

**MODESTO CITY SCHOOLS**  
**BOARD OF EDUCATION AGENDA**  
**BOARD ROOM IN THE STAFF DEVELOPMENT CENTER**  
**1399<sup>th</sup> REGULAR MEETING**

**May 1, 2017**

Period for Public Presentations

6:15 p.m.\*

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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:**

5:15 to 5:16 1. **Call to Order.**

5:16 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 District Labor Negotiator: Roman Muñoz regarding employee organizations: Modesto Teachers' Association and California School Employees Association, Chapter No. 007; and Unrepresented Employees (Managers and Administrators).
- .2 Conference with Legal Counsel: Anticipated Litigation  
Number of Cases: Two
- .3 Public Employee Appointment
  - Associate Superintendent, Chief Business Official, Business Services
  - Principal, K-6
  - Principal, 9-12

**A. INITIAL MATTERS (continued):**

- Director of Innovation

6:00 to 6:01 3. **Moment of Silence.**

6:01 to 6:05 4. **Pledge of Allegiance.**

<i>Jayda Cushenberry</i>	Sixth Grade	Garrison Elementary
<i>Eshand Dutt</i>	Sixth Grade	Garrison Elementary

6:05 to 6:13 5. **Announcements.**

**Character Education Recognition:**

*Brayand Hinojosa*, 3<sup>rd</sup> Grade, Burbank Elementary, Perseverance  
*Stephanie Quinones Gamboa*, 8<sup>th</sup> Grade, Mark Twain Junior High, Courage  
*Sierra Kelliehan*, 11<sup>th</sup> Grade, Beyer High, Responsibility

**Special Recognition:**

The District and Board would like to recognize Enochs junior *Rory Coscia* for winning First Place at the **California Interscholastic Federation (CIF) State Girls Wrestling Championships.**

Trustees John Walker and Cindy Marks would like to thank the **Student Equity Subcommittee** members for taking time out of their schedules to be a part of this group and for their contributions towards what has been an extremely productive and successful effort:

*Jamie Lynn Bianchi* – Teacher, Elliott Alternative Ed. Center  
*Rickey McGill* – Community Member  
*Sandy Riggins* – Community Member  
*Debra Vincent* – Community Member  
*Nooralhuda Witwit* – Student, Davis High  
*Jaelyn Glover* – Student, Beyer High  
*Curtis Fifer III* – Student, Modesto High

**MCS Heroes**

*Allison Snyder*, Assistive Technology Technician, Rover  
*Kathy Presley*, Teacher, Shackelford Elementary  
*Veronica Miranda*, TC II, Modesto High  
*Stanislaus Dental Society*, Volunteer Hero

6:13 to 6:14 6. **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.

**A. INITIAL MATTERS (continued):**

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 7. **Approval of Order of Discussion/Action Items.**

6:15 to 6:45 8. **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.

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 7:15 4. Report on California Math Standards – Integrated Math.

7:15 to 7:30 5. Request by Trustee Walker to Discuss and Possibly Ask for Approval to Change from Integrated to Traditional Math Curriculum.

7:30 to 7:40 6. Approval of Authorization to Seek Bids for Downey Culinary Arts Renovation Phase II.

**B. DISCUSSION AND ACTION ITEMS (continued):**

- |      |    |      |  |
|------|----|------|--|
| 7:40 | to | 7:50 | 7. Approval of Authorization to Seek Bids for Davis High School's Career Technical Education Facilities Program Expansion.   |
| 7:50 | to | 8:00 | 8. Report on Teacher Recruitment.  |
| 8:00 | to | 8:05 | 9. Approval of Resolution No. 16/17-24 Proclaiming May 10, 2017 as Day of the Teacher in Modesto City Schools.   |
| 8:05 | to | 8:10 | 10. Approval of Resolution No. 16/17-25 Proclaiming May 21-27, 2017 as Classified School Employees Week in Modesto City Schools.   |
| 8:10 | to | 8:25 | 11. Approval of First Reading of Proposed Revisions to Board Policy 3515 and Review of Administrative Regulation 3515 Campus Security.   |
| 8:25 | to | 8:35 | 12. Cancellation of Existing Deputy Superintendent Contract Effective June 30, 2017, and Approval of New Deputy Superintendent, Chief Human Resources Official, and Associate Superintendent, Chief Business Official, Business Services Contracts Effective July 1, 2017 through June 30, 2019. |
| 8:35 | to | 8:40 | 13. Report of Meetings Attended by Board of Education Members.   |
| 8:40 | to | 8:45 | 14. Items to be Placed on Future Board of Education Agendas.   |

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

- |         |   |
|---------|---|
| CONSENT | 1. Approval of February and March Revisions to the Adopted 2016-17 Budget.  |
| CONSENT | 2. Approval of Donation of Obsolete Computer Equipment to 2 <sup>nd</sup> Chance Modesto Computer Refurbishing for 2017-18.   |
| CONSENT | 3. Approval of Authorization to Award Bid No. 17-4641, Asphalt Paving, Crack Fill and Seal at Various Sites 2016-17, to United Pavement Maintenance, in the Amount of \$72,193. |
| CONSENT | 4. Approval of Authorization to Award Bid No. 17-4643, Repaving at Various Sites 2016-17, to Central Valley Asphalt, in the Amount of \$1,268,500.                              |
| CONSENT | 5. Approval of Authorization to Award Bid No. 17-4645, Repaving at Various Sites 2016-17, to McFadden Construction, Inc., in the Amount of \$742,000.                           |
| CONSENT | 6. Approval of Authorization to Award Bid #17-4646 for Bakery Products to Robb Ross Foods, BakeMark, and Dawn Foods.  |



**PROPOSED CONSENT AGENDA (continued)****C. BUSINESS ITEMS (continued):**

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|---------|--|
| CONSENT | 7. Approval of Authorization to Award Bid No. 17-4647, Re-roofing at Various Sites 2016-17, to Delta Painting and Coating, Inc., dba Tru-Tech, in the Amount of \$469,988.   |
| CONSENT | 8. Approval of Authorization to Award Bid No. 17-4649, Sonoma Elementary School Underground Utility and Front Parking Lot Replacement, to Sinclair General Engineering Construction, Inc., in the Amount of \$334,685.             |
| CONSENT | 9. Approval to Accept Completion of Contract with Nicro, Inc., Resolution No. 16/17-12 Ratifying Declaration of an Emergency Situation Regarding Inoperable Heating Equipment at Hanshaw Middle School, in the Amount of \$94,532. |
| CONSENT | 10. Approval of Summer Food Service Program for Summer 2017.   |
| CONSENT | 11. Approval of Increase in Consultant Services Agreement with Jason Zachary through June 30, 2017.  |
| CONSENT | 12. Approval of Authorization to Lease-Purchase One (1) Xerox Production Printing System and One (1) Color Printing System from Lucas Business Systems.  |
| CONSENT | 13. Approval of Second Reading of Revisions to Board Policy 3515.1 Control of Keys and Rename to Access Control – Keys and Alarm Codes.  |
| CONSENT | 14. Approval of Acceptance of Gifts.   |

**D. CURRICULUM AND INSTRUCTION ITEMS:**

- |         |   |
|---------|---|
| CONSENT | 1. Approval of Out-of-State Davis High School Drama Club Trip to Ashland, Oregon.   |
| CONSENT | 2. Approval of High School Course Outlines: Online Learning.  |
| CONSENT | 3. Approval of Memorandum of Understanding between Modesto City Schools SELPA, Valley Mountain Regional Center – Early Start, and Stanislaus SELPA for the 2017-18 School Year.   |
| CONSENT | 4. Approval of Extension of Interagency Agreement between Valley Mountain Regional Center and Modesto City Schools Special Education Local Plan Area for Implementation of the California Early Intervention Services Act Known as Early Start for the 2017-18 School Year. |
| CONSENT | 5. Approval of the Modesto City Schools Head Start 2017 Community Assessment Report Update.   |

**PROPOSED CONSENT AGENDA (continued)**

**D. CURRICULUM AND INSTRUCTION ITEMS (continued):**

- CONSENT          6. Ratification of Instructional Agreement between Modesto City Schools and Yosemite Community College District (Modesto Junior College).

**E. HUMAN RESOURCES ITEMS:**

- CONSENT          1. Approval of Designated Personnel Action Items:
- .1 Approval of Certificated Personnel Terminations.
  - .2 Approval of Certificated Personnel Leaves of Absence.
  - .3 Approval of Certificated Personnel Other Appointments.
  - .4 Approval of Certificated Personnel Stipend Appointments.
  - .5 Approval of Certificated Personnel Stipend Deletions.
  - .6 Approval of Certificated Personnel Substitute Appointments.
  - .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.
  - .12 Approval of Classified Personnel Short Term Appointments.  
(not to exceed 75% of the school year)

**F. MISCELLANEOUS ITEMS:**

- CONSENT          1. Approval of Designated Student Expulsions:
- .1 HS-44-2016-17
- CONSENT          2. Approval of Minutes for the April 10, 2017 Regular Meeting, and the April 17, 2017 and April 24, 2017 Special Meetings of the Board of Education.

**END OF CONSENT AGENDA**

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**G. REPORTS AND COMMUNICATIONS:**

- 1. Report on Construction Projects Progress Payments.
- 2. Report on Summary of Investment Portfolio as of March 31, 2017.
- 3. Report on Revisions to Administrative Regulation 6145 Extracurricular Activities, 7-12.
- 4. Schedule of 2016-17 School Advisory Committee Meetings.

**H. ADJOURNMENT**

## MODESTO CITY SCHOOLS

TO Pamela Able, Superintendent Regular Meeting  
SUBJECT: Report on California Math Standards – Integrated Math May 1, 2017

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### BACKGROUND

The California State Standards for Mathematics were adopted in August of 2010 and modified in January of 2013. The Math Framework was adopted in 2016.

Focus, coherence, and rigor, the three major instructional shifts under the California Math Standards, are the principles underlying the new math standards. The California Math Standards promote problem solving, communication skills, and critical thinking. To meet the standards, students must experience a balanced approach to instruction and learning that supports conceptual understanding, procedural skill and fluency, and application of mathematics to real-world problems. (*Mathematics Framework for California Public Schools, Introduction, 2015*)

Mathematics is essential to living in and understanding the world. We apply mathematics when we check our pockets to be sure we have enough money for a purchase, measure ingredients for making dinner, or evaluate the evidence in a debate on local government spending. Success in mathematics education provides students with college and career options and increases prospects for future income. Knowledge and understanding of high school mathematics correlates to access to college, graduation from college, and earnings in the top quartile of income from employment. In addition, exploring mathematical concepts, working collaboratively on engaging tasks, and presenting and critiquing arguments, all of which are required by the California Math Standards, help prepare students for life after high school. The National Science Board indicates that the growth of jobs in the mathematics-intensive science and engineering workforce is outpacing overall job growth by a 3-to-1 ratio. (*National Mathematics Advisory Panel 2008*)

Students in the United States have not kept pace with their international peers in mathematics achievement. Achievement gaps still exist throughout the country, college remediation rates are too high, and some students are unprepared to perform and thrive in the workforce. (*Mathematics Framework for California Public Schools, 2015*)

### REPORT

#### Standards for Mathematics

In 1989 the National Council of Teachers of Mathematics (NCTM) launched standards-based education with *Curriculum and Evaluation Standards for School Mathematics*. Now, almost thirty years later, the widespread adoption of college-and-career readiness standards provides a refocus on standards and mathematics instruction.

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Report on California Math Standards – Integrated Math

In 2014, NCTM published Principles to Actions, its landmark publication which offers guidance to teachers, mathematics coaches, administrators, parents, and policymakers to build a successful mathematics program at all levels. (<http://www.nctm.org/Pta>) Principles to Actions address these realities:

- Too much focus is on learning procedures without understanding.
- Too many students are limited by lowered expectations and narrow curricula.
- Too many teachers have limited access to instructional materials and tools.
- Too much weight is placed on results from assessments that emphasize skills and fact recall and fail to give attention to problem solving and reasoning.
- Too many teachers of mathematics remain professionally isolated.

*(NCTM Principles to Actions, Executive Summary)*

The California Math Standards resemble the standards of the highest-achieving nations and reflect the importance of focus, coherence, and rigor. For more than a decade, research conducted on mathematics education in high-performing countries has pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent to improve mathematics achievement in this country. The national Standards for Mathematics, as well as the California Math Standards, were established to address the problem of having a curriculum that is “a mile wide and an inch deep.” (*National Governors Association Center for Best Practices, Council of Chief State School Officers [NGA/CCSSO] 2010c*); (*Mathematics Framework for California Public Schools*)

These standards were informed by international benchmarking and began with research-based learning progressions detailing what is known about how students’ mathematical knowledge, skills, and understanding develop over time. The progression from kindergarten standards to standards for higher mathematics exemplifies the three principles of focus, coherence, and rigor that underlie the California Math Standards. The standards stress conceptual understanding, procedural skill and fluency, and application to ensure that students will learn and absorb the critical information necessary to succeed at higher levels of mathematics and can apply their learning in increasingly complex situations. (*Mathematics Framework for California Public Schools, 2015*)

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers teach mathematics differently than in the past. Students learn to “do math” through real-world situations and focus on fewer, more connected topics presented in a coherent progression that leads to readiness for college, careers, and civic life.

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Report on California Math Standards – Integrated MathTwo Types of Standards

The California Math Standards include two types of standards: Standards for Mathematical Practice, which are the same at each grade level; and Standards for Mathematical Content, which are different at each grade level. The Standards for Mathematical Practice address the habits of mind, and the Standards for Math Content address the skills and knowledge.

Understanding how the California Math Standards differ from previous standards, and the necessary shifts called for by the California Math Standards, is essential to implementing California's newest mathematics standards. The three key shifts or principles on which the standards are based are focus, coherence, and rigor.

Focus requires that the scope of content in each grade, from kindergarten through grade twelve, be significantly narrowed so that students experience more deeply the remaining content. Coherence is about math making sense and making connections between topics. The most important connections are vertical: the links from one grade to the next that allow students to progress in their mathematical education.

Rigor is achieved by pursuing these three aspects with equal intensity; conceptual understanding, procedural skills and fluency, and application.

- Conceptual understanding: Teachers teach more than how to “get the right answer,” and instead should support students’ ability to acquire concepts from several perspectives so that students are able to see mathematics as more than a set of mnemonics or discrete procedures. Students demonstrate solid conceptual understanding of core mathematical concepts by applying these concepts to new situations as well as writing and speaking about their understanding. When students learn mathematics conceptually, they understand why procedures and algorithms work, and doing mathematics becomes meaningful because it makes sense.
- Procedural skill and fluency: Students develop fluency in core areas such as addition, subtraction, multiplication, division, and solving equations so that they are able to understand and manipulate more complex concepts.
- Application: The standards require application of mathematical concepts and procedures throughout all grade levels. Teachers provide opportunities in all grade levels for students to apply mathematical concepts in real-world situations, as this motivates students to learn mathematics and enables them to transfer their mathematical knowledge into their daily lives and future careers. (*Mathematics Framework for California Public Schools, 2015.*)

## Report on California Math Standards – Integrated Math

At the high school level, the higher mathematics content standards specify the mathematics that all students should study in order to be college and career ready. These standards were initially organized into conceptual categories (rather than courses) to allow for local decision making regarding course organization and sequencing. The conceptual categories addressed in the higher mathematics standards are Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.

### Standards of Mathematical Practice

The Standards for Mathematical Practice help students learn to think like mathematicians. Students learn to reason quantitatively, use technology and other tools strategically, identify patterns that help them solve problems, and explain and defend both their answers and the reasoning they used to find them. Modeling with mathematics, is emphasized in higher mathematics courses as students use mathematical tools and methods to ask and answer questions about real-world situations.

The Mathematical Practice standards are the same at each grade level. In the higher mathematics courses, the levels of sophistication of each Mathematical Practice standard increase as students integrate grade-appropriate mathematical practices with the content standards. (*Mathematics Framework for California Public Schools, 2015.*)

#### OVERARCHING HABITS OF MIND

1. Make sense of problems and persevere in solving them
6. Attend to precision

#### REASONING AND EXPLAINING

2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others

#### MODELING AND USING TOOLS

4. Model with mathematics
5. Use appropriate tools strategically

#### SEEING STRUCTURE AND GENERALIZING

7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

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Report on California Math Standards – Integrated MathInstructional Shifts

The California Math standards are taught using rich tasks focusing on real-world problems. Real-world problems provide opportunities for mathematics to be learned and engaged in context. The teacher poses the problem or question, helps to connect students' strategies to grade-level skills and procedures, assists when necessary, and monitors progress. Through problem-based activities, "students learn to think for themselves and show resourcefulness and creativity." (*Charles and Senter 2012, 125*); (*Instructional Strategies Chapter, Mathematics Framework for California Public Schools, 2015*)

The Mathematical Practice standards call for students to make sense of problems (MP.1), construct viable arguments (MP.3), and model with mathematics (MP.4). Students are expected to communicate their understanding of mathematical concepts, receive feedback, and progress to deeper understanding. Student mathematical discourse is an important instructional strategy in the mathematics classroom. (*Mathematics Framework for California Public Schools, 2015.*)

The National Council of Teachers of Mathematics (NCTM) challenges the cultural beliefs about teaching and learning mathematics with the view that mathematics lessons should be centered on engaging students in solving and discussing tasks that promote reasoning and problem solving. In contrast to the view that mathematics is learned primarily through rote practice and memorization. (*NCTM 2009, National Research Council 2012a*) This emphasis on reasoning and problem solving is implemented through eight (8) Math Teaching Practices documented by Principles to Actions and well supported by decades of research in mathematics education. These Math Teaching Practices include implementing tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, and building procedural fluency from conceptual understanding. These correspond with the mathematics goals for students set forth in the California Math Standards. (*Principles to Actions, NCTM 2014*)

Course Pathways

In January of 2013, the SBE organized the high school content standards into model courses for higher mathematics in accordance with Senate Bill 1200. (*Education Code Section 60605.11, Chapter 654, Statutes of 2012*) The model courses are organized into two pathways: Traditional and Integrated. Each of these pathways include three model courses that, taken together, cover the exact same standards but in a different order.

The Traditional Pathway organizes the higher mathematics standards into Algebra I, Geometry, and Algebra II which have been traditionally implemented in the United States (though not in other high achieving countries). In this sequence, almost the entire Geometry conceptual category is separated into a single course and treated as a separate subject. Although these courses have the same names as their traditional counterparts, it is important to note that the nature of the California Math Standards yields very different courses than those that were

## Report on California Math Standards – Integrated Math

implemented under the 1997 California Math Standards. In the past, the label “Geometry” referred to a specific course, but now it refers to the standards from the Geometry Conceptual Category that may appear across multiple courses in the high school pathway.

The International or Integrated Pathway consists of the courses Mathematics I, II, and III. The integrated pathway presents higher mathematics as a connected subject in that each course contains standards from all six of the conceptual categories. For example, in Mathematics I students will focus on linear functions. Students contrast linear functions with exponential functions, solve linear equations, and model with functions. They also investigate the geometric properties of graphs of linear functions (lines) and model statistical data with lines of best fit. This is the way in which most other high-performing countries present higher mathematics, and it maintains the theme developed in kindergarten through grade eight of mathematics being a connected, multifaceted subject. (*Mathematics Framework for California Public Schools, 2015*)

In addition the framework contains suggested courses in Pre-Calculus and Statistics and Probability. The Integrated and Traditional Pathways are designed to provide appropriate preparation for Calculus. (*Mathematics Framework for California Public Schools, 2015*) The pre-calculus standards are included in the Mathematics Vision Project Pre-AP Secondary Math I, II, and III courses. Students completing Pre-AP Secondary Math I, II, and III are prepared for Advanced Placement Calculus.

California’s new mathematics framework embodies the belief that all students can learn mathematics and contains essential information for teachers and other stakeholders about universal access to the curriculum, teaching strategies, assessment, technology, modeling, and instructional materials. (*Universal Access Chapter, Mathematics Framework for California Public Schools, 2015*)

### California Math Content Standards

(*State Board of Education, Appendix E: Higher Mathematics Pathways Standards Chart*)

	Traditional			Integrated		
Standards	Algebra 1	Geometry	Algebra 2	Math I	Math II	Math III
Number & Quantity	6		5	3	8	2
Algebra	22		18	17	13	17
Geometry		46	1	13	26	8
Statistics & Probability	10	11	9	10	11	9

Note: Standards may be repeated in both sequences.



## Report on California Math Standards – Integrated Math

## Traditional Course Sequence of Standards

Algebra One									
	Modeling with Functions	Linear Functions	Linear Equations & Inequalities in One Variable	Linear Equations & Inequalities in Two Variables	Quadratic Functions	Quadratic Equations	Statistics		
	N-Q1	F-F4	A-EE1	A-CED1	F-IF4*	S-CO1	S-ID1		
	N-Q2	F-F5	A-EE2	A-CED2	F-IF5*	A-SSE1a	S-ID2		
	N-Q3	F-F6	A-EE11	A-CED4	F-IF6	A-SSE3b	S-ID3		
	F-IF1	F-EF1	A-CED3	A-EE3	F-IF7	A-SSE4	S-ID4		
	F-IF2	F-EF1a	A-CED3	A-EE4	F-IF1a*	A-SSE4a,b	S-ID4		
	F-IF3	F-EF2	A-CED4	A-EE10	F-IF8	A-SSE7	S-ID4a,b,c		
	F-IF4*	F-EF4a		A-EE12	F-IF9a		S-ID7		
	F-IF5*	F-EE1			F-IF9		S-ID8		
	F-IF6*	F-EE1a,b			F-IF10		S-ID9		
	F-IF7				F-IF11a,b				
	F-IF8				F-IF12				
	F-IF9								
	F-IF10								
	F-IF11								
	F-IF12								
Geometry									
	Intro & Construction	Basic Definitions & Rigid Motions	Geometric Relationships & Properties	Similarity	Coordinate Geometry	Circles & Conics	Geometric Measurement & Dimensions	Trigonometric Ratios	Capstone Geometric Modeling
	G-CO11	G-GO1	G-CO3	G-SRT1	G-OPS4	G-C1	G-MD1	G-ST1	G-MG1*
	G-CO12	G-CO2	G-CO10	G-SRT2	G-OPS5	G-C2	G-MD2	G-ST2	G-MG2*
		G-CO3	G-CO11	G-SRT3	G-OPS6	G-C3	G-MD3	G-ST3	G-MG3*
		G-CO4	G-C2	G-SRT4	G-OPS7*	G-CPE1			
		G-CO5		G-SRT5		G-CPE2			
		G-CO6							
		G-CO7							
		G-CO8							
Algebra Two									
	Exponential Functions	Trigonometric Functions		Rational & Polynomial Expressions	Probability	Statistics (Random Processes)			
	A-FN1	F-F7	A-RN1	A-RN1	S-CP1	S-IC1			
	A-FN2	F-F8	A-RN2	A-RN1	S-CP2	S-IC2			
	A-SSE3c	F-F9	A-SSE1	A-RN3	S-CP3	S-IC3			
	A-SSE4c	F-F9	A-SSE1a	A-RN7	S-CP4	S-IC4			
	A-SSE11	F-F9	A-SSE1b	A-SSE1	S-CP5	S-IC5			
	F-IF1		A-EE11	A-SSE1a,b	S-CP6	S-IC6			
	F-IF2		F-G4	A-SSE2	S-CP7	S-ID4			
	F-IF3		F-G6	A-SSE1					
	F-IF4		F-G7	A-SSE2					
	F-EF4a		F-EE1	A-SSE3					
	F-EE1		F-EE1a,b	A-SSE4					
	F-EE1a,b		F-EE2	A-SSE3					
	F-EE1		F-EE3	A-EE11					
	F-EE2								
	F-EE3								
	F-EE4								
	F-EE5								

## Report on California Math Standards – Integrated Math

## Integrated Course Sequence of Standards

Integrated Math I								
	Modeling with Functions	Linear Functions	Linear Equations & Inequalities in One Variable	Linear Equations & Inequalities in Two Variable	Tools and Construction	Basic Definitions & Rigid Motions	Geometric Relationships & Properties	Statistics
	N-Q1	F-IF 6	A-REI 1	A-CED 2	G-CO 1	G-CO 1	G-CO 8	S-ID 1
	N-Q 2	F-IF 7a	A-REI 3	A-CED 3	G-CO 13	G-CO 3	G-CO 10	S-ID 2
	N-Q 3	F-IF 9	A-REI 11*	A-CED 4		G-CO 2	G-CO 11	S-ID 3
	F-IF 1	F-BF 1	A-CED 1	A-REI 5		G-CO 3	G-C 3	S-ID 5
	F-BF 2	F-BF 1a	A-CED 3	A-REI 6		G-CO 4		S-ID 6
	F-BF 3	F-BF 2	A-CED 4	A-REI 10		G-CO 5		S-ID 6a, b, c
	F-IF 4*	F-BF 4a		A-REI 12		G-CO 6		S-ID 7
	F-BF 4*	F-LE 1				G-CO 7		S-ID 8
	F-BF 5*	F-LE 1a, 1b				G-CO 8		S-ID 9
	F-LE 1							
	F-LE 1a, 1b							
	F-LE 2							
	F-LE 3							
Integrated Math II								
	Coordinate Geometry	Quadratic Functions	Quadratic Equations	Similarity	Circles and Conics	Probability	Capstone Geometric Modeling	
	G-GPE 4	F-IF 4*	N-CN 1	G-SRT 1	G-C 1	S-CP 1	G-MG 1*	
	G-GPE 5	F-IF 5*	A-SSE 1a	G-SRT 2	G-C 2	S-CP 2	G-MG 2*	
	G-GPE 6	F-IF 6	A-SSE 1b	G-SRT 3	G-C 3	S-CP 3	G-MG 3*	
	G-GPE 7*	F-IF 7	A-REI 4	G-SRT 4	G-GPE 1	S-CP 4		
		F-IF 7a*	A-REI 4a, b	G-SRT 5	G-GPE 2	S-CP 5		
		F-IF 8	A-REI 7			S-CP 6		
		F-BF 9				S-CP 7		
		F-BF 1						
		F-BF 1a, b						
		F-BF 3						
Integrated Math III								
	Geometric Measurement & Dimension	Exponential Functions	Trigonometric Ratios	Trigonometric Functions	Functions	Rational and Polynomial Expressions	Statistics (Random Processes)	
	G-GMD 1	N-RN 1	G-SRT 6	F-IF 7a	N-PN 1	N-RN 3	S-IC 1	
	G-GMD 3	N-RN 2	G-SRT 7	F-IF 1	N-PN 2	N-PN 1	S-IC 2	
	G-GMD 4	A-SSE 1c	G-SRT 8	F-IF 2	A-SSE 1	N-CN 2	S-IC 3	
		A-SSE 4*		F-IF 3	A-SSE 1a	N-CN 7	S-IC 4	
		A-REI 11		F-IF 5	A-SSE 1b	A-SSE 1	S-IC 5	
		F-IF 3			A-REI 11	A-SSE 1a, 1b	S-IC 6	
		F-IF 7a			F-IF 4	A-SSE 2	S-ID 4	
		F-IF 8b			F-IF 7b	A-APR 1		
		F-BF 2			F-IF 1c	A-APR 2		
		F-BF 4a			F-BF 1	A-APR 3		
		F-LE 1			F-BF 1a, b	A-APR 4		
		F-LE 1a, b, c			F-BF 3	A-APR 6		
		F-LE 2			F-LE 1	A-REI 7		
		F-LE 3				A-REI 11		
		F-LE 4						
		F-LE 5						

Source: David Foster, MCS Presentation, 2013

California high schools have the option to implement the traditional or the integrated pathway. In the University of California Board of Admissions and Relations with Schools (BOARS) April 2013 report, they provided a statement of support of the high school mathematics curriculum. The letter states, “Consistent with past policy and practice for course approval, BOARS reiterates its support for either the integrated pathways or the traditional pathways, as stated in the A-G Guide’s section on Mathematics (“c”).” (*BOARS Statement on High School Mathematics Curriculum Development Under the Common Core State Standards, April 2013*)

## Report on California Math Standards – Integrated Math

The most recent information obtained through the Stanislaus County Office of Education is that approximately two-thirds of the high school districts in California, who responded to a recent survey, are teaching an integrated pathway of high school mathematics. (*Stanislaus Office of Education, 2017*)

### Mathematics Pathway Implementation in California

Pathway	Number of Districts
Integrated	262
Traditional	116
Both	4
Undecided/Unknown	10

Source: SCOE, 2017

### Rationale for the Integrated Sequence

There is a small but emerging body of evidence of an achievement benefit in the U.S. to the integrated approach. Researchers from the University of Missouri found that high school students enrolled in integrated math courses earned higher scores on a standardized mathematics test than those who did not. (*Grouws, Tarr, Chavez, Sears, Soria, Taylan, University of Missouri. 2013*) Countries that significantly outperformed the U.S. in mathematics in Grades 4 and 8, as measured by the Trends in International Mathematics and Science Study (TIMSS) 2011, use a math sequence similar to the integrated pathway. (*CSBA Governance Brief, May 2014*)

### MCS Implementation of California Math Standards and Aligned Curriculum

Math teachers attended a Secondary Math Forum, hosted by Stanislaus Office of Education on August 27, 2013. The forum explored the differences between the traditional and integrated pathways. Each teacher provided feedback at the end of the day and voted for their preferred pathway. The feedback from the MCS teachers was in favor of implementing the integrated course sequence in Modesto City Schools. A MCS Math Task Force met during the year to plan the math implementation. During the 2013-14 school year, Secondary Math I was piloted at four high schools. The task force recommended to implement the Mathematics Vision Project Curriculum and the Board of Education approved the course outlines for implementation of the curriculum beginning the following year.

An important consideration when implementing curriculum is to ensure that the curriculum is aligned to the standards and provides students with rigorous opportunities to learn the standards. Ed Reports.org conducts an independent nonprofit review of instructional materials that measures alignment, usability and other quality criteria. The reports help schools make informed decisions in selecting curriculum that supports improved student outcomes.

Ed Reports has reviewed sixteen (16) high school curriculums and currently is reviewing an additional five (5). Of the sixteen (16) that have been completed, only three (3) have received a positive review in all three (3) areas of the review. Two (2) of these three (3) are integrated curricula. (*Ed Reports, 2017*)

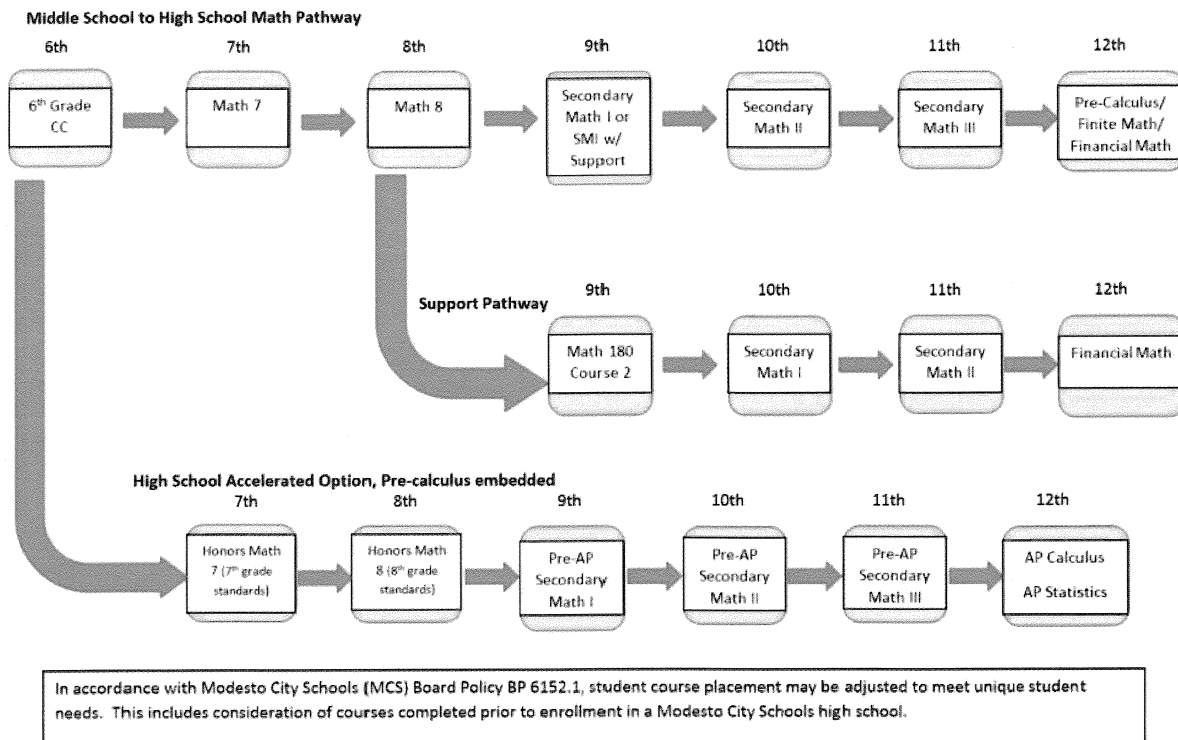
Currently Ed Reports is reviewing the Mathematics Vision Project curriculum. Mathematics Vision Project curriculum has met the first two (2) gateways of the review and is currently being reviewed for gateway three (3). Recently MCS received very positive reports on the progress of the review which will be released later this spring. This is another strong support for the alignment of the curriculum to the standards and the rigor of the Mathematics Vision Project curriculum.

Modesto City Schools implemented the Mathematics Vision Project curriculum in the fall of 2014 with Secondary Math I taught at all of the high school sites. Secondary Math II was implemented in 2015-16 followed by full implementation of all three (3) years of the curriculum this year with Secondary Math III. Through the transition to the new California Standards, course outlines have been revised, materials purchased and printed, benchmarks have been revised to align with the new standards and to reflect the California Math Standards, and teachers have been provided ongoing professional development.

#### Modesto City Schools Math Pathways

Modesto City Schools has three (3) math pathways. The three (3) pathways are illustrated in the diagram on the following page. Student placement in the course pathways may be adjusted to meet individual student needs.

## Modesto City Schools Secondary Math Pathways



### SBAC Assessment

The 11<sup>th</sup> grade Smarter Balanced Assessment (CAASPP) covers the full range of the high school math standards and across all content domains. However, a review of the standard clusters most frequently assessing Mathematics Claim 1 is heavily weighted on algebraic topics. The most frequently assessed standards are more evenly distributed across grades 9-11 in the integrated pathway.

## Report on California Math Standards – Integrated Math

Standard Clusters Most Frequently Assessed on the Smarter Balanced 11<sup>th</sup> Grade Assessment

9 <sup>th</sup> Grade Course (Algebra 1)	10 <sup>th</sup> Grade Course (Geometry)	11 <sup>th</sup> Grade Course (Algebra 2)
N.RN/Extend the properties of exponents to rational exponents. (a/s)	G.CO/Experiment with transformations in the plane.	N.CN/Perform arithmetic operations with complex numbers.
N.RN/Use properties of rational and irrational numbers. (a/s)	G.CO/Understand congruence in terms of rigid motions.	N.CN/Use complex numbers in polynomial identities and equations.
N.Q/Reason quantitatively and use units to solve problems. (m)	G.CO/Prove geometric theorems. (m)	A.SSE/Interpret the structure of expressions. (m)
A.SSE/Interpret the structure of expressions. (m)	G.CO/Make geometric constructions.	A.SSE/Write expressions in equivalent forms to solve problems. (m)
A.SSE/Write expressions in equivalent forms to solve problems. (m)	G.SRT/Understand similarity in terms of similarity transformations.	A.APR/Perform arithmetic operations on polynomials. (a/s)
A.APR/Perform arithmetic operations on polynomials. (a/s)	G.SRT/Prove theorems involving similarity.	A.APR/Understand the relationship between zeros and factors of polynomials.
A.CED/Create equations that describe numbers or relationships. (a/s)	G.SRT/Define trigonometric ratios and solve problems involving right triangles.	A.APR/Use polynomial identities to solve problems.
A.REI/Understand solving equations as a process of reasoning and explain the reasoning. (m)	G.SRT/Apply trigonometry to general triangles. (CA addition)	A.APR/Rewrite rational expressions.
A.REI/Solve equations and inequalities in one variable. (m)	G.C/Understand and apply theorems about circles.	A.CED/Create equations that describe numbers or relationships. (a/s)
A.REI/Solve systems of equations.	G.C/Find arc length and area of sectors of circles.	A.REI/Understand solving equations as a process of reasoning and explain the reasoning. (m)
A.REI/Represent and solve equations and inequalities graphically. (m)	G.GPE/Translate between the geometric description and the equation for a conic section.	A.REI/Solve equations and inequalities in one variable. (CA addition)
F.IF/Understand the concept of a function and use function notation. (m)	G.GPE/Use coordinates to prove simple geometric theorems algebraically.	A.REI/Represent and solve equations and inequalities graphically. (m)
F.IF/Interpret functions that arise in applications in terms of the context. (m)	G.GMD/Explain volume formulas and use them to solve problems.	F.IF/Interpret functions that arise in applications in terms of the context. (m)
F.IF/Analyze functions using different representations. (m)	G.GMD/Visualize relationships between two-dimensional and three-dimensional objects.	F.IF/Analyze functions using different representations. (m)
F.BF/Build a function that models a relationship between two quantities. (m)	G.MG/Apply geometric concepts in modeling situations.	F.BF/Build a function that models a relationship between two quantities. (m)
F.BF/Build new functions from existing functions.	G.DE(CA only)/Demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.	F.BF/Build new functions from existing functions.
F.LE/Construct and compare linear, quadratic, and exponential models and solve problems.	S.CP/Understand independence and conditional probability and use them to interpret data.	F.LE/Construct and compare linear, quadratic, and exponential models and solve problems.
F.LE/Interpret expressions for functions in terms of the situation they model.	S.CP/Use the rules of probability to compute probabilities of compound events in a uniform probability model.	F.TF/Extend the domain of trigonometric functions using the unit circle.
S.ID/Summarize, represent, and interpret data on a single count or measurement variable. (m)	S.MD/Use probability to evaluate outcomes of decisions.	F.TF/Model periodic phenomena with trigonometric functions.
S.ID/Summarize, represent, and interpret data on two categorical and quantitative variables.		F.TF/Prove and apply trigonometric identities.
S.ID/Interpret linear models.		G.GPE/Translate between the geometric description and the equation for a conic section.
		S.ID/Summarize, represent and interpret data on a single count or measurement variable. (m)
		S.IC/Understand and evaluate random processes underlying statistical experiments.
		S.IC/Make inferences and justify conclusions from sample surveys, experiments and observational studies.
		S.MD/Use probability to evaluate outcomes of decisions.

## Notes:

For high school, Smarter Balanced Assessment Consortium has designated clusters as "major" (labeled m and represented here by the purple) or "additional / supporting" (labeled a/s and represented here by the blue) for the purpose of assessing Mathematics Claim 1. These designations are noted here. Content from the undesignated clusters (represented here by the white) will provide content and context for tasks in Claims 2-4. See the pages 49-53 of the SBAC Mathematics Content Specifications for details.

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## Report on California Math Standards – Integrated Math

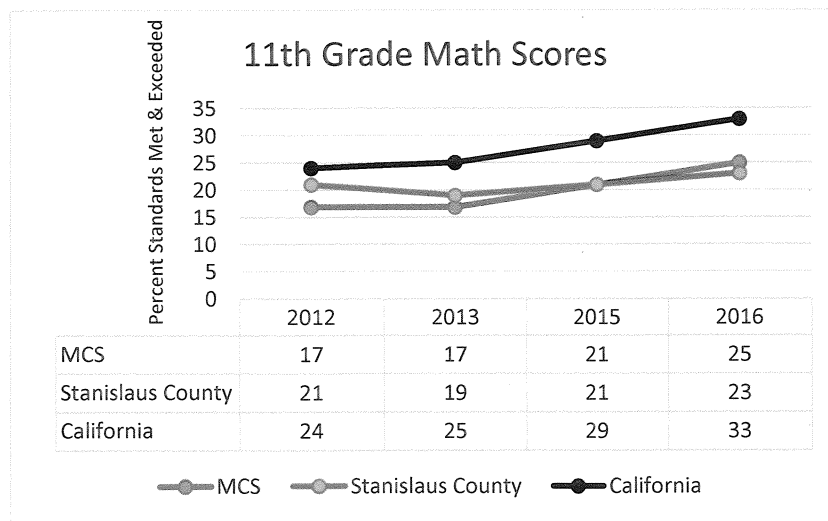
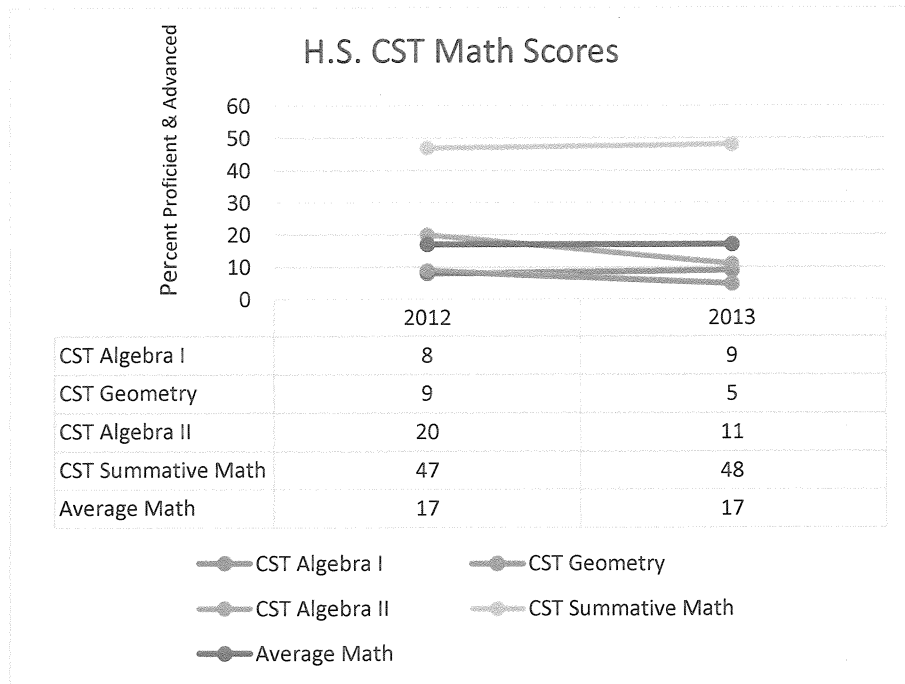
**Standard Clusters Most Frequently Assessed on the Smarter Balanced 11<sup>th</sup> Grade Assessment**  
**Integrated Pathway**

9 <sup>th</sup> Grade Course (Mathematics 1)	10 <sup>th</sup> Grade Course (Mathematics 2)	11 <sup>th</sup> Grade Course (Mathematics 3)
N.Q/Reason quantitatively and use units to solve problems. (m)	N.RN/Extend the properties of exponents to rational exponents. (a/s)	N.CN/Use complex numbers in polynomial identities and equations.
A.SSE/Interpret the structure of expressions. (m)	N.RN/Use properties of rational and irrational numbers. (a/s)	A.SSE/Interpret the structure of expressions. (m)
A.CED/Create equations that describe numbers or relationships. (a/s)	N.CN/Perform arithmetic operations with complex numbers.	A.SSE/Write expressions in equivalent forms to solve problems. (m)
A.RE/Understand solving equations as a process of reasoning and explain the reasoning. (m)	N.CN/Use complex numbers in polynomial identities and equations.	A.APR/Perform arithmetic operations on polynomials. (a/s)
A.RE/Solve equations and inequalities in one variable. (m)	A.SSE/Interpret the structure of expressions. (m)	A.APR/Understand the relationship between zeros and factors of polynomials.
A.RE/Solve systems of equations.	A.SSE/Write expressions in equivalent forms to solve problems. (m)	A.APR/Use polynomial identities to solve problems.
A.RE/Represent and solve equations and inequalities graphically. (m)	A.APR/Perform arithmetic operations on polynomials. (a/s)	A.APR/Rewrite rational expressions.
F.IF/Understand the concept of a function and use function notation. (m)	A.CED/Create equations that describe numbers or relationships. (a/s)	A.CED/Create equations that describe numbers or relationships. (a/s)
F.IF/Interpret functions that arise in applications in terms of the context. (m)	A.RE/Solve equations and inequalities in one variable. (m)	A.RE/Understand solving equations as a process of reasoning and explain the reasoning. (m)
F.IF/Analyze functions using different representations. (m)	A.RE/Solve systems of equations.	A.RE/Represent and solve equations and inequalities graphically. (m)
F.BF/Build a function that models a relationship between two quantities. (m)	F.IF/Interpret functions that arise in applications in terms of the context. (m)	F.IF/Interpret functions that arise in applications in terms of the context. (m)
F.BF/Build new functions from existing functions.	F.IF/Analyze functions using different representations. (m)	F.IF/Analyze functions using different representations. (m)
F.LE/Construct and compare linear, quadratic, and exponential models and solve problems.	F.BF/Build a function that models a relationship between two quantities. (m)	F.BF/Build a function that models a relationship between two quantities. (m)
F.LE/Interpret expressions for functions in terms of the situation they model.	F.BF/Build new functions from existing functions.	F.BF/Build new functions from existing functions.
G.CO/Experiment with transformations in the plane.	F.LE/Construct and compare linear, quadratic and exponential models and solve problems.	F.LE/Construct and compare linear, quadratic, and exponential models and solve problems.
G.CO/Understand congruence in terms of rigid motions.	F.LE/Interpret expressions for functions in terms of the situation they model. (CA addition)	F.TF/Extend the domain of trigonometric functions using the unit circle.
G.CO/Make geometric constructions.	F.TF/Prove and apply trigonometric identities.	F.TF/Model periodic phenomena with trigonometric functions.
G.GPE/Use coordinates to prove simple geometric theorems algebraically.	G.CO/Prove geometric theorems. (m)	G.SRT/Apply trigonometry to general triangles.
S.ID/Summarize, represent, and interpret data on a single count or measurement variable. (m)	G.SRT/Understand similarity in terms of similarity transformations.	G.GPE/Translate between the geometric description and the equation for a conic section (CA addition)
S.ID/Summarize, represent, and interpret data on two categorical and quantitative variables.	G.SRT/Prove theorems involving similarity.	G.GMD/Visualize relationships between two-dimensional and three-dimensional objects.
S.ID/Interpret linear models.	G.SRT/Define trigonometric ratios and solve problems involving right triangles.	G.MG/Apply geometric concepts in modeling situations.
Notes: For high school, Smarter Balanced Assessment Consortium has designated clusters as "major" (labeled m and represented here by the purple) or "additional / supporting" (labeled a/s and represented here by the blue) for the purpose of assessing Mathematics Claim 1. These designations are noted here. Content from the undesignated clusters (represented here by the white) will provide content and context for tasks in Claims 2-4. See the pages 49-53 of the SBAC Mathematics Content Specifications for details.	G.C/Understand and apply theorems about circles.	S.ID/Summarize, represent, and interpret data on a single count or measurement variable. (m)
	G.C/Find arc lengths and areas of sectors of circles.	S.IC/Understand and evaluate random processes underlying statistical experiments.
	G.GPE/Translate between the geometric description and the equation for a conic section.	S.IC/Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
	G.GPE/Use coordinates to prove simple geometric theorems algebraically.	S.MD/Use probability to evaluate outcomes of decisions.
	G.GMD/Explain volume formulas and use them to solve problems.	
	S.CP/Understand independence and conditional probability and use them to interpret data.	
	S.CP/Use the rules of probability to compute probabilities of compound events in a uniform probability model.	
	S.MD/Use probability to evaluate outcomes of decisions.	
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The CAASPP is significantly different from the previous California Standards Tests which were taken at the end of a specific course. The CAASPP has replaced the previous STAR exams for Algebra I, Geometry, Algebra II, and H.S. Summative Math. All high school 11<sup>th</sup> grade students now take the same CAASPP math test.

Comparing 2012 and 2013 CST scores to 2015 and 2016 CAASPP, scores show an increase in the percentage of Modesto City Schools' 11<sup>th</sup> grade students meeting or exceeding the standards. The average score has increased from 17% in 2012 on the CST to 25% in 2016 on the CAASPP.

## Report on California Math Standards – Integrated Math



Source: DataQuest

- 2012-2013 – Average Math Score for 11<sup>th</sup> grade students on Algebra, Geometry, Algebra 2, and Summative Math
- 2014-2015 – CAASPP Math 11<sup>th</sup> grade



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Report on California Math Standards – Integrated Math

Math scores in Modesto City Schools High Schools continue to increase in the percentage of students meeting and exceeding the standards. Student scores in MCS exceed the growth in Stanislaus County and are comparable to similar school districts. Although MCS scores are below the state, the growth aligns with the state growth rate. Prior to students taking the CAASPP, there was an expectation there would be a significant decline in student test scores. However, MCS did not decline but actually had an increase in the percentage of students meeting and exceeding the new standards. MCS went from 17% of the students scoring proficient or advanced to 21% in 2105, and 25% in 2016 meeting or exceeding standards. It is important to remember that the students who have been tested the last two years have not been taking courses written to meet the new California standards as the previous course pathway has been in the process of being phased out.

#### Decline in F-Rate

Modesto City Schools pass rates in math classes has increased with the implementation of the new math standards and the Mathematics Vision Project curriculum. In 2007-2008 Modesto City Schools offered numerous Algebra courses. At that time, students who were not successful in Algebra took a sequence of Algebra Essentials 1 – 6. The combined failure rate for all students in Algebra and Algebra Essentials for the Fall 2007 semester was 22%. Currently students take Math I, and MCS does not offer a sequence of courses below Math I. The failure rate for all students in Math I for the fall 2016 semester was 19%. This is a decrease of 3%.

#### Increase in Students Taking Advanced Math

The number of students taking advanced courses has increased with the implementation of the new math standards and math curriculum. Prior to the implementation of the new standards and the Mathematics Vision Project curriculum, college preparatory students took algebra, geometry and advanced algebra. The new sequence is Secondary Math I, II, III. This is the third year of the implementation of the Mathematics Vision Project and the first year that students have progressed through the three-year sequence of courses. There is a 12% increase in the number of students taking the third course in the college preparatory sequence. In addition, MCS students take advanced courses in the Pre-AP/AP and IB programs. There is an increase in the number of students taking AP Calculus, AP Statistics, Finite Math, and Pre-Calculus next year.

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Report on California Math Standards – Integrated Math

**MCS High School Students Enrolled in Year Three of College Prep Math**

2015-16 Semester 2	Advanced Algebra	1335 students
2016-17 Semester 2	Secondary Math III	1499 students

**MCS High School Students Enrolling in Advanced Math Courses**

Course	2016-17	2017-18	Percent Increase
AP Calculus AB	188	283	50%
AP Calculus BC	38	40	5%
AP Statistics	352	462	31%
Finite Math	352	403	14%
Pre-Calculus	202	231	14%

Professional Development

Professional development has been provided throughout the transition to the new standards.

## 2012-13

- Common Core training, Sue Gendron, International Center for Leadership in Education.

## 2013-14

- Secondary Math Forum, Stanislaus County Office of Education, David Foster
- “Making Sense of Math, A Focus on Reasoning and Discourse,” Math Solutions
- “Mathematical Thinking,” Math Solutions
- “Problem Solving,” Math Solutions
- Exploring the transition in math standards, MCS administration, and math departments
- Common Core Standards Trainer of Trainers, Stanislaus County Office of Education
- MCS and feeder districts articulation planning for math
- Math Night at the Gallo Center, David Foster, hosted by MCS
- State Standards professional development, Stanislaus County Office of Education
- Lesson Study professional development, Stanislaus County Office of Education

## 2014-15

- Introduction into Math Instruction aligned to the Mathematical Practices, Janet Sutorius, Mathematics Vision Project
- Exploring MVP Curriculum and Module Planning, Mathematics Vision Project
- Math Lesson Study, Stanislaus County Office of Education

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Report on California Math Standards – Integrated Math

## 2015-16

- “The Multiplier Effect,” Mindset professional development, Emily Diehl, Mindset Works
- Math 180 implementation training, Scholastic
- Mathematics Vision Project Content and Modules curriculum development, MCS and Stanislaus County Office of Education

## 2016-17

- Lessoneer, MVP online, Devon Hammer, Ed Caliber
- MVP Math training, MCS and Stanislaus County Office of Education
- MVP Curriculum and Teaching Strategies, Travis Lemon, MVP Math
- National Council of Teachers of Mathematics (NCTM) Annual Math Conference, San Antonio – attended by 17 MCS teachers and administrators.

SUMMARY

Modesto City Schools must continue its work to increase student outcomes in math. Next steps include continued professional development for math teachers. The new curriculum is a change in content, but more significant is the change that is required in classroom learning activities and instructional practices. Teachers and students are continuing to move from instruction that primarily emphasizes rote learning of algorithms and procedures towards instruction that balances algorithms and procedures with meaningful tasks and real-world applications. MCS must continue to monitor instructional practices in the classrooms and provide coaching. There is a need for mathematics specialists and instructional accountability. Teacher collaboration will continue to focus on lesson preparation and reviewing common assessments.

MCS Teachers and administrators returned from the National Council of Teachers of Mathematics annual meeting and conference last month encouraged and inspired. We must continue to implement the standards and the instructional practices by implementing tasks that promote reasoning and problem solving, facilitate meaningful mathematical discourse, and build procedural fluency from conceptual understanding. Current research and best practices from across the nation confirms that MCS is moving in the right direction.

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Report on California Math Standards – Integrated Math

Sources:

*BOARS Statement on High School Mathematics Curriculum Development Under the Common Core State Standards, April 2013*

*California Common Core State Standards, Mathematics, California Department of Education, 2013*

*CSBA Governance Brief, May 2014*

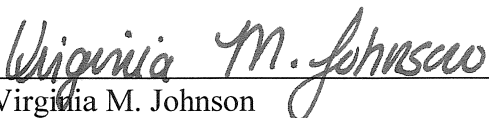
*Mathematics Framework for California Public Schools, California Department of Education, 2015*

*Principles to Actions, NCTM 2014*

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Originating Department: Educational Services

Prepared by:



Virginia M. Johnson  
Associate Superintendent  
Educational Services

Approved for Submission  
to the Governing Board by:



Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Request by Trustee Walker to  
Discuss and Possibly Ask for Approval  
to Change from Integrated to Traditional  
Math Curriculum

May 1, 2017

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BACKGROUND

Modesto City Schools Board Bylaw 9322 states that members of the Board may request that an item be placed on the agenda by contacting the Board President/  
Superintendent prior to the formation of the agenda.

ISSUE

Trustee John Walker asked to address the Board to discuss possibly changing the Modesto City Schools math pathway from Integrated Math to Traditional Math curriculum in grades 9-12 prior to purchasing authorized material.

PROCEDURE

Trustee Walker will address the Board and staff regarding the issue stated above.

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Approved for Recommendation at the  
Direction of a Board Member by:



Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Approval of Authorization to Seek Bids for  
Downey Culinary Arts Renovation Phase II

May 1, 2017

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### BACKGROUND

In 2011, the District received grant funding from the State of California through the Career Technical Education Facilities Program (CTEFP) for capital improvements to classrooms used at Thomas Downey High School's Culinary Arts Pathway. The original improvements included creation of the culinary classroom kitchen.

Phase II improvements to the Downey High School Culinary Arts facility are needed to complete the culinary classroom program offering.

### 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

It is proposed that the Phase II improvements will create a barista/coffee bar and restaurant dining experience. This project will be advertised in the Modesto Bee and Builders Exchanges.

### 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 seek bids for Downey Culinary Arts renovation phase II.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Approval of Authorization to Seek Bids  
for Davis High School's Career Technical  
Education Facilities Program Expansion

May 1, 2017

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### BACKGROUND

Davis High School's welding classroom is currently housed in an existing classroom with inadequate space. The welding class is part of the site's Career Technical Education Facilities Program. Improvements are needed to accommodate program and enrollment growth.

### 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

It is proposed that the improvements will create an expanded welding classroom with room for additional program equipment. Additional proposed work needed for this project includes: on-site work to improve drainage around the Career Technical Education classrooms, and to create an area for a greenhouse. This project will be advertised in the Modesto Bee and Builders Exchange.

### FISCAL IMPACT

The probable cost of this project is estimated at \$739,000. Funding for this project will come from the Career Technical Education (CTE) Incentive Grant and General Fund facility maintenance dollars.

### RECOMMENDATION

It is recommended that the Board of Education approve authorization to seek bids for Davis High School's Career Technical Education Facilities Program expansion.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Report on Teacher Recruitment

May 1, 2017

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### BACKGROUND

Each year there is a need to hire certificated staff members for the following year due to resignations, retirements, or changes in enrollment/program needs. In filling positions, Modesto City Schools needs to balance hiring early in the process with ensuring that the number of certificated staff hires does not exceed the need for a specific grade range or subject area.

### REPORT

The Human Resources Division has been meeting and offering employment for the 2017-18 school year to Modesto City Schools student teachers who have been successful in their student teaching assignments. In addition, the Human Resources staff have scheduled participation in regional job fairs:

February 1, 2017	CSU, Stanislaus
February 7, 2017	CSU, Sacramento
February 23, 2017	Teacher's College of San Joaquin
March 11, 2017	National University San Jose
March 21, 2017	University of the Pacific
March 25, 2017	Stanislaus County Office of Education
April 10, 2017	Teacher's College of San Joaquin
April 11, 2017	Holy Names University Oakland

The Senior Directors, Human Resources volunteer to participate in interviews and advisory panels with CSU, Stanislaus. CSU, Stanislaus and Modesto City Schools continue to have a good working relationship related to student teaching placements and teacher recruitment. In addition, the Superintendent, Deputy Superintendent, and Senior Director, Educational Services 7-12 participated in a Future Math Teachers event at CSU, Stanislaus. This will hopefully pay dividends in future years to address the shortage of math teachers.

Modesto City Schools is participating in a California Classified School Employee Teacher Credentialing Program grant offered through the California Commission on Teacher Credentialing. The project period is for five (5) years, from 2016-17 through 2020-21. Modesto City Schools has received approval of 20 participants for current CSEA members to receive \$4,000 per year towards gaining a teaching credential. Modesto City Schools and CSU, Stanislaus have worked together to put the program components in place.



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Report on Teacher Recruitment

In an attempt to promote education as a career field, presentations at career days and to student clubs such as Black Student Union, Hispanic Youth Leadership Council, and similar groups are being planned. Increased communication with high school counselors and work experience coordinators to promote teaching as a profession is also planned.

SUMMARY

Modesto City Schools continues to offer positions throughout the year, while not hiring beyond the need. Modesto City Schools is involved with a grant to assist current classified employees earn teaching credentials.

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Prepared by:

Craig Rydquist  
Deputy Superintendent,  
Chief Human Resources Official

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Approved for Recommendation  
to the Governing Board by:

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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Resolution No. 16/17-24 Proclaiming May 10, 2017 as Day of the Teacher in Modesto City Schools May 1, 2017

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### BACKGROUND

California school districts have designated the second Wednesday in May as Day of the Teacher.

"El Dia del Maestro" originated in Mexico and in other Latin American countries over a century ago to recognize teachers for their contributions to children. In 1982, the Association of Mexican-American Educators initiated a statewide campaign to establish the California Day of the Teacher. Also that year, the State Legislature formally designated the second Wednesday in May as the Day of the Teacher.

### ISSUE

It is important to recognize teachers for the demanding and complex role they play in the lives of the children they serve.

### RECOMMENDATION

It is recommended that the Board of Education approve Resolution No. 16/17-24 proclaiming May 10, 2017 as Day of the Teacher in Modesto City Schools.

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Prepared and Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

MODESTO CITY SCHOOLS  
GOVERNING BOARD RESOLUTION NO. 16/17-24  
PROCLAIMING MAY 10, 2017 AS  
DAY OF THE TEACHER IN MODESTO CITY SCHOOLS

WHEREAS, the California State Legislature officially designated the second Wednesday in May of every year as the DAY OF THE TEACHER; and

WHEREAS, this action was taken to recognize the essential role California teachers play in the lives of children; and

WHEREAS, it is important the parents, students, and community members recognize the unique and specialized skills teachers must possess to meet the diverse and complex needs of today's students; and

WHEREAS, the Modesto City Schools is proud of the many successes its students have gained as the result of the dedication and talent of District teachers over the year; and

WHEREAS, it is recognized that the quality and success of the instructional programs are directly attributed to the performance of District teachers who have committed their talents and energies to meeting the educational needs of young people; and

WHEREAS, education represents society's greatest and most lasting gift to new generations; and

WHEREAS, education is the driving force for improving the quality of life for all people; and

WHEREAS, it is widely acknowledged that teachers tackle one of society's most valuable and complex enterprises and that, after good parents, there are no more important people in a child's life than teachers;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Education, Superintendent, and staff of Modesto City Schools do hereby proclaim May 10, 2017 as the DAY OF THE TEACHER in Modesto City Schools.

THE FOREGOING RESOLUTION was introduced at a regular meeting of the Board of Education, held on the 1<sup>st</sup> day of May, 2017, by Governing Board Member, \_\_\_\_\_ who made the motion, which motion being duly seconded by, \_\_\_\_\_, was, upon a roll call vote, carried into Resolution and passed by the following vote:

AYES

NOES

ABSTAINED

ABSENT

ATTEST

May 1, 2017  
Date

\_\_\_\_\_  
Pamela Able, Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Approval of Resolution No. 16/17-25 Proclaiming  
May 21-27, 2017 as Classified School Employees  
Week in Modesto City Schools

May 1, 2017

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### BACKGROUND

In 1985, to recognize the many services provided by classified public school employees to the school districts they serve, the California State Senate approved a resolution to honor this dedicated group. The following year, the State Legislature designated the third full week of May as Classified School Employees Week.

### ISSUE

Modesto City Schools' classified staff deserve the recognition of students, staff, parents, and community members for the support they provide District schools and work sites. Because of their dedication and hard work, the week of May 21-27, 2017 should be proclaimed Classified School Employees Week in Modesto City Schools.

### RECOMMENDATION

It is recommended that the Board of Education approve Resolution No. 16/17-25 proclaiming May 21-27, 2017 as Classified School Employees Week in Modesto City Schools.

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Prepared and Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

MODESTO CITY SCHOOLS  
GOVERNING BOARD RESOLUTION NO. 16/17-25  
PROCLAIMING MAY 21-27, 2017 AS  
CLASSIFIED SCHOOL EMPLOYEES WEEK IN MODESTO CITY SCHOOLS

WHEREAS, the California State Legislature officially designated the third full week of May as CLASSIFIED SCHOOL EMPLOYEES WEEK; and

WHEREAS, this action was taken to recognize the many services classified staff provide every day to students, teachers, and administrators; and

WHEREAS, it is important to recognize the District's classified staff for the unique services they provide which contribute to a safe and secure learning environment for all children; and

WHEREAS, in their varied capacities, classified staff play an essential role in helping to ensure the smooth running of the many activities that take place in District schools and work sites every day; and

WHEREAS, it is recognized that the District's classified staff strive for excellence in all of their endeavors; and

WHEREAS, honoring classified staff during CLASSIFIED SCHOOL EMPLOYEES WEEK gives students, certificated staff, parents, and community members the opportunity to recognize classified staff for the important services they provide to Modesto City Schools;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Education, Superintendent, and staff of Modesto City Schools do hereby proclaim May 21-27, 2017 as CLASSIFIED SCHOOL EMPLOYEES WEEK at Modesto City Schools.

THE FOREGOING RESOLUTION was introduced at a regular meeting of the Board of Education, held on the 1<sup>st</sup> day of May, 2017 by Governing Board Member, \_\_\_\_\_ who made the motion, which motion being duly seconded by, \_\_\_\_\_, was, upon a roll call vote, carried into Resolution and passed by the following vote:

AYES

NOES

ABSTAINED

ABSENT

ATTEST

May 1, 2017  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Pamela Able, Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Approval of First Reading of Proposed  
Revisions to Board Policy 3515 and  
Review of Administrative Regulation 3515  
Campus Security

May 1, 2017

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### BACKGROUND

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting District property, facilities, and equipment from vandalism and theft. Board Policy and Administrative Regulation 3515, Campus Security, details the District's policy and procedures governing the use of security cameras on District property for the purpose of ensuring the safety, health and welfare of students, staff, and visitors, and to safeguard District property and facilities.

### ISSUE

The Board Policy (BP) and Administrative Regulation (AR) were adopted in 2009, but have not had any revisions to-date. Staff has determined that revisions to the BP and AR are needed in order to:

- Reflect the changes in technology that have occurred with security camera systems since 2009.
- State that security measures are implemented not only on the security camera system, but also on the security cameras to ensure the security of the District's network infrastructure.
- Ensure compliance with the Family Educational Rights and Privacy Act (FERPA), California Public Records Act, and applicable student records and personnel file sections of the California Education Code, and applicable Board policies.

Proposed revisions have been approved by the District's legal counsel, and Cabinet approved at their April 11, 2017 meeting. Board approval is now needed.

### RECOMMENDATION

It is recommended that the Board of Education approve the first reading of proposed revisions to Board Policy 3515 and review Administrative Regulation 3515 Campus Security.

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Recommended to the  
Governing Board by:



Pamela Able  
Superintendent

# MODESTO CITY SCHOOLS

## Board Policy

BP 3515

### BUSINESS AND NONINSTRUCTIONAL OPERATIONS

#### Campus Security

→ The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting District property, facilities, and equipment from vandalism and theft. As such, the Governing Board authorizes the use of security cameras on any of the District's property for the purpose of ensuring the safety, health and welfare of students, staff, and visitors, and to safeguard District property and facilities.

The Superintendent/designee shall develop campus security procedures which are consistent with the goals and objectives of the District's site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

#### → Security Camera Surveillance Systems

→ The Board believes that reasonable use of security surveillance cameras will help the District achieve its goals for campus security. The Superintendent/designee shall identify appropriate locations for the placement of temporary or permanent

→ security surveillance cameras based upon safety planning committee or other staff input. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Outside of these areas, there is

→ no expectation of privacy and security surveillance cameras may be used. Any audio capability on the District's surveillance equipment shall be disabled so that sounds are not recorded, unless authorized by the Superintendent/designee.

*(cf. 5145.12 – Search and Seizure)*

→ Prior to the operation of the security camera surveillance system, the Superintendent/designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff,

→ and visitors that video monitoring surveillance may occur and shall state whether

BP 3515 (a)

**BUSINESS AND NONINSTRUCTIONAL OPERATIONS****Campus Security**

- the District's system may be actively monitored by school personnel at any time.
- The Superintendent/designee shall also provide prior written notice to students and
- parents/legal guardians about the District's security camera surveillance system,
- including the locations where video monitoring surveillance may occur, explaining
- that the recordings may be used in disciplinary proceedings, and that matters
- captured by the security camera may be referred to local law enforcement, as
- appropriate.
- To the extent that any images from the District's security camera surveillance
- system create a student or personnel record, the Superintendent/designee shall
- ensure that the images are accessed, retained, and disclosed in compliance with all
- applicable state and federal laws related to record maintenance, retention, and
- disclosure including the Federal Educational Rights and Privacy Act (FERPA), the
- California Public Records Act and applicable student records and personnel file
- sections of the California Education Code, and applicable Board policies,
- administrative regulations and collective bargaining agreements ~~accordance with~~
- ~~law, Board policy, administrative regulation, and any applicable collective~~
- ~~bargaining agreements.~~

*(cf. 4112.6/4212.6/4312.6 – Personnel Files)**(cf. 5125 – Student Records; Confidentiality)***Legal Reference:****EDUCATION CODE**

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

38000-38005 Security patrols

49050-49051 Searches by school employees

49060-49079 Student records

**PENAL CODE**

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

**CALIFORNIA CONSTITUTION**

Article 1, Section 28(c) Right to Safe Schools



BP 3515 (b)

## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **Campus Security**

Legal Reference (cont.)

#### **UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act

#### **COURT DECISIONS**

New Jersey v. T.L.O. (1985) 469 U.S. 325

#### **ATTORNEY GENERAL OPINIONS**

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

#### **CSBA PUBLICATIONS**

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Safe Schools: A Planning Guide for Action, 2002

#### **NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS**

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

#### **WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss/ss>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

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ADOPTED: April 20, 2009

REVISED: May 1, 2017

# MODESTO CITY SCHOOLS

## Administrative Regulation

AR 3515

### BUSINESS AND NONINSTRUCTIONAL OPERATIONS

#### Campus Security

- > The intent of the security camera system ~~surveillance systems~~ deployed by Modesto City Schools is to protect the safety and security of students, employees and authorized visitors to school and administrative sites and to safeguard District facilities and equipment from theft and vandalism.

#### Locations Subject to Monitoring

- > Security ~~Video~~ cameras may be used to monitor buildings, exterior campus areas, including but not limited to: parking lots, perimeters, entrance and exit doors,
- > interior and exterior hallways, picnic areas, foyers, pools, lobbies, stairs, elevators, gymnasiums, athletic fields, cafeterias, stadiums and large open interior spaces. ~~In~~
- > ~~day-to-day operation, no video~~ Security cameras will not be installed in classrooms or offices without the prior authorization of the Superintendent/designee.  
(Education Code 51512)

#### Notice and Authorization to Monitor

- > Prior to use of security camera systems, the District shall notify students, parents/legal guardians and staff that surveillance may occur, the location(s) of the surveillance, and the purpose for/use of the security camera footage, in accordance with Board policy, administrative regulations, other District safety protocols and applicable laws.
- > Whenever and wherever permanent security cameras ~~surveillance systems~~ are installed, signs will be posted at conspicuous locations informing people that the buildings and grounds may be under video monitoring. ~~with the following~~
- > ~~notification: “Activities on these premises may be recorded by video surveillance.”~~

## AR 3515 (a)

BUSINESS AND NONINSTRUCTIONAL OPERATIONSCampus SecuritySystem Operation

- 1. Security Surveillance cameras will be installed both inside and outside of buildings in areas around school campuses and other District-owned facilities as directed by the safety planning committee and when storage capacity for security camera recordings is available that meets the established District's procedures.
- 2. Remote control of any security video cameras can only be made by an authorized security camera system user ~~system operator or Superintendent/designee.~~
- 3. No interior covert security cameras will be installed without specific cause and prior Superintendent/designee approval.
- 4. No “dummy” security cameras or empty decoy security camera domes will be deployed on any District-owned property. All installed equipment will be active and connected to the security camera system ~~video recording system.~~ Security cameras may be offline due to technical issues, maintenance, hardware failures or reconfiguration.
- 5. The security camera ~~surveillance~~ system shall not monitor areas where the public, students or employees have a reasonable expectation of privacy. Examples include, but are not limited to: locker rooms and restrooms.
- 6. There will be no intentional security video monitoring or recording of any lawful union activity on District property. This excludes any gatherings that take place in the field of view of existing security cameras.
- 7. The use of the security camera system ~~video recording equipment~~ on school grounds shall be supervised and managed by the Information and Technology Services Department. The use of security cameras will be supervised and managed by the Maintenance and Operations Department.
- 8. Security video recording should be reviewed when there is a need to do so, either because an incident has been reported or is suspected to have occurred.

## AR 3515 (b)

**BUSINESS AND NONINSTRUCTIONAL OPERATIONS****Campus Security**

Examples include, but are not limited to: incidents of property damage, theft, trespassing, personal injury or any unlawful activity.

- 9. Administrative staff assigned to the security camera system and security cameras ~~camera surveillance systems~~ will be required to review and apply these regulations in performing their duties and functions related to the operation of the system and security cameras.
- 10. Students are prohibited from unauthorized use, tampering, or otherwise interfering with security video recording and/or security camera system ~~video~~ equipment. Discipline for such action will be based on the Student Conduct Code.
- 11. Staff is prohibited from unauthorized use, tampering, or otherwise interfering with security video recording and/or security camera system ~~video~~ equipment. Violation of this policy may result in disciplinary action.
- 12. Staff is prohibited from the use of personal and/or non-District security camera ~~video surveillance~~ equipment on District property. Violation of this policy may result in disciplinary action.
- 13. The District shall provide reasonable safeguards, which may include, but are not limited to, password protection on the security cameras and the security camera system, managed firewalls, and control of physical access to protect the security camera system ~~camera surveillance systems~~ from unauthorized users or unauthorized use.
- 14. These regulations shall be incorporated into any training and orientation programs. The regulations should be reviewed and updated periodically.
- 15. Authorized users for the security camera system ~~Video monitors of the recording system~~ shall not view live or recorded video from the security cameras ~~be located in any areas that would enable general public viewing~~.

AR 3515 (c)

**BUSINESS AND NONINSTRUCTIONAL OPERATIONS****Campus Security**

- 16. Security camera ~~Video recording~~ equipment shall be used in accordance with all ~~school~~ District Board policies, including the District's non-discrimination policy and its corresponding regulations relating to privacy and safety.

**Storage and Security**

- 1. Storage of security video recordings will be dependent upon the type of system installed, ~~which could vary from site to site~~ and with the introduction of new technology. There is no maximum storage time defined by this policy.
- 2. Security video recordings held for review of property, staff or student incidents will be maintained in their original form pending resolution. Recordings will then be released for deletion, copied for student records, copied for staff records, copied for authorized law enforcement agencies, or retained as required in accordance with established District procedures and applicable law.
- 3. All security video recordings or other storage devices that are not in use should be stored securely and in a controlled access area. Access to the storage devices should be possible only by authorized personnel. Logs shall be kept of all access to recordings.
- 4. Security video recordings ~~Surveillance tapes~~ are presumed exempt from disclosure under the California Public Records Act.

**Student Records**

- 1. The District shall treat the security video recording of an individual student as part of that student's educational record. Only video that is exported from the security video recording system related to a specific incident can be made part of a student record.
- 2. The District will comply with all applicable State and Federal laws and District Board policies related to record maintenance, retention, and disclosure. All security video is stored temporarily in the recording device and is not archived or backed up.

AR 3515 (d)

**BUSINESS AND NONINSTRUCTIONAL OPERATIONS****Campus Security**

- 3. Requests to review security video recordings shall comply with all applicable State and Federal laws and Board policies relating to student records and guidelines for responding to public requests for information.

**Viewing Requests**

- All requests for review of security video recordings that are considered an educational record or personnel record will be made as follows:
1. All viewing requests must be submitted in writing. Requests for viewing will be limited to those parents/guardians, students and/or District officials with a direct interest in potential disciplinary issues as authorized by the site administrator. Only the portion of the security video recording related to the specific incident will be made available for viewing.
  2. Approval/denial for viewing will be made within a reasonable amount of time of receipt of the request and communicated to the requesting individual, relative to the severity of the incident.
  - 3. A written log will be maintained for those viewing security video recordings, including the date and time of the viewing, reason for viewing, date the recording was made of the incident, location of the camera that made the recording, and signature of the viewer.
  - 4. Security video recordings will remain the property of the school District and may be reproduced only in accordance with the law and applicable Board policy.

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REVIEWED: April 20, 2009  
May 1, 2017

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Cancellation of Existing Deputy Superintendent Contract Effective June 30, 2017, and Approval of New Deputy Superintendent, Chief Human Resources Official, and Associate Superintendent, Chief Business Official, Business Services Contracts Effective July 1, 2017 through June 30, 2019 May 1, 2017

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### BACKGROUND

Since 1989, the Board of Education has received evaluations of the Deputy and Associate Superintendents' performances. These evaluations are the basis for determining whether to extend the expiration dates of the Deputy and Associate Superintendents' contracts. The Board received this year's evaluations for the Deputy Superintendent, Chief Human Resources Official, and the Associate Superintendent, Educational Services, in Closed Session on April 10, 2017.

### ISSUE

The Deputy and Associate Superintendents' contracts are valid for a two year period. The current contract for the Deputy Superintendent, Chief Human Resources Official is due to expire on June 30, 2018. A new Associate Superintendent, Chief Business Official, Business Services has been selected with a beginning date of July 1, 2017. The new contract dates are as listed below:

- Deputy Superintendent, Chief Human Resources Official  
July 1, 2017 through June 30, 2019
- Associate Superintendent, Chief Business Official, Business Services  
July 1, 2017 through June 30, 2019

### FISCAL IMPACT

There is no increase in on-going cost due to these agreements.

### RECOMMENDATION

It is recommended that the Board of Education cancel existing Deputy Superintendent Contract effective June 30, 2017, and approval of new Deputy Superintendent, Chief Human Resources Official, and Associate Superintendent, Chief Business Official, Business Services Contracts effective July 1, 2017 through June 30, 2019.

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Prepared and Recommended to the  
Governing Board by:



Pamela Able  
Superintendent

## **MODESTO CITY SCHOOLS**

### **CONTRACT OF EMPLOYMENT FOR DEPUTY SUPERINTENDENT, CHIEF HUMAN RESOURCES OFFICIAL**

This Agreement is entered into by and between the Governing Board of the Modesto City Elementary School District and Modesto City High School District, hereinafter referred to as “the Governing Board” or “Modesto City Schools,” and Craig D. Rydquist, hereinafter referred to as “Deputy Superintendent.”

#### **RECITALS**

The parties hereto do mutually agree as follows:

#### **I. TERMS OF CONTRACT EMPLOYMENT**

Pursuant to Section 35031 of California Education Code, the existing employment agreement between the parties hereto is hereby cancelled and terminated effective June 30, 2017 and the Governing Board hereby employs Craig D. Rydquist as the Deputy Superintendent, Chief Human Resources Official, of Modesto City Elementary School District and Modesto City High School District for the period commencing July 1, 2017 through June 30, 2019, subject to the terms and conditions stated herein. Deputy Superintendent accepts such employment and agrees to perform all of the duties of said office during the term of this Agreement.

#### **II. DUTIES AND RESPONSIBILITIES**

Deputy Superintendent shall perform all duties and exercise all powers as prescribed by all applicable laws, rules, and regulations of the State of California and the Governing Board. The powers and duties of Deputy Superintendent shall be executed in accordance with the applicable policies and regulations adopted by the Governing Board.

#### **III. EVALUATION**

Deputy Superintendent shall be evaluated in writing annually before June 30th of each evaluation year in accordance with Governing Board policies and regulations. This evaluation shall be reasonably related to the job description of Deputy Superintendent, Chief Human Resources Official, and the goals and objectives of the school districts.



#### IV. SALARY

Deputy Superintendent's minimum annual salary during the term of this Agreement shall be an on-going annual base salary of \$169,673 plus longevity and advanced degree compensation provided other managers in the District, for an on-going total of \$180,136. Payments are to be made in equal monthly installments on the last day of each month. The Governing Board hereby fixes the salary of Deputy Superintendent as set forth and orders the payment made in the manner indicated. For the 2017-18 fiscal year, Deputy Superintendent's salary shall, contingent upon an evaluation indicating satisfactory performance, be adjusted by an amount determined appropriate by the Governing Board. Such adjustment shall occur after completion of the preceding school year's evaluation of the performance of Deputy Superintendent and after consideration of the recommendation of the Superintendent. Should any annual increase exceed the California Consumer Price Index for Urban Wage Earners and Clerical Workers as calculated by the Department of Industrial Relations, the increase in excess of this amount may not take effect without a vote by the Governing Board in public session at a regularly scheduled meeting of the Governing Board. (The intent of this language is to meet the requirements of AB 1344.)

#### V. HEALTH, WELFARE AND LEAVE BENEFITS

The Deputy Superintendent shall receive all health and welfare benefits, including twelve (12) days of sick leave, provided to certificated administrators/management employees of the District.

#### VI. TRANSPORTATION AND EXPENSE ALLOWANCE

Deputy Superintendent shall not receive an in-county mileage/expense allowance because it is included in his salary.

#### VII. WORK YEAR

Deputy Superintendent shall be responsible for 222 days of full regular services to the districts during each annual period covered by this Agreement. Deputy Superintendent will receive holidays defined in Section 37220 of the Education Code. Non-responsibility days must be taken within twelve (12) months of the year earned, except by special agreement between Superintendent and Deputy Superintendent.

#### VIII. PROFESSIONAL DUES

Modesto City Schools shall pay dues for Deputy Superintendent for membership in the Association of California School Administrators (ACSA) for the term of this Agreement.

Modesto City Schools shall also pay for membership dues and reasonable and necessary participation expenses for membership and participation in such other professional or service organizations as the Superintendent determines are in the interest of Modesto City Schools, not to exceed \$1,200 per year.

#### IX. NOTICE

The Governing Board may elect not to renew this Agreement for any reason and shall provide Deputy Superintendent with written notice of this fact no later than forty-five (45) days prior to the expiration of this Agreement. Deputy Superintendent shall inform the Governing Board of this notice requirement, in writing, no later than March 1st of the final year of this Agreement. Deputy Superintendent agrees that failure to provide the Governing Board with such written notice shall conclusively constitute a material breach of this Agreement. Notwithstanding any contrary term contained in this Agreement, the Governing Board may, upon majority vote, immediately terminate this Agreement based on Deputy Superintendent's failure to provide the written notification and Deputy Superintendent shall not be entitled to any further payment or benefits under this Agreement.

#### X. TERMINATION BY BOARD

Deputy Superintendent may be terminated by the Board at any time for, but not limited to, breach of this Agreement, any ground enumerated in the Education Code, the Deputy Superintendent's unsatisfactory performance, the Deputy Superintendent's failure to perform responsibilities, or for other conduct which is seriously prejudicial to the District. The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the charges has first been served upon the Deputy Superintendent. The Deputy Superintendent shall then be entitled to a conference with the Governing Board in closed session, at which time the Deputy Superintendent shall be given a reasonable opportunity to address the Governing Board's concerns. The conference shall not be conducted as an administrative evidentiary hearing and there shall be no use of witnesses. Deputy Superintendent shall have the right to be represented

by counsel of his choice and expense. The Deputy Superintendent shall have a reasonable opportunity to fully respond to all matters raised in the statement of charges, and shall have the opportunity to introduce documentary evidence. If the Governing Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide Deputy Superintendent with a written decision. The decision of the Governing Board shall be final. Deputy Superintendent's conference with the Governing Board shall be Deputy Superintendent's exclusive right to any conference or hearing otherwise required by law. Deputy Superintendent knowingly waives any other rights that may be applicable to his termination.

#### XI. SETTLEMENT AGREEMENT

Regardless of the term of this employment Agreement, if this Agreement is terminated pursuant to or in a manner resulting in a settlement agreement between the parties, the maximum cash settlement that Deputy Superintendent may receive shall be an amount equal to the monthly salary multiplied by the number of months left on the unexpired term of this Agreement. However, if the unexpired term exceeds eighteen (18) months, the maximum cash settlement shall not exceed the monthly salary multiplied by eighteen (18).

If a settlement agreement provides to Deputy Superintendent any consideration other than the cash benefits described above, the cash value of such consideration shall be computed and deducted from the cash settlement prior to any payment thereof.

The provisions of this section on "settlement agreement" shall remain effective in this Agreement only so long as the provisions contained in Government Code sections 53260-53264 (as enacted in Chapter 962, Stats. of 1992) remain in the law with requirements substantially similar to those described above. Any subsequent amendments to Government Code sections 53260-53264 shall be deemed to be and are hereby incorporated into this Agreement by this reference.

In accordance with Government Code section 53243 et seq., any cash settlement related to Deputy Superintendent's termination paid by the District, any District payments received by Deputy Superintendent for paid leave with salary pending an investigation, or District funds

provided for Deputy Superintendent's legal criminal defense shall be fully reimbursed to the District if Deputy Superintendent is convicted of a crime involving an abuse of his office or position.

XII. APPLICABLE LAW

This Agreement is subject to all applicable laws, policies, rules, and regulations of the State of California and Modesto City Schools.

GOVERNING BOARD OF MODESTO CITY ELEMENTARY SCHOOL DISTRICT AND  
MODESTO CITY HIGH SCHOOL DISTRICT

Date: \_\_\_\_\_

\_\_\_\_\_  
President of Governing Board

DEPUTY SUPERINTENDENT, CHIEF HUMAN RESOURCES OFFICIAL

Date: \_\_\_\_\_

\_\_\_\_\_  
Craig D. Rydquist

## **MODESTO CITY SCHOOLS**

### **CONTRACT OF EMPLOYMENT FOR ASSOCIATE SUPERINTENDENT, CHIEF BUSINESS OFFICIAL, BUSINESS SERVICES**

This Agreement is entered into by and between the Governing Board of the Modesto City Elementary School District and Modesto City High School District, hereinafter referred to as “the Governing Board” or “Modesto City Schools,” and Tim Zearley, hereinafter referred to as “Associate Superintendent.”

#### **RECITALS**

The parties hereto do mutually agree as follows:

##### **I. TERMS OF CONTRACT EMPLOYMENT**

Pursuant to Section 35031 of California Education Code, the existing employment agreement between the parties hereto is hereby cancelled and terminated effective June 30, 2016 and the Governing Board hereby employs Tim Zearley as the Associate Superintendent, Chief Business Official, Business Services, of Modesto City Elementary School District and Modesto City High School District for the period commencing July 1, 2017 through June 30, 2019, subject to the terms and conditions stated herein. Associate Superintendent accepts such employment and agrees to perform all of the duties of said office during the term of this Agreement.

##### **II. DUTIES AND RESPONSIBILITIES**

Associate Superintendent shall perform all duties and exercise all powers as prescribed by all applicable laws, rules, and regulations of the State of California and the Governing Board. The powers and duties of Associate Superintendent shall be executed in accordance with the applicable policies and regulations adopted by the Governing Board.

##### **III. EVALUATION**

Associate Superintendent shall be evaluated in writing annually before June 30th of each evaluation year in accordance with Governing Board policies and regulations. This evaluation shall be reasonably related to the job description of Associate Superintendent, Chief Business Official, Business Services, and the goals and objectives of the school districts.

#### IV. SALARY

Associate Superintendent's minimum daily rate during the term of this Agreement shall be an on-going daily rate of \$702.18. Payments are to be made in equal monthly installments on the last day of each month. The Governing Board hereby fixes the salary of Associate Superintendent as set forth and orders the payment made in the manner indicated. For the 2016-17 fiscal year, Associate Superintendent's salary shall, contingent upon an evaluation indicating satisfactory performance, be adjusted by an amount determined appropriate by the Governing Board. Such adjustment shall occur after completion of the preceding school year's evaluation of the performance of Associate Superintendent and after consideration of the recommendation of the Superintendent. Should any annual increase exceed the California Consumer Price Index for Urban Wage Earners and Clerical Workers as calculated by the Department of Industrial Relations, the increase in excess of this amount may not take effect without a vote by the Governing Board in public session at a regularly scheduled meeting of the Governing Board. (The intent of this language is to meet the requirements of AB 1344.)

#### V. HEALTH, WELFARE AND LEAVE BENEFITS

The Associate Superintendent shall receive all health and welfare benefits, including twelve (12) days of sick leave, provided to classified administrators/management employees of the District.

#### VI. WORK YEAR

Associate Superintendent shall be responsible for 222 days of full regular services to the districts during each annual period covered by this Agreement. Associate Superintendent will receive holidays defined in Section 37220 of the Education Code. Non-responsibility days must be taken within twelve (12) months of the year earned, except by special agreement between Superintendent and Associate Superintendent.

#### VII. PROFESSIONAL DUES

Modesto City Schools shall pay dues for Associate Superintendent for membership in the Association of California School Administrators (ACSA) for the term of this Agreement.

Modesto City Schools shall also pay for membership dues and reasonable and necessary participation expenses for membership and participation in such other professional or service organizations as the Superintendent determines are in the interest of Modesto City Schools, not to exceed \$1,200 per year.

#### VIII. NOTICE

The Governing Board may elect not to renew this Agreement for any reason and shall provide Associate Superintendent with written notice of this fact no later than forty-five (45) days prior to the expiration of this Agreement. Associate Superintendent shall inform the Governing Board of this notice requirement, in writing, no later than March 1st of the final year of this Agreement. Associate Superintendent agrees that failure to provide the Governing Board with such written notice shall conclusively constitute a material breach of this Agreement. Notwithstanding any contrary term contained in this Agreement, the Governing Board may, upon majority vote, immediately terminate this Agreement based on Associate Superintendent's failure to provide the written notification and Associate Superintendent shall not be entitled to any further payment or benefits under this Agreement.

#### IX. TERMINATION BY BOARD

Associate Superintendent may be terminated by the Board at any time for, but not limited to, breach of this Agreement, any ground enumerated in the Education Code, the Associate Superintendent's unsatisfactory performance, the Associate Superintendent's failure to perform responsibilities, or for other conduct which is seriously prejudicial to the District. The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the charges has first been served upon the Associate Superintendent. The Associate Superintendent shall then be entitled to a conference with the Governing Board in closed session, at which time the Associate Superintendent shall be given a reasonable opportunity to address the Governing Board's concerns. The conference shall not be conducted as an administrative evidentiary hearing and there shall be no use of witnesses. Associate Superintendent shall have the right to be represented by counsel of her choice and expense. The Associate Superintendent shall have a reasonable opportunity to fully respond to all matters raised in the statement of charges, and shall have the opportunity to introduce documentary evidence. If the Governing Board, after

considering all evidence presented, decides to terminate this Agreement, it shall provide Associate Superintendent with a written decision. The decision of the Governing Board shall be final. Associate Superintendent's conference with the Governing Board shall be Associate Superintendent's exclusive right to any conference or hearing otherwise required by law. Associate Superintendent knowingly waives any other rights that may be applicable to her termination.

X. SETTLEMENT AGREEMENT

Regardless of the term of this employment Agreement, if this Agreement is terminated pursuant to or in a manner resulting in a settlement agreement between the parties, the maximum cash settlement that Associate Superintendent may receive shall be an amount equal to the monthly salary multiplied by the number of months left on the unexpired term of this Agreement. However, if the unexpired term exceeds eighteen (18) months, the maximum cash settlement shall not exceed the monthly salary multiplied by eighteen (18).

If a settlement agreement provides to Associate Superintendent any consideration other than the cash benefits described above, the cash value of such consideration shall be computed and deducted from the cash settlement prior to any payment thereof.

The provisions of this section on "settlement agreement" shall remain effective in this Agreement only so long as the provisions contained in Government Code sections 53260-53264 (as enacted in Chapter 962, Stats. of 1992) remain in the law with requirements substantially similar to those described above. Any subsequent amendments to Government Code sections 53260-53264 shall be deemed to be and are hereby incorporated into this Agreement by this reference.

In accordance with Government Code section 53243 et seq., any cash settlement related to Associate Superintendent's termination paid by the District, any District payments received by Associate Superintendent for paid leave with salary pending an investigation, or District funds provided for Associate Superintendent's legal criminal defense shall be fully reimbursed to the District if Associate Superintendent is convicted of a crime involving an abuse of her office or position.



XI. APPLICABLE LAW

This Agreement is subject to all applicable laws, policies, rules, and regulations of the State of California and Modesto City Schools.

GOVERNING BOARD OF MODESTO CITY ELEMENTARY SCHOOL DISTRICT AND  
MODESTO CITY HIGH SCHOOL DISTRICT

Date: \_\_\_\_\_

\_\_\_\_\_  
President of Governing Board

ASSOCIATE SUPERINTENDENT, CHIEF BUSINESS OFFICIAL, BUSINESS SERVICES

Date: \_\_\_\_\_

\_\_\_\_\_  
Tim Zearley

MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of February and March Revisions to the Adopted 2016/17 Budget May 1, 2017

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BACKGROUND

The Board adopted the 2016/17 budget on June 20, 2016. Adjustments to the budget are made regularly based on known changes to revenue or the level/category of expenditures.

ISSUE

The Education Code requires that the Board approve major changes to the adopted budget.

PROPOSAL

Budget adjustments which have been processed for the period between February 1, 2017 and March 31, 2017 are presented and explained on the following reports. Explanations are provided for revenue and expenditure groups within funds. This report reflects adjustments to the budget only, not a complete financial statement. Copies of the full report are available for review in the Budget Department.

FISCAL IMPACT

The adjusted budget retains all State and Board designated reserves.

RECOMMENDATION

It is recommended that the Board of Education approve the February and March revisions to the adopted 2016/17 budget.

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Originating Department: Budget

Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

## 2016-2017 BUDGET REVISIONS FOR FEBRUARY AND MARCH 2017

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### **FISCAL IMPACT:**

The 2016-2017 adopted Modesto City Schools distributed budget has been revised to reflect budget adjustments processed since July 1, 2016. Significant line item revisions, or items over \$25,000, for February and March 2017, are explained in this report and presented to the Board of Education for approval.

### **General Fund UNRESTRICTED Revenues:** No Activity

### **General Fund UNRESTRICTED Expenditures:**

1. Salaries and Benefits –  
Misc. Reallocations
2. Books, Supplies and Equipment –  
Increase English Language Arts (ELA) Curriculum - \$2,910,000  
Misc. Reallocations
3. Services and Other Operation Expenses –  
Offset of Inter-program Transfers - <\$40,468>  
Misc. Reallocations
4. Other Outgo –  
Misc. Reallocations

### **General Fund UNRESTRICTED Interfund Transfers, Other Sources and Contributions:**

1. Interfund Transfers –  
Transfer to General Fund from Special Reserve Fund, Other Than Capital Outlay -  
Curriculum Delivery Reserve - \$2,910,000

### **General Fund RESTRICTED Revenues:**

1. Federal Revenue –  
Increase Special Education - \$174,698
2. State Revenue –  
Establish Partnership Academies Grants - \$149,400

### **General Fund RESTRICTED Expenditures:**

1. Salaries and Benefits –  
Establish Partnership Academies Grants - \$56,708  
Misc. Reallocations
2. Books, Supplies and Equipment –  
Establish Partnership Academies Grants - \$53,660  
Increase Special Education - \$5,633  
Misc. Reallocations
3. Services and Other Operation Expenses –  
Increase Routine Restricted Maintenance - \$14,000  
Establish Partnership Academies Grants - \$31,850  
Increase Special Education - \$25,003  
Misc. Reallocation
4. Other Outgo –  
Establish Partnership Academies Grant Indirect - \$7,182  
Increase Special Education - \$144,062  
Misc. Reallocation

2016-2017 BUDGET REVISIONS FOR FEBRUARY AND MARCH 2017

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**General Fund RESTRICTED Interfund Transfers, Other Sources and Contributions:**

1. Interfund Transfers –  
Transfer to Routine Restricted Maintenance from Child Nutrition Fund - \$14,000

**OTHER FUNDS Revenues:** No Activity

**OTHER FUNDS Expenditures:**

1. Capital Outlay –  
Increase Child Nutrition Fund - \$76,000  
Misc. Reallocations

**OTHER FUNDS Interfund Transfers, Other Sources and Contributions:**

1. Interfund Transfers –  
Transfer to General Fund from Special Reserve Fund, Other Than Capital Outlay -  
Curriculum Delivery Reserve - <\$2,910,000>  
Transfer to Routine Restricted Maintenance from Child Nutrition Fund - <\$14,000>

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Donation of Obsolete Computer Equipment to 2<sup>nd</sup> Chance Modesto Computer Refurbishing for 2017-2018 May 1, 2017

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### BACKGROUND

The District maintains a minimum technology standard for all staff and student computer equipment that is compatible with the District's network infrastructure and educational and business applications. District surplus property is currently sold through the Public Surplus on-line auction website or to an eWaste recycling company. During 2015-2016 and 2016-2017, the District donated computers which have been distributed to Modesto City Schools students.

### ISSUE

2<sup>nd</sup> Chance Modesto Computer Refurbishing provides a safe and cost effective method of disposing of unneeded computer equipment. 2<sup>nd</sup> Chance Modesto Computer Refurbishing reconditions older computers and gives them away free to disadvantaged middle school and high school students and families in our community who don't have a computer at home. 2<sup>nd</sup> Chance Modesto Computer Refurbishing will arrange to pick up unwanted computers, monitors and peripherals free of charge. The District will not provide any repair services to the donated computer equipment.

### PROPOSAL

District staff recommends approving the donation of obsolete computer equipment to 2<sup>nd</sup> Chance Modesto Computer Refurbishing for 2017-2018.

### FISCAL IMPACT

There is no fiscal impact to the General Fund.

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Approval of Donation of Obsolete Computer Equipment to  
2<sup>nd</sup> Chance Modesto Computer Refurbishing for 2017-2018

RECOMMENDATION

It is recommended that the Board of Education approve the donation of obsolete computer equipment to 2<sup>nd</sup> Chance Modesto Computer Refurbishing for 2017-2018.

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Originating Department: Information and Technology Services

Recommended to the  
Governing Board by:

A handwritten signature in dark ink, appearing to read "Pamela Able", is written over a horizontal line.

Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Authorization to Award Bid May 1, 2017  
No. 17-4641, Asphalt Paving, Crack Fill  
and Seal at Various Sites 2016-17, to  
United Pavement Maintenance, in the  
Amount of \$72,193

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### BACKGROUND

On March 13, 2017, the Board of Education approved authorization to seek bids for Asphalt Paving, Crack Fill, and Seal at Mark Twain Junior High School; El Vista, Marshall and Sonoma Elementary Schools.

Plans and Specifications were on file and were able to be viewed or downloaded from Timothy P. Huff & Associates' web site, for bid package no. 17-4641; five (5) individuals signed in for email updates from Timothy P. Huff & Associates with four (4) 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. 17-4641, Asphalt Paving, Crack Fill, and Seal at Various Sites 2016-17, was opened on April 6, 2017, at 1:30 p.m., with the following results:

Contractor	Bid Amount
United Pavement Maintenance	\$ 72,193
Silicon Valley Paving, Inc.	\$ 78,500
Graham Contractors, Inc.	\$102,995
Ragsdale & Son, Inc.	\$103,000

### FISCAL IMPACT

The probable cost of this project is estimated at \$95,400. Funding for this project will come from General Fund facility maintenance dollars.

Approval of Authorization to Award Bid No. 17-4641, Asphalt Paving, Crack Fill, and Seal at Various Sites 2016-17, to United Pavement Maintenance, in the Amount of \$72,193

RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid No. 17-4641, Asphalt Paving, Crack Fill, and Seal at Various Sites 2016-17, to United Pavement Maintenance, in the amount of \$72,193.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:

A handwritten signature in cursive script, reading "Pamela Able", is written over a horizontal line.

Pamela Able  
Superintendent



## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Authorization to Award Bid No. 17-4643, May 1, 2017  
Repaving at Various Sites 2016-17, to Central Valley  
Asphalt, in the Amount of \$1,268,500

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### BACKGROUND

On March 13, 2017, the Board of Education approved authorization to seek bids for repaving at various sites. Identified sites included Beard, Bret Harte, Garrison and Orville Wright Elementary Schools. Due to the size of work, the project was split into two bids. Bid No. 17-4643 includes Bret Harte and Garrison Elementary Schools.

A mandatory job walk was held on March 31, 2017, for bid package 17-4643; eight (8) individuals signed in with four (4) 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. 17-4643, Repaving at Various Sites 2016-17, was opened on April 13, 2017, at 2:00 p.m., with the following results:

Contractor	Bid Amount
Central Valley Asphalt	\$1,268,500
George Reed, Inc.	\$1,310,400
Sinclair General Engineering Construction, Inc.	\$1,366,912
Taylor Backhoe Service, Inc.	\$1,376,000

It should be noted that construction costs are on the rise because of increased construction activity in California. This has resulted in an increase in the probable cost of this project in the amount of \$184,000 since the development of the first estimate.

### FISCAL IMPACT

The probable cost of this project is estimated at \$2,454,000. Funding for this project will come from General Fund facility maintenance dollars.

Approval of Authorization to Award Bid No. 17-4643, Repaving at Various Sites 2016-17, to Central Valley Asphalt, in the Amount of \$1,268,500

RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid No. 17-4643, Repaving at Various Sites 2016-2017 to Central Valley Asphalt, in the amount of \$1,268,500.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:

A handwritten signature in dark ink, appearing to read "Pamela Able", is written over a horizontal line.

Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Authorization to Award Bid No. 17-4645, May 1, 2017  
Repaving at Various Sites 2016-17, to McFadden  
Construction, Inc., in the Amount of \$742,000

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### BACKGROUND

On March 13, 2017, the Board of Education approved authorization to seek bids for repaving at various sites. Identified sites included Beard, Bret Harte, Garrison and Orville Wright Elementary Schools. Due to the size of work, the project was split into two bids. Bid No. 17-4645 includes Beard and Orville Wright Elementary Schools.

A mandatory job walk was held on March 29, 2017, for bid package 17-4645; ten (10) individuals signed in with five (5) 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. 17-4645, Repaving at Various Sites 2016-17, was opened on April 13, 2017, at 3:00 p.m., with the following results:

Contractor	Bid Amount
McFadden Construction, Inc.	\$742,000
Sinclair General Engineering Construction, Inc.	\$766,738
Taylor Backhoe Service, Inc.	\$845,250
George Reed, Inc.	\$872,740
Central Valley Asphalt	\$938,000

It should be noted that construction costs are on the rise because of increased construction activity in California. This has resulted in an increase in the probable cost of this project in the amount of \$184,000 since the development of the first estimate.

Approval of Authorization to Award Bid No. 17-4645, Repaving at Various Sites 2016-17, to McFadden Construction, Inc., in the Amount of \$742,000

FISCAL IMPACT

The probable cost of this project is estimated at \$2,454,000. Funding for this project will come from General Fund facility maintenance dollars.

RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid No. 17-4645, Repaving at Various Sites 2016-2017, to McFadden Construction, Inc., in the amount of \$742,000.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:

A handwritten signature in dark ink, appearing to read "Pamela Able", is written over a horizontal line.

Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Authorization to Award May 1, 2017  
Bid #17-4646 for Bakery Products to  
Robb Ross Foods, BakeMark, and Dawn Foods

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### BACKGROUND

The Nutrition Services Department provides bread and other bakery products for the Basic Breakfast Program (BBP), Severe Needy Breakfast Program (SNBP) and the National School Lunch Program (NSLP) as part of the USDA Nutritional Guidelines.

### ISSUE

The Nutrition Services Department provides bread and other bakery products to Modesto City Schools' cafeterias to meet the USDA nutritional guidelines. Competitive bids needed to be sought to meet formal bidding requirements.

### PROPOSAL

Bakery Bid #17-4646 was sent to eight vendors with six responses being received. Two vendors declined the offer to bid. The bids were awarded to the lowest cost responsive and responsible bidders for each line item, and the estimated amounts are listed below:

- Robb Ross Foods \$108,000
- BakeMark \$ 56,500
- Dawn Foods \$ 67,500

The bid award is for a six-month period with the option to renew five additional six-month periods (three years total).

### FISCAL IMPACT

The estimated annual cost is \$232,000 and will be paid for by the Cafeteria Fund.

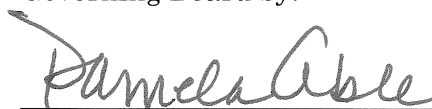
### RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid #17-4646 for bakery products to Robb Ross Foods, BakeMark, and Dawn Foods.

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Originating Department: Nutrition Services

Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Approval of Authorization to Award Bid  
No. 17-4647, Re-roofing at Various Sites  
2016-17, to Delta Painting and Coating, Inc.,  
dba Tru-Tech, in the Amount of \$469,988

May 1, 2017

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### BACKGROUND

On March 13, 2017, the Board of Education approved authorization to seek bids for re-roofing at various sites. The following sites were identified as having various buildings in most need of roofing repair: Davis and Downey High Schools; Mark Twain Junior High; El Vista, Fairview, Franklin, Fremont, Kirschen, Marshall, Orville Wright, Robertson Road, Shackelford and Sonoma Elementary Schools; and Pearson Education Center.

A mandatory job walk was held on March 29, 2017, for bid package 17-4647; seven (7) 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. 17-4647, Re-roofing at Various Sites 2016-17, was opened on April 11, 2017, at 11:00 a.m., with the following results:

Contractor	Bid Amount
Delta Painting and Coating, Inc., dba Tru-Tech	\$469,988
Pacific Valley Roofing	\$480,796
Advanced Roofing	\$482,409

It should be noted that construction costs are on the rise because of increased construction activity in California. This has resulted in an increase in the probable cost of this project in the amount of \$28,000 since the development of the first estimate.

### FISCAL IMPACT

The probable cost of this project is estimated at \$583,000. Funding for this project will come from General Fund facility maintenance dollars.

Approval of Authorization to Award Bid No. 17-4647, Re-roofing at Various Sites 2016-17, to Delta Painting and Coating, Inc., dba Tru-Tech, in the Amount of \$469,988

RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid No. 17-4647, Re-roofing at Various Sites 2016-17, to Delta Painting and Coating, Inc., dba Tru-Tech, in the amount of \$469,988.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:

A handwritten signature in cursive script that reads "Pamela Able". The signature is written in dark ink and is positioned above a horizontal line.

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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Authorization to Award Bid May 1, 2017  
No. 17-4649, Sonoma Elementary School  
Underground Utility and Front Parking Lot  
Replacement, to Sinclair General Engineering  
Construction, Inc., in the Amount of \$334,685

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### BACKGROUND

On March 13, 2017, the Board of Education approved authorization to seek bids for Sonoma Elementary School underground utility and front parking lot replacement.

A mandatory job walk was held on April 5, 2017, for bid package 17-4649; eight (8) individuals signed in with five (5) 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. 17-4649, Sonoma Elementary School Underground Utility and Front Parking Lot Replacement, was opened on April 13, 2017, at 1:00 p.m., with the following results:

Contractor	Bid Amount
Sinclair General Engineering Construction, Inc.	\$334,685
McFadden Construction, Inc.	\$344,900
George Reed, Inc.	\$455,000
Central Valley Asphalt	\$520,000
Hensley's Paving & General Engineering, Inc.	\$524,000

### FISCAL IMPACT

The probable cost of this project is estimated at \$466,000. Funding for this project will come from General Fund facility maintenance dollars.



Approval of Authorization to Award Bid No. 17-4649, Sonoma Elementary School Underground Utility and Front Parking Lot Replacement, to Sinclair General Engineering Construction, Inc., in the Amount of \$334,685

RECOMMENDATION

It is recommended that the Board of Education approve authorization to award Bid No. 17-4649, Sonoma Elementary School Underground Utility and Front Parking Lot Replacement, to Sinclair General Engineering Construction, Inc., in the amount of \$334,685.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:

A handwritten signature in dark ink, appearing to read "Pamela Able", is written over a horizontal line.

Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval to Accept Completion of Contract with Nicro, Inc., Resolution No. 16/17-12 Ratifying Declaration of an Emergency Situation Regarding Inoperable Heating Equipment at Hanshaw Middle School, in the Amount of \$94,532 May 1, 2017

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### BACKGROUND

On November 7, 2016, the Board of Education approved Resolution No. 16/17-12 Ratifying Declaration of an Emergency Situation Regarding Inoperable Heating Equipment at Hanshaw Middle School.

### ISSUE

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

### PROPOSAL

The work performed under the contract with Nicro, Inc., Resolution No. 16/17-12, 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

This contract, at a total cost of \$94,532, was funded from the emergency facilities repair allocation.

### RECOMMENDATION

It is recommended that the Board of Education approve to accept completion of the contract with Nicro, Inc., Resolution No. 16/17-12 Ratifying Declaration of an Emergency Situation Regarding Inoperable Heating Equipment at Hanshaw Middle School, in the amount of \$94,532.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Approval of Summer Food Service  
Program for Summer 2017

May 1, 2017

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### BACKGROUND

Since 1996, the Nutrition Services Center has participated in the USDA's Summer Food Service Program. This program provides a nutritious lunch to any child 18 years or younger when school is not in session. The intention is to ensure that needy children, who would otherwise receive meals through the school breakfast and/or lunch program, have access to at least one nutritious meal each day.

### ISSUE

The Nutrition Services Center intends to continue and expand its Summer Food Service Program to ensure that needy children have access to nutritious meals when school is not in session.

### PROPOSAL

Modesto City Schools intends to provide a free lunch through the Summer Food Service Program to children 18 years of age and younger during the summer break. Additional sites are added as programs such as Police Activities League (PAL) request services or if Nutrition Services locates sites that qualify to serve needy children.

The following program sites are known at this time:

Archway Commons	Marshall Park	Grayson Center (PAL)
Casa Grande Village	Mellis Park	Keyes Center (PAL)
Chrysler Park	Muncy Park	Westley (PAL)
Crommelin Park	Oregon Park	
Downey Park	Pine Ridge Apts.	MJC UB
Eisenhut Park	Red Shield Center	(Closed Enrolled Site)
Everett Park	Riverside Park	Burbank
Garrison Park	Shackelford	(Closed Enrolled Site)
Independence Park	Sunrise Village	
Maddux Youth Center	Westview Gardens	
Mancini Park		

### FISCAL IMPACT

Reimbursement from the USDA for each meal served covers all costs of the program.

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Approval of Summer Food Service Program for Summer 2017

RECOMMENDATION

It is recommended that the Board of Education approve the Summer Food Service Program for summer 2017.

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Originating Department: Nutrition Services

Recommended to the  
Governing Board by:

A handwritten signature in black ink that reads "Pamela Able". The signature is written in a cursive style with a large initial 'P' and a long horizontal stroke at the end.

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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Increase in Consultant Services May 1, 2017  
Agreement with Jason Zachary through  
June 30, 2017

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### BACKGROUND

Jason Zachary is a Division of State Architect (DSA) approved Class-A Project Inspector (PI). Mr. Zachary has provided construction inspection services on prior District projects, such as Enochs High School Pool, Downey High School Modernization and Pool, Gregori High School Stadium and the Ag Barn on Church Street.

The District has found Jason Zachary to be knowledgeable in construction techniques, competent in his work performance, and fully licensed as required by State laws and regulations.

On April 18, 2016, the Board of Education approved a 2016-17 consultant services agreement in an amount not to exceed \$87,800 for planned projects including Rose Avenue Shade Structure, Modesto High Auditorium Heating, Beyer Special Needs Restroom and Burbank Cafeteria and Portable Classroom Replacement. The first two projects are complete and the last two projects are in process.

Additional planned projects including Gregori Ag Farm, Church Street Joint Ag Facility Improvements, Davis Ag Shop Renovation, Downey Culinary Arts Improvement – Phase II, Downey Ag Improvements; various reroofing and repaving projects will also require a PI to monitor and document construction progress; perform building inspections; and coordinate testing and inspection lab services.

### ISSUE

In order to meet the state required construction inspection portion of the capital projects identified above, the Board needs to approve an increase in the consultant services agreement for construction inspection services.

### PROPOSAL

It is proposed that the Board approve an increase in the consultant services agreement with Jason Zachary, DSA Project Inspector, to continue to provide project inspection services.

Approval of Increase in Consultant Services Agreement with Jason Zachary through June 30, 2017

FISCAL IMPACT

The District has agreed to a rate of \$72.00 per hour with a two-hour minimum as needed to perform all necessary inspection services. The total cost of the increase in services is estimated to not exceed \$145,800 (an increase of \$58,000) and will be paid from General Fund facility maintenance dollars and the Career Technical Education (CTE) Incentive grant.

RECOMMENDATION

It is recommended that the Board of Education approve the increase in consultant services agreement with Jason Zachary through June 30, 2017.

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Originating Department: Maintenance and Operations

Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO:	Board of Education	Regular Meeting
SUBJECT:	Approval of Authorization to Lease-Purchase One (1) Xerox Production Printing System and One (1) Color Printing System from Lucas Business Systems	May 1, 2017

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### BACKGROUND

The Reprographics Department provides printing and duplication services to all 34 school sites and District Administration. The department currently has three (3) Xerox production duplicators and one (1) Xerox color printing system. The Xerox 6115 was purchased in July 2001, and has now reached the end of its useful and economically serviceable life. The Xerox 570 color printing system was purchased in May 2014, and due to its extremely high copy count, has reached the end of its useful and economically serviceable life.

### ISSUE

The cost to replace these two (2) copy systems exceeds current bid limits. Competitive bids must be sought or identified to meet formal bid requirements.

### PROPOSAL

Pennsylvania Education Purchasing Program for Microcomputers (PEPPM) is a national technology bidding and purchasing program. PEPPM contracts are "piggybackable" to allow for multiple agency use and to achieve greater cost savings.

Effective January 1, 2015, PEPPM awarded a public bid to Xerox for copiers, printers, multifunctional devices, production systems and software. The initial contract term is for a one-year period and has been extended through 2017. The PEPPM bid contains cooperative purchase language that allows for other agencies to utilize it as required by provision 20118 of the Public Contract Code.

Lucas Business Systems is an authorized Xerox dealer. It is staff's determination that the District would derive more benefit by utilizing this cooperative bid contract than to seek separate bids.

### FISCAL IMPACT

The Lease-Purchase cost of this equipment is \$3,914 per month including sales tax. There is a \$1 buy out at the end of the 60 month lease term. Funding will come from the General Fund.

Approval of Authorization to Lease-Purchase One (1) Xerox Production Printing System and One (1) Color Printing System from Lucas Business Systems

RECOMMENDATION

It is recommended that the Board of Education approve authorization to lease-purchase one (1) Xerox production printing system and one (1) color printing system from Lucas Business Systems.

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Originating Department: Purchasing

Recommended to the  
Governing Board by:

A handwritten signature in cursive script, appearing to read "Pamela Able", is written over a horizontal line.

Pamela Able  
Superintendent



## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Approval of Second Reading of Revisions to Board Policy 3515.1 Control of Keys and Rename to Access Control – Keys and Alarm Codes May 1, 2017

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### BACKGROUND

The Business Services Division periodically reviews Board Policies and Administrative Regulations to determine if updates are needed.

Board Policy (BP) and Administrative Regulation (AR) 3515.1, Control of Keys, is the Modesto City Schools' policy and procedures pertaining to the District's access control system through the use of keys and building alarm codes.

### ISSUE

The Board Policy was last revised in 1983 and the Administrative Regulation was last reviewed in 2008. The AR details the specific procurement procedures, records and control, and loss or replacement of keys and alarm codes for District employees. Revisions to the Administrative Regulation will align with current practices and procedures.

Additionally, because the BP and AR now include procedures for alarm codes used throughout District facilities, staff recommends renaming the BP and AR to Access Control – Keys and Alarm Codes.

The Board approved the first reading and renaming at their April 10, 2017 meeting.

### RECOMMENDATION

It is recommended that the Board of Education approve the second reading of revisions to Board Policy 3515.1 Control of Keys and rename to Access Control – Keys and Alarm Codes.

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Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

# MODESTO CITY SCHOOLS

## Board Policy

BP 3515.1

### BUSINESS AND NONINSTRUCTIONAL OPERATIONS

- Access Control – Keys and Alarm Codes ~~Control of Keys~~
- The Superintendent or designee ~~designated representative~~ shall be
- responsible for the maintenance of an access control system utilizing keys  
and alarm codes ~~a key control system~~.

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REVISED: April 4, 1983  
May 1, 2017

MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Approval of Acceptance of Gifts

May 1, 2017

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1. Donations for 4<sup>th</sup> grade field trip transportation for students at Robertson Road Elementary School as follows:
  - Elizabeth J. Grenbeaux, \$300
  - Karen D. Grenbeaux and Steven M. Grenbeaux, \$600
2. North Modesto Kiwanis, \$2,000 to the Special Education Challenge Olympics (track and field games) Program at Beyer High School.
3. Donations from Merval and Sharon Morris to Downey High School as follows:
  - Future Farmers of America (FFA) Scholarship fund, \$500
  - Future Farmers of America (FFA) Club, \$500
4. Clinton Peterson and Michelle Peterson, \$2,500 to the Football Club at Downey High School.
5. Melanie Hardy, \$300 to the Library at Enochs High School.
6. Sons of Italy, Western Foundation, \$500 to the Italian American Club at Enochs High School.

RECOMMENDATION:

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

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Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Out-of-State Davis High  
School Drama Club Trip to Ashland, Oregon

May 1, 2017

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### BACKGROUND

The out-of-state Davis High School Drama Club trip to Ashland, Oregon to attend the Oregon Shakespeare Festival has been reviewed by the Senior Director(s), Educational Services.

The trip is scheduled for Friday, July 28 through Sunday, July 30, 2017. Students will not miss any days of school.

### ISSUE

Out-of-state trips must be approved by the Board of Education.

### FISCAL IMPACT

No cost to the District. Funds will be provided by Drama Club and individual student participants.

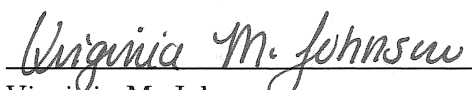
### RECOMMENDATION

It is recommended that the Board of Education approve the out-of-state Davis High School Drama Club trip to Ashland, Oregon.

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Originating Department: Educational Services

Reviewed and Recommended by:



Virginia M. Johnson  
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:  
Online Learning

May 1, 2017

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### 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.

#### New Courses

English 9  
English 10  
English 11  
English 12  
Health Extended  
U. S. Government and Politics  
Precalculus

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

### RECOMMENDATION

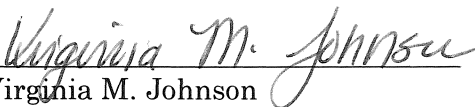
It is recommended that the Board of Education approve the high school course outlines: Online Learning.

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Originating Department: Educational Services

Reviewed and Recommended by:

Approved for Recommendation  
to the Governing Board by:

  
Virginia M. Johnson  
Associate Superintendent,  
Educational Services

  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Memorandum of Understanding May 1, 2017  
Between Modesto City Schools SELPA,  
Valley Mountain Regional Center – Early Start,  
and Stanislaus SELPA for the 2017-2018 School Year

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### BACKGROUND

Modesto City Schools Special Education Local Plan Area (MCS SELPA), Stanislaus County Special Education Local Plan Area (Stanislaus SELPA) and Valley Mountain Regional Center (VMRC) provide services to children birth to two years old who are eligible for “Early Start” Intervention Services under Part C of the Individuals with Disabilities Act. Historically, these three entities have shared the responsibility, including assessment and services for students under the age of three.

### ISSUE

Valley Mountain Regional Center and Modesto City Schools SELPA have determined the shared and individual responsibilities for the Early Start program and operating procedures. Procedures include evaluations, services provided based upon student need, transitional services to Part B, and financial obligations. A copy of the memorandum of understanding is available for review in the Special Education Department.

### PROPOSAL

A Memorandum of Understanding between Valley Mountain Regional Center, Modesto City Schools SELPA, and Stanislaus SELPA delineate policies and procedures to ensure appropriate implementation of the Early Start program.

### FISCAL IMPACT

The fiscal impact to the Special Education budget for Modesto City Schools’ financial obligation will not exceed \$26,000.

Approval of Memorandum of Understanding between Modesto City  
Schools SELPA, Valley Mountain Regional Center – Early Start, and  
Stanislaus SELPA for the 2017-2018 School Year

RECOMMENDATION

It is recommended that the Board of Education approve the Memorandum of  
Understanding between Modesto City Schools SELPA, Valley Mountain Regional Center –  
Early Start, and Stanislaus SELPA for the 2017-2018 school year.

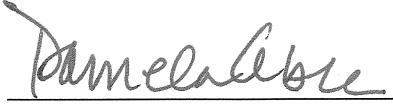
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Originating Department: Special Education

Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia M. Johnson  
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 Extension of Interagency Agreement Between Valley Mountain Regional Center and Modesto City Schools Special Education Local Plan Area for Implementation of the California Early Intervention Services Act Known as Early Start for the 2017-2018 School Year	May 1, 2017

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### BACKGROUND

Modesto City Schools Special Education Local Plan Area (MCS SELPA) and Valley Mountain Regional Center (VMRC) provide services to children under the age of three who are eligible for “Early Start” Intervention Services under Part C of the Individuals with Disabilities Act.

### ISSUE

The purpose of this agreement is to describe selected policies and procedures of VMRC and MCS SELPA relating to the implementation of Part C of the Individuals with Disabilities Education known as Early Start and its implementing regulations.

VMRC and MCS SELPA have determined the shared and individual responsibilities for the Early Start program and operating procedures. Procedures include evaluations, services provided based upon student need, and transitional services to Part B.

On May 31, 2016, the Board approved an Interagency Agreement between VMRC and MCS SELPA. An allowance of an extension is stipulated in the current Interagency Agreement if there are not any changes to the agreement upon its annual review by both parties.

### PROPOSAL

Approval of an extension of the current Interagency Agreement between VMRC and MCS SELPA to delineate policies and procedures to ensure appropriate implementation of the Early Start program is being proposed. The Extension and Interagency Agreement is available for review in the Special Education office.

### FISCAL IMPACT

No fiscal impact.



Approval of Extension of Interagency Agreement between Valley Mountain Regional Center and Modesto City Schools Special Education Local Plan Area for Implementation of the California Early Intervention Services Act Known as Early Start for the 2017-2018 School Year

RECOMMENDATION

It is recommended that the Board of Education approve the extension of the Interagency Agreement between Valley Mountain Regional Center and Modesto City Schools Special Education Local Plan Area for Implementation of the California Early Intervention Services Act known as Early Start for the 2017-2018 school year.


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Originating Department: Special Education

Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia M. Johnson  
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 the Modesto City Schools  
Head Start 2017 Community Assessment  
Report Update

May 1, 2017

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### BACKGROUND

Modesto City Schools contracts with the Stanislaus County Office of Education for federal Head Start funding, providing services for 500 preschool age children. Each funding cycle requires an update to the Community Assessment.

### ISSUE

The Stanislaus County Office of Education requires that the Governing Board and the Modesto City Schools Head Start Parent Policy Committee approve the 2017 Community Assessment Report Update to be used for program planning.

### PROPOSAL

The Modesto City Schools Head Start Parent Policy Committee approved the Head Start 2017 Community Assessment Report Update for Modesto City Schools Head Start on April 8, 2017, and the program now seeks Board approval.

Highlights from the Head Start 2017 Community Assessment Report Update include:

- The numbers of homeless children and families enrolled in Head Start in the last three (3) years has increased slightly. The “Stanislaus Point in Time Count” reflects a high need of homeless children in the area. Recruitment and community collaborations are needed to meet this high risk population.
- Due to the age requirements of kindergarten and the impact of Transitional Kindergarten, the number of three year olds enrolled and on waitlists increased. In order to meet this need, class sizes for 2017-18 will be reduced from 20 to 17 children per class which is required by Head Start regulations for classrooms serving three year olds.
- Based on waitlist numbers and program availability, the need for infant and toddler services (up to age three years) has increased. A very large number of infants and toddlers live in the Modesto City Schools District area and very few infant and toddler programs are available. Working parents of infants and toddlers are interested in center-based care.

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Approval of the Modesto City Schools Head Start 2017  
Community Assessment Report Update

- The airport area of Modesto near Orville Wright Elementary has been impacted by the conversion of older neighborhoods to commercial property. Enrollment and waitlists have been impacted. Due to the low enrollment, one PM class at Wright Start will be closed. The Wright Start facility will still house two (2) Head Start classes and one (1) State Preschool class in order to continue to provide services to children and families in the Orville Wright area.
- Waitlists numbers have increased in the El Vista, Fairview, Franklin, Pearson, and Robertson Road areas. For 2017-18, Head Start classrooms will be moved to Fairview, Franklin, and Pearson to provide both AM and PM Head Start classes to meet the increased need.
- Sixteen percent (16%) of the enrolled children have disabilities. The partnership with Modesto City Schools SELPA to identify and serve children is very strong. The complexity of the disabilities and the increase of challenging behaviors have impacted the classrooms. In 2017-18, staff and parent trainings will focus on implementing a comprehensive classroom management program and social-emotional curriculum called "Conscious Discipline."
- Seventy-five percent (75%) of the Head Start teachers have a BA Degree and exceed the 50% requirement by the Head Start Act.
- Based on training surveys, the training needs for teaching staff continue to be school readiness skills – specifically phonemic awareness and math.

A copy of the Head Start 2017 Community Assessment Report Update is available in the Child Development Programs Office.

#### FISCAL IMPACT

There is no fiscal impact to approving the Modesto City Schools Head Start 2017 Community Assessment Report Update.

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Approval of the Modesto City Schools Head Start 2017  
Community Assessment Report Update

RECOMMENDATION

It is recommended that the Board of Education approve the Modesto City Schools Head Start 2017 Community Assessment Report Update.


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Originating Department: Child Development Programs

Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia M. Johnson  
Assistant Superintendent  
Educational Services

Approved for Recommendation  
to the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Ratification of Instructional Agreement Between  
Modesto City Schools and Yosemite Community  
College District (Modesto Junior College)

May 1, 2017

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### BACKGROUND

Modesto City Schools continues to seek and to implement programs that prepare students for college and career readiness. With that goal in mind, Elliott Alternative Education (EAE) is offering the Modesto Junior College (MJC) guidance class, *Career Awareness III*, on the Elliott campus.

### ISSUE

EAE seeks to create a smooth transition from high school to college for their students. In agreement with MJC, EAE will provide a targeted class to assist students in completing the college application process. In doing so, the students will also gain priority registration status to Modesto Junior College. EAE students will benefit from the option of continuing their MJC educational path and/or by exposure to various opportunities for future decisions. Offering this course on the Elliott campus will facilitate the students' MJC enrollment process.

### PROPOSAL

Modesto Junior College will offer access to eligible EAE students a closed-to-the-public credit course, *Career Awareness III*. The course will be offered between March 14, 2017 and May 4, 2017. To be eligible, students must meet MJC's Advanced Admissions processing and prerequisite course work requirements or meet other "Catalog Right" guidelines as prescribed by MJC. Successful completion (C grade or better) will strengthen their ability to be prepared for continuing college participation, the workforce, and accelerate the students' ability to reach their academic goals.

### FISCAL IMPACT

Current contracts with MJC already exceed the \$10,000 threshold for any single vendor. The cost of the Instructional Agreement for the on-site *Career Awareness III* course will increase the compensation to MJC by an amount not to exceed \$3,150.

Ratification of Instructional Agreement Between  
Modesto City Schools and Yosemite Community  
College District (Modesto Junior College)

RECOMMENDATION


It is recommended that the Board of Education ratify the Instructional Agreement between Modesto City Schools and Yosemite Community College District (Modesto Junior College).

Originating Department: Educational Services

Reviewed and Recommended by:

  
Virginia M. Johnson  
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 Designated Personnel Action Items

May 1, 2017

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

CERTIFICATED

.1	Approval of certificated personnel terminations	30 items
.2	Approval of certificated personnel leaves of absence	25 items
.3	Approval of certificated personnel other appointments	45 items
.4	Approval of certificated personnel stipend appointments	14 items
.5	Approval of certificated personnel stipend deletions	1 items
.6	Approval of certificated personnel substitute appointments	5 items

CLASSIFIED


.7	Approval of classified personnel terminations	9 items
.8	Approval of classified personnel leaves of absence	29 items
.9	Approval of classified personnel employment	8 items
.10	Approval of classified personnel other appointments	5 items
.11	Approval of classified personnel substitute appointments	3 items
.12	Approval of classified personnel short term appointments (not to exceed 75% of the school year)	3 items

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

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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:

May 1, 2017

Action: Approval of certificated personnel terminations:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Albergottie, Dnei	Classroom Teacher, 9-12	H.S. Dist.	Resignation	03/08/17
2. Alvarez, Elena	Classroom Teacher, K-6	Elem. Dist.	Resignation	05/25/17
3. Arreola, Maribel	Bilingual Language Development Specialists-Site	Elem. Dist.	Resignation	05/25/17
4. Beltz, Bradley	Classroom Teacher, 9-12	H.S. Dist.	Resignation	05/25/17
5. Bowman, Lisa	Classroom Teacher, 7-8	Elem. Dist.	Resignation	05/25/17
6. Carota, Neil	Resource Specialist, P-12	Elem. Dist.	Resignation	05/25/17
7. Carreiro, Matthew	Classroom Teacher, 7-8	Elem. Dist.	Exhausted All Leave/39-Months	04/18/17
8. Ciari, Jammie	Classroom Teacher, K-6	Elem. Dist.	Resignation	05/25/17
9. Clause, Elizabeth	Classroom Teacher, K-6	Elem. Dist.	Deceased	03/03/17
10. Coleman, Christopher	Assistant Principal, 7-8	Elem. Dist.	Resignation	06/30/17
11. Employee ID # 18020	CDP Head Start Teacher, Part Day	Elem. Dist.	Dismissal	06/30/17
12. Farnetti, Helen	Classroom Teacher, K-6	Elem. Dist.	Resignation	05/25/17
13. Guerrero-Cabral, Maria	Classroom Teacher, 9-12	H.S. Dist.	Resignation	05/25/17
14. Hay, Sue	Special Day Class Teacher, P-12	H.S. Dist.	Resignation	05/25/17



# **MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

May 1, 2017

Action: Approval of certificated personnel terminations:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
15. Inocencio, Teresa	Classroom Teacher, K-6	Elem. Dist.	Retirement	05/25/17
16. Lewis, Stephen	Assistant Principal, Supervision & Attendance	H.S. Dist.	Resignation	06/30/17
17. Magana-Rios, Bertha	Classroom Teacher, 9-12	H.S. Dist.	20% Resignation	05/25/17
18. Malekos-Quick, Christine	Classroom Teacher, K-6	Elem. Dist.	Retirement	05/25/17
19. Osmuss, James	Principal, K-6	Elem. Dist.	Resignation	06/30/17
20. Pedraza, Yolanda	Classroom Teacher, K-6	Elem. Dist.	Retirement	05/25/17
21. Pieczarka, Mary	Classroom Teacher, K-6	Elem. Dist.	Retirement	05/25/17
22. Pitts, Teresa	High School College Counselor	H.S. Dist.	Retirement	05/25/17
23. Price, Maureen	CDP State Preschool Teacher, Part Day	Elem. Dist.	Retirement	05/25/17
24. Reynolds, Curtis	Classroom Teacher, K-6	Elem. Dist.	Resignation	05/25/17
25. Riise-Hemsley, Andrea	CDP State Preschool Teacher, Part Day	Elem. Dist.	Retirement	05/25/17
26. Sabatini, Jannell	Classroom Teacher, 9-12	H.S. Dist.	Resignation	05/25/17
27. Supnet, Deborah	Classroom Teacher, K-6	Elem. Dist.	Retirement	05/25/17
28. Trew, Heidi	Classroom Teacher, 9-12	H.S. Dist.	Resignation	05/25/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**May 1, 2017**

**Action: Approval of certificated personnel terminations:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
29. West, Carolyn	School Nurse	H.S. Dist.	Resignation	05/25/17
30. Xiong, Vanna	Classroom Teacher, K-6	Elem. Dist.	Resignation	05/25/17

# MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting:

May 1, 2017

Action: Approval of certificated personnel leaves of absence:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Abreo, Veronica	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence-Revised	02/15/17 03/12/17
2. Alvarez, Elena	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	03/07/17 04/25/17
3. Boyington, Melissa	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence-Revised	02/14/17 04/13/17
4. Busch, Heidi	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	05/01/17 05/25/17
5. DeMoura, Amy	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	03/27/17 05/25/17
6. Duff, Susan	Resource Specialist, P-12	Elem. Dist.	Paid Leave of Absence	05/04/17 05/25/17
7. Grenbeaux, Jennifer	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	04/27/17 05/25/17
8. Lamarre-Smith, Lea	CDP State Preschool Teacher, Part Day	Elem. Dist.	Paid Leave of Absence	10/19/16 04/28/17
9. Lazaro-Enos, Ruth	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	03/28/17 05/12/17
10. Legatos, Anastasia	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence-Revised	01/09/17 05/25/17
11. Martinez, Araceli	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence-Revised	12/06/16 04/03/17
12. Martinez, Araceli	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	04/04/17 04/21/17
13. Nan, Megan	Classroom Teacher, 7-8	Elem. Dist.	Paid Leave of Absence	03/21/17 05/25/17

# **MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

May 1, 2017

Action: Approval of certificated personnel leaves of absence:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
14. Pfahl-Nash, Deborah	CDP State Preschool Teacher, Part Day	Elem. Dist.	Paid Leave of Absence-Revised	12/14/16 03/17/17
15. Phillips, Carrie	Special Day Class Teacher, P-12	H.S. Dist.	Paid Leave of Absence	03/13/17 05/25/17
16. Provost, Laura	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence-Revised	02/24/17 04/13/17
17. Rodgers-Giberson, Priscilla	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	03/27/17 05/19/17
18. Speed, Brandi	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	04/17/17 05/25/17
19. Spiker, Kerstin	Classroom Teacher, 7-8	Elem. Dist.	Paid Leave of Absence	04/09/17 05/25/17
20. Spycher, Deborah	Special Day Class Teacher, P-12	H.S. Dist.	Paid Leave of Absence	03/27/17 05/25/17
21. Vieyra, Patricia	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	01/09/17 02/24/17
22. Vieyra, Patricia	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence	03/09/17 03/31/17
23. Vieyra, Patricia	Classroom Teacher, K-6	Elem. Dist.	Paid Leave of Absence-Revised	03/09/17 04/21/17
24. Vosper, W. Anne	Classroom Teacher, K-6	Elem. Dist.	Unpaid Leave of Absence-Revised	02/10/17 05/25/17
25. West, Mary Beth	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	04/10/17 06/25/17

# **MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**May 1, 2017**

**Action: Approval of certificated personnel other appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
1. Albarran, Cristina	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
2. Albritton, Kermit	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
3. Ashabraner, Jr., Larry	Hourly	Elem. Dist.	Saturday School Teacher	03/01/17 05/25/17
4. Chambers, Maurice	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
5. Cloud, Kimberly	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
6. Cogburn, Melinda	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
7. Crane, Machele	Hourly	Elem. Dist.	Saturday School Teacher	03/01/17 05/25/17
8. Creech, James	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
9. DeVarona, Juan	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
10. Doud, Andrea	Daily	Admin.	Extended/Extra Service Days- 3 Days	07/01/16 06/30/17
11. Doud, Andrea	Daily	Admin.	Extended/Extra Service Days- 8 Days	07/01/16 06/30/17
12. Evans, Nicole	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
13. Galvan, Bernadette	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
14. Garcia, Anabel	Hourly	H.S. Dist.	Extended Summer School Teacher	04/10/17 05/25/17
15. Gascon, Robert	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17

# MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting:

May 1, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
16. Gerbo, Ian	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
17. Gillum, Melanie	Hourly	Elem. Dist.	Academic Intervention	03/01/17 06/30/17
18. Graham, Kendall	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
19. Gray, Tammy	Hourly	Elem. Dist.	Saturday School Teacher	03/01/17 05/25/17
20. Jeans, James	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
21. Johnson, Andrew	Hourly	H.S. Dist.	Tutoring/Peer Assistance Program	03/15/17 05/25/17
22. Kaiser, Nichele	Hourly	Elem. Dist.	Academic Intervention	08/08/16 05/26/17
23. Lee, Jana	Hourly	Elem. Dist.	Saturday School Teacher	03/01/17 05/25/17
24. Leonetti, Ryan	Hourly	Elem. Dist.	Saturday School Teacher	03/01/17 05/25/17
25. Louis, Emilia	Hourly	H.S. Dist.	Saturday School Teacher	03/11/17 05/13/17
26. Machado, Gordon	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
27. Mayoral, Victor	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
28. McCleery, Julia	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
29. Miler, Lupe	Hourly	Elem. Dist.	Home & Hospital Teacher	07/01/16 06/30/17
30. Moreno, Daniel	Hourly	H.S. Dist.	Saturday School Teacher	03/11/17 05/13/17

# MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting:

May 1, 2017

Action: Approval of certificated personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
31. Moreno, Pamela	Daily	H.S. Dist.	Extended/Extra Service Days- 2 Days	07/01/16 06/30/17
32. Pegarella, Andrea	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
33. Pettis, Monique	Daily	Admin.	Extended/Extra Service Days- 10 Days	07/01/16 06/30/17
34. Qualle, Melissa	Hourly	Elem. Dist.	Saturday School Teacher	03/01/17 05/25/17
35. Rentziperis-Davis, Anne	Hourly	Elem. Dist.	Home & Hospital Teacher	03/01/17 06/30/17
36. Rubio, Randy	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17
37. Salazar, Jahir	Hourly	H.S. Dist.	Saturday School Teacher	03/11/17 05/13/17
38. Schar, Heather	Daily	Admin.	Extended/Extra Service Days- 10 Days	07/01/16 06/30/17
39. Skeen, Jason	Daily	Admin.	Extended/Extra Service Days- .50 Days	07/01/16 06/30/17
40. Soderlund, Matthew	Hourly	H.S. Dist.	Saturday School Teacher	03/11/17 05/13/17
41. Taylor, Shelly	Hourly	H.S. Dist.	Saturday School Teacher	03/11/17 05/13/17
42. Valente, Kimberly	Daily	Admin.	Extended/Extra Service Days- 6 Days	07/01/16 06/30/17
43. Vander Molen, Michael	Hourly	H.S. Dist.	Summer School Teacher	06/02/17 06/29/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**May 1, 2017**

**Action: Approval of certificated personnel other appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
44. Webster, Darick	Daily	Admin.	Extended/Extra Service Days- 9 Days	07/01/16	06/30/17
45. Youngman, Amber	Hourly	H.S. Dist.	Extended Summer School Teacher	04/05/17	05/25/17



# MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting:

May 1, 2017

Action: Approval of certificated personnel stipend appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Abreo, Veronica	Stipend	Elem. Dist.	K-6 Leadership Team	03/13/17 05/25/17
2. Austin, Jeffrey	Stipend	H.S. Dist.	Academic Extended Competition-Science Olympiad	03/04/17 04/01/17
3. Dickson, Steven	Stipend	H.S. Dist.	Academic Extended Competition-Science Olympiad	03/04/17 04/01/17
4. Garcia, Jr., Timothy	Stipend	H.S. Dist.	Supervisor Playoff Compensation-Winter	02/13/17 02/25/17
5. Garcia, Maria	Stipend	Elem. Dist.	Outdoor Education, K-6	04/01/17 04/03/17
6. Garrett, Stephen	Stipend	H.S. Dist.	Supervisor Playoff Compensation-Winter	02/13/17 02/25/17
7. Hudgens, Jeannie	Stipend	Elem. Dist.	Outdoor Education, K-6	04/01/17 04/03/17
8. Inocencio, Teresa	Stipend	Elem. Dist.	Outdoor Education, K-6	04/01/17 04/03/17
9. Kea, Ry	Stipend	Elem. Dist.	Outdoor Education, K-6	04/01/17 04/03/17
10. Leventini, Paul	Stipend	H.S. Dist.	Coach Playoff Compensation-Winter	02/13/17 02/18/17
11. Oliveira, Dane	Stipend	Elem. Dist.	Outdoor Education, K-6	04/01/17 04/03/17
12. Pew, Elias	Stipend	H.S. Dist.	Science Olympiad, 9-12	08/08/16 05/25/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS****Date of Board Meeting:****May 1, 2017****Action: Approval of certificated personnel stipend appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
13. Severe, Douglas	Stipend	H.S. Dist.	Coach Playoff Compensation-Winter	02/13/17 02/25/17
14. Severe, Douglas	Stipend	H.S. Dist.	Supervisor Playoff Compensation-Winter	02/13/17 03/08/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**May 1, 2017**

**Action: Approval of certificated personnel stipend deletions:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
1. Segoviano, Maria	Stipend	Elem. Dist.	K-6 Leadership Team	03/13/17 05/25/17

# MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting:

May 1, 2017

Action: Approval of certificated personnel substitute appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES	
1. Castillo, Jennifer	Teacher		Substitute	03/30/17	06/30/17
2. Dinh, Van	Teacher		Substitute	03/30/17	06/30/17
3. Gephart, Shaun	Teacher		Substitute	04/12/17	06/30/17
4. Schonhoff, Sarah	Teacher		Substitute	03/30/17	06/30/17
5. Scoggins, Amy	Teacher		Substitute	04/17/17	06/30/17

# MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: May 1, 2017

Action: Approval of classified personnel terminations:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Bartlett, Anne	Public Information Office Specialist	Admin.	Resignation	04/21/17
2. Boland, Carolyn	Nutrition Services Asst. I	H.S. Dist.	Resignation	04/19/17
3. Carvalho, Greg	Custodian	Admin.	Laid Off (Exhausted All Leave Benefits)	01/13/14
4. Harris, Celeste	Technical Support Specialist	Admin.	Laid Off (Exhausted All Leave Benefits)	12/11/13
5. Patino, Victoria	Typist Clerk II	Elem. Dist.	Resignation	03/31/17
6. Peterson, Shana	Instr. Para., Sp. Ed., LH/SDL/RS	Admin.	Laid Off (Exhausted All Leave Benefits)	01/17/14
7. Pettigrew, Janet	School Secretary	H.S. Dist.	Retirement	06/23/17
8. Stein, Leea Dee Ann	Nutrition Services Asst. I	Admin.	Laid Off (Exhausted All Leave Benefits)	01/17/14
9. Vargas, Omayra	District Translator and Interpreter - Spanish	Admin.	Resignation	04/07/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting: May 1, 2017

Action: Approval of classified personnel leaves of absence:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Adams, Casey	Instr. Para., Sp. Ed., PH/SH	H.S. Dist.	Unpaid Leave of Absence	03/30/17 04/06/17
2. Allen, Alyson	Instr. Para., Sp. Ed., PH/SH	H.S. Dist.	Paid Leave of Absence	04/03/17 05/25/17
3. Balaoing, Dawn	Nutrition Services Asst. I	H.S. Dist.	Unpaid Leave of Absence	04/04/17 04/06/17
4. Boland, Carolyn	Nutrition Services Asst. I	H.S. Dist.	Paid Leave of Absence	12/08/16 04/19/17
5. Borges, Vicki	Instr. Para., Sp. Ed., LH/SDL/RS	Elem. Dist.	Paid Leave of Absence	03/27/17 04/13/17
6. Broome, Ronica	Instr. Para., Sp. Ed., SH/Autism	Elem. Dist.	Paid Leave of Absence	04/03/17 05/02/17
7. Collins, Catherine	Instr. Para., Sp. Ed., SH/Autism	Elem. Dist.	Unpaid Leave of Absence	03/13/17 03/14/17
8. Cuevas, Gloria	Nutrition Services Asst. I	H.S. Dist.	Unpaid Leave of Absence	04/10/17 04/11/17
9. Cuevas, Gloria	Nutrition Services Asst. I	H.S. Dist.	Unpaid Leave of Absence	04/13/17 04/13/17
10. Gonzalez, Christina	Nutrition Services Asst. I	H.S. Dist.	Unpaid Leave of Absence	04/07/17 04/28/17
11. Gonzalez, Rosario	Custodian	Elem. Dist.	Revised Paid Leave of Absence	11/14/16 03/03/17
12. Goodrich, Kelly	Instr. Para., Sp. Ed., PH/SH	Admin.	Paid Leave of Absence	02/14/17 03/17/17
13. Hiett, Christine	ASES Site Coordinator	Admin.	Revised Paid Leave of Absence	03/13/17 04/28/17
14. Larsen, Nancee	Account Clerk II	Admin.	Paid Leave of Absence	04/03/17 04/17/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting: May 1, 2017

Action: Approval of classified personnel leaves of absence:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
15. Lopez De Garcia, Laura	Typist Clerk II - Translator	H.S. Dist.	Paid Leave of Absence	04/10/17 05/08/17
16. Lopez, Diana	Instr. Para., Sp. Ed., SH/Autism	Elem. Dist.	Unpaid Leave of Absence	05/05/17 05/19/17
17. Maldonado, Veronica	Typist Clerk II - Translator	Admin.	Paid Leave of Absence	11/01/16 12/16/16
18. McIntosh, Dustin	Computer Technician II	Admin.	Paid Leave of Absence	06/13/17 06/21/17
19. Mowery, Kelli	Nutrition Services Asst. I	H.S. Dist.	Unpaid Leave of Absence	04/04/17 04/04/17
20. Nowicki, Maria	Instr. Para., Sp. Ed., PH/SH	Elem. Dist.	Revised Paid Leave of Absence	01/27/17 04/13/17
21. Ortiz, Mayra	Instr. Para., Sp. Ed., LH/SDL/RS	Elem. Dist.	Paid Leave of Absence	04/04/17 05/25/17
22. Ottman, Nicole	Instr. Para., Sp. Ed., LH/SDL/RS	H.S. Dist.	Unpaid Leave of Absence	03/09/17 03/09/17
23. Perez, Estella	Distribution Technician	Admin.	Unpaid Leave of Absence	04/19/17 04/20/17
24. Phillips, Nikki	Instr. Para., Sp. Ed., PH/SH	Elem. Dist.	Unpaid Leave of Absence	02/17/17 02/17/17
25. Prahser, Erinn	Instr. Para., Preformal	Elem. Dist.	Revised Paid Leave of Absence	02/13/17 05/22/17
26. Pulliam, Teresa	Nutrition Services Asst. III	Elem. Dist.	Unpaid Leave of Absence	04/03/17 04/05/17
27. Robinson, Chasen	Custodian/Groundskeeper	H.S. Dist.	Paid Leave of Absence	03/28/17 03/29/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**May 1, 2017**

**Action: Approval of classified personnel leaves of absence:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
28. Robles, Angel	After School Program Instr. Para.	Admin.	Revised Paid Leave of Absence	02/01/17 05/25/17
29. Rocha, Jose	Instr. Para., Sp. Ed., LH/SDL/RS	H.S. Dist.	Paid Leave of Absence	03/30/17 04/30/17



**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

May 1, 2017

Action: Approval of classified personnel employment:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Armstrong, Bethie	Instr. Para., Sp. Ed., PH/SH - Special Education	Admin.	New Hire	04/10/17
2. Fernandez, Carmen	Instr. Para., Sp. Ed., PH/SH - Fremont	Elem. Dist.	New Hire	04/03/17
3. Hurst, Michelle	Instr. Para., Sp. Ed., SH/Autism - Garrison	Elem. Dist.	New Hire - Replacement	05/01/17
4. Peralta Garcia, Luis	Bakery Technician - Nutrition Services	Admin.	New Hire - Replacement	04/24/17
5. Rivas, Karen	Lead Custodian II - District Office	Admin.	From: Custodian	04/10/17
6. Serrano-Ruvalcaba, Marisol	Assistant Child Care Provider - Lakewood / After School Program Instr. Para. - Intervention Programs	Elem. Dist.	From: After School Program Instr. Para.	04/03/17
7. Trujillo, Christina	Staff Secretary IV - Educational Services, K-6	Admin.	From: Administrative Assistant I - Tuolumne	04/03/17
8. Vega, Dominick	Computer Technician I - Computer Systems	Admin.	New Hire	04/10/17

MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS

Date of Board Meeting:

May 1, 2017

Action: Approval of classified personnel other appointments:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Caballero, Karla	Child Supervisor	H.S. Dist.	Part-Time	03/29/17 06/30/17
2. Fletcher, Shaun-Tay	Child Supervisor	Elem. Dist.	Part-Time	04/05/17 06/30/17
3. Fletcher, Shaun-Tay	Yard Duty Supervisor	Elem. Dist.	Part-Time	04/05/17 06/30/17
4. Herrera, Micaela	Child Supervisor	Elem. Dist.	Part-Time	03/06/17 06/30/17
5. Herrera, Micaela	Yard Duty Supervisor	Elem. Dist.	Part-Time	03/06/17 06/30/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**May 1, 2017**

**Action: Approval of classified personnel substitute appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
1. McSwain, Lynn	Classified		Substitute	04/12/17 06/30/17
2. Mendoza, Alejandra	Classified		Substitute	04/03/17 06/30/17
3. Torres, Alondra	Classified		Substitute	03/15/17 06/30/17

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

May 1, 2017

Action: Approval of classified personnel short term appointments - Not to exceed 75% of the school year:

NAME	CLASSIFICATION	LOCATION	DESCRIPTION/ACTION	EFFECTIVE DATES
1. Khan, Farhat	Classified		Short-Term (Paraprofessional)	03/01/17 06/30/17
2. Morton, Michele	Classified		Short-Term (Paraprofessional)	03/01/17 06/30/17
3. Ruiz, Anita	Classified		Short-Term (Paraprofessional)	05/30/17 06/30/17

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Student Expulsion,  
HS-44-2016-2017

May 1, 2017

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### BACKGROUND:

The principal recommended that the above designated student, HS-44-2016-2017, be expelled for violation of Education Code 48900:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

and Education Code 48915:

- (a) (2) Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
- (a) (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

### 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:

Student be expelled from all schools in the District according to Board Policy 5132. Student should apply for readmission in January, 2018, for enrollment in the Spring Semester of the 2017/2018 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.

Approval of Student Expulsion, HS-44-2016-2017

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Originating Department: Child Welfare and Attendance

Reviewed and Recommended by:



Virginia Johnson  
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: Report on Construction Projects Progress Payments May 1, 2017

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### 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>
Impact Construction Services, Inc. Transportation Breakroom #3 Contract Price: \$164,900.00 Certificate No. 4R	\$156,655.00	\$8,245.00	\$0.00
J.L. Bray and Son, Inc. Beyer High School ADA Compliance Restroom Contract Price: \$1,918,580.00 Certificate No. 4	\$454,126.90	\$117,919.66	\$1,346,533.44
Johnson Controls, Inc. Prop 39 Energy Consultant Services Contract Price: \$5,365,633.00 Certificate No. 3	\$404,699.67	\$662,390.48	\$4,298,542.85
ProTech Coatings, Inc. Floor Remediation at Beyer and Davis Contract Price: \$542,068.50 Certificate No. 1	\$0.00	\$6,020.15	\$536,048.35
Sinclair General Engineering Construction, Inc. Paving Replacement at Corp. Yard Contract Price: \$1,520,000.00 Certificate Nos. 2 and 3	\$24,931.56	\$203,996.94	\$1,291,071.50

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Report on Construction Projects Progress Payments

	<u>Previously Paid</u>	<u>Current Payment</u>	<u>Balance Due</u>
Telcion Communications Group Data Wiring Upgrade at the District Office Contract Price: \$48,594.00 Certificate No. 2	\$45,025.71	\$3,568.29	\$0.00

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Originating Department: Maintenance and OperationsSubmitted to the  
Governing Board by:

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Pamela Able  
Superintendent



## MODESTO CITY SCHOOLS

TO: Board of Education

Regular Meeting

SUBJECT: Report on Summary of Investment  
Portfolio as of March 31, 2017

May 1, 2017

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### 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 March 31, 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 March 31, 2017, has decreased 0.06% from the previous quarter and increased 0.11% over the last year. The cash balance in the Stanislaus County Treasury has increased about \$1 million over the balance for the previous quarter and increased about \$27 million over the balance a year ago. The increase in cash balance over the previous quarter and a year ago is related to the increase in the Local Control Funding Formula within the General Fund.

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Originating Department: Fiscal Support Services

Submitted to the  
Governing Board by:



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Pamela Able  
Superintendent

Modesto City Schools  
Portfolio Summary  
March 31, 2017

INVESTMENTS

District Operating Funds:

Stanislaus County Treasury *	N/A	\$	169,433,990.74	96.20%	\$	169,433,990.74	\$	1,101,869.74	0.91% **
Bank of the West - Revolving Cash Fund *	N/A	\$	64,023.70	0.04%	\$	64,023.70	\$	-	0.00%
Local Agency Investment Fund *	N/A	\$	212,059.66	0.12%	\$	212,059.66	\$	1,087.46	0.78%
California Asset Management Program									
Cash Reserve Portfolio *	N/A	\$	2,244,449.94	1.27%	\$	2,244,449.94	\$	11,980.10	0.89%

Lease Revenue Bond Debt Service Sinking Fund

Natixis Funding Corp ***	N/A	\$	4,173,555.38	2.37%	\$	4,173,555.38	\$	116,177.40	3.83%
<b>Total Assets of Portfolio:</b>		\$	176,128,079.42	100.00%	\$	176,128,079.42	\$	1,231,114.70	0.98%

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: Board of Education Regular Meeting

SUBJECT: Report on Revisions to Administrative Regulation 6145 Extracurricular Activities, 7-12 May 1, 2017

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### BACKGROUND

Administrative Regulation 6145, Extracurricular Activities, 7-12, specifies procedures related to the District's interscholastic athletic program.

### ISSUE

The Administrative Regulation (AR) was adopted in 1986 and is periodically reviewed for necessary updates. The AR was last revised and reviewed by the Board of Education in 2009.

Staff has determined that revisions to Administrative Regulation 6145 are needed to:

- Reflect changes in California Interscholastic Federation (CIF) regulations.
- Reflect changes in conference designations.
- Update and/or remove obsolete information.

### SUMMARY

Proposed revisions to the AR were approved by Cabinet at their April 11, 2017 meeting, and are attached for the Board's review.

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Submitted to the  
Governing Board by:



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Pamela Able  
Superintendent

# MODESTO CITY SCHOOLS

## Administrative Regulation

AR 6145

### INSTRUCTION

#### Extracurricular Activities, 7-12

1. Subject to budget limitations, the District will provide football fields, gymnasiums, tracks, baseball fields, softball fields, soccer fields, tennis courts, swimming pools and such other related facilities as necessary to the conduct of the interscholastic athletic program listed.
2. The District will maintain athletic fields and facilities within budget limitations.
3. All schedules are to be presented to the Board of Education for review and adoption prior to the beginning of each activity.
4. Transportation will be by school bus or vehicle, public carrier approved by the ~~Supervisor~~, Transportation Supervisor or private cars approved under regulations developed by the Risk Management Office.
5. Protective and other equipment will be provided as follows within District and ASB budget limitations:
  - a. First aid supplies, adhesive tape, etc.
  - b. Football helmets, shoulder pads, blocking pads, hip pads, braces, baseball sliding pads, wrestling mats, and any other commonly used protective pad or gear or apparatus such as catcher's masks, ~~shin guards and protector~~, ~~knee guards~~, ~~elbow guards~~, ~~water polo caps~~, ~~softball gloves~~, ~~swim goggles and protector~~.

**INSTRUCTION****Extracurricular Activities, 7-12**

→ c. Footballs, baseballs, basketballs, bases, ~~cross bars~~, mats, practice tennis balls, ~~practice badminton birds~~, practice golf balls, volleyballs, softballs, water polo balls, bats, and other such supplies as are needed ~~in the regular physical education instructional program~~.

→ d. ~~Sweat shirts, sideline coats or parkas, practice sweat suits, shorts, tops, swimsuits, and "pinnies."~~

6. Student body and other site budgets shall be developed at each high school and submitted to the Associate Superintendent.

**Athletic Events—High School District**

1. Travel distances for high school teams shall be limited to approximately a 100 mile radius from Modesto. Exceptions to this regulation may be made by the Superintendent as schedule conditions warrant annually. Teams may be permitted to participate in State, Regional or Sectional activities sanctioned by the California Interscholastic Federation.
2. Whenever possible, practice games, matches or meets should be scheduled so that they do not interfere with school time.
3. No player on any team shall play in more than two (2) regularly scheduled games, matches, or meets per week unless mandated by league rules. A week is defined as Monday through Friday for regularly scheduled contests. Saturday contests are permitted as long as the total for the six (6) day period is not more than three (3). Invitational tournaments are not part of this restriction.
- 4. The limit of games per week in all sports shall allow exceptions for postponed games in order to avoid future conflict in schedule. Three contests per week may be scheduled to alleviate conflicts with mandated testing, Back-to-School night or Open House, and final exams.

**INSTRUCTION****Extracurricular Activities, 7-12**

- 5. Total “maximum games, meets, matches” does not include ~~Modesto Metropolitan Conference (MMC)~~, Conference/League, Section or State qualifying meets/games.
- 6. At all times, games and scrimmage limitations must meet ~~Modesto Metropolitan Conference (MMC)~~, Conference/League, and CIF rules in addition to District policy.
- 7. The CIF Contact Rule as defined by the ~~Modesto Metropolitan Conference (MMC)~~, Conference/League, and CIF will be used in determining maximum number of allowable games in those sports so specified (Sac-Joaquin Section Bylaws - Rule 519.1).
- 8. Any necessary changes in District policy to comply with ~~Modesto Metropolitan Conference (MMC)~~, Conference/League, and/or CIF regulations may be made by the Superintendent/designee.
- 9. Games times should be scheduled after school and allow for students to travel to the game location. Games times should not conflict with regular school times so student athletes do not miss class. Games shall start at 3:00 p.m. or later.
- 10. Athletic team and game schedules:

**Boys' Athletic Program**

- ~~Also open to girls in the non-contact sports providing an equal opportunity is not offered in the girls' program. Girls may not compete on a boys' team and a girls' team in the same sport. They must make a choice.~~

**INSTRUCTION****Extracurricular Activities, 7-12**

	<b>Activity</b>	<b>Number of Teams</b>	<b>Starting Time</b>	<b>Total Season Maximum Games Meets, Matches</b>	<b>Maximum Games Per Week</b>
→	<b>Football</b>	Varsity	7:30	10	1
→		Sophomore	5:15	10	1
		Freshman	3:30; 5:30; 7:30	10	1
	<u>Comments:</u>	1. Two pre-season scrimmages at all levels.			
→	<b>Basketball</b>	Varsity	7:30	CIF Contact Rule	2
		Sophomore	6:00	CIF Contact Rule	2
		Freshman	4:00	CIF Contact Rule	2
→	<u>Comments:</u>	1. Follow CIF Contact Rule as defined by MMC Conference/League and Sac-Joaquin CIF Section. May play three games per week if one is on Saturday. A variance from this rule is allowed if the league schedule requires it.  2. Invitational tournaments may be scheduled in addition to the allowable games per week.  3. Practice and games shall be permitted during the winter break.			
→	<b>Baseball</b>	Varsity	3:30	CIF Contact Rule	2
		Sophomore	3:30	CIF Contact Rule	2
		Freshman	3:30	CIF Contact Rule	2
→	<u>Comments:</u>	1. Follow CIF Contact Rule as defined by MMC Conference/League and Sac-Joaquin CIF Section. May play three games per week if one is on Saturday.			

**INSTRUCTION****Extracurricular Activities, 7-12**

2. Invitational tournaments may be scheduled in addition to the allowable games per week.
3. Practice and games shall be permitted during spring break.

→	Activity	Number of Teams	Starting Time	Total Season Maximum Games Meets, Matches	Maximum Games Per Week
→	Tennis	Varsity	3:00	CIF Contact Rule as defined by the MMC Conference/League and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
→	Soccer	Varsity Frosh/Soph.	3:30	CIF Contact Rule as defined by the MMC Conference/League and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
→	Water Polo	Varsity Frosh/Soph.	3:00	CIF Contact Rule as defined by the MMC Conference/League and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
→	Cross Country	Varsity Junior Sophomore Freshman	3:30	12 (including dual and invitational meets)	2



**INSTRUCTION****Extracurricular Activities, 7-12**

→	Activity	Number of Teams	Starting Time	Total Season Maximum Games Meets, Matches	Maximum Games Per Week
→	Golf	Varsity	3:00	CIF Contact Rule as defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
→	Swimming	Varsity Frosh/Soph.	3:00	10 (8 meets; 2 invitational)	2
→	Track	Varsity Frosh/Soph.	3:00	12 (including dual and invitational meets)	2
→	Wrestling	Varsity Junior Varsity	6:00	CIF Contact Rule (MMC <u>Conference/League</u> Regulations apply)	2

- Comments:**
1. No practice games and/or inter-school scrimmages in any sport until season of preceding sport has ended. The season is defined by League Rule.
  2. League, Sub-section, Sectional, Regional, State or Invitational Tournaments may also be scheduled.
  3. Play-off team qualifiers will fulfill their competition commitments.

**INSTRUCTION****Extracurricular Activities, 7-12****Girls' Athletic Program**

→ Girls' interscholastic sports teams shall be conducted according to CIF Constitution and Bylaws (Article 30, section 300), including certain additional rules and modifications pertaining to girls' sports teams and mixed (coeducational) sports teams.

<b>Activity</b>	<b>Number of Teams</b>	<b>Starting Time</b>	<b>Total Season Maximum Games Meets, Matches</b>	<b>Maximum Games Per Week</b>
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<b>Basketball</b>	Varsity	7:30	CIF Contact Rule as defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2
	Sophomore	6:00		(3 max. if
	Freshman	4:00		1 on Sat.)

<b>Soccer</b>	Varsity	3:30	CIF Contact Rule as defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2
	Frosh/Soph.			(3 max. if 1 on Sat.)

<b>Softball</b>	Varsity	3:30	CIF Contact Rule defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2
	Sophomore			(3 max. if
	Freshman			1 on Sat.)

<b>Tennis</b>	Varsity	3:00	CIF Contact Rule as defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
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**INSTRUCTION****Extracurricular Activities, 7-12**

→	Activity	Number of Teams	Starting Time	Total Season Maximum Games Meets, Matches	Maximum Games Per Week
→	Volleyball	Varsity Sophomore Freshman	7:00 5:30 4:00	CIF Contact Rule as defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
→	Water Polo	Varsity Frosh/Soph.	3:00	CIF Contact Rule as defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
→	Cross Country	Varsity Frosh/Soph.	3:30	12 (including dual and invitational meets)	2
→	Golf	Varsity	3:30	CIF Contact Rule as defined by the MMC <u>Conference/League</u> and Sac-Joaquin CIF Section	2 (3 max. if 1 on Sat.)
→	Swimming	Varsity Frosh/Soph.	3:00	10 (8 meets; 2 invitational)	2
→	Track	Varsity Frosh/Soph.	3:00	12 (including dual and invitational meets)	2

## INSTRUCTION

### Extracurricular Activities, 7-12

- Comments:
1. Girls' Cross Country Team travels with boys' team but competes as separate unit.
  2. No practice games and/or inter-school scrimmages in any sport until season of preceding sport has ended. The season is defined by League rule.
  3. League, Sub-section, Sectional, Regional, State and Invitational Tournaments may also be scheduled.
  4. Play-off team qualifiers will fulfill their competition commitments.

#### → Team Designations

- A. Student Participation Interscholastic sports teams composed of boys and/or boys and girls shall be conducted in accordance with CIF Constitution and Bylaws (Article 30, section 300).
- B. Team Designations Schools shall designate the type of team for each sport according to the following:
- 1) Student Team: Whenever the school provides only a team or teams for boys in a particular sport, girls are permitted to qualify for the student team(s).
- 2) Boys' Team: Whenever the school provides a team or teams for boys and a team or teams for girls in the same sport, girls shall not be permitted to qualify for the boys' team(s) in that sport, nor shall boys be permitted to qualify for the girls' team(s) in that sport.
- 3) Girls' Team: Whenever the school provides only a team or teams for girls in a particular sport, boys shall not be permitted to qualify for the girls' team in that sport unless opportunities in the total sports program for boys in the school have been limited in comparison to the total sports program for the girls in that school. Permission for boys to qualify for a girls' team must be secured through petition by the school principal to the State CIF Federated Council.

## INSTRUCTION

### Extracurricular Activities, 7-12

- 4) Mixed Team (Coed): Whenever the school provides a mixed or coed team in a sport in which the game rules designate either a certain number of team participants from each sex or contains an event that designates a certain number of participants from each sex, boys shall not be permitted to qualify for the girls' positions on the mixed team nor shall girls be permitted to qualify for the boys' positions on the mixed team.
- C. Limitations: If a boys' team has been created in a sport after a boy has competed on a student team that boy must compete on a boys' team in that sport. If a girls' team has been created in a sport after a girl has competed on a boys' team or student team in that sport, that girl must compete on the girls' team.
- D. Gender Identity Participation: Participation in interscholastic athletics is a valuable part of the educational experience for all students. All students should have the opportunity to participate in CIF activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records. The student and/or the student's school may seek review of the student's eligibility for participation in interscholastic athletics in a gender that does not match the gender assigned to him or her at birth, should either the student or the school have questions or need guidance in making the determination, by working through the procedure set forth in the "Guidelines for Gender Identity Participation."
- NOTE: The student's school may make the initial determination whether a student may participate in interscholastic athletics in a gender that does not match the gender assigned to him or her at birth.

### Insurance

All athletes shall be covered by student accident insurance at the individual student's expense, subject to exclusions as provided by law. Participants in a play day or field day activity, occurring occasionally during a school year in which students from two or more schools of a district participate in athletic contests, shall not be considered to be members of an athletic team. The insurance otherwise required by this section shall not be required for any individual team member or student who has such insurance provided for him in any way or

**INSTRUCTION****Extracurricular Activities, 7-12**

manner, including, but not limited to, purchase by himself or by his parent or guardian. Parents may sign an accident insurance certification waiver form indicating the student is covered under the family policy. Proof of insurance coverage must be on file with the school PRIOR to participation in any practice sessions.

**Physical Examination**

Before a student is permitted to take part in authorized conditioning, tryouts, practice or participate on any interscholastic athletic team, his/her school must have on file a statement indicating that the student is physically fit to participate in his/her particular sport. The statement must be completed by a health care provider ~~practitioner holding a valid physicians and surgeons certificate~~.

Modesto City Schools will ~~also~~ accept medical clearances provided by nurse practitioners, physician assistants, and chiropractors. All examinations must be as of July 1 of the current school year to be acceptable.

A student will be excused from this physical examination provided there is compliance with the Education Code provisions concerning a parent's refusal to consent (Education Code 49451).

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REVIEWED: June 2, 1986  
August 23, 1999  
August 21, 2000  
July 29, 2002  
May 12, 2003  
November 14, 2005  
March 23, 2009  
May 1, 2017

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting  
SUBJECT: Schedule of 2016-17 School May 1, 2017  
Advisory Committee Meetings

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The following schedule is provided for information:

Burbank Elementary School English Learner Parent Partnership – 9:00 a.m. – Library  
May 16, 2017

Burbank Elementary School Site Council – 3:00 p.m. – Library  
May 16, 2017

Burbank Elementary School Safety Meeting – 3:00 p.m. – Burbank Conference Rm.  
May 16, 2017

Burbank Elementary Injury Illness Committee – 8:00 a.m. – Burbank Conference Rm.  
May 16, 2017

Davis High School Site Council – 3:15 p.m. – Davis Library  
May 4, 2017

Downey High School Safety Committee Meetings – 7:00 a.m. – Downey Room 1  
May 17, 2017

Downey High School Site Council – 5:00 p.m. – Downey Library  
May 9, 2017

Downey High School English Learners Advisory Committee – 5:00 p.m. – Downey Library  
May 2, 2017

Kirschen Elementary English Learner Partnership Committee – 9:30 a.m. – Cafeteria  
May 5, 2017

Kirschen Elementary School Site Council – 3:00 p.m. – Library  
May 11, 2017

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**Sonoma Elementary School Site Council – 3:10 p.m. – Sonoma Café**

May 11, 2017

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**Wilson Elementary School English Language Parent Partnership – 8:45 a.m. – Library**

May 12, 2017

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**O. Wright Elementary English Learner Parent Partnership Meeting – 10:00 p.m. – Cafeteria**

May 19, 2017

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**CDP Delegate Parent Policy Committee – 1017 Reno Avenue @ 12:00 p.m.**

May 5, 2017

June 2, 2017

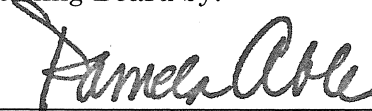
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Prepared by:



Beckie Hurst  
Secretary

Approved for Submission to the  
Governing Board by:



Pamela Able  
Superintendent