

MODESTO CITY SCHOOLS
BOARD OF EDUCATION AGENDA
BOARD ROOM IN THE STAFF DEVELOPMENT CENTER
1407th REGULAR MEETING

November 20, 2017

Period for Public Presentations

6:15 p.m.*

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's office, 209-574-1616. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting.

In compliance with the Title VI of the Civil Rights Act, if you need the assistance of a translator or interpreter to understand this agenda, please contact the Superintendent's office at 209-574-1616, to request that the agenda be translated for you either orally or in writing. If you require the assistance of an interpreter in order to participate in the meeting, please contact the Superintendent's office no later than noon on the Friday preceding the board meeting. This will allow the District to arrange for an interpreter to be present to ensure translation services at the meeting.

Any writings or documents that are public records and provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 426 Locust Street during normal business hours.

*** Times are approximate. Individuals wishing to address an agenda item should plan accordingly.**

A. INITIAL MATTERS:

5:00 to 5:01 1. **Call to Order.**

5:01 to 6:00 2. **Closed Session.**

Public comment regarding closed session items will be received before the Board goes into closed session.

.1 Conference with Legal Counsel: Potential Litigation
Number of Cases: One

.2 Public Employee Discipline/Dismissal/Release

.3 Public Employee Performance Evaluation
Title: Superintendent

6:00 to 6:01 4. **Moment of Silence.**

6:01 to 6:05 5. **Pledge of Allegiance.**

<i>Lily Perez</i>	Fourth Grade	Fairview Elementary
<i>Yara Duran</i>	Sixth Grade	Fairview Elementary

A. INITIAL MATTERS (continued):6:05 to 6:13 6. **Announcements.****Character Education Recognition:**

Kylie Bears, 6th Grade, Rose Avenue Elementary, **Responsibility**
Brian Mendoza, 8th Grade, Mark Twain Jr. High, **Perseverance**
Joshua Watkins, 11th Grade, Modesto High, **Perseverance**

MCS Heroes:

Brian Bergerson, Classroom Teacher, Davis High
Carol Unruh, Media Center Assistant, Lakewood Elementary
David Buell, Web Designer/Developer, Information Systems
Blanca Zuniga, Student Records Clerk, Fremont Elementary

6:13 to 6:14 7. **Approval of Consent Agenda.**

Information concerning the consent items listed below has been forwarded to each Board member prior to this meeting for study and is on file at the Modesto-Stanislaus Library Reference Room, 1500 I Street; Modesto City Schools Superintendent's Office and Receptionist's Desk, 426 Locust Street, Modesto.

Copies of the complete agenda are available at the Board meeting, 425 Locust Street. Unless some member of the audience or Board member has a question concerning an item and asks that it be withdrawn from the consent list, the items are approved at one time by the Board. The action taken by the Board in approving consent items is set forth in the explanation of the individual items.

6:14 to 6:15 8. **Approval of Order of Discussion/Action Items.**6:15 to 6:45 9. **Period for Public Presentations.**

Board Bylaw 9322 (b):

Subject Matter:

Members of the public may address the Board of Education on matters not on the agenda.

Complaints against specific District employees should be resolved through the District's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

The Period for Public Presentation is limited to 30 minutes. Time will be allotted equally to individuals based on the number of request cards submitted. The maximum for any one speaker is three minutes.

A. INITIAL MATTERS (continued):

The law limits the response of Board members and prohibits the Board from taking any formal action.

B. DISCUSSION AND ACTION ITEMS:

- | | | | |
|------|----|------|--|
| 6:45 | to | 6:50 | 1. Student Representative to the Board Report. |
| 6:50 | to | 6:55 | 2. Modesto Teachers Association Report. |
| 6:55 | to | 7:00 | 3. California School Employees Association Report. |
| 7:00 | to | 7:10 | 4. Approval of Proposal to Name the Amphitheater at Johansen High School in Honor of Andrew Norman. |
| 7:10 | to | 7:25 | 5. Report on 2016-17 Smarter Balanced Assessment Results, MCS Data Dashboard, and LCAP Local Indicators. |
| 7:25 | to | 7:35 | 6. Approval of Modesto City Schools' Application to Seek Career Technical Education Facilities Program Funding. |
| 7:35 | to | 8:05 | 7. Report on Future Ready Adoption at Grades 7-8. |
| 8:05 | to | 8:15 | 8. Approval of State and Local Government Master Lease Purchase Agreement with Hewlett-Packard Financial Services Company. |
| 8:15 | to | 8:25 | 9. Approval of Authorization to Seek Bids for Four (4) Relocatable Classrooms at Kirschen Elementary School. |
| 8:25 | to | 8:35 | 10. Approval of Authorization to Seek Bids for Twelve (12) Relocatable Classrooms at Roosevelt Junior High School. |
| 8:35 | to | 8:45 | 11. Approval of Authorization to Seek Bids for Four (4) Relocatable Classrooms at Downey High School. |
| 8:45 | to | 8:55 | 12. Approval of Modesto City Schools' 2018-19 School Calendars. |
| 8:55 | to | 9:00 | 13. Possible Nominations for Modesto City Schools Trustee(s) to Run for the CSBA Delegate Assembly for 2018. |
| 9:00 | to | 9:05 | 14. Report of Meetings Attended by Board of Education Members. |
| 9:05 | to | 9:10 | 15. Items to be Placed on Future Board of Education Agendas. |

PROPOSED CONSENT AGENDA**C. BUSINESS ITEMS:**

- | | |
|---------|---|
| CONSENT | 1. Approval to Accept Completion of Contract with Richard Townsend Construction, Inc., bid No. 17-4652, Davis High School's Career Technical Education Facilities Program Expansion – Phase I, in the Amount of \$286,245.38. |
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PROPOSED CONSENT AGENDA (continued)**C. BUSINESS ITEMS (continued):**

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| CONSENT | 2. Approval of Authorization to Award Bid No. 17-4659, Downey Culinary Arts Renovation Phase II, to Harris Builders, Inc., in the Amount of \$277,125. |
| CONSENT | 3. Approval of Authorization to Award Bid #17-4662, Concentrated Beverages, to Trident Beverage. |
| CONSENT | 4. Approval of Services Agreement with California Property Record Systems. |
| CONSENT | 5. Approval of Filing of Form J-13A – Request for Allowance of Attendance due to Emergency Conditions on November 2, 2017 at Bret Harte Elementary School and Hanshaw Middle School. |
| CONSENT | 6. Approval of Agreement with Terris Barnes Walters Boigon Heath, Inc., for General Obligation Bond Campaign Consultant Services. |
| CONSENT | 7. Approval of Agreement for Professional Services with Dannis Woliver Kelley for General Obligation Bond Counsel. |
| CONSENT | 8. Approval of Services Agreement with School Innovations and Advocacy, Inc., to Prepare and File the 2017-18, 2018-19, and 2019-20 Mandated Cost Claims. |
| CONSENT | 9. Approval of Acceptance of Gifts. |
| CONSENT | 10. Ratification of Purchase Orders and VISA Payments for the Month of October 2017. |
| CONSENT | 11. Ratification of Warrants Drawn for the Month of October 2017. |

D. CURRICULUM AND INSTRUCTION ITEMS:

- | | |
|---------|--|
| CONSENT | 1. Approval of High School Course Outlines: IB. |
| CONSENT | 2. Approval of High School Course Outlines: Electives and Special Education. |
| CONSENT | 3. Approval of the 2017-18 Single Plans for Student Achievement. |
| CONSENT | 4. Approval of Graduation Schedule for May 2018. |
| CONSENT | 5. Approval of K-12 Summer School Programs, 2018. |

E. HUMAN RESOURCES ITEMS:

- | | |
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| CONSENT | 1. Approval of Designated Personnel Action Items:
.1 Approval of Certificated Personnel Terminations. |
|---------|--|

PROPOSED CONSENT AGENDA (continued)**E. HUMAN RESOURCES ITEMS (continued):**

- .2 Approval of Certificated Personnel Leaves of Absence.
 - .3 Approval of Certificated Personnel Employment.
 - .4 Approval of Certificated Personnel Other Appointments.
 - .5 Approval of Certificated Personnel Stipend Appointments.
 - .6 Approval of Certificated Personnel Stipend Deletions.
 - .7 Approval of Classified Personnel Terminations.
 - .8 Approval of Classified Personnel Leaves of Absence.
 - .9 Approval of Classified Personnel Employment.
 - .10 Approval of Classified Personnel Other Appointments.
 - .11 Approval of Classified Personnel Substitute Appointments.
- CONSENT 2. Approval of Certification of Modesto City Schools' Administrators in Instructional Methodology and Evaluation of Instruction.
- CONSENT 3. Approval of Student Teacher/Field Experience Agreement with California State University, Fresno.
- CONSENT 4. Ratification of Certificated Salary Schedules for 2016-17 and 2017-18 School Years.

F. MISCELLANEOUS ITEMS:

- CONSENT 1. Approval of Designated Student Expulsions:
- .1 HS-3-2017-18 .2 HS-9-2017-18 .3 HS-16-2017-18
- CONSENT 2. Approval of Minutes for the October 30, 2017 Regular Meeting of the Board of Education.

END OF CONSENT AGENDA

G. REPORTS AND COMMUNICATIONS:

- 1. Report on Athletic Eligibility Verification Forms.
- 2. Report on Summary of Investment Portfolio as of September 30, 2017.
- 3. Report on Construction Projects Progress Payments.
- 4. Schedule of 2017-18 School Advisory Committee Meetings.

H. ADJOURNMENT

MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Proposal to Name the Amphitheater at Johansen High School in Honor of Andrew Norman November 20, 2017

BACKGROUND

Board Policy and Administrative Regulation 7511 provide the criteria and procedures for naming specified facilities and grounds. The procedures provide that the Board "accept proposal(s) when the proposal is first submitted to the Board. [This was done at the October 30, 2017 meeting.] In the interim between the acceptance of the initial proposal and the next regularly scheduled meeting, additional proposals may be received by the Superintendent and shall, if they meet the criteria and standards, be submitted to the Board of Education at that next regular meeting... [No additional proposals have been received.] The Board of Education has the final responsibility to accept or reject any and all proposals at the second meeting." The Board was provided the required biographical information and evidence of support for the proposal.

ISSUE

The Board needs to take formal action to approve the proposal.

RECOMMENDATION

It is recommended that the Board of Education approve the proposal to name the amphitheater at Johansen High School in honor of Andrew Norman.

Prepared and Recommended to the
Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Report on 2016-17 Smarter Balanced Assessment Results, MCS Data Dashboard, and LCAP Local Indicators November 20, 2017

BACKGROUND

Smarter Balanced Assessments are part of the California Assessment of Student Performance and Progress (CAASPP) program. Assessment results from the spring of 2017 mark the third year of reported scores for fully operational online tests. Smarter Balanced Assessments are administered in:

- English Language Arts (ELA)/Literacy (grades 3-8, and 11)
- Mathematics (grades 3-8, and 11)
- Pilot of the California Science Test (grades 5, 8, and 10th for all high schools except Modesto High tested 12th grade)

All students are required to take Smarter Balanced Assessments with the following exceptions:

- English Learners enrolled in a US school less than twelve months are exempt from taking the English Language Arts/Literacy test.
- Special education students with significant cognitive disabilities are exempt and take the California Alternative Assessment in its place.

Smarter Balanced Assessments are designed to measure student progress in learning California's standards in ELA/Literacy and mathematics. Along with other student performance indicators, Smarter Balanced scores appear on the District's Data Dashboard and will be a reporting indicator in the state's Local Control Funding Formula (LCFF) evaluation rubrics.

The District's Local Control and Accountability Plan (LCAP) outlines programs, strategies, and expenditures utilized to increase student outcomes. During the development of the LCAP, student data is examined by various stakeholder groups with a focus on areas of need. Data serves as a catalyst in the development of the LCAP goals and actions. Funds and resources are allocated to meet areas of need identified in the data.

The District's Data Dashboards were developed in 2013, as the first LCAP was developed and implemented. Dashboards continue to be updated annually and serve as a means of stakeholder communication on student outcomes. Each annual dashboard evolves to reflect changes to state and District assessments and data sources. District and site administrators regularly monitor student progress throughout the school year.

Report on 2016-17 Smarter Balanced Assessment Results, MCS Data Dashboard, and LCAP Local Indicators

ISSUE

Smarter Balanced Assessment results and the District Data Dashboard are to be reported to the Board of Education. The District Data Dashboard provides stakeholders with information that helps inform decisions on the District's LCAP.

REPORT

Smarter Balanced Assessment Results

In Modesto City Schools, more than 13,600 students in grades 3-8, and 11 took Smarter Balanced assessments in the spring of 2017. Participation rates were high with fewer than 0.4% of eligible students not participating due to parental exemptions.

Scale scores for each content area are determined using combined results from a Computer Adapted Test (CAT) and Performance Task (PT). Scale scores range from 2000 to 3000. Scaled scores are categorized into one of four achievement levels: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. The goal for all students is to score Standard Met or Standard Exceeded.

Figure 1 shows a comparison, by grade level, for state, county, and District results in ELA/Literacy. Bars in the graph represent the percentage of District students achieving the goal of Standard Met or Standard Exceeded. With the exception of grade 11, state and county results exceed results for the District. The District's grade 11 results exceed the results for the county with 56% of students meeting or exceeding the standard. The greatest discrepancies between District and county or state results are in grades 7 and 8; this is a change from 2015-16.

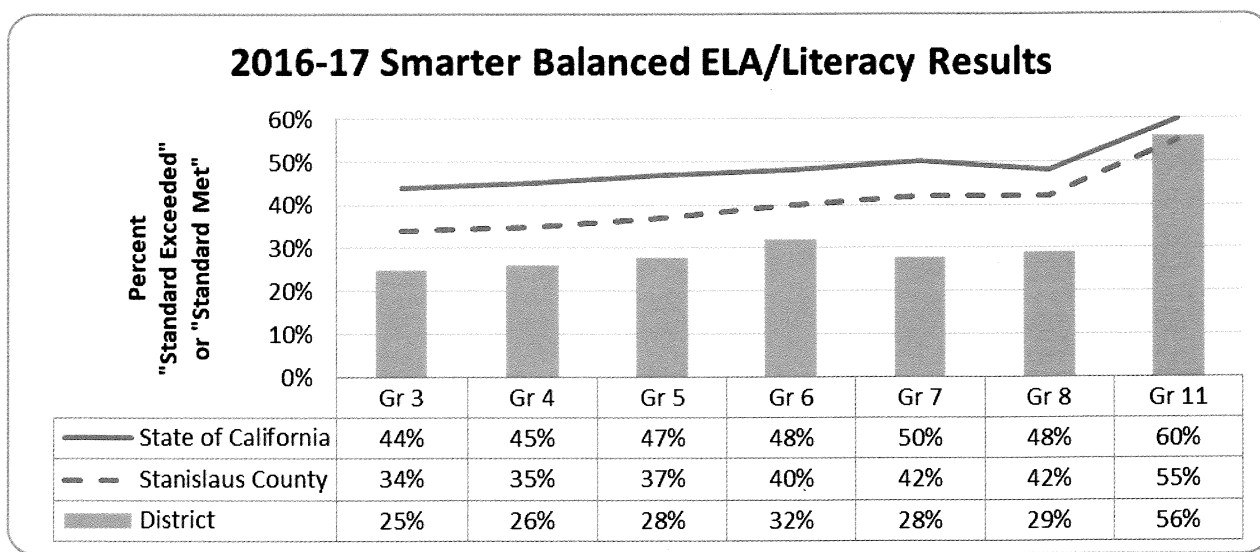


Figure 1

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Figure 2 shows a comparison, by grade level, for state, county, and District results in mathematics. The Districts' grade 11 results exceed results of the county.

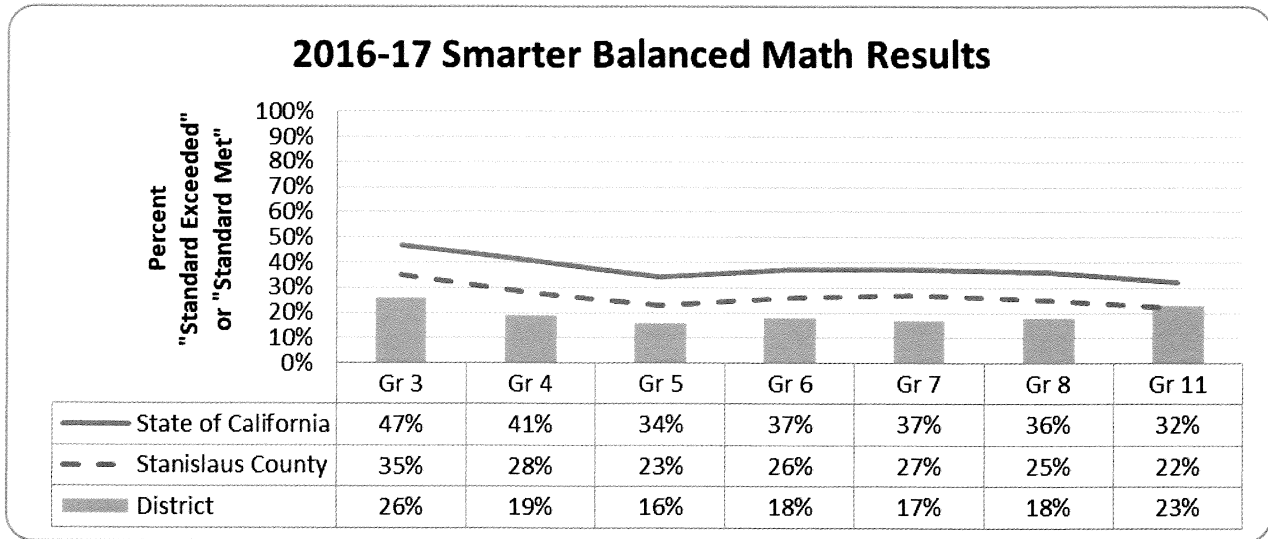


Figure 2

Figure 3 provides ELA/Literacy assessment data for students as they transitioned from one grade level in 2016 to the next grade level in 2017. For each transition, results show an increased growth between the cohort groups, except for the grade 6 – 7 and grade 7 – 8.

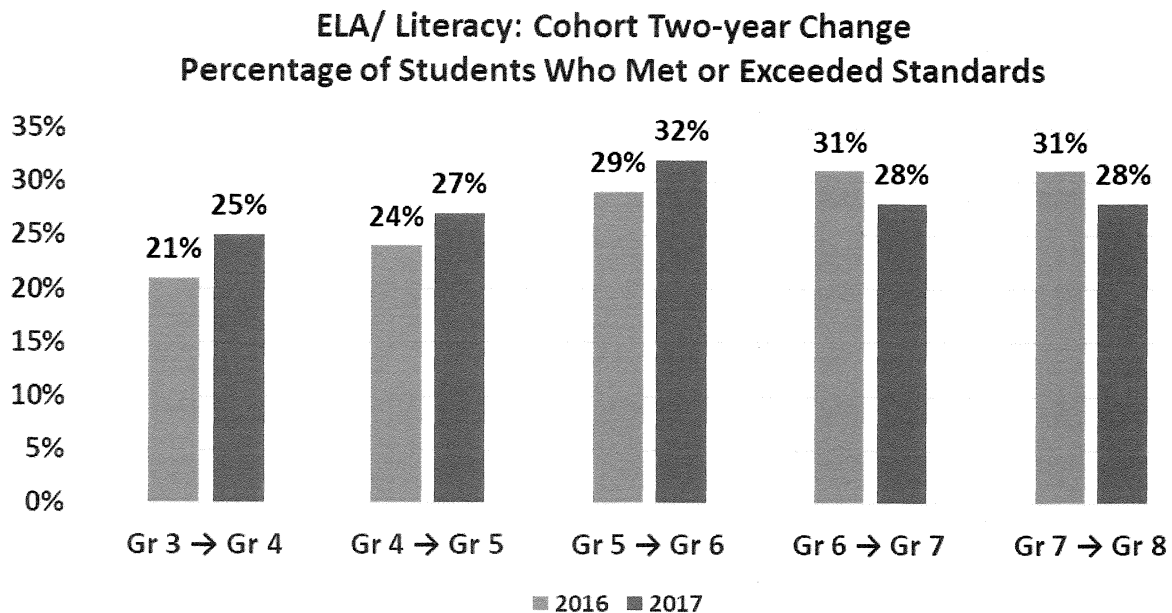


Figure 3

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Figure 4 provides mathematics data for cohort students as they transitioned from one grade level to the next. Although we show growth on grade level tests, there continues to be a decrease in percentages when comparing cohort groups, with the exception of the Grade 5 – 6 group which demonstrated a significant increase.

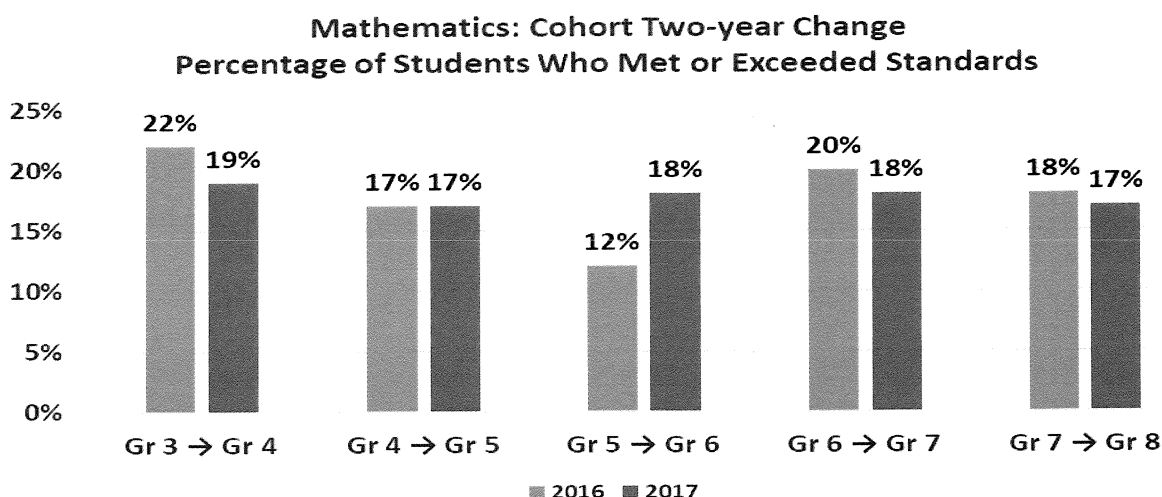


Figure 4

Figure 5 shows a comparison of results, by subgroup, in ELA/Literacy. Compared to county and state results, subgroup trends are similar; Asian and White students outperformed other ethnic groups while English learners and students with disabilities experienced the most difficulty.

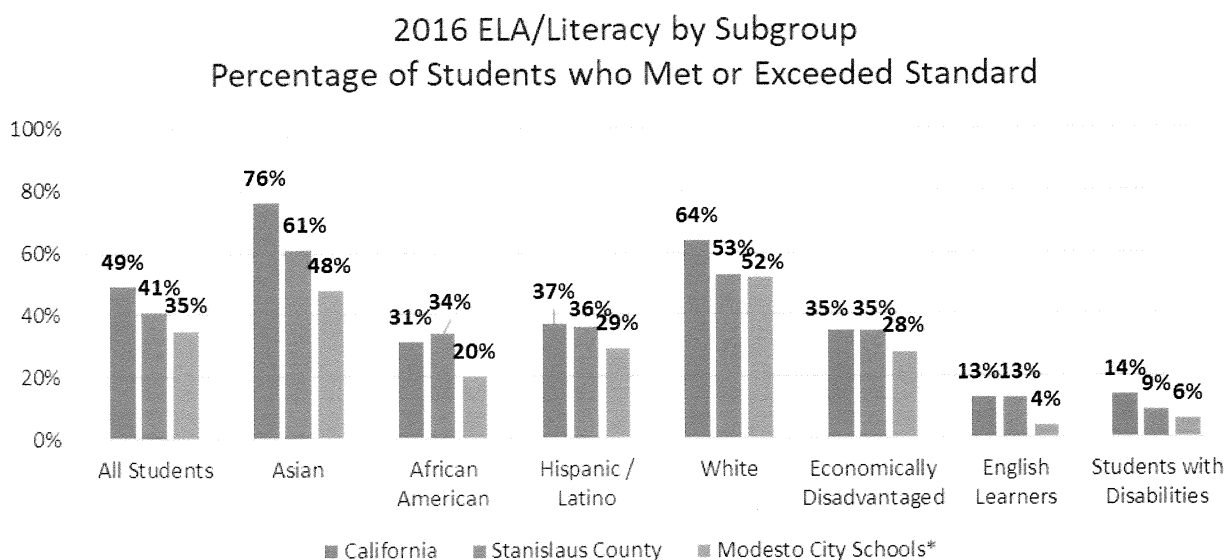


Figure 5

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Figure 6 shows the subgroup comparison results for mathematics. Asian and White subgroups outperformed other ethnic groups. The African American group as well as English Learners and Students with Disabilities show the lowest results across all three reporting entities: State, County, and District.

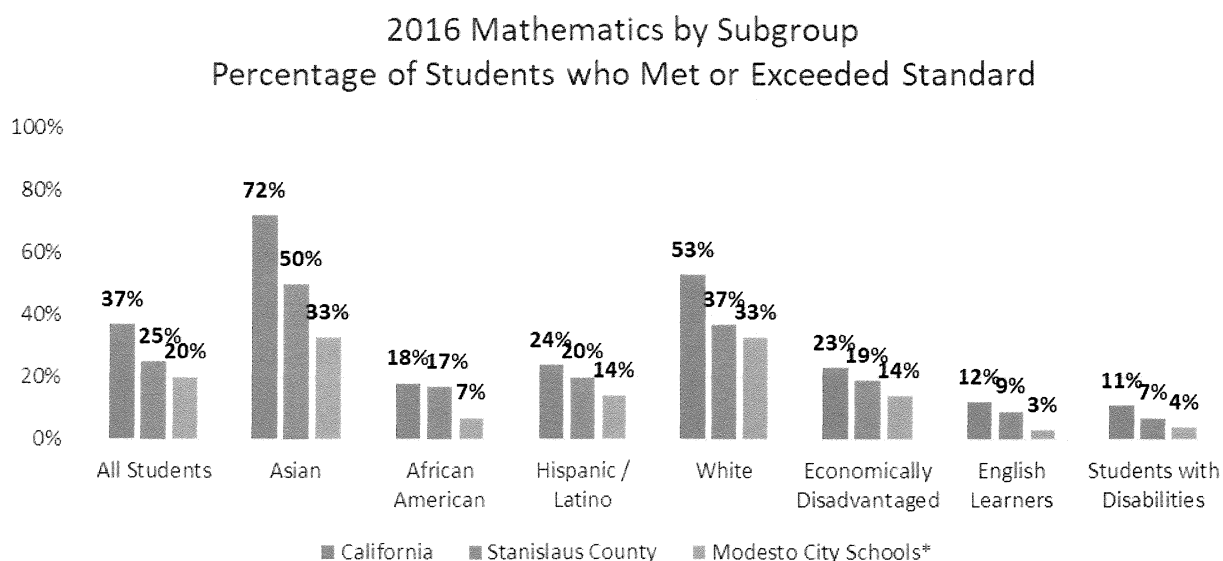


Figure 6

Attachment A reports the 2017 Smarter Balanced ELA/Literacy and mathematics results for each District school. Percentages represent students scoring Standard Exceeded, Standard Met, and Standard Not Met. Schools had varied results in both content areas. Across schools, the percent of students meeting the goal in ELA/Literacy ranges from 9% to 78%. In mathematics, the school-wide percent of students meeting the goal ranges from 2% to 66%.

Data Dashboard

The District's Data Dashboards display multiple end-of-year data points that serve as monitoring tools for student performance. Although dashboards display end-of-year performance, school sites monitor indicators of student progress throughout the year. Data is used to determine professional development, program evaluation, to guide instructional practices, and to plan interventions and remediation. Data is also used in the annual LCAP as it is revised and updated.

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

The following tables compare dashboard data points for the last three years.

K-8 District

Enrollment

	2014-15	2015-16	2016-17	Change
Total	15,259	15,272	15,330	58
Hispanic	68%	68%	69%	1%
White	17%	17%	16%	-1%
Asian	4%	4%	4%	0
African American	3%	3%	2%	-1%
Other	8%	8%	9%	1%
SED	87%	87%	86%	-1%
SWD	13%	13%	14%	1%
English Learners	39%	39%	39%	0

Overall, enrollment increased in the K-8 district for the 2016-17 school year. No subgroup had a significant change in enrollment. However, it should be noted that our Hispanic and Students with Disabilities subgroups increased by one-percent (1%). In addition, there was a one-percent (1%) reduction in White, African American, and the Socioeconomically Disadvantaged groups. (Source – CDE/Data Quest)

Attendance

	2014-15	2015-16	2016-17	3 Yr. Change
Overall	95.6%	95.7%	95.5%	-0.1%
SED	95%	96%	95%	0
SWD	94%	94%	94%	0
English Learners	96%	97%	96%	0

Overall, K-8 attendance rates had a slight decline in 2017. All subgroups had no significant change over the last three years. Over the last academic year there has been a one percent (1%) decrease in attendance rates in the Socioeconomically Disadvantaged and English Learners. (Source – MOSIS)

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Smarter Balanced ELA/Literacy

	2015-16 ELA % Meets/Exceeds Standard	2016-17 ELA % Meets/Exceeds Standard	Change
District	27%	28%	1%
County*	41%	41%	0
State*	49%	49%	0

* County and State results include grade 11

Smarter Balanced Math

	2015-16 Math % Meets/Exceeds Standard	2016-17 Math % Meets/Exceeds Standard	Change
District	17%	19%	2%
County*	25%	27%	2%
State*	37%	38%	1%

* County and State results include grade 11

Student performance on Smarter Balanced assessments show a one percent (1%) increase in students achieving the target achievement level for ELA/Literacy while county and state results show no change in percentages. In Mathematics, student performance for the District and county showed a two percent (2%) increase, while the state grew one percent (1%). It is important to note the county and state results include all assessed grade levels whereas the District results reported on the K-8 dashboard do not include grade 11 student results. (Source – CDE/Data Quest)

English Learner Reclassification

	2014-15	2015-16	2016-17	3 Yr. Change
Gr. 1-3 Making Progress	55%	54%	58%	3%
Gr. 4-8 Less than 5 Years in US School	24%	11%	16%	-8%
Gr. 4-8 5 Years or More in US School	15%	24%	26%	11%

In primary grades, English learners are determined to be “making progress” toward reclassification if the number of years enrolled in a US school matches the number of proficiency levels of growth on the California English Language Development Test (CELDT). In grades 1-3, the percentage of students making progress toward reclassification grew three percent (3%) from the last year. In grades 4-8, reclassification rates decreased by eight percent (8%) for students enrolled in a US school less than five years. For students who have been enrolled five or more years, we have seen an increase in reclassification of eleven percent (11%) over the last three years. (Source – MCS Assessment Center)

 Report on 2016-17 Smarter Balanced Assessment Results,
 MCS Data Dashboard, and LCAP Local Indicators
8th Graders Passing Core Courses

	2014-15	2015-16	2016-17	3 Yr. Change
District	81%	82%	79%	-2%

8th Graders Passing Core Courses by Subgroup

	2014-15	2015-16	2016-17	3 Yr. Change
Hispanic	80%	81%	77%	-3%
White	80%	84%	86%	6%
Asian	91%	86%	87%	-4%
African American	83%	80%	77%	-6%
Other	72%	84%	79%	-7%
SED	79%	80%	77%	-2%
SWD	82%	86%	79%	-3%
English Learners	66%	75%	68%	2%

Overall, the percentage of 8th graders passing core courses decreased by two percent (2%). The White Subgroup had the highest percentage increase with six percent (6%) over a three-year period. The English Learner Subgroup showed a two percent (2%) increase. (Source – MOSIS).

Suspension Rate

	2014-15	2015-16*	2016-17*	3 Yr. Change
District	5%	4%	4%	-1%

Expulsion Count

	2014-15	2015-16*	2016-17*	3 Yr. Change
District	1	1	0	0

There are continued declines in suspension rates in the K-8 district. While there have been continued district-wide decreases, a focus on data analysis and student support services continues as a means to address disproportionality among student subgroups. It should be noted that the source of historical suspension and expulsion data is CDE/Data Quest (2014-15) while the most recent year's (2015-16 and 2016-17) data is from MOSIS. (Source – CDE/Data Quest, MOSIS)

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

DIBELS – Percent At or Above Benchmark

	2014-15	2015-16	2016-17	3 Yr. Change
Kinder BOY	35%	35%	36%	1%
Kinder EOY	56%	56%	52%	-4%
1 st Grade BOY	43%	45%	43%	0
1 st Grade EOY	49%	52%	49%	0

The 2013-14 school year marks the first time the DIBELS assessment was used as an indicator of students' early literacy skills. In the 2016-17 school year the Beginning-of-Year (BOY) kindergarten scores indicate one percent (1%) more students are beginning school prepared with basic pre-reading skills. End-of-year (EOY) kindergarten scores reflect a decrease of four percent (4%) for students scoring at or above benchmark over the last three years. First grade scores reveal no significant change for students scoring at or above benchmark on EOY assessments. (Source – SchoolCity)

Reading Fluency, Writing Proficiency, Math Fluency

	2015-16	2016-17	Change
Gr. 2 Math Fluency	79%	81%	2%
Gr. 3 Reading Fluency	38%	42%	4%
Gr. 4 Writing Proficiency	34%	48%	14%
Gr. 6 Math Fluency	64%	67%	3%

In 2014-15 the District began administering assessments to measure fluency in reading and mathematics as well as proficiency in writing. There was a four percent (4%) increase in students demonstrating reading fluency by achieving targets for number of words read correctly per minute (WCPM) over the last year. In writing, there was a fourteen percent (14%) increase in the percent of students demonstrating proficiency by achieving target scores on two out of three District writing assessments. There was an increase in math fluency scores in grade 2 and 6 during the 2016-17 school year. (Source – SchoolCity)

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

9-12 District

Enrollment

	2014-15	2015-16	2016-17	3 Yr. Change
Total	14,969	15,100	14,992	23
Hispanic	52%	54%	55%	3%
White	29%	28%	27%	-2%
Asian	5%	5%	5%	0
African American	4%	4%	3%	-1%
Other	10%	10%	10%	0
SED	64%	64%	65%	1%
SWD	12%	12%	13%	1%
English Learners	11%	9%	10%	-1%

There was an increase of 23 students enrolled in the high school district when comparing 2014-15 to 2016-17. The greatest change in enrollment occurred in the Hispanic subgroup with a three percent (3%) increase. (Source – CDE/ Data Quest)

Attendance

	2014-15	2015-16	2016-17	3 Yr. Change
Overall	93.1%	93.4%	93.3%	0.2%
SED	93%	93%	93%	0%
SWD	88%	88%	89%	1%
English Learners	90%	90%	91%	1%

Overall 9-12 attendance rates increased slightly in 2016-17. The Socioeconomically-Disadvantaged (SED) and Students with Disabilities (SWD) groups showed a one percent (1%) increase in attendance while the English Learner (EL) group was unchanged. (Source – MOSIS)

Graduation Rate

	2013-14	2014-15	2015-16	3 Yr. Change
District	84%	87%	88%	4%
County	82%	85%	84%	2%
State	81%	82%	84%	3%

State reporting for graduation rates is always one year behind. Over the last three years, District graduation rates have increased. Data from the most recent reporting year shows District rates exceeding County and State rates. County decreased by one percent (1%) between the 2014-15 and 2015-16 school years. The state graduation rates increased by two percent (2%). (Source – CDE/Data Quest)

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Suspension Rate

	2014-15	2015-16*	2016-17*	3 Yr. Change
District	6%	6%	5%	-1%

Expulsion Count

	2014-15	2015-16*	2016-17*	3 Yr. Change
District	15	5	6	-9

There are continued declines in suspension rates. While there has been a District-wide decrease in suspension rates and the number of expulsions increased by one this last year, a focus on data analysis and student support services continues as a means to address disproportionality among student subgroups. It should be noted that the source of historical suspension and expulsion data is now CDE/Data Quest (2014-15 and 2015-16) while the most recent year's data is from MOSIS (2016-17). (Data Source – CDE/Data Quest, MOSIS)

English Learner Reclassification

	2014-15	2015-16	2016-17	3 Yr. Change
Enrolled in US school 5 Years or More	37%	22%	24%	-13%
Enrolled in US school Less than 5 Years	8%	4%	6%	-2%

For English learners enrolled in a US school five years or more, the percentage reclassified to fluent in English has increased by two percent (2%) between 2015-16 and 2016-17. There was also a two percent (2%) increase in reclassified students for those enrolled in a US school less than five years between the 2015-16 and 2016-17 school years.

With changes in statewide assessments and the suspension of the California High School Exit Exam (CAHSEE), reclassification criteria changed after 2014-15, which may account for the decreases shown over the last three years (Data Source – MCS Assessment Center).

Grade 11 Smarter Balanced ELA/Literacy

	2015-16 ELA % Meets/Exceeds Standard	2016-17 ELA % Meets/Exceeds Standard	Change
District	58%	56%	-2%
County	56%	55%	-1%
State	59%	60%	1%

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Grade 11 Smarter Balanced Math

	2015-16 Math % Meets/Exceeds Standard	2016-17 Math % Meets/Exceeds Standard	Change
District	25%	23%	-2%
County	23%	22%	-1%
State	33%	32%	-1%

Grade 11 Smarter Balanced assessment results show a decrease in the percentage of students achieving the Met Standard or Exceeds Standard target in both ELA/Literacy and mathematics. District ELA/Literacy results decreased by two percent (2%) and mathematics decreased by two percent (2%). In both content areas District performance exceeds that of Stanislaus County. (Source – CDE/Data Quest)

Freshmen on Track with 55 Units

	2014-15	2015-16	2016-17	3 Yr. Change
District	78%	78%	79%	1%

As students complete grade 9, they are considered on track for graduation if they have earned 55 or more units. Over the last three years, there has been a one percent (1%) increase in the percentage of freshmen on track at the end of 9th grade. (Data Source – MOSIS)

Graduates Meeting 'a-g' Requirements

	2013-14	2014-15	2015-16	3 Yr. Change
District	36%	37%	38%	2%

State reporting for graduates meeting 'a-g' requirements will always lag by one year. There is an increasing trend in students meeting the minimum course requirements needed to attend a California State University (CSU) or University of California (UC) campus. (Data Source – CDE/Data Quest)

Career Technical Education (CTE)

	2014-15		2015-16		2016-17		3 Yr. Change in # Enrolled
	# Enrolled	% Enrolled	# Enrolled	% Enrolled	# Enrolled	% Enrolled	
District	6049	40%	6338	42%	6756	45%	707

Student enrollment in Career and Technical Education (CTE) courses has increased to 6,756 students. (Data Source – MOSIS)

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Number of Unique Students Taking AP Courses

	2014-15	2015-16	2016-17	3 Yr. Change
District	2172	2316	2506	334

Number of AP Courses Taken

	2014-15	2015-16	2016-17	3 Yr. Change
District	3486	3785	4165	679

AP Pass Rate for End of Course Exam

	2014-15	2015-16	2016-17	3 Yr. Change
Overall	51%	52%	51%	0
Biology	45%	50%	55%	10%
Calculus AB	46%	56%	55%	9%
Calculus BC	57%	90%	71%	14%
Chemistry	31%	37%	45%	14%
English Language	56%	60%	59%	3%
English Literature	60%	60%	57%	-3%
Environmental Science	46%	60%	64%	18%
European History	51%	34%	38%	-13%
Government	28%	36%	46%	18%
Human Geography	51%	43%	33%	-18%
Physics	48%	49%	45%	-3%
Psychology	65%	61%	60%	-5%
Spanish Language	97%	97%	95%	-2%
Spanish Literature	77%	59%	76%	-1%
Statistics	26%	37%	33%	7%
US History	46%	50%	51%	5%

There was an increased number of unique students taking Advanced Placement (AP) courses compared to prior years; as well as increased enrollment in all AP courses. (Data Source – MOSIS)

Advanced Placement exam scores range from 1 - 5. Scores of 3, 4, or 5 are considered passing. The overall pass rate on AP exams has been relatively constant over the last three years. Calculus BC, Chemistry, Environmental Science, and Government exams had the greatest increase in pass rates while Human Geography and European History had the greatest decrease. (Data Source – Collegeboard.org)

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

California Accountability Dashboard Local Indicators

Indicator	Components	Met/Not Met
Basic Services and Conditions	Appropriately assigned teachers; access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities	Met
Implementation of State Academic Standards	Annual report on progress in implementing the standards for all content areas	Met
Parent Engagement	Annual report on progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs	Met
School Climate	Administer a Local Climate Survey every other year	Met

The District is required to provide information to the state on each of the four (4) local indicators outlined above to meet the requirements of the state accountability system. The District has met all of the requirements for these local indicators.

The updated California Accountability Dashboard is expected to be released sometime after December 1. A report will be provided to the Board once the District has this updated Dashboard.

SUMMARY

In development and review of the annual LCAP, data continues to be the focal point in determining students' strengths and weaknesses and where funds and resources are best allocated. The 2016-17 Smarter Balanced results and 2016-17 District Data Dashboard indicators reflect a continued need to focus on professional development, instructional practices, intervention, and remediation activities that support increased student outcomes.

Mirroring both the county and state, achievement gaps between subgroups of students on Smarter Balanced assessments and other performance indicators remain troubling and are a continued area of focus in Modesto City Schools.

Report on 2016-17 Smarter Balanced Assessment Results,
MCS Data Dashboard, and LCAP Local Indicators

Teachers continue to work hard to meet the demands of new curriculum and pacing for challenging state standards. School site and District administrators routinely monitor student performance data to make instructional decisions to improve student learning. Programs, strategies, and expenditures outlined in the LCAP will continue to be evaluated using student data.

Originating Department: Assessment & Evaluation

Reviewed and Submitted by:



Marla Mack
Associate Superintendent
Educational Services

Approved for Submission to the
Governing Board by:



Pamela Able
Superintendent

**2016-17 Smarter Balanced Results
Percent Standard Exceeded/Met by School**

Attachment A

English Language Arts/Literacy				Mathematics			
School	Percent Scoring "Standard Exceeded"	Percent Scoring "Standard Met"	Percent Scoring "Standard Not Met"	School	Percent Scoring "Standard Exceeded"	Percent Scoring "Standard Met"	Percent Scoring "Standard Not Met"
Beard	7%	17%	58%	Beard	3%	12%	54%
Bret Harte	3%	10%	67%	Bret Harte	1%	11%	62%
Burbank	5%	17%	50%	Burbank	3%	14%	51%
El Vista	9%	21%	42%	El Vista	2%	15%	54%
Enslen	21%	35%	18%	Enslen	19%	30%	21%
Everett	7%	26%	36%	Everett	2%	19%	41%
Fairview	3%	19%	48%	Fairview	1%	11%	58%
Franklin	1%	13%	60%	Franklin	1%	8%	65%
Fremont	12%	25%	38%	Fremont	9%	19%	46%
Garrison	7%	15%	57%	Garrison	1%	14%	57%
Kirschen	4%	15%	59%	Kirschen	1%	10%	62%
Lakewood	50%	28%	12%	Lakewood	44%	22%	15%
Marshall	2%	13%	63%	Marshall	0%	7%	65%
Martone	17%	30%	26%	Martone	11%	29%	28%
Muir	5%	18%	47%	Muir	3%	12%	50%
Robertson Rd	8%	23%	46%	Robertson Rd	4%	14%	52%
Rose Avenue	12%	31%	28%	Rose Avenue	6%	20%	36%
Shackelford	1%	8%	69%	Shackelford	0%	2%	77%
Sonoma	32%	27%	21%	Sonoma	28%	23%	23%
Tuolumne	2%	11%	62%	Tuolumne	1%	9%	63%
Wilson	7%	21%	40%	Wilson	3%	17%	43%
Wright	2%	16%	63%	Wright	1%	5%	70%
Hanshaw	2%	18%	53%	Hanshaw	3%	10%	65%
La Loma	9%	27%	36%	La Loma	11%	13%	53%
Mark Twain	1%	21%	47%	Mark Twain	2%	6%	67%
Roosevelt	9%	30%	35%	Roosevelt	13%	14%	47%
Beyer	26%	35%	13%	Beyer	8%	23%	41%
Davis	14%	27%	32%	Davis	2%	7%	66%
Downey	19%	38%	18%	Downey	8%	13%	49%
Enochs	34%	37%	11%	Enochs	13%	25%	34%
Gregori	31%	37%	10%	Gregori	7%	23%	43%
Johansen	13%	39%	19%	Johansen	4%	13%	52%
Modesto	27%	31%	17%	Modesto	8%	16%	51%

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Modesto City Schools' Application to November 20, 2017
Seek Career Technical Education Facilities Program
Funding

BACKGROUND

The Career Technical Education Facilities Program (CTEFP) provides funding to qualifying school districts for the construction of new facilities, modernization or reconfiguration of existing facilities, and equipment to integrate Career Technical Education programs into comprehensive high schools.

With the passage of Proposition 51, an additional \$500 million has been made available for the CTEFP.

ISSUE

The CTEFP application requires the Board of Education approve the District's participation in the qualifying grant process. This approval must be realized at a regularly scheduled Board meeting.

PROPOSAL

The District is seeking permission to engage in the first step of the CTEFP funding application – the grant application. If/when the District receives a “passing score,” we are then able to complete the second step – the funding application.

Modesto City Schools' grant application will focus on Modesto High School, the oldest high school in the District. The construction of a new agriculture science/horticulture/storage facility will replace the aging temporary building (classroom) that has been at the site for more than 30 years, and a circa 1950's Quonset hut (storage facility). An abstract of the project to be submitted for funding as well as a schematic drawing is attached.

FISCAL IMPACT

The current cost estimate for the Modesto High School proposed construction project is \$1.6 million. Funding priority is based on the grant application “passing score.” The District will contribute from local resources an amount equal to the amount of the grant of state funds awarded. The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

Approval of Modesto City Schools' Application to Seek Career
Technical Education Facilities Program Funding

RECOMMENDATION

It is recommended that the Board of Education approve Modesto City Schools' Application to seek Career Technical Education Facilities Program funding.

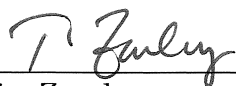
Originating Department: 7-12/CTE/ROP

Reviewed and Recommended by:



Marla Mack
Associate Superintendent
Educational Services

Reviewed by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

CTEFP

ABSTRACT

Modesto High School is located in Stanislaus County, in the Central Valley of California. Being the oldest high school in the Modesto City High School District, Modesto High School is in need of many facilities updates. One of the most needed projects for this centenarian school site is the construction of a complete Agriculture Science and Horticulture facility on campus. As part of the Agriculture and Natural Resource Sector, Modesto High School is in need of a new facility to replace the aged, temporary building that has been at this site for at least the past 30 years. Grant funds are sought for the construction and equipping of this new classroom and storage facility on a campus that is over 132 years old. The Agriculture Science classroom will include all levels of science including Agriscience courses, Veterinary Science courses and Horticulture classes focused on progressively more advanced science classes that will prepare students for the workforce in both of these areas.

Graduates of the Agriculture Science and Horticulture pathway will be prepared for enrollment in a technical or trade school, community college, four-year college, or for immediate entry into the workforce. Students are expected to achieve mastery in the California State Standards in English Language Arts and Mathematics. In addition, student expected outcomes based on the California Career Technical Education Curriculum Standards include the following: understanding of health hazards and safety practices, use of specific tools and machines in a safe manner, understand animals and the role of animals in modern society. Students should understand animal anatomy and systems, fundamental animal nutrition and feeding as well as animal health. Students in the Horticulture pathway must understand plant classification, physiology, reproduction, and plant nutrition practices. Students have opportunities to take college-level courses while in high school and receive college credit through participation in the articulated courses between Modesto High School and Modesto Junior College. Students completing these pathways have the opportunity to receive their high school diploma, FFA state degree, and Industry Floral certification.

Local industry experts that reside in the Modesto High School attendance area play a vital role in supporting this plan and will continue to serve as advisors to this program. These community members serve on the Ag. Advisory Committee, serve as guest speakers, career fair presenters, and judges at the Stanislaus County Occupational Olympics on an annual basis. This advisory committee reviews curriculum updates, provides job shadowing experiences, internships, work experience and, ultimately, actual jobs. Modesto High School, while situated in an urban environment in west central Modesto, also enjoys a vast array of agriculture land to the west of its campus. Large dairies, almond and walnut harvesting, nurseries, veterinarians, and cattle companies are the primary agriculture-related industries on the Modesto High School/west side of town. Many of the students that will be participating in this program will have opportunities to work in these local industries upon graduation.



AGRICULTURE BUILDINGS / YARD
NEW BUILDINGS AND MODERNIZATION

SCALE: 1" = 20'-0"



MODESTO HIGH SCHOOL
MODESTO CITY SCHOOLS

DATE: 10/23/17

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Report on Future Ready Adoption at Grades 7-8

November 20, 2017

BACKGROUND

Davis High School became the first digital school in August, 2014, to support a 1:1 digital learning environment. In August, 2017, 1:1 digital devices were implemented to support digital curriculum at the District's remaining seven high schools. During the spring semester of the 2017-18 school year, junior high school teachers and students throughout the District will pilot ELA and Social Science curriculum from multiple publishers.

ISSUE

The Board directed district staff to prepare additional information related to the Future Ready adoption at grades 7-8. A Future Ready adoption would necessitate the purchase of digital devices for junior high school students.

REPORT

Curriculum Adoption Cycles

Education Code §60200(b)(1) states that instructional materials adoptions occur every eight years in English Language Arts, Mathematics, History-Social Science, and other subjects. The last junior high adoption of ELA curriculum occurred in 2004-05. Social Science curriculum was last adopted in 2005-06. To provide perspective, prior to this year the last adoption of ELA curriculum at grades 9-10 occurred in 2005-06 and at grades 11-12 in 2006-07. Adoption timelines follow California Department of Education recommendations.

MCS Tentative Junior High Instructional Materials Adoption Timeline							
	<i>CDE Expected Adoption</i>	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ELA/ELD	<i>2016-18</i>	Pilot	Adopt				
Math						Pilot	Adopt
Science			Pilot	Adopt			
Social Science	<i>2017-19</i>	Pilot	Adopt				
Health/ Family Life				Pilot	Adopt		

Report on Future Ready Adoption at Grades 7-8

Based on the previous adoption of instructional materials for grades 7-8 in ELA (2004-05) and Social Science (2005-06), one can see that it is imperative that the selection, pilot, and adoption of curriculum in these content areas is of paramount importance and should not be delayed.

In an effort to address the junior high ELA and Social Science curricular needs, Educational Services facilitated the creation of ELA and Social Science adoption committees for grades 7-8. The two junior high adoption committees consist of their respective content area curriculum coaches, teachers, an MTA representative, curriculum coordinators/coaches, District Improvement Facilitators (DIFs), Bilingual Language Development Specialist (BLDSs), special education teachers, as well as a Trustee and a parent on the Social Science adoption committee.

The adoption committees are scheduled to begin their review of instructional materials from publishing companies in their respective content areas in the coming weeks. The selection of materials to pilot will be completed prior to winter break. The pilot of the materials in both ELA and Social Science in grades 7-8 is scheduled for second semester of the 2017-18 school year.

Curriculum Adoption Options

There are three models by which curriculum can be delivered to students: print only, digital only, and a hybrid of both print and digital. Adoption committees are tasked with evaluating publishers based upon specific criteria. The committees use their established instructional materials selection criteria to identify two pilot programs. The lens by which the ELA and Social Science adoption committees evaluate instructional materials to pilot must account for the manner in which the curriculum will be delivered (i.e., print only, digital only, or hybrid).

“Phasing-In” Options

Additionally, if only one junior high is selected to proceed with a digital adoption, the other three junior high schools would need to evaluate the publishers’ instructional materials with their focus on printed instructional materials. This presents a problem in that one publisher may offer a very strong digital curriculum, while not offering print materials or their print materials may not be at the level of another publishers textbook. This could result in two different curriculum in a single content area at the junior high level. Having two publishers in the same content area (publisher “A” digital / publisher “B” print) could present training and support issues as well.

If the decision is made to proceed with one junior high adopting digital curriculum, the other three junior highs would need to adopt curriculum with printed instructional materials (i.e., textbooks). If at a later date a decision is made to transition the three non-digital junior highs to digital curriculum prior to the next adoption cycle, the fiscal impact

Report on Future Ready Adoption at Grades 7-8

would be significantly higher in that textbooks would have already been purchased and digital curriculum and devices would be added “on top” of the costs of the textbooks.

Furthermore, many of the publishers offer only a hybrid or digital option. These options would require either COWS or devices. If the COWS option is chosen, it would create an equity issue for those students without access to computers at home.

Contrast Traditional Text with Digital Text

DIGITAL CURRICULUM	TRADITIONAL TEXTBOOK
<ul style="list-style-type: none"> • Dynamic, expository pieces and events are updated as they happen • Content is linear and in context • Content is updated • Material requires a device • Annotation and in-text citation is available • All material is digital • Instant translation • Progress and remediation is easily accessed and timely 	<ul style="list-style-type: none"> • Static • Materials are discrete: anthology, grammar, interactive reader • Content does not change • Generate copies for student annotation • Physical weight of materials • No translation • Remediation and progress is determined by teacher analysis

Research Related to Achievement

“Berkshire Wireless Learning Initiative, a pilot program providing 1:1 Technology access to students and teachers in five schools in western Massachusetts, researchers discovered that participating in 1:1 computing led to measurable changes in teacher practices, student achievement, student engagement, and students’ research skills. Specifically, Seventh Grade students in their second year of the 1:1 program showed statistically significant gains on English language arts state assessment scores compared to students not enrolled in the program.” (Hanover)

Spring Lake Park Schools, Minnesota, was highlighted in the Hanover report for their exemplary 1:1 implementation. When looking at student outcomes the report notes, “In 2014, after just one year of program implementation, teachers cited correlations between increased technology use and increased test scores. Other positive changes due to the 1:1 program implementation included more personalized lesson plans for students, a decrease in lost homework and assignments for teachers, and an increase of students producing content instead of just consuming it. Overall, the impact of the 1:1 program was incredibly positive.” (Hanover)

Report on Future Ready Adoption at Grades 7-8

In the same Hanover report, Mooresville Graded School District, North Carolina, was also highlighted. When reporting student outcome increases, the report stated, “During the 1:1 program implementation period, Mooresville’s student outcomes had dramatically increased. From 2008 to 2011, graduation rates increased from 80 percent to 91 percent. In 2012, 88 percent of Mooresville graduates were attending college, as opposed to 74 percent in 2007. For state tests in reading, math, and science from 2008-2011, average scores increased from 73 percent to 88 percent. The District was ranked third in the state on test scores and second in the state on graduation rates. Beyond test scores, [administration] said that the technology had helped close racial performance gaps in the District.” (Hanover)

“Schools are prioritizing computational thinking in the curriculum. Developing skills that enable learners to use computers to gather data, break it down into smaller parts, and analyze patterns will be an increasing necessity to succeed in our digital world. While coding is one aspect of this idea, even those not pursuing computer science jobs will need these skills to work with their future colleagues.” (NM/CoSN)

“In 2010, Project RED conducted the first large-scale national study to identify and prioritize the factors that make some U.S. K-12 technology implementations perform dramatically better than others. Our findings demonstrate that schools employing a 1:1 student-computer ratio and key implementation factors outperform other schools, and reveal significant opportunities for improving education return on investment (ROI) by transforming teaching and learning.” (Project RED)

John Hattie, in *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2015), shows the impact of a variety of factors on student achievement, including students, teachers, home, schools, and curricula on student achievement, including technology. He does this by using effect sizes across all of the studies in these 800 meta-analyses. Hattie established an effective size of .40 (i.e., $d = .40$) as an average effect size, by which to judge the relative effectiveness and success of innovations in education (p. 17).

Many of the implemented digital tools in the classroom are centered on timely checking for understanding, facilitating frequent feedback, leveraging student creativity, working towards mastery, and more. Here are a few of the factors and the effect sizes associated with these types of activities:

- Micro Teaching .88
- Feedback .73
- Providing Formative Evaluation .68
- Creativity Programs .65
- Mastery Learning .6
- Interactive Video Methods .54
- Computer-assisted instruction .45
- Intelligent tutoring systems .43

Report on Future Ready Adoption at Grades 7-8How Can a 1:1 Implementation Help Student Understanding in the Math Classroom?

The following digital tools are used in the math classrooms to increase feedback (.73), mastery learning (.6), interactive videos (.54), and computer-assisted instruction (.45).

- **Desmos:** Desmos is the next generation of graphing calculator and mathematics dynamic activities presentation tool. It includes the ability to create and share classroom activities that are powerful and interactive, allowing for students to gain a deeper understanding of the topics, along with giving teachers the ability to check for understanding in real time, providing timely feedback to students at an individual level.
- **Khan Academy:** Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower students to study at their own pace in and outside of the classroom. Math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps.
- **OneNote Class Notebook:** OneNote allows students to collate information in a variety of forms, including text, images, spreadsheets, audio commentaries, and videos. It provides a structure for the organization of notes, supports multi-user collaboration, and also is suitable for taking handwritten notes using a stylus. These features make OneNote practical and beneficial for use in mathematics education. OneNote provides a natural interface for the mathematical language. Teachers can view, in real time, student work and provide feedback to the entire class or to individual students.

Several 9-12 teachers were asked to respond to how 1:1 devices have increased student achievement, within their classrooms:

- *“In regards to the math classroom (particularly Desmos) using technology gives students the freedom to explore, with the interactive piece motivating the students to participate. It’s a great formative assessment tool because teachers can view everyone’s responses and provide immediate feedback to students. The tools allow the teacher to pause the app, snap every computer to a particular screen, and cover student identity to anonymously share answers with the entire class. This helps boost student interaction and class discussion. Using technology can help personalize learning without losing the benefits of learning together.”* Erin Paris, Math

 Report on Future Ready Adoption at Grades 7-8

- *“The best thing about technology is that it provides options that we never had before. I can see at a glance which of my students have understood a concept using Nearpod or other formative tools. I have a quick review game at my fingertips with Kahoot or Quizlet. I can teach my students real 21st century skills that can help them become more desirable in a competitive job market. We are creating, we are researching, we are exploring. I was limited before having technology in my classroom.*

Study Sync offers some amazing things to teachers: consistency, structure, and expectations. I know that other teachers in the district are working on the same things I am in class, so I have no fears or doubts if one of my students leaves my class to attend another school. The structure of Study Sync is simple to follow, but still offers teachers a choice as well. I also know that whatever my students are doing on Study Sync, they are going to be required to look closely at textual evidence and justify their opinions. My students have to use their critical thinking skills to answer any question, and each assignment is structured and well-planned.

I have had students who have never given me more than three sentences as a response, who now give me full paragraphs because they find it easier to type than to write. I have students who were voiceless in class volunteering to research something for me. I have students who feel intimidated by talking to me; one-on-one communicating with me is a way that feels comfortable for them. These devices give our students the world at their fingertips and has changed the game of education. We need to make sure we are keeping up with the rest of the world in this game and make sure our students are ready to conquer whatever they want to conquer when they leave us.” Amber Youngman, English

- *“In my classes students having 1:1 devices has helped us all have an extended learning culture where everything is accessible online all the time. They have access to videos, practice, and all the other materials that we need for class. Practically, my students now don’t have an excuse not to be successful because my classroom is reachable wherever they are.” Diana Gonzalez, Spanish*

Equity

Modesto City Schools' Vision Statement states, "Every student will graduate college and career ready¹ with the knowledge, abilities², and character traits needed to thrive in a global society³."

1. “College and Career Ready” – Digital device is a common tool in 21st century learning
2. “Knowledge, Abilities” – Standards delivery and assessment system for individualized learning support
3. “Global Society” – Increased access to communication, collaboration, and resources

Report on Future Ready Adoption at Grades 7-8Research Related to Equity

“Digital equity is now being viewed as a civil rights issue within the current digital era (Schwieger & Rivereo, 2016). A commitment by local school districts to act now and deploy 1-to-1 devices ensures that all students will have equitable access for high quality digital learning, regardless of ability, economic circumstance, location or cultural background (Callaghan, Costa, Roberts, Andrews, & Dach, 2013). Technology has the power to transform education, and is seen as a right to be afforded to all students in order to level the playing field.” (U.S. Department of Education, 2010)

“This underlying expectation [student access to technology] necessitates a district-provided personal device to bridge the learning and homework gap, especially for low-income families who may not have access to a personal device within the home. A CoSN Task Force explored the homework gap and concluded that the greatest impact was to low-income black and Hispanic students who lacked home access to high speed Wi Fi and a personal electronic device (Schwieger & Rivereo, 2016).” (Anderson)

“In order to achieve a truly digital learning environment, students must have internet access outside of school. Connectivity on laptops, tablet, or smartphones allows students to access enhanced homework activities, find answers to questions, and collaborate with their peers anytime and anywhere . . .”

“A recent Federal Reserve study found that students with home broadband networks and computer access had graduation rates 6 to 8 percent higher than their peers without a home broadband network. Home broadband enables students to complete internet-based homework and collaborate with students and teachers online.” (Hanover)

How Is This Working in Our High Schools?

Beginning with the implementation of Digital Davis up to the present day, schools have worked hard to help families take advantage of reduced-cost home broadband programs offered to those that are socio-economically disadvantaged (SED). Locally both Comcast and AT&T offer home high-speed internet for \$9.99 a month when families provide school documentation of SED status. Many times this is the first time these families have had internet access in their homes. In the 2016-17 school year, 85% of the population at the four MCS junior high schools was classified as SED; Hanshaw 97%, Mark Twain 96%, La Loma 73% and Roosevelt 71%.

Report on Future Ready Adoption at Grades 7-8

Several 9-12 teachers were asked to respond to the equity of 1:1 devices within their classrooms.

- *“Students have access to many more resources than in the past, and many students have even taken the initiative to learn more than what is taught in schools. I believe that providing technology helps to close the achievement gap – those who can’t afford tech at home are now provided the opportunity to learn at home and have a more equitable learning experience.” Roger Fountain, Math*
- *“Public education is about equal access to high quality instruction and materials, which includes modern technological opportunities for students. Although quality instruction does exist without technology, technology can allow for enhancement through the classroom experience, individualized instruction, differentiation, and it can motivate learners. Devices with internet access also aide students in accessing information and tools that they may not have at home.*

My classroom assignments are accessible 24-hours a day. I can communicate with my students individually and collectively through an LMS. When I have a sub, I can post video instructions directly to my students. I am able to better challenge highly motivated learners by giving them continual access to learning opportunities. For supporting students, I can provide technology tools that aide in increased comprehension and practice. Other teachers assisting my students can see student work and successes in order to better assist the students in real time.

Our new curriculum, StudySync, provides a reliable curriculum, which allows for growth and change. Student writing has greatly improved in my classroom with the implementation of a new curriculum with a large variety of texts. From current events to Shakespeare to historical speeches and short works, this adaptable and topical curriculum wouldn’t be possible without the implementation of technology. Static textbooks cannot compete for the everyday student.

Adding technology to the classroom is challenging, but when teachers are provided ample training and collaboration time, it can be implemented in creative and purposeful ways for our students.” Joy Koski, English

- *“The 1:1 transition at my high school has given so many of my students access to so much that many of them lack because of their socio-economic status. Some of my students now have the ability to learn how to operate a computer, let alone have access to the wealth of information on the internet. The move to 1:1 is providing access and equity. Plus, we are able to provide students with the tools and training necessary for the currently shifting economy.” Fred Smith, Math*

Report on Future Ready Adoption at Grades 7-8

Comparison of Local Districts Digital Device Implementation**Digital Device Adoption Across Stanislaus County**

District	School Grade Spans	Access to digital devices in classroom?	How do students have access to digital devices?	1:1 School?	If Yes, What grades?	What students, if any, take home devices?	What type of devices?	Have you adopted digital curriculum?	If Yes, what curriculum have you adopted?
Ceres	K-12	Yes	Every student K-12 has Chromebook	Yes	K-12	K-12	Chromebook	Yes	English, Math
Empire	K-8	Yes	K COW per classroom 1-8 grades Windows OS	Yes for 1st-8th grade	1-8th grade	None	Windows OS	Yes	English, Math
Hughson	K-12	Yes	K-12 Chromebooks 1:1	Yes	K-12	6-12	Chromebook	Yes	English
Keyes	K-8	Yes	Every student K-12 has Chromebook	Yes	K-8	None	Chromebook	No	n/a
Denair	K-12	Yes	2:1 ratio for K-12 (9-12 1:1 for 2018-19)	No	9 -12 (Starting 2018-19)	9 -12 (Starting 2018-19)	Chromebook	No	n/a
Riverbank	K-12	Yes	iPads COWS in every K classroom 30-32 per classroom for K-5	Yes	6-12th grade	7 - 12	Chromebook	Yes	English, Math
Salida	K-8	Yes	iPads 10 per Kindergarten classroom Chromebooks for 1 - 8	Yes	1st-8th grade	None	Chromebook	Yes	English, Math
Stanislaus	K-8	Yes	About 75% of classrooms have COWS	Next Year	Unsure	None	Chromebook	No	2018-19 projected
Sylvan	K-8	Yes	K-5 COW Chromebooks 1:1 ratio. Grades 6-8th 1:1	Yes	6-8th	6-8th	iPad	Yes	English
Turlock	K-12	Yes	K-12 Chromebook COWS 3:1 ratio (1:1 goal for 2019)	Next Year	Undecided	Undecided	Chromebook	n/a	n/a
Waterford	K-12	Yes	K-2 No devices in classroom 3-6th and 9-12th 1:1 ratio COWS	Yes	7th - 8th	7th - 8th	Chromebook	Yes	English, Math

Report on Future Ready Adoption at Grades 7-8

Per Pupil Costs

The estimated per pupil costs (curriculum only) in ELA and Social Science are outlined below. The estimates outlined below do not include digital device costs.

English Language Arts				
Publisher	Print	Digital	Hybrid (Textbook + Digital Access)	Other
Publisher "A"	\$545,000 for 3,000 students (\$182 / student)	\$325,000 for 3,000 students (\$108 / student) includes 8-year digital subscription	\$440,000 for 3,000 students (\$147 / student) includes 8-year digital subscription and student textbooks	Cost estimates include teacher materials (40 teachers) factored into the per pupil costs
Publisher "B"	Purchase of textbook only is not an option with this publisher	\$474,000 for 3,000 students (\$158 / student) includes 8-year digital bundle: student edition online w/ designated ELD & 3 novels; teacher resources included	\$705,000 for 3,000 students (\$235 / student) includes student edition textbook w/ designated ELD units companion & novels; 8-year digital student edition subscription w/ designated ELD units; 2 novels	Cost estimates include teacher materials (40 teachers) factored into the per pupil costs
Publisher "C"	Print only estimate not available; however, it is less than the "Hybrid" cost estimate.	\$221,000 for 3,000 students (\$73.50/student) includes 8-year online interactive student resources; downloadable student resources tool	\$404,000 for 3,000 students (\$135 / student) includes 8-year online interactive student resources; downloadable student resources tool	Cost estimates include teacher materials (40 teachers) factored into the per pupil costs

Report on Future Ready Adoption at Grades 7-8

Social Science			
Publisher	Print	Digital	Hybrid (Textbook + Digital Access)
Publisher “1”	Purchase of textbook only is not an option with this publisher	\$300,000 for 3,000 students (\$100 / student) includes 8-year digital subscription	\$450,000 for 3,000 students (\$150 / student) includes 8-years of student consumables; 8-year digital subscription; 8-year textbook subscription, hard-back Student Edition
Publisher “2”	Purchase of textbook only is not an option with the publisher	\$234,000 for 3,000 students (\$78 / student) includes 8-year digital subscription	\$450,000 for 3,000 students (\$150 / student) includes 8-yrs of consumable student resources; 8-yr digital license
Publisher “3”	\$258,000 for 3,000 students (\$86 / student) This textbook cost estimate does not include teacher edition textbooks.	\$325,000 for 3,000 students (\$96 / student) & 40 teachers with 7-year digital subscriptions	\$370,000 for 3,000 students (\$111 / student) & 40 teachers with 7-yr digital subscription and student edition textbooks. The hybrid cost estimate does not include teacher edition textbooks.

Implementing Computers On Wheels (COWs)

Each Computer On Wheels (COW) costs \$22,111.32. An estimate of placing COWS in every ELA and Social Science classroom is estimated at \$641,228.28.

Report on Future Ready Adoption at Grades 7-8Research

Below are excerpts from several research journals and papers regarding 1:1 technology in the school system. This research addresses the K-12 system and beyond.

Executive Summary from NMC/CoSN Horizon Report: 2017 K–12 Edition

This NMC Horizon Report series charts the five-year impact of innovative practices and technologies for K–12 education (primary and secondary education) across the globe. With more than 15 years of research and publications, the NMC Horizon Project can be regarded as education’s longest running exploration of emerging technology trends and uptake.

Six key trends, six significant challenges, and six developments in educational technology profiled in this report are poised to impact teaching, learning, and creative inquiry in K–12 education. The three sections of this report constitute a reference and technology planning guide for educators, school education leaders, administrators, policymakers, and technologists. These highlights capture the big picture themes of educational change that underpin the 18 topics:

1. Advancing progressive learning approaches requires cultural transformation. Schools must be structured to promote the exchange of fresh ideas and identify successful models with a lens toward sustainability — especially in light of inevitable leadership changes.
2. Learners are creators. The advent of makerspaces, classroom configurations that enable active learning, and the inclusion of coding and robotics are providing students with ample opportunities to create and experiment in ways that spur complex thinking. Students are already designing their own solutions to real-world challenges.
3. Inter- and multi-disciplinary learning breaks down silos. School curricula are increasingly making clear connections between subjects like science and humanities, and engineering and art, demonstrating to students that a well-rounded perspective and skill set are vital to real-world success.
4. The widespread use of technology does not translate into equal learner achievement. Technology is an enabler but does not alone compensate for gaps in student engagement and performance attributable to socioeconomic status, race, ethnicity, and gender.
5. Continuously measuring learning is essential to better understanding learners’ needs. Analytics technologies are providing teachers, schools, and districts with both individual and holistic views of student learning, informing strategies for serving at-risk and gifted populations.

Report on Future Ready Adoption at Grades 7-8

6. Fluency in the digital realm is more than just understanding how to use technology. Learning must go beyond gaining isolated technology skills toward generating a deep understanding of digital environments, enabling intuitive adaptation to new contexts and co-creation of content with others.
7. Authentic learning is not a trend – it is a necessity. Hands-on experiences that enable students to learn by doing cultivate self-awareness and self-reliance while piquing curiosity. Virtual reality and makerspaces are just two vehicles for stimulating these immersive opportunities.
8. There is no replacement for good teaching – the role is just evolving. No matter how useful and pervasive technology is, students will always need guides, mentors, and coaches to help them navigate projects, generate meaning, and develop lifelong learning habits. School cultures must encourage, reward, and scale effective teaching practices.
9. Schools are prioritizing computational thinking in the curriculum. Developing skills that enable learners to use computers to gather data, break it down into smaller parts, and analyze patterns will be an increasing necessity to succeed in our digital world. While coding is one aspect of this idea, even those not pursuing computer science jobs will need these skills to work with their future colleagues.
10. Learning spaces must reflect new approaches in education. The pervasiveness of active learning pedagogies is requiring a shift in how learning environments are being designed. Emerging technologies such as making, mixed reality, and the Internet of Things are requiring more flexible and connected plans.

ISTE Standards for Students

The International Society for Technology in Education (ISTE) is a nonprofit organization that serves educators interested in better use of technology in education. Today's students must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process.

- *Empowered Learner*: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Report on Future Ready Adoption at Grades 7-8

- *Digital Citizen*: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
- *Knowledge Constructor*: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- *Innovative Designer*: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- *Computational Thinker*: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- *Creative Communicator*: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- *Global Collaborator*: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Excerpts from *Equity Through Access: 21st Century Learning & the Necessity of 1-to-1*

“School districts have an obligation to provide equitable access to technology in order to close the digital divide and reduce barriers for students while also preparing them for the digital complexities of the future (U.S. Department of Education, 2016). It is essential for all K–12 students to be provided with a district-purchased personal device in order to meet the demands of 21st century competencies for everywhere, all-the-time learning as framed in P21 [PreK – grade 21].”

“CCSS require students, as early as elementary school, to strategically employ technology to enhance reading, writing, listening, speaking, and language skills through the use of multimedia tools, gathering relevant facts from digital sources, accessing credible digital sources, and consulting digital reference materials (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2017). For this reason, it is essential for all K–12 students to be provided with engaging teaching and learning experiences in a personalized blended learning environment in order to meet the high demands of CCSS for college and career readiness which, in turn, supports the expectations of P21.”

“According to ESSA, it is imperative that states, districts, and schools provide equitable teaching and learning opportunities which address high order thinking skills through collaboration and communication, as framed in the P21 Four Cs of

Report on Future Ready Adoption at Grades 7-8

collaboration, critical thinking, creativity and communication (Cook-Harvey et al., 2016). Equal access and equity of technology and resources are a necessity for personalized blended learning, so that each and every student in the nation can take greater ownership of their learning and is better prepared for the unprecedented opportunities of the 21st century.”

“Twenty-first century digital tools allow for diversified instruction designed around delivery, connectivity and experiences so students are empowered through collaborative engagement, participation and creation (Evans, 2014)”

“Learning management systems and digital resources also proved to drastically reduce paper and textbook costs, providing additional funds for long-term device purchases. Results from Project RED indicate that providing a device for every student, coupled with effective instructional initiatives and leadership, allow for daily seamless technology integration increasing attendance, academic achievement and provide financial benefits. Research studies across multiple grade levels conclude that 1-to-1 device deployment lays a solid foundation for teachers to meet national standards, curricular demands, and personalize learning for the diverse needs evident in digital age classrooms (Imbriale, 2013; Moore, Gillett, & Steele, 2014; U.S. Department of Education, 2016).”

Excerpts from Project RED: The Research

An analysis of the Project RED data revealed seven major findings of interest to schools embarking on or already administering a technology implementation. Attention to these findings can help schools achieve a higher degree of success.

Finding 1: Nine key implementation factors are linked most strongly to education success.

Although educational technology best practices have a significant positive impact, they are not widely and consistently practiced. Effective technology implementation in schools is complex, with hundreds of interrelated factors playing a part. A failure of just one factor can seriously impact the success of the project. For example, one commonly reported problem is insufficient Internet bandwidth to support the substantial increase in devices in a 1:1 implementation. This leads to student and teacher frustration and reduced usage levels.

Finding 2: Properly implemented technology saves money.

Substantial evidence shows that technology has a positive financial impact, but for best results, schools need to invest in the re-engineering of schools, not just technology itself. Properly implemented educational technology can be revenue-positive at all levels – federal, state, and local. Project RED respondents report that technology contributes to cost reductions and productivity improvements – the richer the technology implementation, the more positive the impact.

Report on Future Ready Adoption at Grades 7-8

Finding 3: 1:1 schools employing key implementation factors outperform all schools and all other 1:1 schools.

A 1:1 student-computer ratio has a higher impact on student outcomes and financial benefits than other ratios, and the key implementation factors (KIFs) increase both benefits. Evidence supporting the third Project RED hypothesis: Continuous access to a computing device for every student leads to increased academic achievement and financial benefits, especially when technology is properly implemented. In general, respondents say that schools with a 1:1 student-computer ratio outperform non-1:1 schools on both academic and financial benefits.

Finding 4: The principal's ability to lead change is critical. Change must be modeled and championed at the principal level.

The impact of a good principal has been widely documented. Good principals also contribute to distributive leadership, in which team members surrounding the principal play an important role. As shown in earlier studies, strong district leadership is also essential for successful schools. All levels of leadership are important, individually and collectively, including school boards, superintendents, and assistant superintendents for curriculum, instruction, technology, finance, and operations. Project RED analysis shows that within the school the principal is one of the most important variables across the 11 education success measures, suggesting that change leadership training for principals involved in large-scale technology implementations is of paramount importance.

Finding 5: Technology-transformed intervention improves learning.

Technology-transformed intervention classes are an important component in improving student outcomes. Project RED defines technology-transformed intervention classes as those where technology plays an integral role in the class. Generally, every student has a computer, and the curriculum is delivered electronically. Students move at their own pace. The teacher is heavily involved but spends most of his or her time in one-on-one or small-group mode rather than lecture mode.

Project RED found that technology-transformed interventions in ELL, Title I, special education, and reading intervention are the top-model predictor of improved high-stakes test scores, dropout rate reduction, course completion, and improved discipline. No other independent variable is the top-model predictor for more than one education success measure.

This finding also illustrates the power of the student-centric approach enabled by technology, where students typically work at their own pace. Each student can take the time required to complete the course with demonstrated achievement. A few students will take longer than the traditional semester length, but not many.

Report on Future Ready Adoption at Grades 7-8*Finding 6: Online collaboration increases learning productivity and student engagement.*

Online collaboration contributes to improved graduation rates and other academic improvements. Collaboration and interaction among students have long been viewed as important factors in improving student achievement, and participation in study groups is a good predictor of success in college.

Finding 7: Daily use of technology delivers the best return on investment (ROI).

Schools must incorporate technology into daily teaching to realize the benefits. The daily use of technology in core classes correlates highly to the desirable education success measures (ESMs). Daily technology use is a top-five indicator of better discipline, better attendance, and increased college attendance.

Works Cited

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Report on Future Ready Adoption at Grades 7-8

SUMMARY

District administrators will be available to the Board of Education to answer questions and/or provide further information on the Future Ready Adoption at Grades 7-8.

Prepared and Recommended by:



Marla Mack
Associate Superintendent
Educational Services

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO:	Board of Education	Regular Meeting
SUBJECT:	Approval of State and Local Government Master Lease Purchase Agreement with Hewlett-Packard Financial Services Company	November 20, 2017

BACKGROUND

Davis High School became the first digital school in August 2014 to support a 1:1 digital learning environment. In August 2017, 1:1 digital devices were implemented to support digital curriculum at the District's other seven high schools. During the spring semester of the 2017-2018 school year, junior high school teachers and students throughout the District will pilot ELA and Social Studies digital curriculum from multiple publishers.

ISSUE

Software and hardware equipment are needed to implement Future Ready in July 2018 for all students at Hanshaw, La Loma, Mark Twain and Roosevelt Junior High Schools. District staff has determined that leasing this equipment over a three-year period will be a more effective and conservative use of cash flow than a purchase.

PROPOSAL

The State of California participates in selected NASPO ValuePoint ("NASPO") cooperative purchasing program agreements as authorized by its Department of General Services. One such NASPO agreement with Hewlett Packard would provide the District with the desired equipment.

District staff recommends the approval of a 39-month State and Local Government Master Lease Purchase Agreement and related schedule with Hewlett-Packard Financial Services Company to finance the necessary software and hardware equipment. A copy of this agreement is available for review in the Information and Technology Services Office.

FISCAL IMPACT

The total expense for the 39-month agreement is \$2,970,423.88 and will be paid from the General Fund. Annual payments of \$877,184.86 will be made for 2018-2019, 2019-2020 and 2020-2021. A fourth payment of \$278,941.00 will be paid at the end of the third year. This amount can either be credited towards the cost of refreshing a new three-year agreement or to purchase the leased devices. The California State Recycle Fee of \$21,500 and the California Sales Tax of \$168,973.88 will be one-time payments in July 2018.

The District is also responsible for paying the current market value of any non-working device at the end of each lease; cost is unknown.

Approval of State and Local Government Master Lease Purchase Agreement with Hewlett-Packard Financial Services Company

RECOMMENDATION

It is recommended that the Board of Education approve the State and Local Government Master Lease Purchase Agreement with Hewlett-Packard Financial Services Company.

Originating Departments: Information and Technology Services

Reviewed by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Recommended to the
Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Authorization to Seek Bids for
Four (4) Relocatable Classrooms at Kirschen
Elementary School

November 20, 2017

BACKGROUND

Two (2) portable classrooms at Kirschen Elementary School are beyond their useful life and are in need of replacement. Kirschen has no vacant or extra space for conversion to classrooms. The addition of classrooms will accommodate existing enrollment and provide flexibility for program and enrollment changes.

ISSUE

With funding identified, it is recommended that the project be authorized for competitive bid in accordance with Public Contract Code. All public works projects over \$45,000 must be competitively bid.

PROPOSAL

Staff is proposing to remove two (2) portable buildings and add four (4) relocatable classrooms in their place. This project will be advertised in the Modesto Bee and Builders Exchanges.

FISCAL IMPACT

The probable cost of this project is estimated at \$1,100,000. Funding for this project will come from the Elementary School Redevelopment Agency Special Reserve Fund.

RECOMMENDATION

It is recommended that the Board of Education approve authorization to seek bids for four (4) Relocatable Classrooms at Kirschen Elementary School.

Originating Department: Maintenance and Operations

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Authorization to Seek Bids for
Twelve (12) Relocatable Classrooms at
Roosevelt Junior High School

November 20, 2017

BACKGROUND

There are a combination of portable and Abst buildings at Roosevelt Junior High School that are beyond their useful life and are in need of replacement. Currently, Roosevelt has no vacant or extra space for conversion to classrooms. The addition of classrooms will accommodate existing enrollment and provide flexibility for program and enrollment changes.

ISSUE

With funding identified, it is recommended that the project be authorized for competitive bid in accordance with Public Contract Code. All public works projects over \$45,000 must be competitively bid.

PROPOSAL

Staff is proposing to remove one (1) portable classroom and seven (7) Abst classrooms and add twelve (12) new relocatable classrooms in their place, resulting in a net increase of four (4) classrooms. This project will be advertised in the Modesto Bee and Builders Exchanges.

FISCAL IMPACT


The probable cost of this project is estimated at \$2,900,000. Funding for this project will come from the Elementary School Developer Fee Fund and Elementary School Redevelopment Agency Special Reserve Fund.

RECOMMENDATION

It is recommended that the Board of Education approve authorization to seek bids for twelve (12) relocatable classrooms at Roosevelt Junior High School.


Originating Department: Maintenance and Operations

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Authorization to Seek Bids for
Four (4) Relocatable Classrooms at Downey
High School

November 20, 2017

BACKGROUND

Eight (8) portable classrooms on the North end of the Downey High School campus are beyond their useful life and are in need of replacement, seven (7) of which are not in use as classrooms. Downey has no vacant or extra space for conversion to classrooms. The addition of classrooms will accommodate existing enrollment and provide flexibility for program and enrollment changes.

ISSUE

With funding identified, it is recommended that the project be authorized for competitive bid in accordance with Public Contract Code. All public works projects over \$45,000 must be competitively bid.

PROPOSAL

Staff is proposing to add four (4) relocatable classrooms to the East side of the campus, adjacent to the varsity baseball field. This project will be advertised in the Modesto Bee and Builders Exchanges.

FISCAL IMPACT


The probable cost of this project is estimated at \$950,000. Funding for this project will come from the High School Redevelopment Agency Special Reserve Fund.

RECOMMENDATION

It is recommended that the Board of Education approve authorization to seek bids for four (4) relocatable classrooms at Downey High School.


Originating Department: Maintenance and Operations

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Modesto City Schools'
2018-19 School Calendars

November 20, 2017

BACKGROUND

A Modesto City Schools' student attendance day calendar needs to be established for each school year. Currently, the school year is 180 instructional days.

ISSUE

The District has met with representatives from each of the employee groups related to the school year calendar and Child Development Programs calendar. The District and the employee groups have reached agreement for the 2018-19 calendars. It is necessary that the Board of Education take formal action to adopt the calendars.

PROPOSAL

It is proposed that the Board adopt the attached 2018-19 school calendars agreed upon between the District and the employee groups.

RECOMMENDATION

It is recommended that the Board of Education approve the Modesto City Schools' 2018-19 school calendars.

Recommended by:



Craig Rydquist
Deputy Superintendent,
Chief Human Resources Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS 2018-19 SCHOOL CALENDAR

IMPORTANT DATES

July 2018

4 Holiday
26 11-mo site clerical return

August 2018

2 10-mo site clerical return
7-8 Staff Development
9-10 Teacher Workday
13 Classes Begin

Instructional Days 15

September 2018

3 Holiday
Instructional Days 19

October 2017

12 1st Qtr = 44 Days
15 Staff Development

Instructional Days 22

November 2018

2 1st Tri-58 Days
12 Holiday
22-23 Holiday
Instructional Days 19

December 2018

21 2nd Qtr = 46 Days
1st Sem = 90 Days
24-31 Winter Break
Instructional Days 15

January 2019

1-11 Winter Break
21 Holiday
Instructional Days 13

February 2019

11 Holiday
22 2nd Tri-59 Days
18 Holiday
Instructional Days 18

March 2019

15 3rd Qtr = 42 Days
25-29 Spring Break
Instructional Days 16

April 2019

19 Holiday
Instructional Days 21

May 2019

31 4th Qtr = 48 Days
2nd Sem = 90 Days
3rd Tri-63 Days
Classes End
27 Holiday
Instructional Days 22

June 2019

3 10-mo site clerical last day
24 11-mo site clerical last day

M T W TH F

JULY 2018

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26%	27
30	31			

AUGUST 2018

		1	2#	3
6	7	8	9	10
*13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER 2018

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER 2018

1	2	3	4	5
8	9	10	11	12✓
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER 2018

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER 2018

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21✓
24	25	26	27	28
31				

M T W TH F

JANUARY 2019

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY 2019

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH 2019

				1
4	5	6	7	8
11	12	13	14	15✓
18	19	20	21	22
25	26	27	28	29

APRIL 2019

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY 2019

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31✓

JUNE 2019

3#	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24%	25	26	27	28

Classes Begin: 8/13/18

Winter Break: 12/24 - 1/11

Classes End: 5/31/19

Spring Break: 3/25 - 3/29

Instructional Days: 180

Legend



End of Quarter



HOLIDAY



Non-Attendance Day



First Day of School



First/Last Day for 10-month clerical school-level employees



First/Last Day for 11-month clerical school-level employees

2018-2019 CHILD DEVELOPMENT CALENDAR

										JULY 2018										AUGUST 2018										STU DAYS										
										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
PDHS																																								
PDPS																																								
Full-day																																								
										SEPTEMBER 2018										OCTOBER 2018																				
										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
PDHS																																								
PDPS																																								
Full-day																																								
										NOVEMBER 2018										DECEMBER 2018																				
										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
PDHS																																								
PDPS																																								
Full-day																																								
										JANUARY 2019										FEBRUARY 2019																				
										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
PDHS																																								
PDPS																																								
Full-day																																								
										MARCH 2019										APRIL 2019																				
										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
PDHS																																								
PDPS																																								
Full-day																																								
										MAY 2019										JUNE 2019																				
										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
PDHS																																								
PDPS																																								
Full-day																																								

D = TEACHER PROFESSIONAL DEVELOPMENT DAY W= TEACHER WORK DAY

	PART-DAY HEAD START	First Day of Class	Last Day of Class	Student Days	Teacher Days	Para Days
Bret Harte, Burbank, El Vista, Fairview, Franklin, Kirschen, Muir, Pearson, Robertson Rd, Shackelford, Wright Teacher Work Days: 8/10, 13, 14; 9/28; 10/6; 10/14; 4/1; 6/3		August 15, 2018	May 31, 2019	172	183	181
	PART-DAY PRESCHOOL	Para Work Days: 8/14; 1/14				
Bret Harte, Burbank, El Vista, Everett, Franklin, Garrison, Johansen, Marshall, Muir, Robertson Rd, Shackelford, Tuolumne, Wilson, Wright Teacher Work Days: 8/10, 13, 14; 1/14; 6/3		August 15, 2018	May 31, 2019	177	183	181
	FULL-DAY HEAD START	Para Work Days: 8/14; 1/14				
Everett, Martone, Tuolumne Teacher Work Days: 7/2, 3; 8/10; 12/17; 1/14; 4/8; 6/27-28		July 5, 2018	June 26, 2019	236	226	226
		Para Prof. Dev. Days: 7/2, 3; 6/27, 28				
		Para Prof. Dev. Days: 8/24; 9/4; 10/15				

MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Possible Nominations for Modesto City Schools November 20, 2017
Trustee(s) to Run for the CSBA Delegate
Assembly for 2018

BACKGROUND

The Delegate Assembly is the primary policy-making body of the California School Boards Association. Delegates adopt the association's policy platform, take positions on other critical issues that may come before it, elect the officers and directors, and adopt bylaws changes. Delegates also serve as a two-way communications link between the board members in the region and the regional director, and play an important role in fostering collegiality within their region. There are normally only two Delegate Assembly meetings each year, one in early May just prior to the Legislative Action Conference and one preceding the CSBA Annual Conference in December.

ISSUE:

Board members may nominate themselves or a fellow trustee to run for an elected seat on the CSBA 2018 Delegate Assembly; the term is two years. There will be one vacancy in Subregion 8-C; the incumbent whose term expires in March 2018 is Faye Lane (Ceres USD). Nomination and biographical sketch forms have been provided to the Board and are due to CSBA by Sunday, January 7, 2018.

RECOMMENDATION:

It is recommended that the Board of Education possibly nominate Modesto City Schools trustee(s) to run for the CSBA Delegate Assembly for 2018.

Prepared and Recommended
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval to Accept Completion of Contract
with Richard Townsend Construction, Inc.,
Bid No. 17-4652, Davis High School's Career
Technical Education Facilities Program
Expansion – Phase 1, in the Amount of \$286,245.38

November 20, 2017

BACKGROUND

On June 5, 2017, the Board of Education approved award of Bid No. 17-4652, Davis High School's Career Technical Education Facilities Program Expansion – Phase 1, to Richard Townsend Construction, Inc., in the amount of \$284,174.50.

Throughout the course of the contract, staff authorized two (2) change orders, which resulted in an increase to the contract by \$2,070.88.

ISSUE

The Board of Education must formally approve and accept completion of public works contracts.

PROPOSAL

The work performed under the contract with Richard Townsend Construction, Inc., Bid No. 17-4652, has been inspected by the project architect and reported to be satisfactorily completed in accordance with the plans and specifications. A Notice of Completion will be filed and final payments will be made as authorized under the terms of the contract.

FISCAL IMPACT


The contract was originally approved at a total cost of \$284,174.50. Approval of two (2) change orders resulted in an increase of \$2,070.88. This contract, at a total cost of \$286,245.38, was funded from the Career Technical Education (CTE) Incentive Grant.

RECOMMENDATION

It is recommended that the Board of Education approve to accept completion of the contract with Richard Townsend Construction, Inc., Bid No. 17-4652 Davis High School's Career Technical Education Facilities Program Expansion – Phase 1, in the amount of \$286,245.38.


Originating Department: Maintenance and Operations

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Authorization to Award Bid November 20, 2017
No. 17-4659, Downey Culinary Arts
Renovation Phase II, to Harris Builders, Inc.,
in the Amount of \$277,125

BACKGROUND

On May 1, 2017, the Board of Education approved authorization to seek bids for Downey Culinary Arts Renovation Phase II.

A mandatory job walk was held on October 18, 2017, for Bid No. 17-4659; four (4) individuals signed in with three (3) companies submitting proposals.

ISSUE

The Board of Education needs to award the bid and authorize staff to enter into an agreement before project work may begin.

PROPOSAL

Bid No. 17-4659, Downey Culinary Arts Renovation Phase II, was opened on October 26, 2017, at 3:30 p.m., with the following base bid results:

Contractor	Base Bid Amount
Harris Builders, Inc.	\$292,125
Barham, Inc. dba: BZ Construction	\$298,879
Menghetti Construction, Inc.	\$311,512

Alternate #1 deduction of \$15,000 has been chosen to stay within the total project budget resulting in a revised contract price of \$277,125.

FISCAL IMPACT


The probable cost of this project is estimated at \$373,400. Funding for this project will come from the Career Technical Education (CTE) Incentive grant.

RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid No. 17-4659, Downey Culinary Arts Renovation Phase II, to Harris Builders, Inc., in the amount of \$277,125.


Originating Department: Maintenance and Operations

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Authorization to Award
Bid #17-4662, Concentrated Beverages,
to Trident Beverage

November 20, 2017

BACKGROUND

The Nutrition Services Department provides food, paper and janitorial products for the Basic Breakfast Program (BBP), Severe Needy Breakfast Program (SNBP), the National School Lunch Program (NSLP) and the After School Meal Supplements (AMS) as part of the USDA Nutritional and Sanitation Guidelines.

ISSUE

The Nutrition Services Department provides food products to Modesto City Schools' cafeterias to meet the USDA nutritional guidelines. The estimated annual cost exceeds the current bid threshold of \$87,800; therefore, competitive bids were sought to meet formal bidding requirements.

PROPOSAL

Bid #17-4662, Concentrated Beverages, was sent to one (1) vendor, posted on the District's website, and advertised as required by law. The only responsive and responsible bidder was Trident Beverage. The bid award is for one year with the option to renew for two (2) additional one-year periods.

FISCAL IMPACT

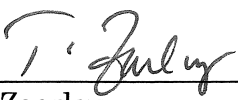
The estimated annual cost for the purchase of concentrated beverages is \$247,000 and will be funded by the Cafeteria Fund.

RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid #17-4662, Concentrated Beverages, to Trident Beverage.

Originating Department: Nutrition Services

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Services Agreement
with California Property Record Systems

November 20, 2017

BACKGROUND

The California Department of Education requires that a physical inventory of equipment be performed and the results reconciled with the property records at least once every two years.

ISSUE

The District must hire a qualified firm to conduct the physical inventory of equipment and reconcile the asset inventory records.

PROPOSAL

District staff has negotiated with California Property Record Systems (CPRS) and agreed upon a price of \$33,500. CPRS staff is specially trained and has experience working with the District to perform the services required.

FISCAL IMPACT

The total cost of \$33,500 is budgeted within the General Fund.


RECOMMENDATION

It is recommended that the Board of Education approve the Services Agreement with California Property Record Systems.

Originating Department: Purchasing

Reviewed and Recommended by:

Approved for Recommendation
to the Governing Board by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Filing of Form J-13A – Request for November 20, 2017
Allowance of Attendance due to Emergency Conditions
on November 2, 2017 at Bret Harte Elementary School
and Hanshaw Middle School

BACKGROUND

Education Code Section 46392 provides for the crediting of average daily attendance, “If the average daily attendance of a school district, county office of education, or charter school during a fiscal year has been materially decreased during a fiscal year because of any of the following...(1) Fire. (2) Flood... (6) The imminence of a major safety hazard as determined by the local law enforcement agency...”

ISSUE

On Thursday morning, November 2, 2017, Fresno and Modesto Police officers investigating a Fresno theft, served warrants on the 1600 block of Seattle Street and the 1400 block of Imperial Avenue. Due to the police activity in Bret Harte Elementary School and Hanshaw Middle School area, Modesto Police Department locked down Bret Harte Elementary School and Hanshaw Middle School from 8:00 a.m. to 10:40 a.m. Arriving students and parents were diverted away from Bret Harte Elementary School and Hanshaw Middle School. Students that had already arrived on campus were locked in their classrooms or cafeteria.

Many parents opted to take their children home for the day on Thursday, November 2, 2017 when they were diverted by Modesto Police Department. Attendance at Bret Harte Elementary School was 24.92% below normal and Hanshaw Middle School was 18.59% below normal on Thursday, November 2, 2017.

PROPOSAL

Approval from the Board will allow the District to file Form J-13A with the California Department of Education. The Board of Education must execute an affidavit as to the truthfulness of the report on the impact of the emergency situation affecting attendance and approve the filing of the form.

FISCAL IMPACT

The District will retain approximately \$21,000 in the Local Control Funding Formula upon approval by the State of the District's request.

Approval of Filing of Form J-13A – Request for Allowance of Attendance due to Emergency Conditions on November 2, 2017 at Bret Harte Elementary School and Hanshaw Middle School

RECOMMENDATION

It is recommended that the Board of Education approve the filing of Form J-13A – Request for Allowance of Attendance due to emergency conditions on November 2, 2017 at Bret Harte Elementary School and Hanshaw Middle School.

Originating Department: Business Services – Attendance Accounting

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

**REQUEST FOR ALLOWANCE OF ATTENDANCE
BECAUSE OF EMERGENCY CONDITIONS
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Modesto City Elementary

School District (or Charter School) Address: 426 Locust Street, Modesto, CA

County-District Code: 50 71167

County Name: Stanislaus

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
- When attendance records have been lost or destroyed as described in *Education Code* Section 46391

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code* Section 37202 (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Office of Principal Apportionment and Special Education
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

SCHOOL CLOSURE

Nature of Emergency (describe):

Name of School(s):
(if request covers all schools, write "all schools")

School Code(s):

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

Nature of Emergency (describe):

(if request covers all schools, write "all schools")

State method of determining estimated daily attendance (October or May ADA):

Actual apportionable attendance for days of material decrease:

Page 3 C.5(4)

LOST OR DESTROYED ATTENDANCE RECORDS

We request the use of estimated attendance in lieu of attendance that cannot be verified because of the loss or destruction of attendance records. This request is made in accordance with Section 46391. The entire period covered by the lost or destroyed records commences with _____, 2____, up to and including, _____, 2____.

Describe circumstances and extent of records loss or destruction:

Describe how it is proposed to reconstruct attendance records or estimate attendance in the absence of records:

AFFIDAVIT OF GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the Modesto City
Elementary school district, hereby swear (or affirm) that the
 foregoing statements are true and are based on official district records.

Sue Zwahlen, President

Amy Neumann, Vice President

Chad Brown, Trustee

Steven Grenbeaux, Trustee

Cindy Marks, Trustee

John Walker, Trustee

Printed Names

Signatures

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title Pam Able, Superintendent

of Stanislaus County, California

Contact/Individual responsible for preparing this form:

Name: Catherine Cody Title: Attendance Analyst

Phone: 209-492-1837 Fax : 209-576-4879 E-mail: cody.c@monet.k12.ca.us

AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct
 to the best of my knowledge and belief.

Signature, County Superintendent of Schools _____

Date: _____

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title _____

of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

Phone: _____ Fax : _____ E-mail: _____

We, members constituting a majority of the governing board of the _____
_____ charter school, hereby swear (or affirm) that the foregoing
statements are true and are based on official district records.

Printed Names

Signatures

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title _____

of _____ County, California

Name: _____ Title: _____
Phone: _____ Fax : _____ E-mail: _____

Signature, Title _____
of _____ (LEA)

Signature, County Superintendent of Schools _____
Date: _____

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title _____

of _____ County, California

Name: _____ Title: _____
Phone: _____ Fax : _____ E-mail: _____

MODESTO CITY SCHOOLS

TO:	Pamela Able, Superintendent	Regular Meeting
SUBJECT:	Approval of Agreement with Terris Barnes Walters Boigon Heath, Inc., for General Obligation Bond Campaign Consulting Services	November 20, 2017

BACKGROUND

On October 9, 2017, the Board approved a planning schedule for a proposed General Obligation Bond (GO Bond) effort as a funding mechanism for future facilities improvements. The planning schedule contemplates placing the bond measure on the November 2018 ballot.

On October 30, 2017, the Board approved GO Bond Consultant Team contracts with Capitol Public Finance Group – Financial Advisor and Piper Jaffray & Co. and RBC Capital Markets – Underwriters.

ISSUE

A GO Bond planning team must be assembled to prepare a bond program and to meet statutory deadlines for ballot consideration.

PROPOSAL

In addition to the staff team, financial advisor and underwriters, staff recommends adding a campaign consultant to the GO Bond consultant planning team:

Terris Barnes Walters Boigon Heath, Inc. (dba “TBWB”) – Campaign Consultant:
The campaign consultant provides ballot measure electoral feasibility, public outreach and communication consulting services. Godbe Research, Pollster, would be a sub-consultant of TBWB. TBWB proposes a contract for bond measure planning services through March 20, 2018 not to exceed \$84,000.

A school district is not legally required to competitively bid for the professional services provided by the aforementioned consultant. A copy of the agreement is available for review in the Planning Department.

FISCAL IMPACT

An estimated cost of \$84,000 is anticipated for the bond measure planning campaign consultant services. Funding source is the General Fund.

Approval of Agreement with Terris Barnes Walters Boigon Heath, Inc., for
General Obligation Bond Campaign Consulting Services

RECOMMENDATION

It is recommended that the Board of Education approve an agreement with Terris Barnes Walters Boigon Heath, Inc., for General Obligation Bond campaign consulting services.

Originating Department: Business Services – Planning

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO:	Pamela Able, Superintendent	Regular Meeting
SUBJECT:	Approval of Agreement for Professional Services with Dannis Woliver Kelley for General Obligation Bond Counsel	November 20, 2017

BACKGROUND

On October 9, 2017, the Board approved a planning schedule for a proposed General Obligation Bond (GO Bond) effort as a funding mechanism for future facilities improvements. The planning schedule contemplates placing the bond measure on the November 2018 ballot.

On October 30, 2017, the Board approved GO Bond Consultant Team contracts with Capitol Public Finance Group – Financial Advisor and Piper Jaffray & Co. and RBC Capital Markets – Underwriters.

ISSUE

A GO Bond planning team must be assembled to prepare a bond program and to meet statutory deadlines for ballot consideration.

PROPOSAL

In addition to the staff team, financial advisor and underwriters, staff recommends approving a professional services agreement for bond counsel to the GO Bond consultant planning team:

Dannis Woliver Kelley (DWK) – Bond Counsel: Bond counsel assists with the legal requirements for calling an election and placing a bond measure on the ballot. Bond counsel advises the District regarding its communications during the bond campaign. If the bond measure passes, bond counsel drafts the legal documents, including opinion letters required to issue and sell the bonds. Bond counsel can also assist with the formation of a citizens' oversight committee. Dannis Woliver Kelley proposes an updated contract for legal services that includes Bond Counsel services. The hourly rate is \$300 subject to a cap on the fee which shall be determined at a future date.

A school district is not legally required to competitively bid for the professional services provided by the aforementioned consultant. A copy of the agreement is available for review in the Business Services Office.

Approval of Agreement for Professional Services with Dannis Woliver Kelley for
General Obligation Bond Counsel

FISCAL IMPACT

Bond counsel services will be charged at an hourly rate of \$300. Funding source is the General Fund.

RECOMMENDATION

It is recommended that the Board of Education approve an agreement for professional services with Dannis Woliver Kelley for General Obligation bond counsel.

Originating Department: Business Services – Planning

Reviewed and Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Services Agreement with School
Innovations and Advocacy, Inc., to Prepare
and File the 2017-18, 2018-19, and 2019-20
Mandated Cost Claims

November 20, 2017

BACKGROUND

The District is entitled to file a claim with the State of California for expenses related to State mandated costs outside of the block grant.

ISSUE

Maximum reimbursement can be accomplished by retaining a consultant specializing in this area.

PROPOSAL

Each year, the District has the opportunity to file claims with the State of California for reimbursement of costs associated with Education Code requirements. Beginning in 1993-94, the District began utilizing the services of a consultant to file these claims with a resulting increase in reimbursement and decrease in staff time preparing the data. Consultant fees are reimbursable by the State under the mandated cost program. A copy of the contract with School Innovations and Advocacy, Inc., is available for review in the Business Services Office.

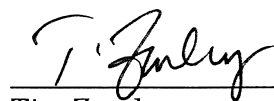
FISCAL IMPACT

Consultant fee will be billed on a flat rate basis not to exceed \$27,000 in 2017-18, \$28,000 in 2018-19, and \$29,000 in 2019-20. The District may terminate the services thirty (30) days prior to expiration of the current agreement year. This fee is fully reimbursable under the mandated cost program.

RECOMMENDATION

It is recommended that the Board of Education approve a services agreement with School Innovations and Advocacy, Inc., to prepare and file the 2017-18, 2018-19 and 2019-20 mandated cost claims.

Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Acceptance of Gifts

November 20, 2017

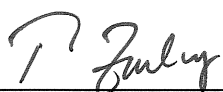
1. Lee Tidball, \$60 to the Lee Tidball Scholarship fund at Beard Elementary School.
2. Kent and Virginia Johnson, \$1,974.75 for Gallo Arts Performances for students at Lakewood Elementary School.
3. Randall Murley, \$500 for the Block MT Banquet at Mark Twain Junior High School.
4. Beyer High School Safe & Sober Grad Night, \$1,000 for the ASB General Winterfest at Beyer High School.
5. Coach's Corner, \$100 to the TDHS/Volleyball Club at Downey High School.
6. Donations to various scholarship funds at Downey High School as follows:
 - Patty King, \$100 to the Toby Kendall Athletic Memorial Scholarship
 - George Kiesel and Erin Kiesel, \$184 to the TDHS/Alumni Scholarship
7. Justin W. Capp, Inc., two (2) new Prusa 3D Printers for the woodshop at Modesto High School. Estimated value: \$1,946.29.
8. Tom Cosentino, \$250 to Girls' Golf at Modesto High School.
9. Michael J. McNulty, \$1,560 to ASB/Football-Pigskin at Modesto High School.
10. Zoetis, \$625 to ASB/FFA at Modesto High School.
11. Donations to Girls' Volleyball at Modesto High School as follows:
 - Warren Beckwith, \$200
 - Jim and Kalina Cover, \$455
12. Donations to the Swim Club at Modesto High School as follows:
 - BKI Exports, Inc., \$400
 - Kathryn S. Etchebarne, \$500
 - Joe Torres Plumbing, \$400
 - Wille Electric Supply Company, Inc., \$300

Approval of Acceptance of Gifts

RECOMMENDATION:

It is recommended that the Board of Education approve the acceptance of gifts with appreciation as listed above.

Recommended by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation to
the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Ratification of Purchase Orders and VISA
Payments for the Month of October 2017

November 20, 2017

BACKGROUND

Purchase orders and VISA payments are tracked each month.

ISSUE

Board Policy 3300 requires Board review of all individual purchase orders issued in excess of \$1,000 and all purchase orders less than \$1,000 by fund total. All purchases are done in accordance with Board Policy, Education Code, Public Contract Code, and/or other applicable regulatory requirements.

PROPOSAL

Board of Education approval will allow the District to meet Board Policy 3300 requirements. A copy of the report is available for review in the Purchasing Department.

FISCAL IMPACT

Funds have been budgeted to cover all expenses for the month of October 2017.

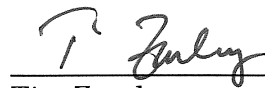
RECOMMENDATION

It is recommended that the Board of Education ratify the purchase orders and VISA payments for the month of October 2017.

Originating Department: Purchasing

Reviewed and Recommended by:

Approved for Recommendation
to the Governing Board by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Ratification of Warrants Drawn for the
Month of October 2017

November 20, 2017

BACKGROUND

The Business Services Division draws warrants on a weekly basis to pay the bills of the District. Payroll warrants are drawn on the 15th of the month for claims, and on the last working day of the month for monthly employees.

ISSUE

The California Education Code section 42631 requires the Board of Education to approve all expenditures of the District.

PROPOSAL

Board of Education approval will allow the District to meet Education Code and Annual Audit requirements.

FISCAL IMPACT

The expenditures are included in the District's budget for fiscal year 2017/18.

RECOMMENDATION

It is recommended that the Board of Education ratify warrants drawn for the month of October 2017.

Originating Department: Accounting

Reviewed and Recommended by:

Approved for Recommendation
to the Governing Board by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of High School Course Outlines:
IB

November 20, 2017

BACKGROUND

Course outlines are developed for each junior high and high school class by a committee of representative teachers and administrators. The outlines include instructional texts and materials, expectations for student learning, units of study, unit credit, grading, and other course elements. The course outlines and texts are then submitted to Associate Principals, Principals, and the Senior Director(s), Educational Services, for review and recommendation.

ISSUE

The following revised course outlines have been approved by representative teachers, the High School Associate Principals, Principals, and the Senior Director(s), Educational Services.

Revised Courses

MHS IB Prep Chemistry
MHS IB Prep English 1-2
MHS IB Prep English 3-4
MHS IB Prep French 1, 2, 3
MHS IB Prep Spanish 1, 2, 3
MHS IB Prep History
MHS IB Prep Math SL
MHS IB Prep Math Studies
MHS IB Prep Physics
MHS IB Prep Secondary Math I, II, III

Copies of course outlines are available for review in the office of Educational Services.

RECOMMENDATION

It is recommended that the Board of Education approve the high school course outlines: IB.

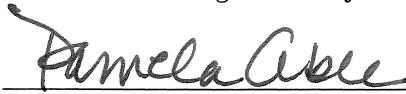
Originating Department: Educational Services

Reviewed and Recommended by:



Marla Mack
Associate Superintendent,
Educational Services

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of High School Course Outlines:
Electives and Special Education

November 20, 2017

BACKGROUND

Course outlines are developed for each junior high and high school class by a committee of representative teachers and administrators. The outlines include instructional texts and materials, expectations for student learning, units of study, unit credit, grading, and other course elements. The course outlines and texts are then submitted to Associate Principals, Principals, and the Senior Director(s), Educational Services, for review and recommendation.

ISSUE

The following course outlines, including texts, have been approved by representative teachers, the High School Associate Principals, Principals, and the Senior Director(s), Educational Services.

Courses

AVID 9th Grade
AVID 10th Grade
AVID 11th Grade
AVID 12th Grade
English Par 5-6

Copies of course outlines are available for review in the office of Educational Services.

RECOMMENDATION

It is recommended that the Board of Education approve the high school course outlines: Electives and Special Education.

Originating Department: Educational Services

Reviewed and Recommended by:

Approved for Recommendation
to the Governing Board by:



Marla Mack
Associate Superintendent,
Educational Services



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of the 2017-2018 Single Plans for
Student Achievement

November 20, 2017

BACKGROUND

California Education Code 64001 requires that all schools receiving categorical funding annually submit a Single Plan for Student Achievement. These plans must be prepared in accordance with law by School Site Councils. The Board's approval of the individual school plans authorizes the expenditure of categorical program funds.

ISSUE

The Education Code requires Board approval of the Single Plans for Student Achievement.

PROPOSAL

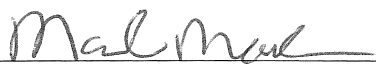
The plans are submitted annually for Board approval and are available for review in the office of State and Federal Programs. Each of the school plans identifies goals and objectives, approaches and activities, parent involvement plans, and a process for ongoing evaluation of categorical programs. Plans also contain the signed assurance pages from the principal and school site council chairperson indicating that categorical programs are operating in compliance with categorical regulations.

RECOMMENDATION

It is recommended that the Board of Education approve the 2017-2018 Single Plans for Student Achievement.

Originating Department: State & Federal Programs

Reviewed and Recommended by:



Marla Mack
Associate Superintendent
Educational Services

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Graduation Schedule for
May, 2018

November 20, 2017

BACKGROUND

Each year the Board of Education is asked to approve the May graduation schedule for the junior and senior high schools.

PROPOSAL

The May, 2018 graduation schedule for the junior and senior high schools is shown below.

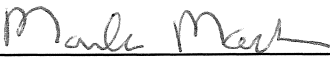
<u>School</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Hanshaw	Thursday, May 31	5:00 p.m.	Hanshaw Courtyard
La Loma	Thursday, May 31	5:00 p.m.	Johansen Gym
Mark Twain	Tuesday, May 29	5:30 p.m.	Gregori Stadium
Roosevelt	Thursday, May 31	5:00 p.m.	Downey Stadium
Beyer	Wednesday, May 30	6:30 p.m.	MJC Stadium
Davis	Thursday, May 31	7:30 p.m.	Johansen Stadium
Downey	Wednesday, May 30	7:30 p.m.	Downey Stadium
Enochs	Wednesday, May 30	7:00 p.m.	Enochs Quad
Gregori	Wednesday, May 30	7:00 p.m.	Gregori Stadium
Johansen	Wednesday, May 30	7:00 p.m.	Johansen Stadium
Modesto	Thursday, May 31	6:30 p.m.	MJC Stadium
Elliott	Tuesday, May 29	6:30 p.m.	Johansen Stadium

RECOMMENDATION

It is recommended that the Board of Education approve the graduation schedule for May, 2018.

Originating Department: Educational Services

Recommended by:


Marla Mack
Associate Superintendent
Educational Services

Approved for Recommendation
to the Governing Board by:


Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of K-12 Summer School Programs, 2018

November 20, 2017

BACKGROUND

Summer school programs are available for pupils who need remediation in meeting the District's standards and graduation requirements. Students are provided remediation on core academics.

PLAN

The general education elementary, junior high, and high school sessions will be held from June 11 – July 6, 2018, a total of nineteen (19) instructional days, with a teacher workday on June 8, 2018. The high school sites will offer core academic and mandated programs. Transportation will not be offered for general education students.

The Special Education Extended Year Program and Transitions will be from June 8 – July 6, 2018, a total of twenty (20) instructional days, with a teacher work day on June 7, 2018. Transportation will be provided if specified on the student's IEP.

Elementary students will be offered summer school classes for those determined eligible in kindergarten through grade three. Title 1 will provide a summer school program for all fourth through sixth grade eligible students. Students will be recommended based on low assessment scores, report card marks, and teacher and principal recommendations.

FISCAL IMPACT

The proposed K-12 summer school program(s) budget for 2018 will be \$1.5 million. The funding sources have been identified as Unrestricted General Fund Local Control Funding Formula, Special Education, and Title I.

RECOMMENDATION

It is recommended that the Board of Education approve the K-12 Summer School Programs, 2018.

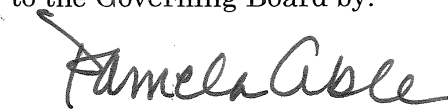
Originating Department: Educational Services

Reviewed and Recommended by:

Approved for Recommendation
to the Governing Board by:



Marla Mack
Associate Superintendent
Educational Services



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Designated Personnel Action Items

November 20, 2017

The following designated personnel action items are attached for approval by the Board of Education:

CERTIFICATED

.1	Approval of certificated personnel terminations	4 items
.2	Approval of certificated personnel leaves of absence	14 items
.3	Approval of certificated personnel employment	2 items
.4	Approval of certificated personnel other appointments	130 items
.5	Approval of certificated personnel stipend appointments	99 items
.6	Approval of certificated personnel stipend deletions	5 items

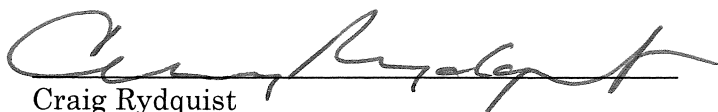
CLASSIFIED

.7	Approval of classified personnel terminations	5 items
.8	Approval of classified personnel leaves of absence	11 items
.9	Approval of classified personnel employment	15 items
.10	Approval of classified personnel other appointments	32 items
.11	Approval of classified personnel substitute appointments	19 items

It is recommended that the Board of Education approve the attached designated personnel action items.

Recommended by:

Approved for Recommendation
to the Governing Board by:



Craig Rydquist
Deputy Superintendent,
Chief Human Resources Official



Pamela Able
Superintendent

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel terminations:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Brant, Christopher	Library Media Teacher, 7-12	Elem. Dist.	Resignation	10/13/17
2. Dunn, Emily	Resource Specialist, P-12	Elem. Dist.	Resignation	10/31/17
3. Ellis, Richard	20% CTE Classroom Teacher, 9-12/80% ROP Classroom Teacher, 9-12	H.S. Dist.	Resignation	10/24/17
4. Thompson, Barbara	Classroom Teacher, K-6	Elem. Dist.	Retirement	12/22/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel leaves of absence:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Alberti, Annalisa	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	10/17/17 01/31/18
2. Bianchi, Jamie	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	10/23/17 12/22/17
3. Brady, Anna	School Nurse	Elem. Dist.	Paid Leave of Absence	10/02/17 11/09/17
4. Brooks, Julie	Special Day Class Teacher, P-12	H.S. Dist.	Unpaid Leave of Absence	12/05/17 12/06/17
5. Call, Linda	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	10/11/17 12/22/17
6. Elizondo, Cristina	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	10/04/17 10/25/17
7. Elizondo, Cristina	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence-Revised	10/04/17 10/17/17
8. Flores, Hermila	CDP Head Start Teacher, Part Day	Elem. Dist.	Paid Leave of Absence	10/16/17 11/15/17
9. Franco Gomez, Susana	CDP Head Start Teacher, Part Day	Elem. Dist.	Paid Leave of Absence	10/06/17 11/30/17
10. Franco Gomez, Susana	CDP Head Start Teacher, Part Day	Elem. Dist.	Paid Leave of Absence-Revised	10/16/17 11/30/17
11. Hawks, Kayla	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	09/02/17 11/08/17
12. Hicks, Hailey	Special Day Class Teacher, P-12	Elem. Dist.	Paid Leave of Absence	10/31/17 12/11/17
13. Lopez, Nancy	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	11/01/17 01/29/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**Date of Board Meeting: November 20, 2017****Action: Approval of certificated personnel leaves of absence:**

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
14. Morris, Jennifer	Classroom Teacher, K-6	Elem. Dist.	Unpaid Leave of Absence- Revised	11/01/17 12/22/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**Date of Board Meeting: November 20, 2017****Action: Approval of certificated personnel employment:**

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Carrillo, Cristina	CDP State Preschool Teacher, Part Day	Elem. Dist.	Appointment-Probationary	12/04/17
2. Gallegos, Mark	Special Day Class Teacher, P- 12	Elem. Dist.	New Hire-Probationary	09/14/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Aiwaz, Aurora	Hourly	Elem. Dist.	Academic Intervention	08/10/17 06/30/18
2. Allen, Janice	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
3. Allen, Lisa	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
4. Amador, Ann	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
5. Ange, Deborah	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
6. Arnold, Dorene	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
7. Arnold, Tom	Hourly	Elem. Dist.	Academic Intervention	11/01/17 06/30/18
8. Barker, Elma	Hourly	Elem. Dist.	Tutoring/Peer Assistance Program	10/01/17 06/30/18
9. Barse, Lisa	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/02/18
10. Bautista, Patricia	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
11. Beatty, Linda	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
12. Beebe, Julie	Hourly	H.S. Dist.	Home & Hospital Teacher	10/01/17 05/31/18
13. Blansit, Jordan	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
14. Bovenkerk, Patricia	Hourly	Elem. Dist.	Saturday School Teacher	10/28/17 05/12/18
15. Boyington, Melissa	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
16. Bradburn, Delfina	Hourly	Admin.	PAR Committee	08/08/17 05/31/18
17. Bradley, Tamara	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
18. Bristow, David	Hourly	Elem. Dist.	Extended Summer School Teacher	09/15/17 05/31/18
19. Brite, Michael	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
20. Brown, Chanthea	Hourly	Elem. Dist.	Saturday School Teacher	10/21/17 05/31/18
21. Brownell, Todd	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
22. Bunney, Jonathan	Daily	Admin.	Extended/Extra Service Days-1 Day	07/01/17 06/30/18
23. Calvo, Jesus	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
24. Castaneda, Paula	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
25. Castro, Anthony	Hourly	Admin.	Special Education Home & Hospital Teacher	10/13/17 06/30/18
26. Catrina, Gregory	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
27. Chambers, Maurice	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
28. Chau, Cindy	Hourly	Elem. Dist.	Academic Intervention	07/01/17 06/30/18
29. Cormier, Gail	Hourly	Elem. Dist.	Saturday School Teacher	10/28/17 05/12/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
30. Cornwell, Brad	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
31. Cornwell, Teri	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
32. Crowell, Vicki	Daily	Admin.	Extended/Extra Service Days-11.67 Days	07/01/17 06/30/18
33. Delgado, Cassandra	Hourly	Elem. Dist.	Tutoring/Peer Assistance Program	10/09/17 05/31/18
34. Duff, Susan	Hourly	Elem. Dist.	Independent Study Teacher	07/01/17 06/30/18
35. Durate-Castro, Anna	Hourly	Elem. Dist.	Academic Intervention	11/01/17 06/30/18
36. Durbin, Kristie	Hourly	Admin.	Adult Education Teacher	07/01/17 06/30/18
37. Ebrahimoff, Gilbert	Hourly	H.S. Dist.	Home & Hospital Teacher	08/14/17 06/30/18
38. Eck, Tarin	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
39. Ellis, Richard	Hourly	H.S. Dist.	Crowd Control-Money Handler-Revised	08/22/17 10/14/17
40. Ellis, Richard	Hourly	H.S. Dist.	Crowd Control-Revised	08/22/17 10/14/17
41. Escobedo, Alyssa	Hourly	Admin.	Optional Period-Paid Hourly	08/14/17 10/13/17
42. Espinoza, Shellie	Hourly	Elem. Dist.	Saturday School Teacher	10/28/17 05/12/18
43. Estep, Allison	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
44. Evans, Nicole	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
45. Feliciano, Megan	Daily	Admin.	Extended/Extra Service Days-1 Day	07/01/17 06/30/18
46. Ferrante, Mark	Hourly	Elem. Dist.	Extended Summer School Teacher	10/10/17 10/24/17
47. Fischer, Terri	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
48. Fisher, Elizabeth	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
49. Flora, Jason	Hourly	Elem. Dist.	Tutoring/Peer Assistance Program	10/01/17 06/30/18
50. Flora, Jennifer	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
51. Fuentes, Enriqueta	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
52. Gerue, Leonard	Hourly	Elem. Dist.	Tutoring/Peer Assistance Program	10/01/17 06/30/18
53. Gray, Shawn	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
54. Gwynn, Julie	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
55. Hallissey, Elizabeth	Hourly	Elem. Dist.	Extended Summer School Teacher	11/27/17 12/22/17
56. Hanzel-Sello, Levi	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
57. Harris, John	Hourly	Admin.	Adult Education Teacher	07/01/17 06/30/18
58. Havens, Greg	Hourly	Elem. Dist.	Home & Hospital Teacher	10/11/17 06/30/18
59. Hughes, Amy	Daily	Admin.	Extended/Extra Service Days- 1 Day	07/01/17 06/30/18
60. Jackson, Bronwyn	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
61. James, Jennifer	Hourly	Admin.	PAR Committee	08/08/17 05/31/18
62. Jamison, Ann	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
63. Johnson, Victoria	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
64. Johnston, Frederick	Hourly	H.S. Dist.	Independent Study Teacher	07/01/17 06/30/18
65. Johnston, Frederick	Hourly	H.S. Dist.	Home & Hospital Teacher	08/14/17 06/30/18
66. Jordan, Rosizela	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
67. Jost, Shannon	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
68. Kabanow, Vivien	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
69. Karras, Cindi	Hourly	Elem. Dist.	Tutoring/Peer Assistance Program	10/01/17 06/30/18
70. Kelly, Kalinda	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
71. Lanning, Mollinda	Hourly	Elem. Dist.	Academic Intervention	11/01/17 06/30/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
72. Lara, Guadalupe	Hourly	Elem. Dist.	Academic Intervention	11/01/17 05/25/18
73. Lara, Javier	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
74. Layne, Marllys	Daily	Admin.	Extended/Extra Service Days- 3.33 Days	07/01/17 06/30/18
75. Lee, Papith	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
76. Long, Angela	Hourly	Elem. Dist.	Academic Intervention	08/10/17 06/30/18
77. Lyons, Westley	Hourly	Admin.	Optional Period-Paid Hourly	08/14/17 10/13/17
78. Maness, Sandie	Hourly	Admin.	Pre-PAR Mentor	08/08/17 05/31/18
79. Marshall, Kevin	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
80. Martin, Katina	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
81. Martin, Paul	Daily	Admin.	Extended/Extra Service Days- 2 Days	07/01/17 06/30/18
82. McBride, Gary	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
83. McClenaghan, Laura	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
84. McDonald-Turley, Marie	Hourly	H.S. Dist.	Home & Hospital Teacher	10/17/17 05/31/18
85. McGrath-ollar, Jennifer	Hourly	Admin.	PAR Committee	08/08/17 05/31/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
86. Mendes, Heidi	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
87. Mendez, Quan	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
88. Mendoza, Armando	Hourly	Admin.	Adult Education Teacher	07/01/17 06/30/18
89. Mesrobian, Courtney	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
90. Miler, Lupe	Hourly	Elem. Dist.	Academic Intervention	10/23/17 05/15/18
91. Moffett, Katie	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
92. Moreno, Pamela	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
93. Muncrief, David	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
94. Murphy, Jill	Hourly	Elem. Dist.	Tutoring/Peer Assistance Program	10/09/17 05/31/18
95. Nasrawi, Kelly	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
96. Neeley, Ernest	Hourly	Elem. Dist.	Academic Intervention	07/01/17 06/30/18
97. Osmuss, James	Hourly	Elem. Dist.	Academic Intervention	11/01/17 06/30/18
98. Parker, Cameron	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
99. Pendley, Derek	Daily	H.S. Dist.	Extended/Extra Service Days- 5 Days	07/10/17 07/14/17
100. Pippin, Julie	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
101. Presley, Kathryn	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
102. Ramirez, Cassandra	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
103. Ramirez, Vickey	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
104. Raza, Kathryn	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
105. Rios, Jose	Hourly	Elem. Dist.	Independent Study Teacher	07/01/17 06/30/18
106. Robles, Lucia	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
107. Rocha, Richard	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
108. Rodriguez, Rose	Hourly	Elem. Dist.	Academic Intervention	07/01/17 06/30/18
109. Ruiz, Astrid	Hourly	Elem. Dist.	Academic Intervention	07/01/17 06/30/18
110. Sante, Suzanne	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
111. Schonhoff, Sarah	Hourly	Elem. Dist.	Saturday School Teacher	09/01/17 06/01/18
112. Sevick, Jimme	Hourly	Admin.	PAR Committee	08/08/17 05/31/18
113. Shervington, Kendra	Hourly	Elem. Dist.	Saturday School Teacher	10/28/17 05/12/18
114. Shrock, Lisa	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
115. Siebe, Barbara	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
116. Sirogiannis, Andrew	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
117. Stephenson, Mary	Hourly	Elem. Dist.	Academic Intervention	08/10/17 06/30/18
118. Stevens, Amy	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
119. Stow, Shawn	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
120. Teerlink, Lisa	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
121. Timothy, Mary	Hourly	Elem. Dist.	Academic Intervention	08/14/17 06/01/18
122. Tornberg, Suzanna	Hourly	Elem. Dist.	Home & Hospital Teacher	07/01/17 06/30/18
123. Trunnell, Justin	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
124. Van Horn, Kimberly	Hourly	Elem. Dist.	Academic Intervention	09/25/17 05/25/18
125. Vargas, Hector	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	10/07/17 05/31/18
126. Wagner, Eric	Hourly	Elem. Dist.	Extended Summer School Teacher	09/15/17 05/31/18
127. Webb, Melody	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18
128. White, Kenneth	Hourly	H.S. Dist.	Crowd Control-Money Handler	10/25/17 12/22/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
129. Woodmansee, Kelly	Hourly	Elem. Dist.	Extended Summer School Teacher	10/30/17 11/22/17
130. Zehner, Jeff	Hourly	Elem. Dist.	Saturday School Teacher	10/01/17 05/31/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Aguilera, Vanessa	Stipend	H.S. Dist.	Girls' Frosh Volleyball Head Coach	08/07/17 11/04/17
2. Aguiniga, Christina	Stipend	Admin.	PAR Consulting Teacher	08/08/17 05/31/18
3. Avelar, Felipe	Stipend	H.S. Dist.	Boys' JV Football Head Coach	07/31/17 11/04/17
4. Benton, DeShon	Stipend	H.S. Dist.	Boys' JV Football Assistant Coach	08/07/17 08/13/17
5. Blickenstaff, Steve	Stipend	Elem. Dist.	Flag Football, 7th	08/14/17 09/29/17
6. Bockman, Ashley	Stipend	H.S. Dist.	Girls' JV Volleyball Head Coach	08/10/17 11/04/17
7. Brite, Alex	Stipend	H.S. Dist.	Boys' Varsity Water Polo Head Coach	08/07/17 11/04/17
8. Buckley, Jarrod	Stipend	H.S. Dist.	Boys' JV Football Assistant Coach	07/31/17 11/04/17
9. Butler, Charles	Stipend	H.S. Dist.	Frosh Football Assistant Coach	08/09/17 11/04/17
10. Carvalho, Paulo	Stipend	H.S. Dist.	Boys' Cross Country Head Coach	08/14/17 11/04/17
11. Carver, Casey	Stipend	H.S. Dist.	Frosh Football Head Coach	07/31/17 11/04/17
12. Castle, Cristie	Stipend	H.S. Dist.	Girls' JV Water Polo Head Coach	08/07/17 11/04/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
13. Castle, Cristie	Stipend	H.S. Dist.	Girls' Varsity Water Polo Head Coach	08/07/17 11/04/17
14. Chachere, Matthew	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	07/31/17 11/04/17
15. Cloward, Christopher	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	07/31/17 11/04/17
16. Coleman, Calen	Stipend	H.S. Dist.	Girls' Varsity Volleyball Assistant Coach	09/05/17 11/04/17
17. Corgiat, Eric	Stipend	H.S. Dist.	Boys' JV Water Polo Head Coach	08/07/17 11/04/17
18. Davis, Loren	Stipend	Elem. Dist.	Girls Volleyball, 8th	08/14/17 09/29/17
19. Devlin, James	Stipend	H.S. Dist.	Boys' JV Water Polo Head Coach	08/07/17 11/04/17
20. Devlin, James	Stipend	H.S. Dist.	Boys' Varsity Water Polo Head Coach	08/07/17 11/04/17
21. Devlin, James	Stipend	H.S. Dist.	Girls' Varsity Water Polo Head Coach	08/07/17 11/04/17
22. Fahey, Dennis	Stipend	H.S. Dist.	Boys' JV Football Assistant Coach	07/31/17 11/04/17
23. Fontana, Donald	Stipend	H.S. Dist.	Frosh Football Head Coach	07/31/17 11/04/17
24. Gahan, John	Stipend	H.S. Dist.	Girls' Golf Head Coach	08/21/17 11/04/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
25. Garcia, Jr., Timothy	Stipend	H.S. Dist.	Boys' Varsity Football Head Coach	07/31/17 11/04/17
26. Garcia, Russ	Stipend	H.S. Dist.	Boys' JV Football Head Coach	08/07/17 11/04/17
27. George, Chad	Stipend	H.S. Dist.	Boys' Football Assistant Coach	07/31/17 11/04/17
28. Goedhart, Grant	Stipend	Elem. Dist.	Girls Volleyball, 7th	08/14/17 09/29/17
29. Graham, Kendall	Stipend	H.S. Dist.	Girls' Varsity Water Polo Head Coach	08/08/17 11/04/17
30. Harrington, Brandon	Stipend	Elem. Dist.	ASR-Girls Basketball, 8th	10/02/17 11/24/17
31. Harrington, Brandon	Stipend	Elem. Dist.	ASR-Co-Ed Track, 7th	03/12/18 04/27/18
32. Hicks, Michael	Stipend	H.S. Dist.	Girls' JV Water Polo Head Coach	09/11/17 11/04/17
33. Holliday, Tammy	Stipend	H.S. Dist.	Eighth Period Assignment-Revised	08/14/17 12/22/17
34. Howard, Jordell	Stipend	H.S. Dist.	Frosh Football Assistant Coach	08/09/17 11/04/17
35. Hughes, Andrea	Stipend	Elem. Dist.	Girls Volleyball, 8th	08/14/17 09/29/17
36. Ingram, Alexis	Stipend	H.S. Dist.	Girls' Frosh Volleyball Head Coach	08/07/17 11/04/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
37. Jackson, Barry	Stipend	H.S. Dist.	Boys' Cross Country Head Coach	08/07/17 11/04/17
38. Jackson, Steven	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	08/08/17 11/04/17
39. Kanaly, Beth	Stipend	Elem. Dist.	ASR-Girls Volleyball, 7th	08/14/17 09/29/17
40. Khader, Hashim	Stipend	Elem. Dist.	ASR-Flag Football, 7th	08/14/17 09/29/17
41. Khader, Hashim	Stipend	Elem. Dist.	ASR-Girls Basketball, 7th	10/02/17 11/24/17
42. Khader, Hashim	Stipend	Elem. Dist.	ASR-Boys Basketball, 7th	12/04/17 02/09/18
43. Lopez, Randal	Stipend	H.S. Dist.	Girls' Frosh Volleyball Head Coach	08/07/17 11/04/17
44. Luis, Lucia	Stipend	Elem. Dist.	ASR-Girls Volleyball, 7th	08/14/17 09/29/17
45. Maness, Sandie	Stipend	Admin.	PAR Consulting Teacher	08/08/17 05/31/18
46. May, Christopher	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	08/07/17 11/04/17
47. McGrath, Ryan	Stipend	Elem. Dist.	Flag Football, 8th	08/14/17 09/29/17
48. McIntyre, Sherry	Stipend	H.S. Dist.	Eighth Period Assignment	09/05/17 12/22/17
49. Mendez, Quan	Stipend	H.S. Dist.	Girls' Tennis Head Coach	08/07/17 11/04/17
50. Mendoza, Armando	Stipend	Elem. Dist.	Flag Football, 8th	08/14/17 09/29/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
51. Mew, Trevor	Stipend	H.S. Dist.	Boys' JV Football Assistant Coach	08/08/17 11/04/17
52. Michelena, Joseph	Stipend	Elem. Dist.	ASR-Flag Football, 8th	08/14/17 09/29/17
53. Micheletti, Mark	Stipend	Elem. Dist.	Flag Football, 7th	08/14/17 09/29/17
54. Miler, Lupe	Stipend	H.S. Dist.	Girls' Tennis Head Coach	08/07/17 11/04/17
55. Moore, Bridgit	Stipend	H.S. Dist.	Boys' Cross Country Head Coach	08/07/17 11/04/17
56. Moore, Bridgit	Stipend	H.S. Dist.	Girls' Cross Country Head Coach	08/07/17 11/04/17
57. Munoz, Oscar	Stipend	Elem. Dist.	ASR-Flag Football, 7th	08/14/17 09/29/17
58. Munthe, Mitch	Stipend	H.S. Dist.	Girls' Golf Head Coach	08/07/17 11/04/17
59. Neeley, Scott	Stipend	Elem. Dist.	ASR-Flag Football, 8th	08/14/17 09/29/17
60. Olanolan, Jonathan	Stipend	H.S. Dist.	Girls' Junior Varsity Basketball Head Coach	11/06/17 02/15/18
61. Ollar, Jr., Lee	Stipend	Elem. Dist.	ASR-Girls Volleyball, 8th	08/14/17 09/29/17
62. Ollar, Jr., Lee	Stipend	Elem. Dist.	ASR-Co-Ed Track, 8th	03/12/18 04/27/18
63. Ortiz, Shannnda	Stipend	Elem. Dist.	50% PHAST	08/14/17 05/31/18
64. Osgood, Jana	Stipend	H.S. Dist.	Girls' Cross Country Head Coach	08/07/17 11/04/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
65. Perkins, Karen	Stipend	Elem. Dist.	Assistant to Principal	08/08/16 05/25/17
66. Plaa, Braden	Stipend	H.S. Dist.	Boys' JV Football Assistant Coach	08/14/17 11/04/17
67. Plaa, Jeremy	Stipend	H.S. Dist.	Boys' Varsity Football Head Coach	07/31/17 11/04/17
68. Platt, Ruben	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	07/31/17 11/04/17
69. Reyes, Samantha	Stipend	H.S. Dist.	Girls' JV Volleyball Head Coach	08/07/17 11/04/17
70. Rigmaiden, Paul	Stipend	Elem. Dist.	Leadership Team Member	08/14/17 05/31/18
71. Rodrigues, Robin	Stipend	H.S. Dist.	Girls' Golf Head Coach	08/07/17 11/04/17
72. Roe, William	Stipend	H.S. Dist.	Eighth Period Assignment	08/14/17 12/22/17
73. Ruiz, Aden	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	07/31/17 11/04/17
74. Sanches, Carolina	Stipend	H.S. Dist.	Girls' Varsity Volleyball Head Coach	08/07/17 11/04/17
75. Sather, Steven	Stipend	H.S. Dist.	Girls' Tennis Head Coach	08/11/17 11/04/17
76. Schneider, Timothy	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	07/31/17 11/04/17
77. Seabourn, Kayla	Stipend	Elem. Dist.	ASR-Girls Volleyball, 8th	08/14/17 09/29/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
78. Seabourn, Kayla	Stipend	Elem. Dist.	ASR-Girls Basketball, 8th	10/02/17 11/24/17
79. Seabourn, Kayla	Stipend	Elem. Dist.	ASR-Boys Basketball, 8th	12/04/17 02/09/18
80. Severe, Douglas	Stipend	H.S. Dist.	Boys' Varsity Football Head Coach	07/31/17 11/04/17
81. Severe, John	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	07/31/17 11/04/17
82. Severe, Kenneth	Stipend	H.S. Dist.	Frosh Football Assistant Coach	07/31/17 11/04/17
83. Sherwood, Ryan	Stipend	H.S. Dist.	Frosh Football Assistant Coach	08/07/17 11/04/17
84. Silva, Tony	Stipend	H.S. Dist.	Girls' Varsity Volleyball Assistant Coach	08/07/17 11/04/17
85. Soares, Kathleen	Stipend	H.S. Dist.	Department/Instructional Team Chairperson, 9-12-Revised	08/14/17 05/31/18
86. Solomon, Michael	Stipend	H.S. Dist.	Boys' Frosh Football Assistant Coach	07/31/17 11/04/17
87. Sonnenberg, Eric	Stipend	H.S. Dist.	Boys' Varsity Football Assistant Coach	08/07/17 11/04/17
88. Starck, Sabrina	Stipend	H.S. Dist.	Girls' Varsity Volleyball Head Coach	08/07/17 11/04/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
89. Sutton, Brandon	Stipend	H.S. Dist.	Boys' JV Football Assistant Coach	07/31/17 11/04/17
90. Taylor, Rhoda	Stipend	H.S. Dist.	Eighth Period Assignment	08/14/17 12/22/17
91. Van Slyke, Richard	Stipend	H.S. Dist.	Boys' JV Football Head Coach	07/31/17 11/04/17
92. Vermillion, Tera	Stipend	H.S. Dist.	Girls' Varsity Volleyball Head Coach	08/07/17 11/04/17
93. Vesey, Timothy	Stipend	H.S. Dist.	Boys' JV Water Polo Head Coach	08/07/17 11/04/17
94. Vesey, Timothy	Stipend	H.S. Dist.	Boys' Varsity Water Polo Head Coach	08/07/17 11/04/17
95. Wagner, Eric	Stipend	Elem. Dist.	ASR-Girls Basketball, 7th	10/02/17 11/24/17
96. Wagner, Eric	Stipend	Elem. Dist.	ASR-Boys Basketball, 7th	12/04/17 02/09/18
97. White, Jeffrey	Stipend	H.S. Dist.	Girls' Cross Country Head Coach	08/07/17 11/04/17
98. Woodmansee, Kelly	Stipend	Elem. Dist.	Girls Volleyball 7th	08/14/17 09/29/17
99. Young, Michael	Stipend	H.S. Dist.	Frosh Football Assistant Coach	08/07/17 11/04/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of certificated personnel stipend deletions:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Arrizon, Allison	Stipend	Elem. Dist.	50% PHAST	08/14/17 05/31/18
2. Brant, Tera	Stipend	Elem. Dist.	Eighth Period Assignment	10/16/17 12/22/17
3. Ellis, Richard	Stipend	H.S. Dist.	Eighth Period Assignment	10/25/17 12/22/17
4. Martinez, Elsa	Stipend	H.S. Dist.	Eighth Period Assignment	08/21/17 12/31/17
5. McIntyre, Sherry	Stipend	H.S. Dist.	Eighth Period Assignment	09/05/17 12/22/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel terminations:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Cabrera, Adrianna	Typist Clerk II	Elem. Dist.	Resignation	11/01/17
2. Enwiya, Sandra	Instr. Para., Sp. Ed., SH/Autism	Elem. Dist.	Resignation	10/25/17
3. Meredith, Becky	Senior Director, Business Services	Admin.	Resignation	11/03/17
4. Molthen, Katherine	Dispatcher Supervisor	Admin.	Resignation	10/27/17
5. Phillips, Rochelle	Sp. Ed. Vocational Para., 9-12	Admin.	Resignation	10/31/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel leaves of absence:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Allen, Sharon	Nutrition Services Asst. I	H.S. Dist.	Paid Leave of Absence	10/24/17 11/22/17
2. Baker, Gary	Custodian	Admin.	Paid Leave of Absence	09/07/17 10/16/17
3. Brasuell, Eileen	Nutrition Services Asst. I	H.S. Dist.	Paid Leave of Absence	10/18/17 10/24/17
4. Brasuell, Eileen	Nutrition Services Asst. I	H.S. Dist.	Unpaid Leave of Absence	10/25/17 11/05/17
5. Costa, Regina	Typist Clerk II	Elem. Dist.	Paid Leave of Absence	10/25/17 12/06/17
6. Hill, Rene	Library Assistant II	Elem. Dist.	Revised Unpaid Leave of Absence	10/23/17 01/16/18
7. Keeton, William	Medical Procedures Specialist	Admin.	Revised Paid Leave of Absence	09/13/17 11/09/17
8. Minter, Cynthia	Senior Director, Information & Technology Services	Admin.	Paid Leave of Absence	11/07/17 01/05/18
9. Najera, Christina	ASES Program Site Coordinator	Admin.	Revised Paid Leave of Absence	08/21/17 12/01/17
10. Orozco, Silvia	Nutrition Services Asst. I	H.S. Dist.	Unpaid Leave of Absence	12/20/17 12/22/17
11. Rocha, Jose	Instr. Para., Sp. Ed., LH/SDL/RS	H.S. Dist.	Revised Paid Leave of Absence	08/14/17 11/22/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel employment:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Bauman, Alyssa	Instr. Para., Sp. Ed., PH/SH - Enochs	H.S. Dist.	New Hire - Replacement	10/23/17
2. Bonnett, Rejeanna	Instr. Para., Sp. Ed., LH/SDL/RS - Johansen	H.S. Dist.	New Hire - Replacement	10/27/17
3. Burciaga, Selena	Nutrition Services Asst. I - Roosevelt	Elem. Dist.	New Hire - Replacement	11/06/17
4. Cornejo, Sophia	Nutrition Services Asst. I - Beyer	H.S. Dist.	New Hire - Replacement	10/23/17
5. Diaz, Alejandra	Bil. Cr-Cult. Instr. Para., K-12 - Davis	H.S. Dist.	New Hire - Replacement	10/27/17
6. Garibay, Leonela	Computer Project Technician - Assessment & Evaluation	Admin.	From: Typist Clerk III Translator - Special Education	11/06/17
7. Jeffries, Lynna	Senior Buyer - Purchasing	Admin.	From: Buyer	11/01/17
8. Macedo, Brenda	Typist Clerk II - Martone	Elem. Dist.	New Hire - Replacement	11/06/17
9. Maldonado, Desiree	Instr. Para., Sp. Ed., LH/SDL/RS - Marshall	Elem. Dist.	New Hire - Replacement	10/20/17
10. Medrano, Emily	Instr. Para., Preformal - Bret Harte	Elem. Dist.	New Hire	11/06/17
11. Perez, Helen	Nutrition Services Asst. I - Fremont	Elem. Dist.	New Hire - Replacement	10/20/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel employment:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
12. Romero, Mayra	Instr. Para., Preformal - Tuolumne	Elem. Dist.	New Hire - Replacement	11/13/17
13. Schmidt, Cynthia	Administrative Assistant II - Johansen	H.S. Dist.	From: Attendance Clerk, 7- 12 - Roosevelt	11/01/17
14. Tittsworth, Aaron	Instr. Para., Sp. Ed., LH/SDL/RS - Davis	H.S. Dist.	New Hire - Replacement	10/30/17
15. Torres, Alondra	Campus Assistant, K-6 - Bret Harte	Elem. Dist.	New Hire - Replacement	10/24/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Aguilera, Joel	Student Helper	H.S. Dist.	Part-Time	10/06/17 06/30/18
2. Burbidge, Victoria	Student Helper	Admin.	Part-Time	10/11/17 06/30/18
3. Byroads, Corissa	Child Supervisor	Elem. Dist.	Part-Time	10/01/17 06/30/18
4. Clark, Isaiah James	Student Helper	Admin.	Part-Time	10/11/17 06/30/18
5. Delgadillo, Jaeline	AVID Tutor	H.S. Dist.	Part-Time	10/09/17 06/30/18
6. Eatough, Monica	ROP Nurse Asst. Precert. Specialist	Admin.	Part-Time	10/20/17 06/30/18
7. Edmond, Tatiana	Student Helper	Admin.	Part-Time	10/13/17 06/30/18
8. Galvez-Jimenez, Brenda	Translator - Spanish	Elem. Dist.	Part-Time	11/01/17 06/30/18
9. Garcia Sanchez, Joel	Student Helper	Admin.	Part-Time	10/18/17 06/30/18
10. Gaut, Raina	Adult Crossing Guard	Elem. Dist.	Part-Time	07/01/17 06/30/18
11. Gaut, Raina	Child Supervisor	Elem. Dist.	Part-Time	07/01/17 06/30/18
12. Gaut, Raina	Yard Duty Supervisor	Elem. Dist.	Part-Time	07/01/17 06/30/18
13. Hoshiko, Cecilia	AVID Tutor	H.S. Dist.	Part-Time	10/09/17 06/30/18
14. Hull, Robbie	Student Helper	Admin.	Part-Time	10/30/17 06/30/18
15. Jones, Hunter	AVID Tutor	Elem. Dist.	Part-Time	10/20/17 06/30/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
16. Kumar, Sohil	Student Helper	Admin.	Part-Time	10/09/17 06/30/18
17. Lal, Ashlin	AVID Tutor	Elem. Dist.	Part-Time	10/23/17 06/30/18
18. Lozada, Dolores	Translator - Spanish	Elem. Dist.	Part-Time	07/01/17 06/30/18
19. Mahmoudpour, Paria	Translator - Farsi	Elem. Dist.	Part-Time	10/16/17 06/30/18
20. Mahusay, Andrena	Yard Duty Supervisor	Elem. Dist.	Part-Time	10/01/17 06/30/18
21. McKenzie, Matthew	Student Helper	H.S. Dist.	Part-Time	10/16/17 06/30/18
22. Medina, Christian	Student Helper	Admin.	Part-Time	11/02/17 06/30/18
23. Miller, Jr., Johnny	Student Helper	Admin.	Part-Time	10/09/17 06/30/18
24. Perez, Jesus	Student Helper	Admin.	Part-Time	10/16/17 06/30/18
25. Pham, Vuong Vu	Student Helper	Admin.	Part-Time	10/30/17 06/30/18
26. Rojas, Jr., Angel	Student Helper	Admin.	Part-Time	10/01/17 06/30/18
27. Saucedo, Josiah	Student Helper	Admin.	Part-Time	10/06/17 06/30/18
28. Tadeo, Sofia	AVID Tutor	H.S. Dist.	Part-Time	08/20/17 06/30/18
29. Torres, Alondra	Yard Duty Supervisor	Elem. Dist.	Part-Time	10/06/17 06/30/18
30. Torres, Cailyn	Student Helper	Admin.	Part-Time	10/09/17 06/30/18
31. Valladolid, Jacobo	Student Helper	H.S. Dist.	Part-Time	10/09/17 06/30/18
32. Williams, Melissa	Yard Duty Supervisor	Elem. Dist.	Part-Time	10/09/17 06/30/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel substitute appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Adams, Shelby	Classified		Substitute	10/26/17 06/30/18
2. Albarran, Bianca	Classified		Substitute	10/25/17 06/30/18
3. Alcaraz, Miko	Classified		Substitute	10/26/17 06/30/18
4. Angulo, Viviana	Classified		Substitute	10/25/17 06/30/18
5. Bonilla, Rachel	Classified		Substitute	10/25/17 06/30/18
6. Gil, Jennifer	Classified		Substitute	10/09/17 06/30/18
7. Lay, James	Classified		Substitute	09/18/17 06/30/18
8. Lopez, True-Isabella	Classified		Substitute	10/25/17 06/30/18
9. Magana, Elisa	Classified		Substitute	10/30/17 06/30/18
10. Oliveira, Bradley	Classified		Substitute	10/23/17 06/30/18
11. Rackley, Deanna	Classified		Substitute	11/01/17 06/30/18
12. Rownd, Marilyn	Classified		Substitute	11/06/17 06/30/18
13. Solis, Luz	Classified		Substitute	10/11/17 06/30/18
14. Thedford, Tammy	Classified		Substitute	10/25/17 06/30/18
15. Tolentino, Kheena	Classified		Substitute	10/26/17 06/30/18
16. Torrez, Ramona	Classified		Substitute	10/01/17 06/30/18
17. Townes, Theresa	Classified		Substitute	10/20/17 06/30/18

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: November 20, 2017

Action: Approval of classified personnel substitute appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
18. Vigers, Elisha	Classified		Substitute	10/26/17 06/30/18
19. Wiseman, Emmanuel	Classified		Substitute	11/06/17 06/30/18

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Certification of Modesto City Schools' Administrators in Instructional Methodology and Evaluation of Instruction

November 20, 2017

BACKGROUND

Board Policy 4315.1, Administrative Competence in Evaluation, and Education Code 35160.5, states that it is the intent of the Modesto City Schools' Board of Education to certify that personnel assigned to evaluate teachers must demonstrate competency in instructional methodologies and evaluation of instruction.

ISSUE

To comply with Board Policy 4315.1, the following Modesto City Schools' administrators have received training in instructional methodology and evaluation of instruction:

- Christi Allan, Supervisor, Special Education, K-12
- Tony Lomeli, Vice Principal, K-6
- Catherine Mullins, Vice Principal, K-6
- Justin Woodbridge, Vice Principal, K-6

PROPOSAL

Certify that the abovementioned MCS administrators received training in instructional methodology and evaluation of instruction.

FISCAL IMPACT

There will be no cost to the District.

RECOMMENDATION

It is recommended that the Board of Education approve certification of Modesto City Schools' Administrators in instructional methodology and evaluation of instruction.

Recommended by:



Craig Rydquist
Deputy Superintendent,
Chief Human Resources Official

Approved for Recommendation
to the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Student Teacher/Field Experience
Agreement with California State University, Fresno

November 20, 2017

BACKGROUND

The District has participated in agreements with colleges and universities to provide practice teaching experience to college students enrolled in education curricula.

ISSUE

The District is interested in entering into a student teacher/field experience agreement with California State University, Fresno to provide practice teaching experience for their students enrolled in education curricula.

PROPOSAL

The District would like to enter into a student teacher/field experience agreement with California State University, Fresno effective November 21, 2017 through June 30, 2022. Copies of the agreement will be available for review in the Human Resources Office.

FISCAL IMPACT

There will be no cost to the District.

RECOMMENDATION

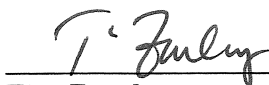
It is recommended that the Board of Education approve the Student Teacher/Field Experience Agreement with California State University, Fresno.

Prepared and Recommended by:



Craig Rydquist
Deputy Superintendent,
Chief Human Resources Official

Reviewed by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Recommendation
to the Governing Board:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Ratification of Certificated Salary Schedules
for 2016/17 and 2017/18 School Years

November 20, 2017

BACKGROUND

Salary schedules are updated to reflect changes that occur as a result of collective bargaining or other agreements, and have received Board approval after the agreements have been reached.

ISSUE

Salary schedules are to receive Board approval.

PROPOSAL

Although agreements establishing compensation rates have received Board approval, the 2016/17, 2017/18 (effective 7/1/17), and 2017/18 (effective 1/1/18) salary schedules for certificated employees reflecting the approved compensation rates have not received Board approval. It is necessary at this time for this step to occur. Copies of the salary schedules will be available for review in the Human Resources Office.


FISCAL IMPACT

There is no additional cost as a result of this action.

RECOMMENDATION

It is recommended that the Board of Education ratify certificated salary schedules for 2016/17 and 2017/18 school years.

Recommended by:



Craig Rydquist
Deputy Superintendent,
Chief Human Resources Official

Approved for Recommendation
to the Governing Board:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Student Expulsion,
HS-3-2017-2018

November 20, 2017

BACKGROUND

The principal recommended that the above designated student, HS-3-2017-2018, be expelled for violation of Education Code 48900:

- (a) (2) Willfully used force or violence upon another person, except in self-defense.
- (e) Committed or attempted to commit robbery or extortion.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary procedure for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

and Education Code 48915:

- (a) (4) Robbery or extortion.

ISSUE

A stipulated expulsion agreement was reached between Modesto City Schools and the parent/guardian and student. A signed copy of the agreement is attached.

RECOMMENDATION

It is recommended that the student be expelled from all schools in the District according to Board Policy 5132. Student should apply for readmission in June 2018, for enrollment in the Fall Semester of the 2018/2019 school year. Consideration for readmission will be based upon certification of completion of the student's rehabilitation plan.

Approval of Student Expulsion, HS-3-2017-2018

If the student completes the rehabilitation plan, the student will apply to the Director, Child Welfare and Attendance, to determine the appropriate educational placement based on the needs of the student and the District.

Originating Department: Child Welfare and Attendance

Reviewed and Recommended by:



Marla Mack
Associate Superintendent
Educational Services

Approved for Recommendation to
the Governing Board by:



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Student Expulsion,
HS-9-2017-2018

November 20, 2017

BACKGROUND

The principal recommended that the above designated student, HS-9-2017-2018, be expelled for violation of Education Code 48900.7 EC:

Committed a terroristic threat.

ISSUE

The Administrative Panel held a hearing on November 7, 2017. Notification of the hearing was given to the parent/guardian. Parent/student were in attendance.

The Administrative Panel concurred with the principal's specific recommendation to expel this student.

RECOMMENDATION


It is recommended that the student be expelled from all schools in the District according to Board Policy 5132. Student should apply for readmission in June 2018, for enrollment in the Fall Semester of the 2018/2019 school year. Consideration for readmission will be based upon certification of completion of the student's rehabilitation plan.

If the student completes the rehabilitation plan, the student will apply to the Director, Child Welfare and Attendance, to determine the appropriate educational placement based on the needs of the student and the District.

Originating Department: Child Welfare and Attendance

Reviewed and Recommended by:

Approved for Recommendation to
the Governing Board by:



Marla Mack
Associate Superintendent
Educational Services



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Student Expulsion,
HS-16-2017-2018

November 20, 2017

BACKGROUND

The principal recommended that the above designated student, HS-16-2017-2018, be expelled for violation of Education Code 48915:

(c) (2) Brandishing a knife at another person.

ISSUE

A stipulated expulsion agreement was reached between Modesto City Schools and the parent/guardian and student. A signed copy of the agreement is attached.

RECOMMENDATION

It is recommended that the student be expelled from all schools in the District according to Board Policy 5132. Student should apply for readmission in June 2018, for enrollment in the Fall Semester of the 2018/2019 school year. Consideration for readmission will be based upon certification of completion of the student's rehabilitation plan.

If the student completes the rehabilitation plan, the student will apply to the Director, Child Welfare and Attendance, to determine the appropriate educational placement based on the needs of the student and the District.

Originating Department: Child Welfare and Attendance

Reviewed and Recommended by:

Approved for Recommendation to
the Governing Board by:



Marla Mack
Associate Superintendent
Educational Services



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Report on Athletic Eligibility Verification Forms

November 20, 2017

BACKGROUND

The California Interscholastic Federation's "**Pursuing Victory with Honor**" program is based on **16 Operating Beliefs and Principles**. Principle #8 reads as follows: *"School Boards, superintendents, school administrators, parents, and school sport leadership must ensure that the first priority of their student-athletes is a serious commitment to getting an education and developing the academic and character to succeed."*

ISSUE

Athletic Eligibility Verification Forms provide documentation that coaches, athletic directors, and principals have checked the eligibility status of all athletes. Note the last column on the right, which verifies that inter-/intra-district permits are current and meet Board policy criteria.


SUMMARY

The Athletic Eligibility Verification Forms will be submitted by sites each fall, winter, and spring under the "Pursuing Victory with Honor" program.

Originating Department: Educational Services, 7-12

Reviewed and Submitted by:

Approved for Submission
to the Governing Board by:



Marla Mack
Associate Superintendent
Educational Services



Pamela Able
Superintendent

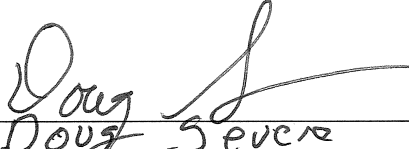
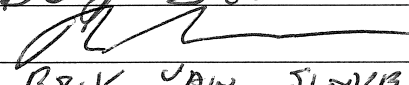
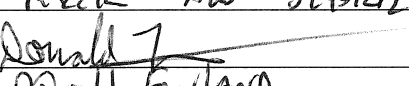
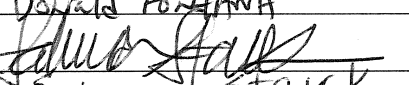
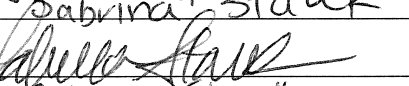
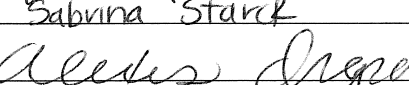
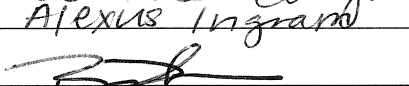

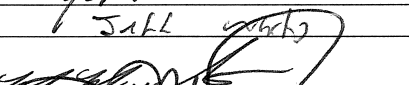
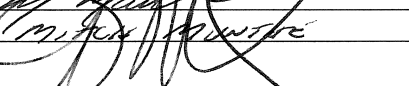
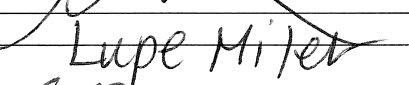
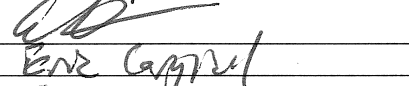
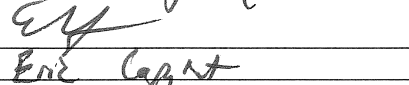
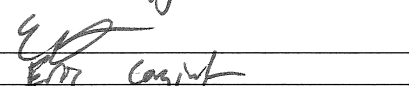


MODESTO CITY SCHOOLS
ATHLETIC ELIGIBILITY VERIFICATION FORM
"Pursuing Victory with Honor"

FALL
2017-2018

By signing the form below, coaches, athletic directors, and principals verify that the eligibility status of every student-athlete has been examined including intra/interdistrict permits and that only eligible student-athletes will be allowed to practice and/or participate for their schools. (Athletic eligibility is defined in the Modesto City Schools Coaches' Handbook; BP 5133, Athletic Code of Conduct, 7-12; BP 5132, Student Conduct Code, 7-12; and BP 5117, Intra and Interdistrict Attendance.)

Currently Enrolled
in Class/Program
on ID Permit
(initial)

FALL SPORTS:

Varsity Football	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Doug Sever</u>		
Sophomore Football	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Rick Van Sluys</u>		
Freshman Football	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Donald Fontana</u>		
Varsity Volleyball	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Sabrina Stank</u>		
Frosh/Soph Volleyball	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Sabrina Stank</u>		
Freshman Volleyball	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Alexis Ingram</u>		
Boys' Cross Country	Coach Signature <u></u>	Date <u>10-13-17</u>	<u>DP</u>
	Print Name <u>Barry Jackson</u>		
Girls' Cross Country	Coach Signature <u></u>	Date <u>10-16-17</u>	<u>DP</u>
	Print Name <u>Julie Gault</u>		
Girls' Golf	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Mike Minter</u>		
Girls' Varsity Tennis	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Lupe Minter</u>		
Boys' Varsity Water Polo	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Eric Capriel</u>		
Girls' Varsity Water Polo	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Eric Capriel</u>		
Boys' Fr/Soph Water Polo	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Eric Capriel</u>		
Girls' Fr/Soph Water Polo	Coach Signature <u></u>	Date <u>10/10/17</u>	<u>DP</u>
	Print Name <u>Eric Capriel</u>		
Athletic Director Print Name & Sign	<u></u>	Date <u>10/13/17</u>	
Principal Print Name & Sign	<u>Dan Park</u> <u></u>	Date <u>10/13/17</u>	

School Site Beyer HS (Return form to Director of Educational Services by September 7th)

**MODESTO CITY SCHOOLS
ATHLETIC ELIGIBILITY VERIFICATION FORM
"Pursuing Victory with Honor"**

**FALL
2017-2018**

By signing the form below, coaches, athletic directors, and principals verify that the eligibility status of every student-athlete has been examined including intra/interdistrict permits and that only eligible student-athletes will be allowed to practice and/or participate for their schools. (Athletic eligibility is defined in the Modesto City Schools Coaches' Handbook; BP 5133, Athletic Code of Conduct, 7-12; BP 5132, Student Conduct Code, 7-12; and BP 5117, Intra and Interdistrict Attendance.)

Currently Enrolled
in Class/Program
on ID Permit
(initial)

FALL SPORTS:

Varsity Football	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Sophomore Football	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Freshman Football	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Varsity Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Carolina Sanchez</u>	Date <u>8-24-17</u> <u>CS</u>
Frosh/Soph Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Footie Sathner</u>	Date <u>8-24-17</u> <u>T.S.</u>
Freshman Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Boys' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>Bridgit Moore</u>	Date <u>8/24/17</u> <u>pm</u>
Girls' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>Bridgit Moore</u>	Date <u>8/24/17</u> <u>pm</u>
Girls' Golf	Coach Signature <u>[Signature]</u> Print Name <u>John Gahan</u>	Date <u>8-24-17</u> <u>J.G.</u>
Girls' Varsity Tennis	Coach Signature <u>[Signature]</u> Print Name <u>Steven Sathner</u>	Date <u>8/24/17</u> <u>SS</u>
Boys' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Girls' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Boys' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Girls' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Timmy Gorman</u>	Date <u>8-24-17</u> <u>T.G.</u>
Athletic Director Print Name & Sign	<u>Timmy Gorman</u> <u>[Signature]</u>	Date <u>8-24-17</u>
Principal Print Name & Sign	<u>Quadipe Saragil</u> <u>[Signature]</u>	Date <u>8/28/17</u>
School Site <u>Davis</u> (Return form to Director of Educational Services by September 7th)		

MODESTO CITY SCHOOLS
ATHLETIC ELIGIBILITY VERIFICATION FORM
"Pursuing Victory with Honor"

FALL
2017-2018

By signing the form below, coaches, athletic directors, and principals verify that the eligibility status of every student-athlete has been examined including intra/interdistrict permits and that only eligible student-athletes will be allowed to practice and/or participate for their schools. (Athletic eligibility is defined in the Modesto City Schools Coaches' Handbook; BP 5133, Athletic Code of Conduct, 7-12; BP 5132, Student Conduct Code, 7-12; and BP 5117, Intra and Interdistrict Attendance.)

Currently Enrolled
in Class/Program
on ID Permit
(initial)

FALL SPORTS:

Varsity Football	Coach Signature <u>[Signature]</u> Print Name <u>JEREMY PLAA</u>	Date <u>10-16-17</u> <u>ARS</u>
Sophomore Football	Coach Signature <u>[Signature]</u> Print Name <u>RUSS GARCIA</u>	Date <u>10/11/2017</u> <u>ARS</u>
Freshman Football	Coach Signature <u>[Signature]</u> Print Name <u>CASUY CARVIN</u>	Date <u>10/11/17</u> <u>ARS</u>
Varsity Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>TERRA VERMILLION</u>	Date <u>10/16/17</u> <u>ARS</u>
Frosh/Soph Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>ASHLEY BOCKMAN</u>	Date <u>10/11/17</u> <u>ARS</u>
Freshman Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>RAONAL LOPEZ</u>	Date <u>10-16-17</u> <u>ARS</u>
Boys' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>PAULO CHEVALHO</u>	Date <u>10-18-17</u> <u>ARS</u>
Girls' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>JANA OSGOOD</u>	Date <u>10-12-17</u> <u>ARS</u>
Girls' Golf	Coach Signature <u>[Signature]</u> Print Name <u>ROBIN RODRIGUES</u>	Date <u>10-11-17</u> <u>ARS</u>
Girls' Varsity Tennis	Coach Signature <u>[Signature]</u> Print Name <u>AMY MENDEZ</u>	Date <u>10-18-17</u> <u>ARS</u>
Boys' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>TIM VESUT</u>	Date <u>10/16</u> <u>ARS</u>
Girls' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>KENDALL GRAHAM</u>	Date <u>10/12/17</u> <u>ARS</u>
Boys' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>TIM VESUT</u>	Date <u>10/16</u> <u>ARS</u>
Girls' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>MICHAEL HICKS</u>	Date <u>10/13/17</u> <u>ARS</u>
Athletic Director Print Name & Sign <u>[Signature]</u>		Date <u>10/19/17</u>
Principal Print Name & Sign <u>RICHARD BAUM</u> <u>[Signature]</u>		Date <u>10/18/17</u>

School Site TDHS (Return form to Director of Educational Services by September 7th)

MODESTO CITY SCHOOLS
ATHLETIC ELIGIBILITY VERIFICATION FORM
"Pursuing Victory with Honor"

FALL
2017-2018

By signing the form below, coaches, athletic directors, and principals verify that the eligibility status of every student-athlete has been examined including intra/interdistrict permits and that only eligible student-athletes will be allowed to practice and/or participate for their schools. (Athletic eligibility is defined in the Modesto City Schools Coaches' Handbook; BP 5133, Athletic Code of Conduct, 7-12; BP 5132, Student Conduct Code, 7-12; and BP 5117, Intra and Interdistrict Attendance.)

Currently Enrolled
in Class/Program
on ID Permit
(initial)

FALL SPORTS:

Varsity Football	Coach Signature <u>James Stacy</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>James Stacy</u>		
Sophomore Football	Coach Signature <u>James Stacy</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>James Stacy</u>		
Freshman Football	Coach Signature <u>Di R...</u>	Date <u>10/12/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Brian Brewer</u>		
Varsity Volleyball	Coach Signature <u>Randy Rubio</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Randy Rubio</u>		
Frosh/Soph Volleyball	Coach Signature <u>Randy Rubio</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Randy Rubio</u>		
Freshman Volleyball	Coach Signature <u>Randy Rubio</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Randy Rubio</u>		
Boys' Cross Country	Coach Signature <u>Zach Kopeck</u>	Date <u>10/12/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Zach Kopeck</u>		
Girls' Cross Country	Coach Signature <u>Zach Kopeck</u>	Date <u>10/12/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Zach Kopeck</u>		
Girls' Golf	Coach Signature <u>Matthew Boyle</u>	Date <u>10/12/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Matthew Boyle</u>		
Girls' Varsity Tennis	Coach Signature <u>Judith Lyons</u>	Date <u>10/12/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Judith Lyons</u>		
Boys' Varsity Water Polo	Coach Signature <u>Randy Rubio</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Randy Rubio</u>		
Girls' Varsity Water Polo	Coach Signature <u>Randy Rubio</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Randy Rubio</u>		
Boys' Fr/Soph Water Polo	Coach Signature <u>Randy Rubio</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Randy Rubio</u>		
Girls' Fr/Soph Water Polo	Coach Signature <u>Randy Rubio</u>	Date <u>10/11/17</u>	<input checked="" type="checkbox"/>
	Print Name <u>Randy Rubio</u>		
Athletic Director Print Name & Sign	<u>Randy Rubio</u>	Date <u>10/11/17</u>	
Principal Print Name & Sign	<u>Amanda Moore</u>	Date <u>10/12/17</u>	

School Site Enochs (Return form to Director of Educational Services by September 7th)

MODESTO CITY SCHOOLS
ATHLETIC ELIGIBILITY VERIFICATION FORM
"Pursuing Victory with Honor"

FALL
2017-2018

By signing the form below, coaches, athletic directors, and principals verify that the eligibility status of every student-athlete has been examined including intra/interdistrict permits and that only eligible student-athletes will be allowed to practice and/or participate for their schools. (Athletic eligibility is defined in the Modesto City Schools Coaches' Handbook; BP 5133, Athletic Code of Conduct, 7-12; BP 5132, Student Conduct Code, 7-12; and BP 5117, Intra and Interdistrict Attendance.)

Currently Enrolled
in Class/Program
on ID Permit
(initial)

FALL SPORTS:

Varsity Football	Coach Signature <u>[Signature]</u> Print Name <u>Jason McCoy N115</u>	Date <u>10-10-17</u>	[Initials]
Sophomore Football	Coach Signature <u>[Signature]</u> Print Name <u>Nick Silva C212</u>	Date <u>10/10/17</u>	[Initials]
Freshman Football	Coach Signature <u>[Signature]</u> Print Name <u>X Greg Morris</u>	Date <u>10-10-17</u>	[Initials]
Varsity Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>X John Bartlett</u>	Date <u>10/10/17</u>	[Initials]
Frosh/Soph Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Gina Vierra</u>	Date <u>10/10/17</u>	[Initials]
Freshman Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Danielle Parham</u>	Date <u>10/10/17</u>	[Initials]
Boys' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>Matt Soderlund</u>	Date <u>10/10/17</u>	[Initials]
Girls' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>Loretta Fillpot</u>	Date <u>10/10/17</u>	[Initials]
Girls' Golf	Coach Signature <u>[Signature]</u> Print Name <u>Bradd Stewart</u>	Date <u>10/10/17</u>	[Initials]
Girls' Varsity Tennis	Coach Signature <u>[Signature]</u> Print Name <u>Tracy Moore</u>	Date <u>10/10/17</u>	[Initials]
Boys' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Ashley Eudy</u>	Date <u>10/10/17</u>	[Initials]
Girls' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Ashley Eudy</u>	Date <u>10/10/17</u>	[Initials]
Boys' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Cameron Dhanowa</u>	Date <u>10/10/17</u>	[Initials]
Girls' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>Alexis Garcia</u>	Date <u>10/10/17</u>	[Initials]
Athletic Director Print Name & Sign <u>James Davis / [Signature]</u>		Date <u>10/10/17</u>	
Principal Print Name & Sign <u>Derek Pendley / [Signature]</u>		Date <u>10/10/17</u>	

School Site Gregori (Return form to Director of Educational Services by September 7th)

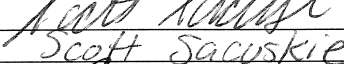
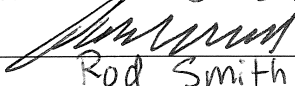
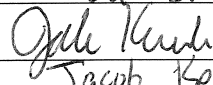
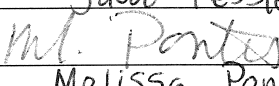
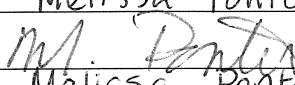
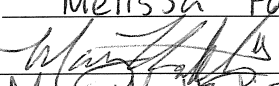
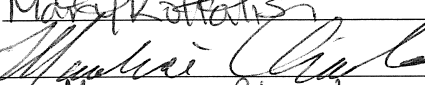
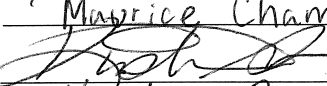
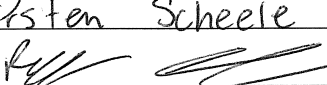
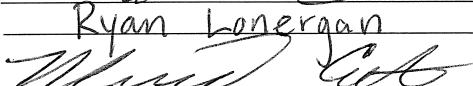
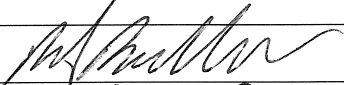

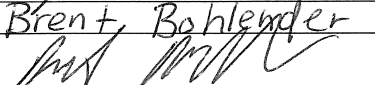
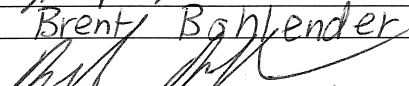
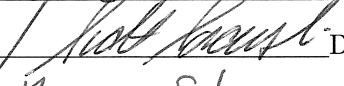
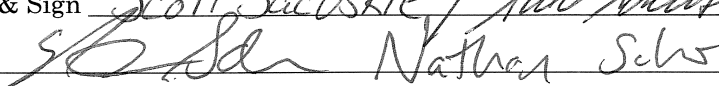
MODESTO CITY SCHOOLS
ATHLETIC ELIGIBILITY VERIFICATION FORM
"Pursuing Victory with Honor"

FALL
2017-2018

By signing the form below, coaches, athletic directors, and principals verify that the eligibility status of every student-athlete has been examined including intra/interdistrict permits and that only eligible student-athletes will be allowed to practice and/or participate for their schools. (Athletic eligibility is defined in the Modesto City Schools Coaches' Handbook; BP 5133, Athletic Code of Conduct, 7-12; BP 5132, Student Conduct Code, 7-12; and BP 5117, Intra and Interdistrict Attendance.)

Currently Enrolled
in Class/Program
on ID Permit
(initial)

FALL SPORTS:

Varsity Football	Coach Signature <u></u> Print Name <u>Scott Sacuskie</u>	Date <u>10/26/17</u> <u>MS</u>
Sophomore Football	Coach Signature <u></u> Print Name <u>Rod Smith Sr.</u>	Date <u>10/9/17</u> <u>MS</u>
Freshman Football	Coach Signature <u></u> Print Name <u>Jacob Kessler</u>	Date <u>10/06/17</u> <u>MS</u>
Varsity Volleyball	Coach Signature <u></u> Print Name <u>Melissa Pontes</u>	Date <u>10/10/17</u> <u>MS</u>
Frosh/Soph Volleyball	Coach Signature <u></u> Print Name <u>Melissa Pontes</u>	Date <u>10/10/17</u> <u>MS</u>
Freshman Volleyball	Coach Signature <u></u> Print Name <u>Mary Kottaris</u>	Date <u>10/6</u> <u>17</u> <u>MS</u>
Boys' Cross Country	Coach Signature <u></u> Print Name <u>Maurice Chambers</u>	Date <u>10/9</u> <u>17</u> <u>MS</u>
Girls' Cross Country	Coach Signature <u></u> Print Name <u>Kirsten Scheele</u>	Date <u>10.10</u> <u>MS</u>
Girls' Golf	Coach Signature <u></u> Print Name <u>Ryan Lonergan</u>	Date <u>10/9/17</u> <u>MS</u>
Girls' Varsity Tennis	Coach Signature <u></u> Print Name <u>Michael Catlapp</u>	Date <u>10/9/17</u> <u>MS</u>
Boys' Varsity Soccer	Coach Signature _____ Print Name _____	Date _____
Boys' Frosh/Soph Soccer	Coach Signature _____ Print Name _____	Date _____
Boys' Varsity Water Polo	Coach Signature <u></u> Print Name <u>Brent Bohlender</u>	Date <u>10/9</u> <u>17</u> <u>MS</u>
Girls' Varsity Water Polo	Coach Signature <u></u> Print Name <u>Brent Bohlender</u>	Date <u>10/9</u> <u>17</u> <u>MS</u>
Boys' Fr/Soph Water Polo	Coach Signature <u></u> Print Name <u>Brent Bohlender</u>	Date <u>10/9</u> <u>17</u> <u>MS</u>
Girls' Fr/Soph Water Polo	Coach Signature <u></u> Print Name <u>Brent Bohlender</u>	Date <u>10/9</u> <u>17</u> <u>MS</u>
Athletic Director Print Name & Sign	<u>Scott Sacuskie</u> <u></u>	Date <u>10/26/17</u>
Principal Print Name & Sign	<u>S. S. S.</u> <u></u> <u>Nathan Schu</u>	Date <u>10/10/17</u>
School Site <u>Johansen</u> (Return form to Assoc. Superintendent, Educational and Admin. Services by September 2016)		

**MODESTO CITY SCHOOLS
ATHLETIC ELIGIBILITY VERIFICATION FORM
"Pursuing Victory with Honor"**

**FALL
2017-2018**

By signing the form below, coaches, athletic directors, and principals verify that the eligibility status of every student-athlete has been examined including intra/interdistrict permits and that only eligible student-athletes will be allowed to practice and/or participate for their schools. (Athletic eligibility is defined in the Modesto City Schools Coaches' Handbook; BP 5133, Athletic Code of Conduct, 7-12; BP 5132, Student Conduct Code, 7-12; and BP 5117, Intra and Interdistrict Attendance.)

Currently Enrolled
in Class/Program
on ID Permit
(initial)

FALL SPORTS:

Varsity Football	Coach Signature <u>[Signature]</u> Print Name <u>BRETT WAGNER</u>	Date <u>10/10/17</u> <u>DM</u>
Sophomore Football	Coach Signature <u>[Signature]</u> Print Name <u>BRETT WAGNER</u>	Date <u>10/10/17</u> <u>DM</u>
Freshman Football	Coach Signature <u>[Signature]</u> Print Name <u>BRETT WAGNER</u>	Date <u>10/10/17</u> <u>DM</u>
Varsity Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Traci Horni</u>	Date <u>10/10/17</u> <u>DM</u>
Frosh/Soph Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Traci Horni</u>	Date <u>10/10/17</u> <u>DM</u>
Freshman Volleyball	Coach Signature <u>[Signature]</u> Print Name <u>Traci Horni</u>	Date <u>10/10/17</u> <u>DM</u>
Boys' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>Brian Heese</u>	Date <u>10/10/17</u> <u>DM</u>
Girls' Cross Country	Coach Signature <u>[Signature]</u> Print Name <u>Ali Battig</u>	Date <u>10/10/17</u> <u>DM</u>
Girls' Golf	Coach Signature <u>[Signature]</u> Print Name <u>Mario Anteb Jr</u>	Date <u>10/10/17</u> <u>DM</u>
Girls' Varsity Tennis	Coach Signature <u>[Signature]</u> Print Name <u>Matthew B Vaughan</u>	Date <u>10/10/17</u> <u>DM</u>
Boys' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>M. Chiavetta</u>	Date <u>10/10</u> <u>DM</u>
Girls' Varsity Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>M. Chiavetta</u>	Date <u>10/10</u> <u>DM</u>
Boys' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>M. Chiavetta</u>	Date <u>10/10</u> <u>DM</u>
Girls' Fr/Soph Water Polo	Coach Signature <u>[Signature]</u> Print Name <u>M. Chiavetta</u>	Date <u>10/10</u> <u>DM</u>
Athletic Director Print Name & Sign	<u>Dorend Wallace</u> <u>[Signature]</u>	Date <u>10/10/17</u> <u>DM</u>
Principal Print Name & Sign	<u>JASON MANNING</u> <u>[Signature]</u>	Date <u>10/10/17</u>

School Site MHS (Return form to Director of Educational Services by September 7th)

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Report on Summary of Investment
Portfolio as of September 30, 2017

November 20, 2017

BACKGROUND

The District periodically invests funds with the State's Local Agency Investment Fund (LAIF), the California Asset Management Program (CAMP) and in specific securities as allowed under the Government Code and Board policy.

ISSUE

The Board of Education should periodically review the District's investments.

FISCAL IMPACT

The District's investments as of September 30, 2017 are shown on the attached report and are in compliance with the Board's investment policy and all Government Code requirements. The District's investment advisor, Public Financial Management, provides the market value of individual securities. LAIF, CAMP and the County Treasury provide market value information for those funds.

SUMMARY

The Stanislaus County Treasury yield rate (similar to interest rate) at September 30, 2017, has increased 0.06% from the previous quarter and increased 0.17% over the last year. The cash balance in the Stanislaus County Treasury has decreased about \$34.2 million over the balance for the previous quarter and increased about \$17.8 million over the balance a year ago. The decrease in cash balance from the previous quarter is related to the debt service payments of \$10 million in the Bond Funds, a decrease in revenue receipts in the General Fund and Cafeteria Fund and an increase in expenditures for textbooks and construction projects. The increase in cash balance from a year ago is related to the increase in the Local Control Funding Formula within the General Fund.

Originating Department: Fiscal Support Services

Submitted by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official

Approved for Submission
to the Governing Board by:



Pamela Able
Superintendent

Modesto City Schools
Portfolio Summary
September 30, 2017

INVESTMENTS

District Operating Funds:

Stanislaus County Treasury *	Par	Original Cost	Book Value	Percent of Portfolio	Market Value	Year-to-Date Interest	Yield
Bank of the West - Revolving Cash Fund *	N/A	N/A	\$ 143,788,322.10	95.00%	\$ 143,788,322.10	\$ 429,253.72	1.04% **
Local Agency Investment Fund *	N/A	N/A	\$ 65,157.12	0.04%	\$ 65,157.12	\$ -	0.00%
California Asset Management Program	N/A	N/A	\$ 212,954.64	0.14%	\$ 212,954.64	\$ 576.38	1.07%
Cash Reserve Portfolio *	N/A	N/A	\$ 2,256,460.79	1.49%	\$ 2,256,460.79	\$ 6,436.10	1.15%

Lease Revenue Bond Debt Service Sinking Fund

Natixis Funding Corp ***	Par	Original Cost	Book Value	Percent of Portfolio	Market Value	Year-to-Date Interest	Yield
	N/A	N/A	\$ 5,033,682.50	3.33%	\$ 5,033,682.50	\$ 47,589.93	3.83%

Total Assets of Portfolio:

			\$ 151,356,577.15	100.00%	\$ 151,356,577.15	\$ 483,856.13	1.13%
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Note: All funds are under the management of outside parties, either the State of California, County of Stanislaus, California Asset Management Program, Public Financial Management, Inc. or Natixis Funding Corporation

* Available daily, upon demand

** Yield for funds on deposit at Stanislaus County Treasury is shown as net. Gross yield is 25 basis points higher, charged as administrative fee

*** Investment under a Master Repurchase Agreement

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Report on Construction Projects Progress Payments

November 20, 2017

BACKGROUND

Board Policy requires a report on progress payments be submitted monthly.


REPORT

	<u>Previously Paid</u>	<u>Current Payment</u>	<u>Balance Due</u>
Richard Townsend Const., Inc. Davis High's CTE Facilities Program Expansion – Phase 1 Contract Price: \$286,245.38 Certificate No. 3	\$208,215.59	\$61,536.44	\$16,493.35
Sinclair General Engineering Construction, Inc. Paving Replacement at Corp. Yard Contract Price: \$1,520,000 Certificate No. 8	\$1,045,797.58	\$151,543.80	\$322,658.62


Originating Department: Maintenance and Operations

Submitted by:

Approved for Submission
to the Governing Board by:



Tim Zearley
Associate Superintendent, Business Services
Chief Business Official



Pamela Able
Superintendent

MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Schedule of 2017-18 School November 20, 2017
Advisory Committee Meetings

The following schedule is provided for information:

Bret Harte Elementary English Learner Parent Partnership – 8:00 a.m. – Library

December 6, 2017 March 14, 2018

Bret Harte Elementary School Site Council – 2:35 p.m. – Conference Room

January 25, 2018 February 8, 2018 April 12, 2018

Bret Harte Elementary School Safety Committee – 8:00 a.m. – Conference Room

February 7, 2018

Bret Harte Elementary Injury/Illness Committee – 8:00 a.m. – Conference Room

December 13, 2017 February 21, 2018 April 11, 2018

Burbank Elementary School Site Council – 3:00 p.m. – Library

January 23, 2017 February 13, 2018 March 20, 2018 April 24, 2018
May 22, 2018

Burbank Elementary English Learner Parent Partnership – 9:00 a.m. – Library

January 18, 2018 February 15, 2018 March 15, 2018 May 22, 2018

Burbank Elementary School Safety Committee – 3:00 p.m. – Conference Room

March 27, 2018 May 22, 2018

Burbank Elementary English Learner Parent Partnership – 8:00 a.m. – Conference Room

December 15, 2017 January 26, 2017 March 16, 2018 May 22, 2018

Davis High School Site Council – 3:15 p.m. – Library

December 5, 2017 February 6, 2018 March 13, 2018 April 3, 2018
May 1, 2018

Davis High English Learner Parent Partnership – (See time by date) – Little Theater

December 14, 2017 @ 8:30 a.m. February 15, 2018 @ 6:00 p.m.
April 3, 2018 @ 8:30 a.m.

Davis High School Safety Advisory Committee – 2:30 p.m. – Room 302

February 15, 2018

Davis High School Injury Illness Committee – 8:30 a.m. – Student Supervision Office

January 18, 2018 March 6, 2018 April 26, 2018

Downey High School Safety Advisory Committee – 7:00 a.m. – Downey room 1

December 6, 2017 February 21, 2018 May 9, 2018

Downey High School Site Council Meetings – 5:00 p.m. – Library

January 23, 2018 March 13, 2018 May 8, 2018

Elliott Education Center School Site Council – 1:00 p.m. – Room 3A

January 24, 2018 February 28, 2018

Elliott Education Center English Learners Parent Partnership – 2:00 p.m.

Curriculum/Counseling Office

February 22, 2018

Enslin Elementary English Learner Parent Partnership – 2:45 p.m. – Library

January 23, 2018 March 6, 2018

Enslin Elementary Parent Involvement/Engagement Committee – 2:30 p.m. – Library

December 21, 2017

Enslin Elementary School Site Safety Committee – 8:00 a.m. – Room 8

February 6, 2018

Everett Elementary School Site Council – 3:00 p.m. – Room 41

December 7, 2017 February 1, 2018 March 22, 2018 April 26, 2018

Everett Elementary English Learner Parent Partnership – 9:00 a.m. – Room 41

January 26, 2018 March 2, 2018 May 4, 2018

Everett Elementary School Safety Committee – 3:00 p.m. – Room 41

February 15, 2018

Everett Elementary Injury Illness Meetings – 8:00 a.m. – Room 41

January 18, 2018 March 8, 2018 March 8, 2018 April 19, 2018

Franklin Elementary School Site Council – 3:30 p.m. – Library

December 21, 2017 February 22, 2018 April 26, 2018

Franklin Elementary Injury/Illness Committee – 8:00 a.m. – Room 7

November 21, 2017 January 30, 2018 March 20, 2018

Franklin Elementary English Learner Parent Partnership – 10:00 a.m. – Healthy Start Classroom

January 19, 2018 April 20, 2018

Franklin Elementary Parent Involvement/Engagement Committee – 10:00 a.m. – Healthy Start Classroom

March 16, 2018

Franklin Elementary Positive Behavior Interventions and Supports Committee (PBIS)**3:15 p.m. – Room 7**

March 5, 2018

Gregori High School Parent Club – 3:30 p.m. – Building B – Library

November 28, 2017 January 27, 2018 April 24, 2018

Gregori High School Safety Advisory – 2:15 p.m. – Building B – Library

February 8, 2018

Gregori High School PBIS – 2:15 p.m. – Building B – Library

November 27, 2017 March 5, 2018 April 16, 2018

Gregori High School English Learners Parent Partnership – 6:30 p.m. – Building B – Library

February 22, 2018 April 25, 2018

Gregori High School Injury Illness Meeting – 1:15 p.m. – Building C – Conference Room

December 14, 2017 February 8, 2018 March 15, 2018

Johansen High School Site Council – 3:15 p.m. – Rm. M-133 (Career Ctr.)

January 23, 2018 February 27, 2018

Johansen High English Learner Parent Partnership – 5:30 p.m. – Rm. M-133 (Career Ctr.)

February 22, 2018

Kirschen Elementary School English Learner Parent Partnership – 9:30 a.m. – CafeteriaDecember 1, 2017 February 2, 2018 March 2, 2018 April 6, 2018
May 4, 2018**Kirschen Elementary School Parent Involvement/Engagement – 3:00 p.m. – Library**

April 12, 2018

Kirschen Elementary School Site Council – 3:00 p.m. – Library

March 13, 2018 April 17, 2018 May 15, 2018

Lakewood Parent English Language Parent Partnership – 3:15 p.m. – Media Center

December 7, 2017 March 13, 2018

Lakewood Parent Positive Behavior intervention Committee – 3:15 p.m. – Media Center

January 23, 2018 March 6, 2018

Lakewood 2nd Cup of Coffee – 9:15 a.m. – Room 17

December 5, 2017 March 13, 2018

Lakewood School Safety Committee – 3:15 p.m. – Media Center

January 25, 2018

Lakewood Injury Illness Committee – 8:20 a.m. – Lakewood Office

December 7, 2017	April 5, 2018	May 3, 2018
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La Loma Junior High School Site Council Meetings – 8:00 a.m. – Room 50

January 25, 2018	March 15, 2018	May 17, 2018
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La Loma Junior High School Safety Committee Meetings – 8:00 a.m. – Room 50

February 14, 2018

Marshall Elementary School Site Council Meetings – 3:00 p.m. – Library

December 5, 2017	February 13, 2018	March 27, 2018
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Marshall Elementary Injury Illness Committee – 8:00 a.m. – Vice Principal's Office

February 7, 2018	March 7, 2018
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Marshall Elementary English Learner Parent Partnership – 9:00 a.m. – Staff Room

March 8, 2018

Marshall Elementary Site Safety Committee – 8:00 a.m. – Vice Principal's Office

December 6, 2017	April 4, 2018
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Marshall's 2nd Cup Parent Involvement/Engagement Committee – 9:00 a.m. – Staff Room

January 26, 2018	February 23, 2018	March 23, 2018	April 27, 2018
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Modesto High School Site Council Meetings – 3:00 p.m. – MCS Reference Room

December 7, 2017	February 22, 2018	April 19, 2018
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Modesto High School English Learner Parent Partnership – 3:00 p.m. – MHS Library

December 5, 2017	February 20, 2018	April 17, 2018
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Modesto High School Safety Advisory Committee Meetings – 3:00 p.m. – Conference Room 1

February 1, 2018

Modesto High School Injury/Illness Committee Meetings – 9:00 a.m. – Custodian's Office

January 30, 2018	April 10, 2018
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Robertson Road Elementary English Learner Parent Partnership – 9:00 a.m. – Cafeteria

January 26, 2018	February 23, 2018
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Robertson Road Elementary School Site Council Meetings – 3:00 p.m. – Library

January 17, 2018	February 6, 2018
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Rose Avenue Elementary School Site Council Meetings – 2:45 p.m. – Library

January 23, 2018	February 6, 2018	March 6, 2018	April 17, 2018
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Rose Avenue Elementary English Learner Parent Partnership – 8:45 a.m. – Cafeteria

February 13, 2018	April 17, 2018
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Rose Avenue Elementary PBIS Committee – 2:45 p.m. – Conference Room

February 6, 2018 May 8, 2018

Rose Avenue Elementary School Safety Committee – 2:45 p.m. – Conference Room

January 24, 2018

Rose Avenue Elementary Injury Illness Committee – 8:00 a.m. – Conference Room

January 25, 2018

Shackelford Elementary English Learner Parent Partnership – 8:45 a.m. – Cafeteria

February 20, 2018 March 20, 2018

Shackelford Elementary School Site Council Meetings – 2:45 a.m. – Room 3

January 25, 2018 March 15, 2018 May 17, 2018

O. Wright Elementary Leadership Committee – 2:50 p.m. – Room 4November 27, 2017 December 11, 2017 January 30, 2018 February 27, 2018
March 12, 2018 April 16, 2018 May 21, 2018

O. Wright Elementary Positive Behavior Intervention Supports – 2:50 p.m. – Room 4November 28, 2017 December 12, 2017 February 6, 2018 March 6, 2018
April 10, 2018 May 1, 2018

O. Wright Elementary English Learner Parent Partnership – 2:50 p.m. – Room 4

December 8, 2017 March 6, 2018

Special Education (SELPA) Community Advisory Committee (CAC) Meetings – 6:00 p.m.

SCOE Conference Room - 1336 Stonum Rd. Modesto, CA 95351December 6, 2017 January 17, 2018 February 21, 2018 March 14, 2018
May 2, 2018 June 6, 2018

Prepared by:Beckie Hurst
SecretaryApproved for Submission to the
Governing Board by:Pamela Able
Superintendent