ensure compliance.	Staff member not having a clear credential decreases annually	Executive Director, Principal, HR
Available to students are standard-aligned instructional materials	Classroom Observations, Grade Level Meetings	All students, both schoolwide and for all numerically significant subgroups, will have access to printed and/or digital instructional materials	Administrative Team, Business Department, Principal
Upgrade facilities to support CLUES's Educational Philosophy	CLUES's Educational Philosophy implemented throughout the facility	Upgrade facilities annually	Administrative Team, Principal, Facilities Team

**Achievement Goal #2: Implementation of Common Core State Standards**

CLUES will fully the implement of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English Language proficiency.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Refine Common Core Development, curricular units to include interdisciplinary/cross curricular themes	Classroom observations, assessment results	Increase made on local assessments towards subject matter competency or benched out of the assessment both schoolwide and for all numerically significant subgroups	Administrative Team, Principal, Staff
Increase access to technology utilizing standards to plan instruction for all students, including English Learners	Technology available to all students during the day	Students utilizing technology throughout the day will increase annually both schoolwide and for all numerically significant subgroups	Principal, Staff
Engage staff in Professional Learning Community (PLC), grade level planning time with a focus on how EL students will be enabled to gain academic content knowledge and English Language proficiency	Number of PLCs and planning time teachers receive throughout the year	Consistent attendance from teachers at all meetings. At least 50% of ELs taking the CELDT will increase their performance level and/or be reclassified by the end of the charter term.	Administrative Team, Principal, Staff

Achievement Goal #4: Student Achievement continued			
School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Obtain additional resources to support teaching and learning in the classroom.	Review resources, throughout the year, to ensure effectiveness.	Student goals achieved both schoolwide and for all numerically significant subgroups	Administrative Team, Principal, Staff
Consistency in the adherence of high academic standards and expectations for all students, including English Learners	CST/SBAC; CELDT Data and Stakeholders feedback	Student goals achieved both schoolwide and for all numerically significant subgroups	Principal, Staff
Provide rigorous, quality instruction that aligns with the rigor and structure of the CAASPP	CAASPP results	Students will perform equal or better than local comparison schools on the CAASPP	Principal, teachers
Teachers will implement curriculum that leads to common benchmark assessments for both CAHSEE students and general students.	CAHSEE results	Increase passage rate by at least 5% by the end of the charter term.	Principal, teachers
CLUES will offer a minimum of five honors and/or AP courses	Number of Honors/AP Course offered	Increase student participation in Honors/AP course by at least 5% by the end of the charter term. Increase percent of students scoring 3 or higher on AP tests by 5% by the end of the charter term.	Executive Director, Principal, teachers
Offer classes that align with the EAP assessment requirements	Number of classes offered	Percentage of students who participate in and demonstrate college preparedness will increase by at least 5% by the end of the charter term.	Executive Director, Principal, teachers

Achievement Goal #5: Student Engagement			
CLUES will maintain engagement, as measured by all of the following, as applicable:			
A. School attendance rates			
B. Chronic absenteeism rates			
C. Middle School dropout rates (E.C. 52052.1(a)(3))			
D. High school dropout rates			
E. High School graduation rates			
School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Prioritize and track daily attendance with all students	Daily notification review of absenteeism	Increase in student attendance for all numerically significant subgroups	Principal, Staff, Attendance Coordinator
Ensure access of CLUES's student attendance procedures	CLUES's Handbook, website	Maintain average daily student attendance at 95% or higher both schoolwide and for all numerically significant subgroups	Principal, Staff, Attendance Coordinator
Provide free tutoring	Student participation	Increase in graduation rates each year	Principal, teachers
Provide intervention sessions within the school day	Student attendance	Annual decrease in dropout rates and annual increase in graduation rates	Principal, teachers
Provide individualized and small group counseling	Student participation/attendance	Annual decrease in dropout rates and student disciplinary issues	Principal, teachers

**2.0 Overview**

Clues systematically tracks student progress towards reaching established measurable pupil outcomes. This includes our targeted populations: Hispanic or Latino, Students with Disabilities, and Socioeconomically Disadvantaged students as well as groups of pupils defined by Education Code 47607. In addition to state-mandated summative assessments, Clues regularly administers internal assessments. To monitor student learning and school performance, CLUES will implement the following assessment tools and measures. Each of these measures has been designed carefully to align the mission, curriculum and assessments of CLUES.

**2.1 Measurable Student Outcomes**

At CLUES, we seek to make a difference for students who have withdrawn from education by providing the tools necessary to earn a high school diploma and to have success in further education or careers beyond high school. CLUES believes that all students can succeed despite the circumstances that may have caused them to leave school or fall significantly behind. CLUES strives to make the connection between believing students can succeed and providing the means for this to occur. Our at-risk student population has a history of failed classes, inconsistent attendance and falling behind a four-year time frame for high school graduation. CLUES' goal is to get these students "back on track" toward attaining a high school diploma and preparing for life after high school.

CLUES, in collaboration with District staff, and within the framework of eight state priorities (Ref. Ed Code Section 52060), reviews and finalizes recommended student outcomes. The recommended outcomes include student progress towards graduation, measuring the acquisition of academic and social/interpersonal skills necessary for success in the outside world and preparation for life after high school.

Student outcomes include but are not limited to:

- Ongoing Progress towards High School Graduation
  - Students make significant progress towards a high school diploma by earning academic credits in required coursework.
- Core Academic Skills**
- Students gain greater understanding and accurately apply mathematical processes and concepts within arithmetic, algebra, geometry, and other mathematical subjects through the implementation of Common Core State Standards in mathematics.
  - Students demonstrate strong English/language arts skills, including strong reading abilities, clear and accurate expression of ideas within their writing and oral presentation skills, and comprehension and analysis of multiple forms of expression within literature through the implementation of the Common Core State Standards in English Language Arts.
  - Students learn and utilize science skills, including scientific methods of inquiry and research (including, but not limited to observation, drawing hypothesis, data collection and drawing conclusions) and understanding and applying the major concepts and principles in the various branches of science (including but not limited to earth science, physical science, biology, chemistry and physics).
  - Students demonstrate strong history/social science skills, including understanding of chronological, historical, geographical and civic facts and concepts and applying their knowledge to better understand the current issues of today.
  - Students demonstrate their abilities to use information technology, including but not

<b>Achievement Goal #8: Student Performance</b>			
<i>All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <a href="http://www.cde.ca.gov/be/sv/ss">http://www.cde.ca.gov/be/sv/ss</a> and <a href="http://www.carestandards.org">www.carestandards.org</a>) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:</i>			
<ul style="list-style-type: none"> <li>A. Internal Assessment</li> <li>B. Growth</li> <li>C. Social Responsibility</li> </ul>			
<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Prepare all students to compete in the 21 <sup>st</sup> century with technology both schoolwide and for all numerically significant subgroups	Student work utilizing technology	Students in grades 7-12 are able to complete assignments, present information using available technology; this will increase annually with support and guidance both schoolwide and for all numerically significant subgroups	Principal, IT Department, Staff
Provide all staff equitable access to hardware, online communication, and work tools to assess students and outline yearly goals	Online student assessments and the use of age appropriate apps	Students in grades 7-12 are able to complete assignments, present information using available technology; this will increase annually with support and guidance both schoolwide and for all numerically significant subgroups	Principal, IT Department, Staff
Emphasize communication and collaboration within the school and outside communities (including global communities) to problem-solve and develop teamwork skills	Enrichment fieldtrips, Service Learning Projects, coming together as a community	Student collaboration and global awareness will increase both schoolwide and for all numerically significant subgroups	Principal, IT Department, Staff



and State Content Frameworks. CLUES will continue to work cooperatively with the District to monitor progress in meeting student outcomes.

Throughout the year, teachers use a variety of assessment data, including short-term and long-term projects, portfolios, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. In addition to standards-aligned publisher developed assessments, benchmark assessments are given every trimester in the areas of English/Language Arts and Mathematics. These assessment systems are also used to assess students in English Language Arts and Mathematics and the results determine flexible groupings for remediation and extension activities. Teachers regularly use various assessments to evaluate, adjust and plan future instruction. CLUES teachers conference with students and parents/guardians to discuss student mastery of the content areas.

CLUES utilizes a variety of student groupings within each classroom and each school day to monitor and measure learning and content mastery. A wide variety of instructional strategies are employed to meet the differing needs of students at each grade level. These include, but are not limited, to:

- 1) Partner reading
- 2) Choral reading
- 3) Listening Center
- 4) Drop Everything And Read (DEAR)
- 5) Journal writing
- 6) Written and oral reports
- 7) Plays and other dramatic performances
- 8) Role-playing

Higher-order and critical thinking skills are assessed on a daily basis through the use of open-ended questions that have more than one correct solution, problem-solving in cooperative groups, hands-on activities, writing using the "writing process," solving analogies and predicting outcomes.

At CLUES, the mathematics program strives to produce masters of math. Therefore, a variety of instructional strategies are used to ensure that all students have multiple opportunities to learn the mathematical concepts and skills. The Mathematics program is designed to encourage not only the mastery of specific skills, but also to encourage the use of higher-order and critical thinking skills on a daily basis.

Math is also integrated in other subject curriculum, including social studies, and science.

Teachers plan in teams and work in Professional Learning Communities at the different grade levels to best meet student needs. Some teachers will departmentalize subjects, i.e., math, to meet all students' needs. To meet the needs of all students, instructional strategies which utilize visual, auditory, and kinesthetic modalities are employed with the teaching of all subject areas. Higher-order and critical thinking skills are developed through questioning, researched, and process writing. A new 21st century computer lab supports the cross-curricular standards in grades two through five.

Assessment Tool Name	When Administered	Purpose for Administering
<b>Publisher-developed Assessments:</b>		
-Language Arts	Weekly/every 5 lessons	To use the data to inform and drive the instruction
-Benchmarks	Every 10 weeks	To determine student performance in meeting standards based lesson objectives and adjust instruction
- Math	Weekly/ every 5 lessons	To determine skill and ability levels for additional academic support
- McGraw-Hill	Beginning and Mid-year	To determine student performance in meeting standards based lesson objectives and adjust instruction
- Math Placement Pre-test	Every 10 weeks	To determine student performance in meeting standards based lesson objectives and adjust instruction
- UCLA-readiness test	Per Unit	
- Benchmark Assessments		
Teacher-Led and Student-Led	Twice (2 times) a year and on an as-needed basis (1 per semester)	Teacher and student led conferences give teachers and students forums to discuss their achievement with parents/guardians
Parent/Guardian/Teacher Conferences		

### 3.0 Use and Reporting of Data

At the beginning of the school year, achievement tests assessment scores from the previous year are analyzed. Teachers are given a list of students who scored below grade level proficiency in specific subjects. Also on the list are students that did not reach benchmark on the last periodic subject assessments from the previous year. Scores from the achievement tests, CAASPP and periodic assessments are used to determine differentiation from at risk to high achieving students. Low-performing students are monitored and supported from year to year. Due to the CAASPP assessment system, CLUES will adjust its data reporting and analysis to align with the new state accountability model.

At CLUES, teachers serve as test facilitators to ensure that state student assessments including CAASPP assessments and CELDT are administered. Teachers at CLUES are also involved with ongoing professional development directly addressing assessment.

CLUES conducts student assessments pursuant to EC47605(c). For all assessments and testing documentation, CLUES will be and independent reporting charter school for State data submission and will annually submit the appropriate LEA coordinator designation forms.

CLUES' staff will continue to use informal and formal assessments to monitor student progress in mastering grade level standards in all subject areas. This progress is shared with parents through periodic report cards, parent-teacher conferences, and additional means as necessary. CLUES' curriculum and assessment systems are underpinned by the Common Core State Standards (CCSS)

<p>Proficiency in history / social studies</p>	<p>Proficiency in information technology</p>	<p>Proficiency in interactions and communication with diverse populations</p>	<p>Proficiency in history / social studies</p>	<p>Proficiency in information technology</p>	<p>Proficiency in interactions and communication with diverse populations</p>	<p>Proficiency in history / social studies</p>	<p>Proficiency in information technology</p>	<p>Proficiency in interactions and communication with diverse populations</p>
<ul style="list-style-type: none"> <li>• Science labs.</li> <li>• Research papers.</li> <li>• Problem-solving activities.</li> <li>• Independent and/or cooperative group-work and projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized learning plans tied to content standards.</li> <li>• Small-group instruction classes tied to content standards.</li> <li>• Research papers.</li> <li>• Field trips.</li> <li>• Problem-solving activities.</li> <li>• Independent and/or cooperative group-work and projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of oral/written reports to a variety of audiences.</li> <li>• Participation in volunteer hours and/or projects in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• CA state tests (e.g. CAASPP, CST)</li> <li>• Day-to-day, school-based assessments</li> <li>• Student portfolios and oral presentations with work samples graded pursuant to school-developed rubrics.</li> <li>• Subject/class grade reports.</li> </ul>	<ul style="list-style-type: none"> <li>• School developed computer literacy examinations.</li> <li>• Student portfolios with work samples graded pursuant to school-developed rubrics.</li> <li>• Subject/class grade reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Student portfolios of supervisor reports/timesheets documenting participation in volunteer hours/projects.</li> <li>• Student self-evaluations.</li> <li>• Teacher observations/narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-evaluations using school-developed attitudinal survey.</li> <li>• Parent evaluations of student.</li> </ul>	<p>presentations with work samples graded pursuant to school-developed rubrics.</p> <ul style="list-style-type: none"> <li>• Subject/class grade reports.</li> </ul>	<p>using school-developed attitudinal survey.</p> <ul style="list-style-type: none"> <li>• Student portfolios of written documents reflecting plans for life after high school (including, but not limited to resumes, job, financial aid and/or post-secondary applications).</li> <li>• Student and parent evaluations.</li> <li>• Teacher observations/narratives.</li> <li>• Guidance counselor observations/narratives.</li> </ul>

<p>Proficiency in preparation for life after high school</p>	<p>Participation with individual and small group meetings with guidance counselor. Ongoing dialogue within the student-teacher relationship.</p>	<p>using school-developed attitudinal survey.</p> <ul style="list-style-type: none"> <li>• Student portfolios of written documents reflecting plans for life after high school (including, but not limited to resumes, job, financial aid and/or post-secondary applications).</li> <li>• Student and parent evaluations.</li> <li>• Teacher observations/narratives.</li> <li>• Guidance counselor observations/narratives.</li> </ul>
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CLUES' population of at-risk students historically demonstrates chronic attendance problems or they have completely dropped out of school. Thus a school wide outcome that sets a higher standard for such a population could be imperative to the success of our program.

Under independent study guidelines, which are different from and exceed classroom-based schools, student attendance is measured not only by signed attendance, but also by adequate time value of academic work submitted. Thus each day of our students' attendance is measured by actual attendance (to be present on an assigned school day) and submitted academic work (equivalent to adequate time value of work per hours of attendance).

### 3-3 School's Assessment Plan

CLUES uses PowerSchool to track data underlying the principles of our academic model. Teachers update and analyze data for individual students. In addition to PowerSchool, CLUES uses Data Director, which facilitates data analysis and allows us to compare and monitor student progress over time. Periodically the Principal of CLUES reviews student achievement data to identify students needing intervention.

### 3-4 Grading Policy

Grades 7-12

- A Exceeds grade level standards/objectives
- B Meets grade level standards/objectives
- C Experiences difficulty meeting grade level standards/objectives
- NP Does not meet grade level standards/objectives

the assessment schedule posted on the website of the California Department of Education. These dates are placed on the master calendar prior to the start of the school year for all stakeholders of CLUES.

CLUES complies with State and federal law in collecting and reporting student and school performance and demographic data. This includes preparation and distribution of an annual School Accountability Report Card ("SARC") to provide parents/guardians and the community with descriptive and comparative information about CLUES.

Also, CLUES collects and analyzes student performance data each year and utilizes the data to monitor and improve and report to the San Bernardino City Unified School District on the CLUES' program, including but not limited to, the following:

- summary of data showing student progress toward the goals and outcomes listed above. This data will be displayed on both a school wide basis and disaggregated by grade level and subject area categories to the extent feasible without compromising student confidentiality;
- review of each component of the CLUES Charter for compliance;
- a summary of major decisions and policies established by the CLUES Board of Directors during the year;
- data on the level of parent/guardian involvement in the CLUES' governance (and other aspects of CLUES, if applicable) and summary data from an annual parent/guardian and student satisfaction survey;
- data regarding the number of staff working at CLUES and their qualifications and verification of credentials;
- a copy of CLUES's health and safety policies and/or a summary of any major changes to those policies during the year;
- information on outreach practices;
- an overview of the CLUES' admissions' practices during the year and data regarding the numbers of students enrolled, the numbers on waiting lists and the numbers of students suspended and/or expelled;
- other information regarding the educational program and the administrative, legal and governance operations of CLUES relative to compliance with the terms of the charter, in generally; and

- copies of any other documentation requested by the San Bernardino City Unified School District or state.

CLUES and the San Bernardino City Unified School District Board of Education have jointly developed the content, evaluation criteria, timelines and process for the annual performance report. CLUES uses the information compiled in the performance report to evaluate and improve upon its educational program as needed.

CLUES submits to random, unannounced site visitations to enable the District to gather information needed to confirm CLUES' performance and compliance with the terms of this charter. Pursuant to Education Code Section 47604.3, CLUES will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the District. CLUES submits all financial reports required under Education Code Section 47604.33 and 47605(m) according to the specificity of the timelines.

backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

CLUES will continue to comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, in all aspects of the CLUES program.

#### 4.1 Board of Directors

CLUES is governed by its charter Board of Trustees ("Charter Board"), understanding that the Charter Board (a California Non-Profit Public Benefit Corporation) has a legal fiduciary responsibility for the well-being of the school. As such, and with particular reference to the Education Employment Relations Act, the Charter Board, as the applicant for this charter, has set the terms and working conditions for all employees and will continue to do so consistent with state and federal law.

#### 4.2 Composition, Terms and Selection Process

The CLUES' Board is a self-selecting body. The CLUES' Board consists of a minimum of five (5) and a maximum of seven (7) voting members as outlined in the corporate by-laws. Members are selected for their expertise in finance, fundraising, community development, education and real estate. The Charter Board will include at least one parent representative and one community representative. The parent/guardian representative will be selected with input from CLUES parents/guardians. Per Education Code 47604(b), the authorizing school district may designate a representative to the CLUES' Board who is a voting member. The school is administered in a nonsectarian manner.

The CLUES Board of Directors is currently comprised of five (5) members that includes representatives of the parents/guardians, educators, and community members who support educational choice in the San Bernardino community and surrounding areas. Biographical information of the Founding Board is included in the appendix.

Member Name	Member Role on Charter Board	Member Term
Frank Oliver	Board Member	3-year
Deloris Simpson	Board Member	3-year
Cynthia Simington	Board Member	3-year
Mina Irving	Board Member	2-year
Dr. Cathy Adessina	Board Member	2-year
	Authorizer Representative (if appointed)	Re-appointed annually
	Member At-Large (if needed)	2-year

Board members serve staggered terms to ensure continuity on the Board. Three (3) members are currently serving an initial 3-year (3) term and two (2) members are currently serving an initial 2-year (2) term. Members can serve a maximum of three (3)

consecutive terms. After the third term, a member will be off the Board for at least one year before being considered for reappointment on the Board by the Chair.

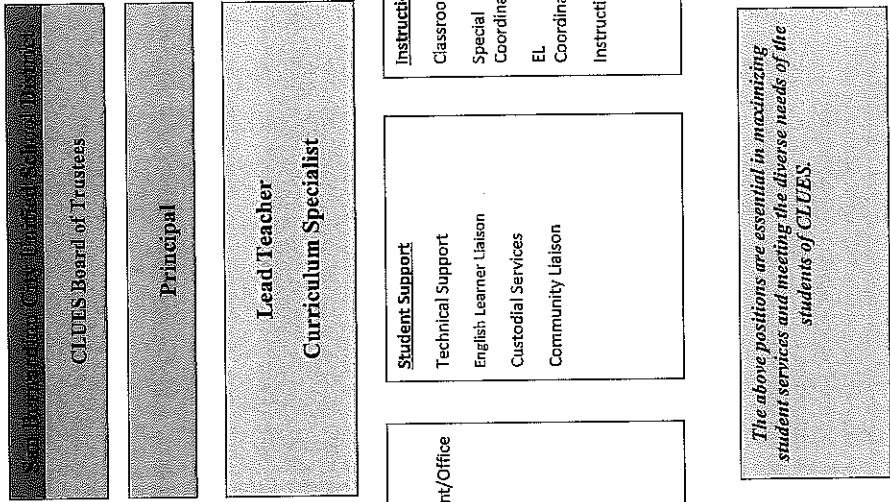
CLUES' Board members are identified, reviewed and nominated for membership by the Chair of the Board. The Chair or designee must solicit parents, school leaders, community leaders, and current members of the Charter Board for prospective members. The Chair nominates candidates on the basis of guidance from the Board on the skills needed for the effective oversight of the school. The Chair furnishes information on each potential candidate to all members of the Board. The full Board selects new members by majority vote at the annual meeting, held in May or June, every year or on an as needed basis to fill vacancies. Members are elected for either two-year (2) or three-year (3) terms, running from July 1 through June 30, and hold office until expiration of their term unless they do not fulfill their obligation as members of the Board. The Board Members also develop and administer or contract a program of orientation and training for newly elected members. Board Members will not be related to any person employed by the School and will not have any financial interest in any contract made by them in their official capacity, or by any body or board of which they are members. Nor will state, county, district, judicial district, and city officers or employees be purchasers at any sale or vendors at any purchase made by them in their official capacity in accordance with California Government Code Section 1090.

#### 4.3 Board Responsibilities

The responsibilities of the CLUES Board are to:

- approve the schedule of Board meetings;
- approve the general policies of the school;
- employ, discipline, and release school personnel;
- approve and monitor the school's budget;
- receive of funds for the operation of the school in accordance with the Charter and applicable law;
- solicit and receive grants and donations consistent with the mission of the school;
- review the school's personnel policies and receive from the Principal reports relative to their implementation, such policies to be consistent with any applicable laws;
- fulfill all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the school are being carried out;
- review monthly operations' reports from the Principal and annual independent audit reports;
- hire and evaluate the Principal;

#### 4.6 CLUES' Organizational Structure



college and career center is used for parent/guardian education meetings, a resource center, and parent/guardian organizing efforts for school improvement and community leadership. Outreach efforts include newsletters, Internet and E-mail communications.

Notice is given to the parents/guardians of the following:

- the times and dates of all parent/guardian meetings and all Board meetings for the year;
- special classroom and school-wide events to be held during the year;
- the process for time and labor donations to CLUES;
- the process for "phone tree/e-mail communication" for all classrooms;
- access to a CLUES website;
- the procedure for verifying parent/guardian participation at all Charter School and Charter School-related events to enable families to meet their annual hourly participation goals;
- how to access and monitor their student's progress on line; and
- procedure for contacting parents/guardians during an emergency and location of their students for pick-up during any emergency.

Parents/Guardians may be encouraged to take advantage of Labor Code Section 230.8 which bars discharge or discrimination against an employee for taking time off to visit their student's school or for using vacation, personal leave, compensatory time off or time off without pay (up to eight (8) hours in any calendar month, up to forty (40) hours each school year).

#### Administrative Structure and School Organization

CLUES is governed by a Board of Directors who represents the greater community in terms of interest support, diversity and the overall governance of CLUES.

### 5.2 Selection of the Principal

Selection of the Principal is based on proven experience in educational leadership, educational vision for and experience with middle and high school students of different socio-economics and ethnic backgrounds and different learning needs, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. Responsibilities include, but are not limited to:

- commitment to excellence, equity, and access for all students.
- facilitating communication between all school stakeholders.
- hiring and dismissal of employees.
- overseeing the day-to-day operations of CLUES.
- preparing credentialing reports/documents and monitoring processing.
- organizing professional development.
- assisting with student discipline.
- reporting to the Board of Education on the progress of CLUES in achieving educational success.
- assisting with preparing grants, facilitating fundraising efforts, and/or obtaining loans.
- maintaining a balanced budget and drafting an annual budget proposal for CLUES Board review and approval.
- overseeing the development and implementation of all programs.

### 5.3 Responsibilities

- General administration, management and leadership of school site to include:
  - Oversee daily operation of school
  - Address discipline/behavior issues with Dean
  - Oversee student support programs
  - Respond to daily crises
  - Facilitate scheduling
  - Manage attendance
  - Coordinate relationship with the home office
  - Engage in strategic planning

### 5.4 Instructional Leadership

- Guide professional development
- Use of data to improve teaching and learning
- Coach teachers
- Support the implementation of curriculum
- Facilitate and support course-specific and standardized assessment

### 5.5 Human Resources

- Hire teachers, administrators, and support staff
- Lead, guide and direct all staff
- Build a team
- Evaluate staff

### 5.6 Community Relations

- Build relationships with families and local institutions
- Build relationships with SBCUSD

### 5.7 Principal Accountabilities:

#### Student Achievement

- State tests
- Internal tests
- Grade data
- Dropout rate
- Suspension/Mandatory transfer rate
- (Graduation rate)

### 5.8 Constituency Satisfaction

- Enrollment and waitlist
- Attendance rate
- Teacher retention
- Feedback from all constituencies

### 5.9 Essential Qualifications:

- Two (2) years of educational administrative experience, preferably as a principal or vice/assistant principal of an urban middle and high school
- Three (3) or more years of experience teaching in an urban district
- A commitment to access, excellence and equity
- Relentless drive to attain results
- Experienced instructional leader with curriculum pedagogy
- Experienced leader for classroom management and student discipline matters
- Experience with meeting facilitation and change management with commitment to reflective practice
- Experience with diverse youth in an urban area
- Team player
- Comfortable with a start-up environment: fast growth, flexible roles

Teachers provide instruction to students and maintain supervision of the students during class time and other times when students are in school and at school activities.

Teachers are selected on an application and interview basis. Selection of teachers is based on recommendation from an interview committee that will consist of parents/guardians, teachers and school administration. The selection will be based also on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Responsibilities for the teachers include, but are not limited to:

- developing lesson plans within the framework of the grade level team.
- turning in lesson plans a week prior to instruction.
- preparing and implementing lesson plans that lead to student understanding of the established curriculum content.
- assessing student progress and maintaining accurate records.
- identifying academically low-achieving students and initiating an intervention program to ensure that students succeed.
- participating regularly in professional development opportunities.
- maintaining frequent communication with students, students' families, colleagues, and other school stakeholders.
- maintaining regular, punctual attendance.
- Providing a teaching and learning environment that is demonstrative of the subject matter taught, cultures of the students and the value of education.

#### 5.14 Monitoring Credentials

The Principal of CLUES monitors the status of all CA teaching credentials for CLUES classroom teachers. These documents are maintained on file at CLUES and are subject to periodic inspection by San Bernardino City Unified School District.

#### 5.15 All Teachers will:

- Be compliant with No Child Left Behind (NCLB)
- Receive State certification or meet the minimum requirements for licensure as defined by the California State Board of Education (EDUCATION CODE SECTION 44250-44252.8).
- Be compliant with requirements for background checks conducted in a manner consistent with the laws prior to hiring

#### 5.16 Title: Special Education Teacher/Coordinator

The Special Education Teacher/Coordinator has responsibility of ensuring that needs of students with disabilities are met including provision of services for identified students consistent with IEP's. The Special Education

Teacher/Coordinator is responsible for individual case management of all students with disabilities and for arranging the provision of services required by the IEP's and 504 Plans. The Special Education Teacher/Coordinator monitors the delivery of needed services as stated in students' IEP's, as well as ensuring that all relevant aspects of the Individuals with Disabilities Education Act and Title 34, Part 300 of the Federal regulations are followed including new provisions, as appropriate.

#### 5.17 Representative Duties

- Use appropriate assessments to screen students in need of Special Education services and support.
- Plan and monitor implementation of Individualized Education Plan (IEP's) for students identified with special learning needs.
- Provide individualized and small group instruction according to student IEP's.
- Provide individualized and small group counseling on education and personal challenges that relate to the student's growth and development.
- Conference frequently with parents and staff members on each student's progress.
- Analyze data from assessments of student work in collaboration with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

#### 5.18 Essential Qualifications:

- Bachelors Degree/and California Teaching Credential, Special Education Teacher.
- Experience implementing academic standards and curricula to Special Education students in an educational setting.
- Capacity to teach in a school, which mobilizes the effort of students to achieve the mission of all students achieving at high levels.
- Knowledge of effective classroom management practices motivating Special Education students to adhere to high standards of conduct.
- Capacity to analyze data on student learning to identify needs for improvement in instruction for the Special Education population.
- Skill in oral and written communications.
- Capacity to work as an effective team member by interpreting the abilities and disabilities of Special Education students to the entire staff.
- Demonstrated instructional expertise and subject matter competence.
- Capacity to teach in a Charter School, which mobilizes the effort of students to achieve the mission of all students achieving at high levels.

## ELEMENT 6 HEALTH AND SAFETY PROCEDURES

*Governing Law: "The procedures that the school will follow to ensure the health and safety of students and staff. These procedures will include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 44237." Education Code Section 47605 (b) (5) (F)*

In order to provide safety for all students and staff, CLUES implements full health, safety, and risk management policies and procedures at its school site in consultation with its insurance carriers and risk management experts. The final policies are provided to the District semi-annually. The following is a summary of the health and safety policies of CLUES:

### 6.0 Procedures for Background Checks

Employees and contractors of CLUES are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of CLUES monitors compliance with this policy and report to CLUES Board of Trustees on a quarterly basis. The Board Chair monitors the fingerprinting and background clearance of the Principal. Volunteers who volunteer outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### 6.1 Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, and policies and procedures used by the District.

### 6.2 TB Testing

Faculty and staff are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### 6.3 Immunizations

All students enrolled and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### 6.4 Medication in School

CLUES adheres to Education Code Section 49423 regarding administration of medication in school.

### 6.5 Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. CLUES adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by CLUES.

### 6.6 Diabetes

CLUES provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### 6.7 Emergency Preparedness

CLUES adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site will be used as a starting basis for updating the handbook for CLUES.

### 6.8 Blood Borne Pathogens

CLUES meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has established a written infectious control plan designed to protect employees and students from



the task of finding any missing students. Teachers will stay with their class for the duration of the emergency. All students will stay with their teachers at the designated evacuation site until administrative staff gives the "all clear" signal. In the event students cannot return to the school, the administrative staff will notify parents/guardians and/or the media where students can be picked-up. A designated staff member will sign-out students as they are being picked up by a parent/guardian or other authorized adult listed on the students' emergency information card. Parents/Guardians will be asked to remain in a designated pick-up area, and the students will be escorted to their parents/guardians for release.

#### **6.19 Asbestos Management:**

CLUES occupies facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building will maintain an asbestos management plan.

## **ELEMENT 7 RACIAL AND ETHNIC BALANCE**

*Governing Law: "The means by which the school will achieve a racial and ethnic balance between its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Education Code Section 47605(b)(5)(G).*

CLUES makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the San Bernardino City Unified School District. Brochures, Website, advertising, basic school information and enrollment procedures will be available on an on-going basis. School brochures outlining the school mission, vision, goals, and enrollment information are available. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted along with community presentations to assure racial and ethnic balance that is reflective of the general population residing within the District. .

CLUES has devised a comprehensive outreach plan to continue the representation of ethnic diversity in our school.

Elements of this outreach plan include:

- The CLUES registration packet is available in Spanish.
- The CLUES website offers a Spanish translation.
- Informational brochures are available in Spanish.
- CLUES posts advertisements in libraries, Boys & Girls Clubs, and churches in predominantly ethnically diverse neighborhoods.
- CLUES recruits staff members who are fluent in Spanish.

We are confident these approaches, combined with CLUES' improved media profile in the community, will continue to result in a student body that is composed of racial and ethnic balance reflective of the general population residing within the District.

### **7.1 Federal Compliance**

To the extent that CLUES is a recipient of federal funds, including Federal Title I, Part A funds, CLUES has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. CLUES agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public

time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

CLUES shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

#### **8.0 Public Random Drawing**

Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, CLUES will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing will be given to the following students in the following order:

1. All students currently enrolled in CLUES
2. Siblings of existing students
3. Children of CLUES' teachers and staff
4. Residents of the District
5. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a wait list according to their draw in the lottery. This wait list allows students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times are communicated in the enrollment applications and on CLUES's website. Public notice for the date and time of the public random drawing are also posted once the application deadline has passed. CLUES also informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

#### **8.1 Lottery Procedures**

The drawing is officiated by an uninterested party. CLUES expects to conduct the public random drawing as follows, but changes to the process may be made as deemed necessary: An identifying number for each prospective student are put on a card. The cards will be of equal size and shape. The cards also indicate if the applying student has any siblings applying for admission the same year. The name of each card is read as it is placed into a container or drawing device that randomly mixes the

cards. The person officiating the drawing draws the cards one at a time and reads the number on the card. As each card is pulled it is posted visibly on a display in the order it was drawn. Students are given a numerical ranking based on the order they were drawn. The drawing continues until all cards have been drawn and all names have been assigned a numerical ranking. These rankings are recorded in an electronic database that are verified by the drawing official.

The public random drawing is conducted for each grade in which capacity is exceeded.

While the drawing is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are made available to the public. Enrollment in CLUES is offered to students according to their numerical ranking until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission have 10 days to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address (if applicable), and immunization records. Any families who decline admission or fail to confirm admission by the deadline lose their position to the next name on the waiting list. It is the responsibility of the family to ensure up-to-date contact information is on file with CLUES and no exceptions to the 10-day deadline are made for families that fail to respond within the 10-day period.

Each lottery is documented in CLUES's lottery files and signed by a Charter School administrator, clerk, and witnesses. A copy of each notification letter sent is kept in a file. Each potential applicant and parent/guardian is provided opportunity to sign an agreement showing their support for and commitment to the expectations of students and parents/guardians.

CLUES may refine the drawing policies and procedures in accordance with written policy adopted by the governing authority of CLUES. A copy of the revised policy, designed to improve CLUES's admissions efforts, is provided to the District upon approval by CLUES's Board.

## ELEMENT 10 STUDENT SUSPENSIONS AND EXPULSIONS

**Governing Law:** "The procedures by which pupils can be suspended or expelled." – Education Code Section 47605(b)(5)(j)

Compliance with the procedures set forth in this Charter shall be the only processes for CLUES to involuntarily dismiss, remove, or otherwise exclude a student who attends CLUES from further attendance at CLUES for any reason, including but not limited to, disciplinary and academic causes.

CLUES hereby adopts the provisions of Education Code Section 48900 et seq. as CLUES's student discipline policy and procedure. Because certain terms used in Education Code Section 48900 et seq. are not directly applicable to CLUES, the following definitions and modifications are made to these provisions to make them applicable to CLUES.

1. The term "superintendent" as used in those provisions shall mean the CLUES Principal.
2. The terms "school" and/or "district" as used in those provisions shall mean CLUES.
3. The terms "governing board" as used in those provisions shall mean the governing board of the CLUES.

Should the Charter School use an administrative hearing panel, that panel shall be made up of impartial panel of three school administrators comprised of three school district administrators, all holding valid California Administrative Services Credentials and selected by CLUES administrative staff. Of these three administrators, one administrator will be invited from the student's home district. No school district may have more than one representative on the panel.

It is CLUES's understanding that the Board of the San Bernardino County Board of Education will hear appeals of expulsions from charter schools operating within San Bernardino County, including CLUES. If the San Bernardino County Board of Education will not hear such appeals, CLUES shall develop an appeal process that affords students due process.

In the event of a decision to expel a student, CLUES shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves CLUES without graduating or completing the school year for any reason, CLUES shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

## Suspension and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom CLUES has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. CLUES will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, as well as the District's policies, procedures, and practices, when imposing any form of discipline on a student identified as an individual with disabilities or for whom CLUES has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students. CLUES shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall grant the District approval rights prior to the expulsion of any such student.

## Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

### I. Notification of District

CLUES shall immediately notify the District and coordinate the procedures in this policy with the District when any student with a disability, or student for whom CLUES or District would be deemed to have knowledge that the student had a disability, violates a code of student conduct, rule, or policy resulting in a suspension.

### II. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### III. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, rule, or policy, CLUES, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- A. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

### **ELEMENT 13 RETURN RIGHTS OF EMPLOYEES**

**Governing Law:** "Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school." Education Code Section 47605 (b)(5)(M)

No public school district employee is required to work at CLUES. Employees of the District who choose to leave the employment of the District to work at CLUES have no rights of return to the District after employment by CLUES. All employees of CLUES are considered the exclusive employees of CLUES and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CLUES. Employment by CLUES provides no rights of employment at any other entity, including any rights in the case of closure of CLUES.

### **ELEMENT 12 ATTENDANCE ALTERNATIVES**

**Governing Law:** "The public school attendance alternatives for students residing within the school district who choose not to attend charter schools". -- Education Code Section 47605(b)(5)(L)

No student is required to attend CLUES. Students who reside within the District who choose not to attend CLUES may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents/Guardians of each student enrolled in CLUES are informed on admissions forms that the students have no right to admission in a particular school of an Local Education Agency as a consequence of enrollment in CLUES, except to the extent that such a right is extended by the Local Education Agency.

### **ELEMENT 14 DISPUTE RESOLUTION PROCESS**

**Governing Law:** "The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code § 47605(b)(5)(N)

The following procedures will constitute the "Closure Protocol" and will apply in the event CLUES ceases to be a charter school or otherwise closes for any reason.

Any decision to close CLUES as a charter school operating pursuant to this Charter shall be documented by official action of the CLUES Charter Governing Body ("Closure Action"). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action will be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the CLUES Governing Board votes to close CLUES, or the Charter lapses. In the event of a Closure Action, the following steps will be implemented.

1. The CLUES, Inc. Governing Body will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.
2. Written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.
3. Written notification of the Closure Action and the effective date of closure of CLUES will be made by CLUES, Inc. to the California Department of Education and the San Bernardino County Office of Education by registered mail within 72 hours of the Closure Action.
4. On closure, CLUES will remain solely responsible for all liabilities arising from the operation of CLUES.
5. The CLUES, Inc. Governing Body will ensure notification to the parents and students of the CLUES of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification will include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.
6. CLUES/CLUES, Inc. will provide parents, students and the receiving school districts with copies of all appropriate student records within seven (7) calendar days from the determination of the Closure Action or within seven (7) days of the last student attendance day at CLUES if CLUES is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. CLUES/CLUES, Inc. will ask the District to store original records of Charter School students.

## ELEMENT 16 CLOSURE PROCEDURES

**Governing Law:** "A description of the procedures to be used if the charter school closes. The procedures will ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records."  
- Education Code Section 47605(b)(5)(P)

expiration, termination, or cancellation of this Charter or any other act or event that would end CLUES/CLUES, Inc.'s right to operate as a charter school pursuant to this Charter or cause CLUES/CLUES, Inc. to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. CLUES/CLUES, Inc. shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before July 1 following approval of this Charter. Further, CLUES/CLUES, Inc. shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol(s) to ensure the District shall not be liable for the operation of the Charter School. Nothing in this paragraph shall serve to reduce or excuse CLUES/CLUES, Inc.'s obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

#### **Insurance**

CLUES/CLUES, Inc. shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the San Bernardino City Unified School District's risk manager and as specified below. CLUES/CLUES, Inc.'s obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end CLUES/CLUES, Inc.'s right to operate as a charter school pursuant to this Charter or cause CLUES/CLUES, Inc. to cease operations until CLUES/CLUES, Inc. has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of CLUES/CLUES, Inc., throughout the life of the Charter, CLUES/CLUES, Inc. shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury"; "property damage"; "advertising injury"; and "personal injury", including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$5,000,000 per occurrence and \$5,000,000 in the aggregate. Additionally,

#### **Indemnification**

With the exception of the District's indemnification obligations related to the District's provisions of special education services as specifically described in this Charter's discussion of Special Education Services/Section 504, above, to the fullest extent permitted by law, CLUES/CLUES, Inc. agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to San Bernardino City Unified School District and hold harmless the San Bernardino City Unified School District, the San Bernardino City Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of CLUES/CLUES, Inc., and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other CLUES/CLUES, Inc. appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of CLUES/CLUES, Inc. in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of CLUES/CLUES, Inc. or of any other facility, program, or activity. The obligations of CLUES/CLUES, Inc. to defend the San Bernardino City Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demand, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate CLUES/CLUES, Inc. to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of CLUES/CLUES, Inc. shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

CLUES/CLUES, Inc. further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

CLUES/CLUES, Inc.'s obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation,

coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of CLUES/CLUES, Inc. to defend, indemnify, and hold harmless the San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the San Bernardino City Unified School District.

CLUES/CLUES, Inc. shall promptly respond to all inquiries from the San Bernardino City Unified School District regarding any claims against CLUES/CLUES, Inc. and/or any obligation of CLUES/CLUES, Inc. under the foregoing provisions of this Charter.

Additionally, CLUES/CLUES, Inc. shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

#### **Insurance and Safety Policy**

CLUES acquires and finances, as necessary, general liability, student accident insurance, automotive liability, errors and omissions, property, workers' compensation, and unemployment insurance policies of the types as specified above. The District Board of Education is named as an additional insured on all policies of CLUES.

## **MISCELLANEOUS PROVISIONS**

### **Budget and Financial Reporting**

Governing Law: "The petitioner or petitioners will also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." - Education Code Section 47605(g).

Attached, as Appendix B, please find the following documents:

- A projected yearly budget and cash-flow
- Budget assumptions
- Financial projections for five years of operation

These documents are based upon the best data available to the Petitioners at this time.

CLUES provides reports to the San Bernardino City Unified School District as follows, and provides additional fiscal reports as requested by the District or required by the MOU with the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy CLUES annual, independent financial audit report for the preceding fiscal year will be delivered to the San Bernardino City Unified School District, State Controller and State Department of Education;
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31;
4. By September 15, a final unaudited report for the full prior year. The report submitted to the San Bernardino City Unified School District will include an annual statement of all CLUES' receipts and expenditures for the preceding fiscal year.
5. As requested by the District, CLUES shall provide financial records within thirty (30) of request. These records may include, but are not limited to account registries and payroll tax documents.

## **ADMINISTRATIVE SERVICES**

number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.

No less than one (1) month before the commencement of each new semester, CLUES provides the District with a list of classes to evidence class offering for the semester.

On or before November 1 each year, CLUES will provide the District with a teacher roster by resident/nonresident to determine tracking of students between the District and CLUES. CLUES tracks students who leave CLUES to return to the District.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves CLUES without graduating or completing the school year for any reason, CLUES will notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

#### **Inspections**

CLUES agrees to permit the District to inspect and receive copies of all records relating to the operation of CLUES, including financial, personnel, attendance accounting, and pupil records. CLUES will promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. CLUES is subject to the California Public Records Act.

#### **Oversight Costs**

The District will charge CLUES for supervisory oversight of CLUES up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%. CLUES acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District will not be required to submit documentation of its actual oversight costs.

#### **Governing Law and Construction**

This Charter is, in all respects, governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein is construed so as to require the commission of any act contrary to law.

#### **Debts and Obligations**

CLUES and CLUES, Inc. are solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

CLUES and CLUES, Inc. have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including but not limited to, Education Code Section 17604, are unenforceable against the District

and is CLUES and CLUES Inc.'s sole responsibility. CLUES and CLUES, Inc. E require that the following language is included in any and all contracts entered into by those entities:

CLUES and/or CLUES, Inc. have no authority to enter contracts for or on behalf of the San Bernardino Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the San Bernardino Unified School District Governing Board as required by law, including but not limited to, Education Code section 17604, are unenforceable against the San Bernardino Unified School District and is CLUES and/or CLUES, Inc. sole responsibility.

#### **Independent Entity**

CLUES and CLUES, Inc. and their respective officers, board members, employees and volunteers, operate and provide the school services pursuant to this Charter as a wholly independent entity. San Bernardino Unified School District and CLUES/CLUES, Inc. do not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. The District is not liable for the actions or liabilities of CLUES and/or CLUES Inc.

#### **Use of Funds**

No funds from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Board of Education.

#### **Attachments**

All of the attachments to this Charter are hereby incorporated herein and made a part hereof by this reference: