



**CLOVIS UNIFIED SCHOOL DISTRICT**  
1450 Herndon Avenue • Clovis, California 93611-0599

**GOVERNING BOARD MEETING**  
**September 26, 2018**

***Professional Development Building, Boardroom***  
***1680 David E. Cook Way, Clovis, California***

**5:30 P.M. – CLOSED SESSION**  
**6:30 P.M. – PUBLIC SESSION**

**Regular Meeting**  
**AGENDA**

*Additional information regarding this agenda may be viewed through the District's website at  
<http://www.cusd.com/board/meetings.htm>*

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 327-9100. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1450 Herndon Avenue, Clovis, California.

**A. CALL TO ORDER**

**B. ROLL CALL**

**C. CLOSED SESSION**

1. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
3. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 6401, 6402, 6403, 6404, 6405 AND 6407 (Gov't. Code §54957)
4. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov't Code §54956.9 (d)(1)) – Fresno Superior Court Case No. 17CECG01921, OAH Case No. 2018070141
5. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov't. Code §54957)

**D. RECONVENE FOR PUBLIC SESSION**

**E. PLEDGE OF ALLEGIANCE**

**F. INVOCATION**

**G. RECOGNITION OF VISITORS**

**H. APPROVAL OF MINUTES**

**1. September 12, 2018, Regular Governing Board Meeting Minutes**

Approve the minutes of the September 12, 2018, regular Governing Board meeting, as submitted.

*(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)*

**I. ADOPTION OF AGENDA**

**J. STUDENT BOARD MEMBER REPORT**

**1. Student Board Member Report**

**K. PUBLIC HEARINGS**

**1. Public Hearing Regarding the Mitigated Negative Declaration for the Proposed New Shields and Locan Elementary School Site**

Hold a Public Hearing on a Mitigated Negative Declaration for and approval of the proposed new Shields and Locan elementary school project located near the northeast corner of North Locan Avenue and East Shields Avenue on Wednesday, September 26, 2018, at 6:45 p.m. at 1680 David E. Cook Way in Clovis, California.

**2. Public Hearing on Suitability of Real Property at Shields and Locan for Use as a New Elementary School Site**

Hold a Public Hearing on September 26, 2018, at 6:45 p.m. regarding the suitability of real property located near the northeast corner of North Locan Avenue and East Shields Avenue as the proposed site for a new elementary school.

**3. Public Hearing Regarding the Preliminary Environmental Assessment for the Proposed New Shields and Locan Elementary School Site**

Hold a Public Hearing on September 26, 2018, at 6:45 p.m. regarding the draft Preliminary Environmental Assessment for the proposed new elementary school site located near the northeast corner of North Locan Avenue and East Shields Avenue.

**L. STAFF REPORTS**

**1. Summer Intervention Program Report**

Members of the Curriculum, Instruction and Accountability team will be present to report on intervention programs and services provided during the summer of 2018.

**M. PUBLIC PRESENTATIONS**

*This time is reserved for individuals who may wish to address the Board regarding a matter that is not included on the agenda. Presentations are limited to three minutes per individual. Please note that because the items brought up by the public during this time are not on the agenda, the Governing Board may not discuss or act upon such items.*

**N. CLOSED SESSION MOTIONS**

**O. CONSENT**

**1. Conference Requests**

Approve the Conference Requests, as submitted.

**2. Fundraiser Requests**

Approve the Fundraiser Requests, as submitted.

**3. Student Trip Requests**

Approve the Student Trip Requests, as submitted.

**4. Voluntary Community Recreation Program**

Approve the Voluntary Community Recreation Programs, as submitted

5. Ratification of Purchase Orders, District Contracts \$25,000 or Less, and Check Register  
Ratify Purchase Orders, District Contracts \$25,000 or less, and Warrants numbered 583127 - 583740.
6. Notices of Completion  
Adopt the Notices of Completion, as submitted.
7. Change Orders  
Approve the Change Orders, as submitted.

## **P. ACTION**

*In general (unless otherwise noted), these items were seen for Information at the prior Board meeting and will be voted on at this meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

1. State Center Adult Education Consortium Representative  
Approve Clovis Adult Education Learning Director Courtney McMahon as the official District Alternate to serve on the State Center Adult Education Consortium Executive Board.
2. Annual Fresno County School Trustees Association Dues for 2018-19  
Authorize payment of annual membership dues in the amount of \$600 to the Fresno County School Trustees Association for the 2018-19 school year.
3. Biennial AB 3141 Health and Benefits Actuarial Disclosure  
Approve funding the projected 2017-18 retiree health and welfare benefit costs on an incurred "pay-as-you-go" basis with the understanding sufficient funds to cover annual costs have been included in the 2018-19 Adopted General Fund Budget.
4. Revised Board Policies No. 3504, 4605, 5105, 7502, 7504 and 9203  
Approve revisions to Board Policy No. 3504 – *Education for English Learners*; Board Policy No. 4605 – *Conflict of Interest Code*; Board Policy No. 5105 – *School Capacity Parameters*; Board Policy No. 7502 – *Local Education Agency Plan (LEAP)*; Board Policy No. 7504 – *Single Plan for Student Achievement (SPSA)*; and Board Policy No. 9203 – *Parent Involvement Regarding Categorical Programs*, as submitted.
5. Resolution No. 3663 – Evaluating Suitability of Real Property at Shields and Locan for Use as a New Elementary School  
Adopt Resolution No. 3663 evaluating real property at Shields and Locan avenues for a new elementary school site in accordance with the new school site selection standards established by the California Department of Education.
6. Resolution No. 3664 – Adopting a Mitigated Negative Declaration for and Approving the Proposed New Shields and Locan Elementary School Project  
Adopt Resolution No. 3664 adopting a Mitigated Negative Declaration for and approving the proposed new elementary school project at Shields and Locan avenues.
7. Provisional Internship Permit  
Approve the Provisional Internship Permit for the recommended teaching candidate, as submitted.
8. Schedule the Annual Public Hearing on Sufficiency of Textbooks and Instructional Materials  
Schedule the annual Public Hearing related to the Pupil Textbook and Instructional Materials Program, as required by Education Code Section 60119, to occur on Wednesday, October 10, 2018, at 6:45 p.m. at 1680 David E. Cook Way, Clovis, California.

## **Q. INFORMATION**

*Unless otherwise noted, these items are on the agenda to provide time for Board members to review prior to taking action on the items at the next Board meeting. Agenda items titled "Annual" are recurring items submitted to the Board*

for approval yearly.

1. Agreement with Brilliance Project for Visible Learning Professional Development  
Authorize the Superintendent or designee to enter into an agreement with Kristin Anderson, founder of the Brilliance Project, to provide Visible Learning professional development for Curriculum, Instruction and Accountability Department staff, as submitted.
2. Annual Agreement with Educational Resources Consultants for Grant Writing and Research  
Authorize the Superintendent or designee to enter into an agreement with Educational Resource Consultants for the purpose of grant writing and research, as submitted.
3. Annual Agreement with the College Board – PSAT/NMSQT Assessment  
Authorize the Superintendent or designee to enter into an Early Participation Program agreement with the College Board to allow intermediate and high school students to take the Preliminary SAT/National Merit Scholarship Qualifying Tests.
4. California Classified School Employee Teacher Credentialing Program  
Authorize the Superintendent or designee to enter into an agreement with Fresno State's Kremen School of Education to provide support for Clovis Unified's classified employees in attaining teaching credentials, as submitted.
5. Proposition 51 Career Technical Education Facilities Program Grant Application  
Approve the District's submission of Career Technical Education Facilities Program (CTEFP) applications for Buchanan High School's Production and Managerial Arts Career Technical Education (CTE) program and Clovis East High School's Agriculture and Natural Resources CTE program.
6. Placement of a Special Education Student in a Non-Public School  
Authorize Clovis Unified School District to enter into an agreement for a student to attend Creative Alternatives, a non-public school in Fresno, California.
7. Revised Board Policy No. 1101 – Board Bylaws  
Approve revision to Board Policy No. 1101 – *Board Bylaws*, as submitted.
8. New Board Policy No. 4103 – Unmanned Aircraft Systems (Drones)  
Approve new Board Policy No. 4103 – *Unmanned Aircraft Systems (Drones)*, as submitted.
9. New Board Policy and Administrative Regulation No. 4104 – Animals at School  
Approve new Board Policy and Administrative Regulation No. 4104 – *Animals at School*, as submitted.
10. Annual Authorization to Purchase via Piggyback  
Approve the purchase of supplies and equipment utilizing various cooperative purchasing contracts, and recognize that it is in the District's best interest to make the purchases without advertising for bids pursuant to Public Contract Code Section 20118.
11. Section 125 Amendment to Flexible Benefit Plan  
Approve amendment to the District's Section 125 Flexible Benefit Plan, as submitted.
12. Resolution No. 3665 – Annual Sufficiency of Textbooks and Instructional Materials  
Adopt Resolution No. 3665 authorizing the Superintendent or designee to certify compliance with Education Code Section 60119 – Sufficient Textbooks and Instructional Materials.

#### **R. BOARD SUBCOMMITTEE REPORTS**

1. Budget (Bengel Budd, Casado, Hovsepian)
2. Center for Advanced Research and Technology (CART) Board of Directors (Sandoval)
3. Curriculum (Bengel Budd, Hovsepian, Van Volkinburg)
4. Facilities (Fogg, Heryford, Sandoval)

- S. BOARD MEMBER REPORTS**
- T. SUPERINTENDENT'S REPORT**
- U. ADJOURNMENT**

**CONTACT PERSON:** Susan Wise

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Approve the minutes of the September 12, 2018, regular Governing Board meeting, as submitted.

**DISCUSSION:**

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Minutes - 9-12-18 Governing Board Meeting	9/24/2018	Backup Material
Student Board Member Report - 9-12-18	9/17/2018	Backup Material

**REVISIONS:**



**CLOVIS UNIFIED SCHOOL DISTRICT**  
1450 Herndon Avenue • Clovis, California 93611-0599

## **GOVERNING BOARD MEETING**

### **MINUTES**

**September 12, 2018**

***Professional Development Building, Boardroom  
1680 David E. Cook Way, Clovis, California***

**5:30 P.M. – CLOSED SESSION**

**6:30 P.M. – PUBLIC SESSION**

### **Regular Meeting AGENDA**

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#### **A. CALL TO ORDER**

Board President Jim Van Volkinburg, D.D.S., called the regular Governing Board meeting to order at 5:30 p.m.

#### **B. ROLL CALL**

##### Board Members Present:

Jim Van Volkinburg, D.D.S., President  
Elizabeth J. Sandoval, Vice-President  
Sandra A. Budd, Member  
Christopher Casado, Member  
Steven G. Fogg, M.D., Member  
Brian D. Heryford, Member  
Jocelyn Krupens, Student Board Member

##### Board Member Absent:

Ginny L. Hovsepian, Clerk

##### District Administrators Present:

Eimear O'Farrell, Ed.D., Superintendent  
Don Ulrich, Ed.D., Deputy Superintendent  
Norm Anderson, Associate Superintendent  
Barry Jager, Associate Superintendent

Michael Johnston, Associate Superintendent  
Susan Wise, Administrative Specialist

District Administrator Absent:  
Karen Samman, General Legal Counsel

President Van Volkinburg asked if anyone present wished to address the Board relative to items that would be considered in Closed Session. At 5:30 p.m., the Governing Board adjourned to Closed Session to discuss the following matters:

**C. CLOSED SESSION**

1. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
3. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 6401, 6402, 6403, 6404, 6405 AND 6407 (Gov't. Code §54957)
4. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Significant Exposure to Litigation Pursuant to Subdivision (d)(2) of Gov't. Code §54956.9
5. CONFERENCE WITH LABOR NEGOTIATORS (Education Code §54957.6) Agency Negotiator - Eimear O'Farrell, Ed.D., Supt. Negotiating Parties - Contracted Emps., Cert. Mgmt., Cert. Teachers, Class. Emps., Class. Mgmt. & Ops. Unit (Represented by CSEA Clovis Chapter 250)

**D. RECONVENE FOR PUBLIC SESSION**

Board President Van Volkinburg reconvened the public meeting at 6:30 p.m.

**E. SEATING OF STUDENT BOARD MEMBER**

1. Oath of Office

New Student Board Member Jocelyn Krupens, a Clovis East High School senior and Inter-School Council member, was introduced to the Board by Superintendent O'Farrell. United States Magistrate Judge Stanley A. Boone then administered the Oath of Office to Jocelyn to signify that she has officially begun her service as Student Board Member on behalf of all Clovis Unified students for the 2018-19 school year.

**F. PLEDGE OF ALLEGIANCE**

Student Board Member Krupens led the Board members and meeting attendees in the Pledge of Allegiance.

**G. INVOCATION**

Board Member Fogg led the Invocation.

**H. RECOGNITION OF VISITORS**

Board President Van Volkinburg welcomed the visitors present and explained the procedures for addressing the Board.



## **I. APPROVAL OF MINUTES**

### **1. August 29, 2018, Regular Governing Board Meeting Minutes**

Approved the minutes of the August 29, 2018, regular Governing Board meeting, as submitted.

Motion: Approve, Moved By Board Member Chris Casado, Seconded by Board Member Sandra Bengel Budd. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

*(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)*

## **J. ADOPTION OF AGENDA**

Adopted the September 12, 2018, Governing Board meeting agenda, as submitted.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Steven Fogg. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

## **K. STUDENT BOARD MEMBER REPORT**

### **1. Student Board Member Report**

Student Board Member Krupens delivered her report on activities taking place at the District's five comprehensive high schools. A copy of her report is attached to these minutes.

## **L. PUBLIC PRESENTATIONS**

*This time is reserved for individuals who may wish to address the Board regarding a matter that is not included on the agenda. Presentations are limited to three minutes per individual. Please note that because the items brought up by the public during this time are not on the agenda, the Governing Board may not discuss or act upon such items.*

## **M. CLOSED SESSION MOTIONS**

Approved all routine Personnel Matters, as submitted.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Steven Fogg. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

## **N. CONSENT**

### **1. Conference Requests**

Approved the Conference Requests, as submitted.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

### **2. Fundraiser Requests**

Approved the Fundraiser Requests, as submitted.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

### **3. Student Trip Requests**

Approved the Student Trip Requests, as submitted.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepian

4. Ratification of Purchase Orders, District Contracts \$25,000 or Less, and Check Register  
Ratified Purchase Orders, District Contracts \$25,000 or less, and Warrants numbered 582559 - 583126

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepian

5. Ratification of Sale/Disposal of Surplus Equipment  
Ratified the sale/disposal of surplus equipment.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepian

6. Notices of Completion  
Adopted the Notices of Completion, as submitted.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepian

7. Change Orders  
Approved the Change Orders, as submitted.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepian

## **O. ACTION**

*In general (unless otherwise noted), these items were seen for Information at the prior Board meeting and will be voted on at this meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

1. Annual 2017-18 Financial Report  
Accepted the 2017-18 Annual Financial Report, as submitted.  
  
Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Sandra Bengel Budd. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepian
2. Resolution No. 3661 – Annual Recalculated 2017-18 Gann Limit Appropriation and Estimated 2018-19 Gann Limit Appropriation

Adopted Resolution No. 3661 establishing the recalculation of the 2017-18 Gann Limit Appropriation and estimating the 2018-19 Gann Limit Appropriation.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Steven Fogg. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepian

3. Resolution No. 3662 – Annual Budget Transfers 2017-18  
Adopted Resolution No. 3662 authorizing budget transfers for the 2017-18 fiscal year for funds operated by the District.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member

Steven Fogg. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

**4. Agreement with Solution Tree, Inc. for "Response to Intervention at Work" Professional Development Workshops**

Authorized the Superintendent or designee to enter into an agreement with Solution Tree, Inc. to provide the "Response to Intervention at Work" professional development workshops District-wide, as submitted.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Sandra Bengel Budd. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

**5. Provisional Internship Permit**

Approved the Provisional Internship Permit for the recommended teaching candidates, as submitted.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Chris Casado. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

**6. Variable Term Waiver Request**

Approved the Variable Term Waiver Request, as submitted.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Chris Casado. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

**7. Placement of Special Education Students in Residential Treatment Facility and Non-Public School**

Authorized Clovis Unified to enter into agreements for one residential treatment facility and one non-public school to address the unique educational needs of District Special Education students.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Steven Fogg. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

**8. Resolutions No. 3655 and No. 3656 – Annual CHARACTER COUNTS! Week and Annual Red Ribbon Week**

Adopted Resolution No. 3655 identifying October 15-19, 2018, as "CHARACTER COUNTS! Week" and Resolution No. 3656 identifying October 22-26, 2018, as "Red Ribbon Week" in Clovis Unified School District.

Additionally, Student Board Member Krupens cast a preferential vote on behalf of the students of Clovis Unified, voting "aye" in favor of the resolutions and the importance of character and making healthy choices in the District.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Chris Casado. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepien

**9. Resolution No. 3659 – Approval of Resolution Conveying Real Property at Gettysburg and Leonard for Use by the City of Clovis**

Adopted Resolution No. 3659 conveying real property at Gettysburg and Leonard avenues for use by the City of Clovis.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Brian

Heryford. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepan

**10. Resolution No. 3660 – 2018 General Obligation Re-funding Bonds**

Adopted Resolution No. 3660 authorizing the issuance and sale of 2018 re-funding General Obligation Bonds of the District, not-to-exceed \$40 million, for the purpose of re-funding of certain maturities of the 2004 Series A and 2012 Series B Bonds.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Brian Heryford. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepan

**11. Schedule a Public Hearing on Suitability of Real Property at Shields and Locan for Use as a New Elementary School Site**

Scheduled a Public Hearing for 6:45 p.m. on Wednesday, September 26, 2018, at 1680 David E. Cook Way, Clovis, California, regarding the suitability of real property at Shields and Locan avenues for use as a new elementary school site.

Motion: Approve, Moved By Board Member Chris Casado, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepan

**12. Schedule a Public Hearing Regarding the Mitigated Negative Declaration for the Proposed New Shields/Locan Elementary School Site**

Scheduled a Public Hearing for 6:45 p.m. on Wednesday, September 26, 2018, at 1680 David E. Cook Way, Clovis, California, regarding the Mitigated Negative Declaration for the proposed new elementary school at Shields and Locan avenues.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepan

**13. Schedule a Public Hearing Regarding the Preliminary Environmental Assessment for the Proposed New Shields/Locan Elementary School Site**

Scheduled a Public Hearing for 6:45 p.m., on September 26, 2018, at 1680 David E. Cook Way, Clovis, California, regarding the draft Preliminary Environmental Assessment (PEA) for the proposed new elementary school site located near the northeast corner of North Locan Avenue and East Shields Avenue.

Motion: Approve, Moved By Board Member Sandra Bengel Budd, Seconded by Board Member Steven Fogg. Passed. 6-0. Board Members voting Ayes: Bengel Budd, Casado, Fogg, Heryford, Sandoval, Van Volkinburg Board Members voting Absent: Hovsepan

**P. INFORMATION**

*Unless otherwise noted, these items are on the agenda to provide time for Board members to review prior to taking action on the items at the next Board meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

**1. State Center Adult Education Consortium Representative**

Approve Clovis Adult Education Learning Director Courtney McMahon as the official District Alternate to serve on the State Center Adult Education Consortium Executive Board.

**2. Annual Fresno County School Trustees Association Dues for 2018-19**

Authorize payment of annual membership dues in the amount of \$600 to the Fresno County School Trustees Association for the 2018-19 school year.

3. Biennial AB 3141 Health and Benefits Actuarial Disclosure  
Approve funding the projected 2017-18 retiree health and welfare benefit costs on an incurred "pay-as-you-go" basis with the understanding sufficient funds to cover annual costs have been included in the 2018-19 Adopted General Fund Budget.
4. Revised Board Policies No. 3504, 4605, 5105, 7502, 7504 and 9203  
Approve revisions to Board Policy No. 3504 – *Education for English Learners*; Board Policy No. 4605 – *Conflict of Interest Code*; Board Policy No. 5105 – *School Capacity Parameters*; Board Policy No. 7502 – *Local Education Agency Plan (LEAP)*; Board Policy No. 7504 – *Single Plan for Student Achievement (SPSA)*; and Board Policy No. 9203 – *Parent Involvement Regarding Categorical Programs*, as submitted.
5. Resolution No. 3663 – Evaluating Suitability of Real Property at Shields/Locan for Use as a New Elementary School  
Adopt Resolution No. 3663 evaluating real property at Shields and Locan avenues for a new elementary school site in accordance with the new school site selection standards established by the California Department of Education.
6. Resolution No. 3664 – Adopting a Mitigated Negative Declaration for and Approving the Proposed New Shields/Locan Elementary School Project  
Adopt Resolution No. 3664 adopting a Mitigated Negative Declaration for and approving the proposed new elementary school project at Shields and Locan avenues.

#### **Q. BOARD SUBCOMMITTEE REPORTS**

1. Budget (Bengel Budd, Casado, Hovsepian)

At the September 4 meeting of the Budget Board Subcommittee, Deputy Superintendent Don Ulrich, Ed.D., gave a report on Clovis Unified's comprehensive Special Education Review related to the District's budget and finances. Subcommittee members also looked at proposed new and revised board policies, administrative regulations and exhibits. Included in the review were Board Policies No. 4605, No. 6503 and No. 6504 and Exhibits No. 4203 and No. 6402, as well as Board Policies No. 1101, No. 4103 (new), and Board Policy and Administrative Regulation No. 4104 (new) that will be presented to the full Board for action during its October 10 meeting. Legislative Analyst Steve Ward made a presentation regarding Clovis Unified's retiree benefits program and showed comparisons to other districts in the State, which further highlighted the uniqueness of the District's comprehensive program. Subcommittee members discussed an upcoming agenda item that will ask Board members to approve the purchase of supplies and equipment using various cooperative purchasing contracts in order to expedite the purchase of needed items and yield a significant cost savings for the District. Finally, members reviewed items that appeared on the September 12 Board meeting agenda including the annual 2017-18 financial report; Resolution No. 3661 regarding the annual recalculated 2017-18 Gann Limit Appropriation and estimated 2018-19 Gann Limit Appropriation; Resolution No. 3662 on budget transfers for 2017-18; and the biennial AB 3141 health and benefits actuarial disclosure.

2. Center for Advanced Research and Technology (CART) Board of Directors (Sandoval)

The Center for Advanced Research and Technology Board of Directors met September 11 during which CART CEO Rick Watson and Dean of Curriculum and Instruction Lisa Hansen, Ed.D., presented the CART Strategic Plan Data Summary. The report included a summary of CART's historical State test results in English language arts for the school's 11<sup>th</sup> grade students; 2017-18 end-of-year data indicating that students are performing at a very high rate and have been consistently doing so over the last four years; and recruitment and enrollment data for the 2018-19 school year. For this school year, 755 Fresno Unified students and 1,333 Clovis

Unified students applied to attend CART. CART Board Directors from Fresno Unified reported that the District is focusing efforts on increasing their number of applicants in the future. Members also learned that the demographic data of the Fresno Unified students attending CART matches FUSD's overall demographic data nearly identically, as does the data for students from Clovis Unified attending CART. In addition, the CART Board approved a College and Career Access Partnership Agreement Regarding Instruction Services memorandum of understanding (MOU) between CART and State Center Community College District. The Board also approved the CART 2017-18 annual budget transfers and the CART 2017-18 annual budget report. CEO Watson let the Board know about an upcoming meeting with Fresno Unified and Clovis Unified finance, business and facilities teams to discuss future modernization projects at CART.

**3. Curriculum (Bengel Budd, Hovsepian, Van Volkinburg)**

The Curriculum Board Subcommittee did not meet.

**4. Facilities (Fogg, Heryford, Sandoval)**

The Facilities Board Subcommittee did not meet.

**R. BOARD MEMBER REPORTS**

**S. SUPERINTENDENT'S REPORT**

**T. ADJOURNMENT**

With no further business before the Board, the meeting was adjourned at 7:32 p.m.

RESPECTFULLY SUBMITTED:

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Clerk

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Secretary

## **Student Board Report September 12, 2018**

### **Buchanan High School**

Buchanan Bears are Better Together!

During the first week of school, Buchanan hosted an all-school assembly with speaker and author Ramsey Jay who spoke to students about perseverance and empowering oneself to accomplish their goals.

During the second week of school, Buchanan held class meetings in which students were divided into small groups. Leadership students and Peer Counselors led icebreakers and games with the goal of helping students connect to one another.

Leadership students, the drumline and varsity athletes held their famous running rally where students marched through the hallways cheering, chanting, and promoting school spirit.

After defeating Liberty of Bakersfield on Friday night, Buchanan football is 4 and 0 in preseason. The next home game is Military Appreciation Night on September 21<sup>st</sup> versus football powerhouse De La Salle High School.

Buchanan held a Patriots Day Ceremony on September 11<sup>th</sup> in the Memorial Garden, with guests from the Clovis Fire Department and Police Department and Mayor Whalen in attendance. The ceremony honored the eight Buchanan fallen soldiers, as well as first responders, members of the military and those lost on 9/11.

Buchanan's annual Club Fair was held today during lunch. Students had the opportunity to learn about more than 55 clubs and become involved with numerous co-curricular activities.

### **Clovis High School**

Clovis High School has had an amazing summer and start to the new school year.

Students in the drama program went on their annual trip to Ashland, Oregon, for the Shakespeare Festival from August 24<sup>th</sup> to 27<sup>th</sup>.

CHS' Associated Student Body held its annual 9/11 Memorial Assembly to remember and honor the strength of our country.

Clovis High's Club Fair was held on August 29<sup>th</sup> and 30<sup>th</sup>. Students had an opportunity to learn about clubs that are offered on campus and were able to get connected to the various co-curricular programs. Students had their first club meeting on Friday, September 1<sup>st</sup> and are well underway for the new school year. With more than 35 clubs available, all students were able to find something fun and engaging.

Clovis High School's Homecoming is just around the corner. September 28<sup>th</sup> will be an evening of extraordinary floats, fun and competition as the Cougars go head-to-head with Clovis East. This year's theme is "Now Playing..." Classes began planning at Leadership Camp in July.

### **Clovis East High School**

It's a great day to be a Timberwolf!

The Wolfpack welcomed in the 2018-19 school year with the 2<sup>nd</sup> annual "Wolfpack Week of Welcome!" Students were greeted bright and early on the first day by the "Welcome Back Crew," which consisted of enthusiastic students greeting them, forming a spirit tunnel and assisting them in finding their classes. The week included club sign-up day and a guest speaker who encouraged Timberwolves to "leave it better than you found it" and show gratitude to one another. The festivities concluded with "Pack Pride Day," where more than 4,300 REC students and staff wore their new Wolfpack PRIDE shirts, which were given for free.

The highlight of Welcome Week, however, was, hands-down, Friday evening when the Timberwolves football team brought their 27-game losing streak to a close by beating Wood High School. Now, with a record of 3-1, the Wolfpack is on a three-game winning streak! The stands have been packed and campus is buzzing with excitement and support for the coaches and players.

To raise awareness and support for those affected by pediatric cancer, the Wolfpack is "Going Gold," collecting coloring books and crayons, chapter books, and various toiletries all month to benefit the oncology department at Valley Children's Hospital.

### **Clovis North High School**

The Clovis North Educational Center is focusing on the "Tradition of Excellence" as new leadership continues to take the Bronco community forward while maintaining the traditions established as a once small school.

The first week of school ended with No Backpack Day where students, teachers and staff were able to connect and build a successful foundation of positive and safe relationships.

The leadership program is focused on connecting with Clovis North Area elementary schools. Last week, former Fugman Marlins went to the school to guide lessons in the annual Fugman Fitness Frenzy. This morning, students visited Copper Hills to assist with their Miner Run and will help Riverview with its jog-a-thon tomorrow.

The inaugural Bronco Band Blitz, led by David Lesser, was an amazing success with the CN band performing at every elementary school to lead into the cross country and football Broncomanias last Friday.

All CNEC students connected through similar interests during this year's Club Rush with more than 70 different clubs represented.



Lastly, in athletics, the Broncos have competed well against some of the best athletes and teams in the State and have even won a few tournament championships. The fall teams are all looking good going into their TRAC seasons.

### **Clovis West High School**

At Clovis West, the 2018-19 school year has started with a heightened sense of spirit throughout the campus. #TheWestMovement was introduced to students, staff and the community as a model of inclusion, emphasizing the importance of building strong relationships to increase engagement and academic performance campus-wide. Class meetings were held during the second week of school to introduce the administrative and counseling teams and to show a powerful video titled “Perspectacles” on individual struggles and how differently we might treat one another if we knew each other’s stories.

At the back-to-school rally on Friday, August 31<sup>st</sup>, the senior class won the newly introduced CW Spirit Belt. The collective energy demonstrated throughout the rally was electrifying with participation and morale through the roof! On Friday, September 7<sup>th</sup>, Clovis West Instrumental Music hosted “Pasta Palooza,” serving nearly 400 people at a truly fantastic event.

Athletics is off to a fast start with the varsity girls volleyball team looking sharp entering league play. Girls golf has impressed with a victory at the Helen Lengfeld Women’s Golf Association of Northern California tournament. Varsity girls water polo was victorious against Buchanan last week. This Friday is Football Feeder Night at Veterans Memorial Stadium with representatives from all Clovis West Area schools cheering on the Golden Eagles.



Board Agenda Item

Wednesday, August 29, 2018

**Agenda Item: K. - 1.**

**Title:** Public Hearing Regarding the Mitigated Negative Declaration for the Proposed New Shields and Locan Elementary School Site

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Hold a Public Hearing on a Mitigated Negative Declaration for and approval of the proposed new Shields and Locan elementary school project located near the northeast corner of North Locan Avenue and East Shields Avenue on Wednesday, September 26, 2018, at 6:45 p.m. at 1680 David E. Cook Way in Clovis, California.

**DISCUSSION:**

The District intends to acquire a site for a new elementary school and related facilities. The California Environmental Quality Act (CEQA) and its implementing guidelines recommend that as part of the District's compliance with CEQA, the Governing Board hold a Public Hearing prior to the adoption of a Mitigated Negative Declaration for the project. Environmental reports are available for review at the following link on the District website: [www.cusd.com/facilities-homepage/shields-locan/](http://www.cusd.com/facilities-homepage/shields-locan/).

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**



Board Agenda Item

Wednesday, August 29, 2018

**Agenda Item: K. - 2.**

**Title:** Public Hearing on Suitability of Real Property at Shields and Locan for Use as a New Elementary School Site

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Hold a Public Hearing on September 26, 2018, at 6:45 p.m. regarding the suitability of real property located near the northeast corner of North Locan Avenue and East Shields Avenue as the proposed site for a new elementary school.

**DISCUSSION:**

The District intends to acquire a site for a new elementary school and related facilities. California Education Code section 17211 requires that the Governing Board of a school district evaluate the property at a Public Hearing using the site selection standards established by the State Department of Education pursuant to subdivision (b) of Section 17251.

To meet the requirements of Education Code section 17211, a Public Hearing has been scheduled for the September 26, 2018, meeting of the Governing Board. The hearing has been properly noticed in accordance with legal requirements and a report evaluating the proposed site in relationship to the State site selection standards has been provided to the Board. This report can be accessed at the following link on the District website: [www.cusd.com/facilities-homepage/shields-locan/](http://www.cusd.com/facilities-homepage/shields-locan/).

Once the Public Hearing has been conducted, during the Action portion of the meeting, the Board will consider the adoption of a resolution determining that the site conforms to State site selection standards.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**

**Title:** Public Hearing Regarding the Preliminary Environmental Assessment for the Proposed New Shields and Locan Elementary School Site

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Hold a Public Hearing on September 26, 2018, at 6:45 p.m. regarding the draft Preliminary Environmental Assessment for the proposed new elementary school site located near the northeast corner of North Locan Avenue and East Shields Avenue.

**DISCUSSION:**

The District intends to acquire a site for a new elementary school and related facilities. California Education Code section 17213.1 requires that, as a condition of receiving State funds for the project, the District must have the site evaluated and, if need be, tested for the presence of hazardous materials on or under the site, under the direction of the State Department of Toxic Substances Control (DTSC). To comply with this requirement, a draft Preliminary Environmental Assessment (PEA) has been prepared and submitted to the DTSC for review and approval, and has been made available to the public for review and comment. This report can also be accessed at the following link on the District website: [www.cusd.com/facilities-homepage/shields-locan/](http://www.cusd.com/facilities-homepage/shields-locan/).

As part of the public review process, the District must hold a Public Hearing to receive comments on the PEA and related documents. To meet the requirements of Education Code section 17213.1, a Public Hearing has been scheduled for the September 26, 2018, meeting of the Governing Board. Notice of the hearing was published in *The Business Journal* in accordance with legal requirements.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**



Board Agenda Item

Tuesday, September 18, 2018

**Title:** Summer Intervention Program Report

**Agenda Item:** L. - 1.

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Members of the Curriculum, Instruction and Accountability team will be present to report on intervention programs and services provided during the summer of 2018.

**DISCUSSION:**

**FISCAL IMPACT/FUNDING SOURCE:**

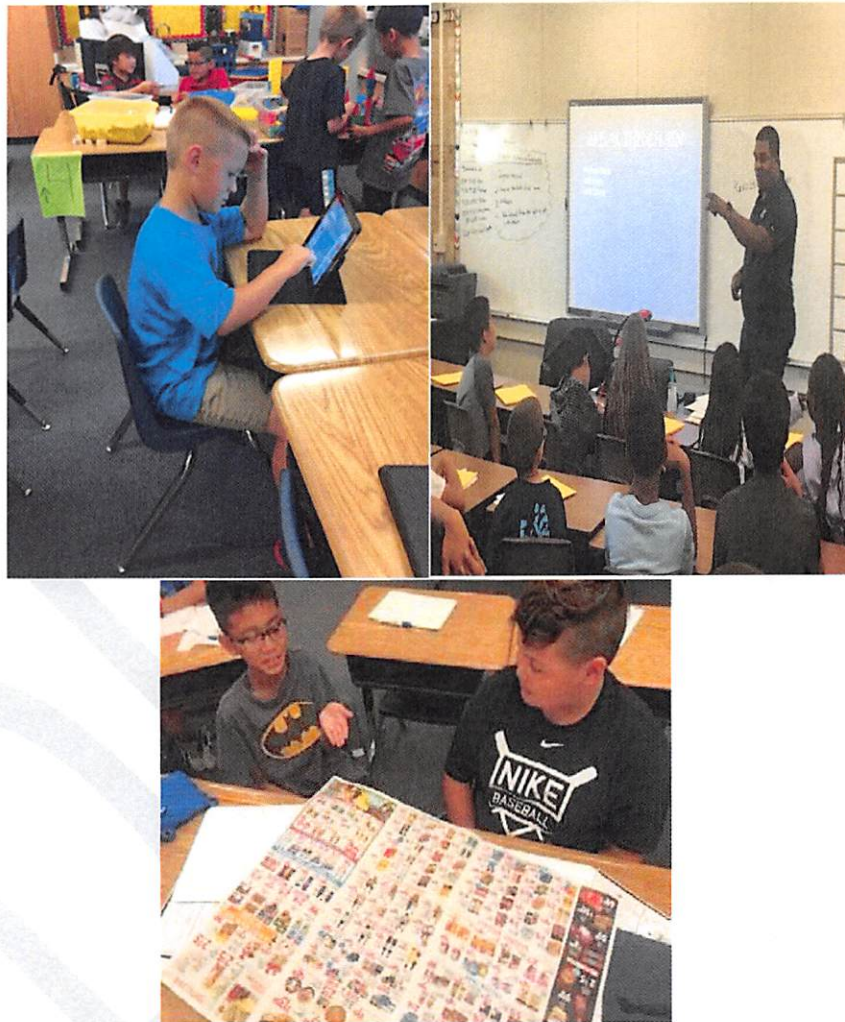
**ATTACHMENTS:**

Description	Upload Date	Type
2018 Summer Session Report	9/21/2018	Backup Material

**REVISIONS:**

# Clovis Unified School District

## 2018 Summer Session



## Annual Board Report

Curriculum, Instruction & Accountability

**2018 Summer School  
Clovis Unified School District  
Summary of Programs**

During the months of June and July administrators, teachers, and support staff served more than **7,000** students for the summer session. Summer School administrators, school site teachers and ancillary support staff worked to provide an accessible and supportive educational experience for all students.

The **high school** program served **5,400** students from grades 9 to 12. Students were served at both Alta Sierra and Reyburn. Students **completed both original credit for acceleration and credit recovery coursework**. A cornerstone of summer programs is face to face intervention for those students failing English, Math, Biology, Chemistry, and PE Core. These students must attend classes four days a week.

A variety of academic summer programs were offered to students **grades 1 - 8**. A total number of **1600** students attended these programs at **six** elementary schools. These school sites accommodated distinct summer programs, each with targeted learning goals.

**Elementary Summer Academy**

The **Elementary Summer Academy** provided students in **grades 1-6** with instruction aligned to California Content Standards in English Language Arts and Mathematics. In the Clovis West, and Clovis North Area, instruction was focused on meeting the needs of students by providing targeted instruction designed to support student learning in the areas of both ELA and Math. The Clovis High Area had a focus of Math for the summer with an emphasis in Math fluency, projects, hands-on learning, and problem solving. In the Buchanan and Clovis East Area, summer school was a demonstration model with targeted focus standards for student learning. Summer school teachers participated in professional learning with Teachers on Special Assignment from the C I & A department and were able to model their learning in the classroom. Teachers throughout the district were able to sign up for professional learning during the demonstration summer school.

**Accelerated English Learner Academy for Elementary and Secondary**

The **Accelerated English Language Academy** served **275 English language learner students in grades 1-8 districtwide**. Students engaged in language-rich learning activities designed to accelerate their English language literacy skills. Academy teachers were trained and provided with in-class coaching on systematic methods for language acceleration.

**Newcomer Academy for Elementary and Secondary**

The **Newcomers Academies** served **50 English language learner students grades 2-12**. These students were identified as being new to the United States within one year, been enrolled in a school for a year or less, and not able to speak or understand English. Teachers utilized the Newcomer's kits and worked on foundational skills ranging from basic phonic skills to written vocabulary.

**Additional Programs**

Additional summer programs were the Yes We Can, Math 8, and Leadership Academies.

## **Accelerated English Language Academy**

The Accelerated English Language Academy was held at Miramonte and Reyburn during the summer session of 2018. English Language Learner students in grades K-12<sup>th</sup> from all areas attended the academy. Student demographic was made of **16 countries and 13 different languages**. The instructional focus of the academy was to develop academic language using the English Language Arts Curriculum Guides and the new English Language Proficiency Assessment for California Blueprints and Task Types. Teachers received professional development methods to accelerate language acquisition. Student achievement data was collected to measure their progress. Every classroom showed growth with pre and post data. The program average growth is listed below.

Pre-Post Data	Total Number Of students	Average Language Pre-Test	Average Language Post Test	Average Writing Pre-Test	Average Writing Post Test
Grades 1-6	238	30%	54%	2.6/10	5.6/10
Grades 7-8	20	42%	52%	2.5/10	7/10

### **Teacher Comments:**

"This type of summer school is an awesome experience for our EL students (and teachers.)"

"I will be able to use these AELA strategies in my class this next year- everyone will benefit."

"Provides students with the appropriate support to build oral and written language."

### **Student Comments:**

"I liked learning about verbs and helping the teacher with English."

"My favorite part of summer school is doing morph house with science words."

"My favorite part of summer school is syntax surgery."

## **Newcomers Academy**

This was the **first implementation of a Newcomer's Academy** for English Learners who have attended school in the United States for less than 12 months. There were 2 classes (one elementary and one secondary) servicing students from all areas of the district. The English Language Development Standards Part III: Foundational Literacy Skills was the core focus for these students. Students began the course learning basic letters and sounds completing the course with a written paragraph to describe their experience in summer school (see addendum). Students worked in stations for the majority of the day, with each station focusing on a specific component of the foundational literacy skill. Student data was based on letter/ sound knowledge, decoding skills, and writing skills at the kindergarten level. The program average is as listed below.



Pre-Post Data	Total Number Of students	Average Basic Phonics Skills Test Pre-Test	Average Basic Phonics Skills Test Post Test	Average Writing Pre-Test	Average Writing Post Test
Newcomers Grades K-6	20	45%	56%	2/10	3/10
Newcomers Grades 7-12	16	85%	90%	4.4/10	8/10

**Teacher Comments:**

"Exciting to see growth in every student as they experience the intense language instruction."

"The students enjoyed the hands-on activities and games that encourages English Language Acquisition."

"Because students felt safe, they were willing to take risks and speak out in class."

"Students grew enough to participate in classroom conversations."

**Student Comments:**

"My favorite part is to find a new friend that's like my brother."

Carina, an 8<sup>th</sup> grade student, expressed, "When I am at Granite Ridge I don't talk a lot because I feel the kids in all of my classes are in a different world than I am. In summer school I think, "I found my home!" I don't want summer school to end. I think I will never forget this summer."

**Buchanan Area Summer School  
Tarpey  
Demonstration Summer Academy**

**Overview:**

The **Buchanan Area Elementary School** program was a 14-day summer school program that served **General Education and RSP** students in **grades K - 6**. The goal was to provide intense educational support in both English Language Arts and Math. In addition, students engaged in thirteen athletic camps with Buchanan High School Director of Athletics. They were taught and participate in Football, Tennis, Baseball, Softball, Volleyball, Golf, Soccer, Badminton, Track and Field, Basketball, Wrestling, Cheer, Water Polo and Swimming. The following will outline the resources provided and focus targets standards by grade level.

**Objective:**

To support student achievement using high leverage instructional strategies, hands-on learning, technology, and an engaged learning environment. Students were “front-loaded” with strategies and standards to support them in their next grade level. Additionally, students learned about the positive impact a “growth mindset” has on their overall ideas regarding learning and expectations of themselves.

**Overview:**

- Team-Teaching Model with Coaching Component
- High Leverage Instructional Strategies and Focus
- Teachers and Instruction will be video-taped & lessons will be used for future professional development
- Opportunity to earn units by observation

**Instructional Focus for Students**

**Overall:** Growth Mindset in support of student expectations and self-efficacy.

**Math:** Number Sense

- Strategies from Math Camp and Balanced Math
  1. Number Talks
  2. Mental Math
  3. Problem Solving
  4. Spiral Review

**ELA:** Connecting Reading and Writing

- High leverage questioning strategies and justification
  1. Non-fiction Text (Science Focus)
  2. Close Reading- use of new ELA materials
  3. Evidence in writing

### Pre and Post Assessment Results

1 <sup>st</sup> Grade	Average Pre-test	Average Post-test
ELA/ Reading	35%	54%
Math	54%	87%
Growth Mindset	18%	50%

2 <sup>nd</sup> Grade	Average Pre-test	Average Post-test
ELA/ Reading	41%	42%
Math	43%	76%
Growth Mindset	13%	19%

3 <sup>rd</sup> Grade	Average Pre-test	Average Post-test
ELA/ Reading	25%	65%
Math	35%	85%
Growth Mindset	35%	38%

4 <sup>th</sup> Grade	Average Pre-test	Average Post-test
ELA/ Reading	35%	68%
Math	46%	78%
Growth Mindset	25%	27%

5 <sup>th</sup> Grade	Average Pre-test	Average Post-test
ELA/ Reading	28%	60%
Math	49%	73%
Growth Mindset	30%	43%

6 <sup>th</sup> Grade	Average Pre-test	Average Post-test
ELA/ Reading	24%	63%
Math	19%	68%
Growth Mindset	28%	44%



### Teacher comments about the K-6 Grade Summer School

DSA has been a very challenging and rewarding experience. I learned so much as an educator. I really enjoyed trying new strategies and having the experienced support of C I & A.

Great experience! Very well organized, students were very motivated and engaged. Loved to be able to teach outside the textbook, (with Math) and the support was great. Was wonderful experience and hope to do it again next year.

I really enjoyed working the DSA this year. Having all the support from Kim Judd and the other C&I people was very helpful. I also felt like I learned a lot.

I'm very happy to have been chosen to teach math for Tarpey's DSA... besides being able to focus on just one subject area, I learned some new strategies (3 act task; Incredible Equations; Splat!) to engage math thinking and conversations between students. I also became comfortable with letting go of my control... letting students explore their thinking with math manipulatives was outside my comfort zone before DSA!

My experience with DSA was both positive and rewarding! It was very exciting to see my students switch from a fixed mindset to a growth mindset. Teaching my students that "making mistakes was okay" and that they will grow from their mistakes really changed their attitudes toward their learning. It even changed my attitude. I found myself becoming more positive and realized I don't have to go to work anymore...I GET to come to work! The whole mindset shift has been very uplifting for me and I can't wait to use it with my class next year...very powerful.

What a great experience DSA has been! These short 14 days have proven to be successful in so many ways. Not only have they learned to better communicate with each other, problem solve, and critically think, they have learned most importantly that it's okay to make mistakes and be STUCK. The guidance and support of admin and CI&A made it much smoother when navigating the new curriculum and behavior challenges. Thank you for the amazing opportunity to work with a different group of kiddos and teachers. What a great professional growth opportunity.

I enjoyed working with students from all BHS area this summer at DSA. It was interesting to see the depth of knowledge students from all the different schools in our area have. It was reassuring to me to see Tarpey students perform well academically and socially with their peers from other schools. I enjoyed getting to know staff members from other area schools.

Teaching DSA to outgoing 5<sup>th</sup> graders to incoming 6<sup>th</sup> graders has been an amazing experience! Seeing the students grow and achieve success in just 14 days has been truly energizing to me as an educator. DSA is a well-rounded program, that provides students with a unique experience to have information front loaded to them and also as a teacher to have the support of the C & I department for coaching and PD is of great value to me as I grow as an educator.

**Clovis High Area Summer School  
Jefferson Elementary  
Math Camp**

**Grades 1-6 Overview**

The 2018 Clovis Area Summer School services area elementary students in grades 1-6 through a 14-day Math Camp program. The objective of Math Camp is to provide intervention on essential grade level standards specifically in the area of mathematics. Targeted and intense, students are immersed daily in specific mathematics standards and mathematical practices using a variety of approaches and processes. Daily rotations include a technology component, group projects, individual projects, field trips, problem solving, math games and an outdoor physical fitness portion of the day. Students in grades 1-6 qualify to attend Math Camp by exhibiting intervention need in mathematics and are selected by their home school.

**Staff**

The teachers selected for instructing and facilitating during Math Camp demonstrate high qualifications in the area of mathematics. Many of these teachers were district Math Grant participants. Others were recommended by their home school site administrators as being highly capable in teaching math using varied approaches. The staff demonstrated creativity and flexibility in designing innovative and engaging content. This was the second year of Math Camp and 90% of the staff taught in the summer of 2017.

**Student Selection**

Summer school students are selected by their home school teachers and administration. This selection is site based with the emphasis on students in the tier 2 of Multi-Tiered Systems of Supports (MTSS). Criteria for selection included one or more of the following:

- Student did NOT meet the standard on SBAC 2017 in Math
- Student did NOT meet the standard on iCam 2 in Math
- Student earned a D or F in Mathematics this school year

**Grade Level Focus**

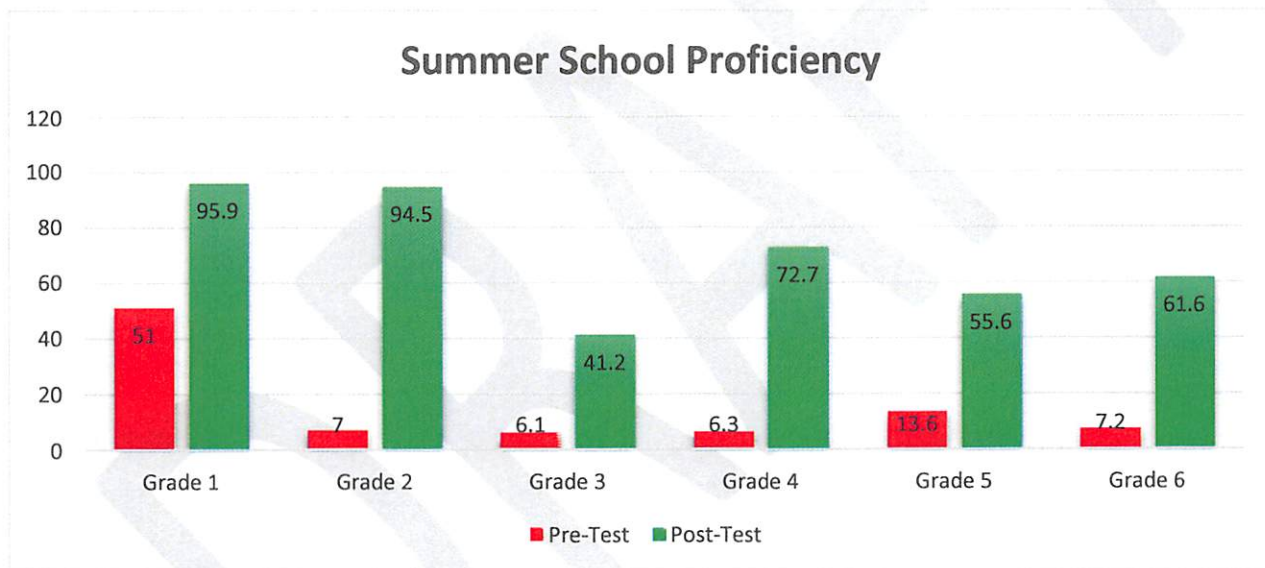
In 2018 Math Camp, the learning focus was on essential standards from a single unit of instruction in mathematics. The unit was written by the district design teams. Each unit contained 1 or 2 specific grade level standards that were chosen based on leverage, rigor, and readiness towards the next grade. In keeping with the MTSS model, these standards were selected as essential standards from district mastery standards. Essential standards are selected as “must know” standards prior to moving on to the next grade. Teachers designed lessons through multiple formats that emphasized the “big ideas” for these standards.

## Results

Data collection to assess effectiveness and efficiency includes both quantitative and qualitative measures. A grade level assessment (Pre and Post) was given specifically on the essential standards taught. Additionally, a student survey and a staff survey were utilized to gather feedback and qualitative information.

### Assessment Results:

Students in grades 1-6 were given an identical pre-test prior to instruction and a post-test at the commencement of the 14 days. The following charts demonstrate the growth data presented by grade level and the proficiency rates.



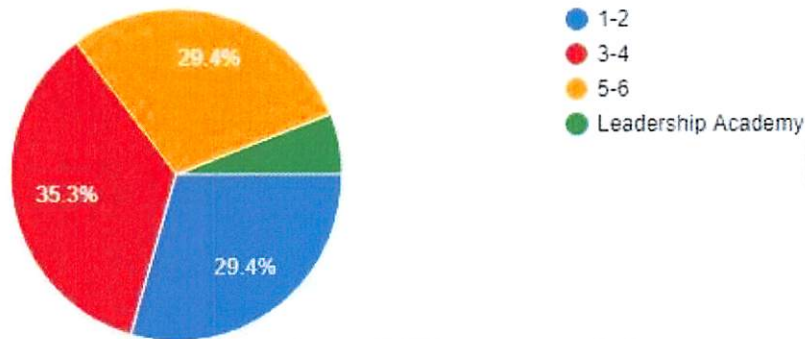


## Staff Survey

The summer school staff was surveyed to gain feedback as well as look for future ways to improve. Additionally, the survey serves as a climate assessment for future positive change. The results are below:

### What grade level range did you teach this summer?

17 responses



### What systemic and structural aspects of CHS Summer School did you find most valuable?

17 responses

The three class rotation. It allowed a teacher to become an expert in one area and provided a change for the students. It was also terrific to have Math Movement for primary grades.

I found the rotations and the division of activities extremely productive.

I really liked the way we did rotations and each took on a different concept of mathematics for that grade. It made it each to really focus on a standard and work on it different ways.

The math skills involve all kinds of activities and skills, not just paper and pencil. The rotations helped kids stay focus. Because each teacher did different activities to deliver the focused standards, students were not bored.

Awesome structures of the program which were incredibly valuable are: rotations, variety, movement, fast paced climate! ASES help was top notch!

3 math rotations

Rotations

Focusing on one key standard, rotating classes, and Mathletics each morning.

The one hour of prep time/structured PE time provided for the students and teachers each day. Also, the structured rotations worked very well.

Focus on individual standard(s), Math rotational rounds (skills, technology, problem solving/projects)

Sports Prep Period is THE best. I was able to spend that time to create lessons, make copies, and set up for the day's activities. Rotations are GREAT. This allows for movement every 1.5 hours for the kids and planning for one lesson/activity a day has been a huge stress relief.

The block schedule was perfect. It made the day go smoothly and I think it was valuable for the students, because they were able to get three different voices and weren't stuck in the same place all day

**Clovis East Area Summer School  
Boris Elementary  
Demonstration Summer Academy**

**Objective:**

To support student achievement using high leverage instructional strategies, hands-on learning, use of technology and a flexible learning environment. Students were "front-loaded" with strategies and standards to support them in their next grade level. Additionally, students learned about the positive impact a "growth mindset" has on their overall ideas about learning and expectations of themselves. Research shows that students expectations of themselves has a 1.44 effect size on their learning (based on John Hattie's research around Visible Learning).

**Overview:**

- Team-Teaching Model with Coaching Component & Teacher Observation Opportunities
- High Leverage Instructional Strategies and Focus
- Teachers and Instruction will be video-taped & lessons will be used for future professional development
- Opportunity to earn units by observation

**Instructional Focus for Students**

**Overall:** Growth Mindset in support of student expectations and self-efficacy.

**Math: Number Sense**

- Strategies from Math Camp and Balanced Math
  5. Number Talks
  6. Mental Math
  7. Problem Solving
  8. Spiral Review
  9. Conceptual understanding of math strategies and concepts

**ELA: Connecting Reading and Writing- Focus: Reading Informational Text RI.1**

- High leverage questioning strategies and justification
  4. Non-fiction Text (Science Focus)
  5. Close Reading- use of new ELA materials
  6. Evidence in writing
  7. Clarity and Feedback (Visible Learning)



**(Pre/Post Data on Math)**

Demonstration Summer Academy	Total Number of Students	Average Pre-test	Average Post-test	Growth
<b>Grades K-6</b>				
K	46	24%	67%	43%
1	49	64%	77%	13%
2	41	61%	75%	14%
3	48	15%	97%	82%
4	52	43%	58%	15%
5	49	53%	76%	23%
6	36	20%	45%	25%
7/8 (Academy)	29	38%	50%	12%

**(Pre/Post Data on ELA: RI.1)**

Demonstration Summer Academy	Total Number of Students	Average Pre-test	Average Post-test	Growth
<b>Grades K-6</b>				
K	51	24%	67%	43%
1	40	39%	56%	17%
2	51	19%	43%	24%
3	48	33%	48%	15%
4	46	18%	39%	21%
5	36	27%	45%	18%
6	Math Focus			

**(Results – Teacher and Student Feedback)****Teacher comments about Demonstration Summer Academy/Leadership Academy/6<sup>th</sup> grade Math Academy and teaching experiences:**

“The changes I’ve seen in my students in regard to growth mindset- I feel as if a culture change is beginning to take place in the wording the students are using when facing challenging situations. I feel personally the most inspiring thing I have heard is almost every student in my class has begun using the word persevere to their peers. They have encouraged each other and immediately returned to report to me that they have successfully assisted a classmate out of the pit. We are beginning to impact the traditional strategy of immediately seeking a teacher for help when faced in a tough situation not only academically but personally and transitioning to inner reflection along with peer assistance to help solve these problems. I love the idea of growth mindset and will definitely take it back to my home school with me.” – Saed Araim

The DSA model has given our kids very focused instruction that will support them in multiple areas. Growth mindset, perseverance, pushing past comfort levels to do their best work...all of this is being accomplished because they are practicing (independently and with their peers) the same strategies, the same ways of thinking and acting, each and every day. They are also seeing these same strategies modeled and are practicing them across disciplines...writing, language arts, reading, math.- Sara Murray

What I love about the DSA model is that it is consistent across the grade levels, and teachers are given the opportunity to learn from one another in a real classroom setting. I believe the smaller class sizes and the focused instruction for extended periods (i.e. math or ELA) has better supported their comprehension of the strategies and focus standards being taught. Instruction is given on many levels, supported by meaningful and rich texts and videos, books containing messages about personal growth, and a variety of strategies and opportunities to practice and master focus skills. From a teacher's standpoint, all of these practices, and the opportunity watch our own peers demonstrate additional teaching strategies, create an environment where we are not only growing the minds of our students, but our own minds also. We are a community of learners, students and teachers alike, and DSA supports and encourages the growth and development of community so we all feel successful.

- Sara Murray

They (the students) know the power of yet. When they say I can't do this, they add yet, or they remind each other that they need to have a growth mindset when they are stuck in a fixed. They work hard when they get stuck, and they aren't afraid to ask for help anymore.

They definitely show perseverance now. I had quite a few students who didn't even want to try reading or annotating the first week, but once they started to learn about growth mindset and that making mistakes was part of learning it was much easier to get them to participate. – Antoinette Alexander

The DSA model is invaluable to students and teachers alike, the environment created by the entire staff is one of positive energy and expectations. The ability to try new things as both a student and a teacher is something that is very tough to do during the school year, due to the comfortability and routines we can fall in to. Here it is encouraged and supported by the other teachers, admin and C&I alike, you are completely supported and given the opportunity to learn by observation and trial in your own room. As a teacher I feel that I have been learning along with the students during our time at DSA. Working within the Demonstration Summer Academy environment fosters learning, encourages exploration in education, and truly creates a classroom that is willing to work and learn together. I would highly recommend any teacher, or student that has the opportunity to participate in DSA to take it.- Jordan Cota

The DSA Growth Mindset community turns these kids brains from can't, to can't yet...and to see the hope in their eyes is a glimpse into what their future truly holds.

I have seen tremendous growth in understanding the targets that were set for the students. This is because of the visible learning style of breaking down the essential standard into four separate targets. I was able to map out HOW the students can reach their target more clearly and the students were able to understand HOW to reach their target. I was thrilled to see the students use the steps that were mapped out for them and I could hear them using the focus words. I truly felt that my students knew exactly what to do to in order to reach their target. Thank you to Kim Judd for leading and guiding me through this process! I will forever be breaking down my essential standards and making clear targets for my students! - Robin Hillman

#### **Student Responses about their overall learning experience at DSA:**

"This summer I learned how to do arrays, multiplication, and how to help others."- 3<sup>rd</sup> Grade Student

Growth Mindset student quote:

First week- "Mrs. Hillman, I just can't get my brain to grow. I want it to grow but I just can't. I'm not good at reading"

Third week- "Mrs. Hillman, guess what? Remember how I wanted to make my big brain grow? Well, I decided to go into the learning pit with my hard word book and challenge myself and then my big brain grew! I did it! I got through the learning pit!" – 1<sup>st</sup> Grade Student

## **Clovis North Area Summer School**

### **Mountain View**

#### **Overview**

The Clovis North Area Elementary Summer School served students who had struggled in English Language Arts and/or Math during the 2017-2018 school year. The goal of summer school was to provide interventions to help students be successful in the next grade level during the 2018-2019 school year.

Some of the highlights of CN Area Summer School were:

- Curriculum Associates "Ready Curriculum" was purchased and utilized this year for all grade levels reading, writing and math.
- Mt. View Summer School once again partnered with Fresno State and Cal State Teach to place 6 student teachers in classrooms. The student teachers worked with small groups of students for more individualized instruction and great experience with some of our most needy students.
- Students in grades 6<sup>th</sup>-8<sup>th</sup> grade participated in the Bronco Leadership Academy which included guest speakers and field trips to expose students to Colleges and Local Businesses.
- Students in grades 1<sup>st</sup>-5<sup>th</sup> participated in the 4<sup>th</sup> Annual Camp Bronco, which was on campus every day to engage students in physical education and connect students to coaches and student-athletes at Clovis North Educational Center.
- Students in Grades 1<sup>st</sup>-6<sup>th</sup> used the computer lab on a twice a week basis working on reading and math with Teacher on Special Assignment for the CN Area, Melissa Culver.
- A new daily rewards program for students who maintained perfect attendance for all 14 days. 79 students maintained perfect attendance and 50% fewer students were dropped due to attendance compared to Summer School.
- Exceptional behavior with no suspensions or send homes during summer school for the first time in 4 years.

#### **Curriculum Focus**

- Reading – Phonics, Fluency, Sight Words, Close Reading, and Summarizing
- Language and Writing – Sentences, Nouns, Verbs, Capitalization and Punctuation, and Expository Writing
- Math – Operations, Number Sense, Expressions, and Fact Fluency



### English Language Arts Results

Ready Reading and Writing Pre-Assessments were given June 18, 2018, and mirrored Post-Assessment given July 11, 2018.

Grade (Number of Students)	Pre-Assessment	Post-Assessment	Growth
1 <sup>st</sup> (45)	69%	80%	+11%
2 <sup>nd</sup> (34)	53%	75%	+22%
3 <sup>rd</sup> (40)	44%	57%	+13%
4 <sup>th</sup> (40)	45%	51%	+6%
5 <sup>th</sup> (31)	43%	57%	+14%
6 <sup>th</sup> (33)	40%	48%	+8%
7 <sup>th</sup> /8 <sup>th</sup> (23)	45%	53%	+8%

### Math Results

Ready Math Pre-Assessments were given June 18, 2018, and mirrored Post-Assessment given July 11, 2018.

Grade (Number of Students)	Pre-Assessment	Post-Assessment	Growth
1 <sup>st</sup> (45)	65%	83%	+18%
2 <sup>nd</sup> (34)	49%	64%	+15%
3 <sup>rd</sup> (40)	48%	63%	+15%
4 <sup>th</sup> (40)	31%	45%	+14%
5 <sup>th</sup> (31)	51%	65%	+14%
6 <sup>th</sup> (33)	52%	77%	+25%
7 <sup>th</sup> /8 <sup>th</sup> (23)	35%	47%	+12%

### Teacher and Student Feedback

"I liked Mrs. Culver in the computer lab, she showed us a lot of math games for our math facts. They were fun." -2<sup>nd</sup>-grade student

"Mr. Nixon played math games with us that made it fun and not just worksheets. -6<sup>th</sup> Grade Student

# Clovis West Area Summer School Pinedale

## Overview and Program Focus

The Clovis West Area Summer School served students exiting grades 1-5 who needed remedial instruction and / or review in the areas of reading comprehension (using literature and informational text) and number sense. All students in these classes were recommended to attend this fourteen-day program by their classroom teacher or GIS. Students rotated through several periods during the day to focus on comprehension, writing, and number sense. Language Arts teachers were provided with a list of focus standards, close reading passages, and game-based review activities. Teachers also had the use of technology to further student's interest in reading and math. Mathematics teachers were provided with a list of focus standards, manipulatives and game-based review activities. Manipulatives and other resources were provided to use a game-based approach to keep our students engaged with the material. Students were also able to gain knowledge of having a growth mindset. The growth mindset model encouraged students to have a positive mindset about learning and having high expectations for themselves. At times, attendance may be a major factor for a student which limits their success in Summer School. To encourage students to attend Summer School every day each student was given raffle tickets. Each week a drawing was held for 10-15 students. If a student's name was drawn in the raffle the student either received a book or a snack bar pass.

### Pre/Post Data

	Average	Average
First Grade Reading	63%	68%
First Grade Math	44%	72%
Second Grade Reading	43%	60%
Second Grade Math	56%	75%
Third Grade Reading	36%	60%
Third Grade Math	33%	66%
Fourth Grade Reading	33%	41%
Fourth Grade Math	33%	52%
Fifth Grade Reading	49%	60%
Fifth Grade Math	42%	59%

Student comments about the CW Area Summer School Program:

I will work hard as possible

I will do what I need to finish school and college

How I will have a growth mindset about school is that instead of being like "I don't like school" then I will be like school is important.

I will have a Growth Mindset about school is to have good grades, help my friends & teachers, & to complete my work.



# Carina

I didn't have any idea how to learn English until Summer school. After summer school, I felt my English went up by one step. The writing station at summer school was really helpful. Mrs. Sutton helped with that station. She helped me write a paragraph. She told me how to write a perfect paragraph. Mrs. Yearless helped me with phonics. She helped me learn the sounds of the letters. It helped me speak more English. Mrs. Aschenbrenner was the best teacher in the world. She is funny all the time. Mrs. Aschenbrenner has magic that can make me relax. Summer school let me know I am a part of something. When I am at Granite Ridge I don't talk a lot because I feel the kids in all of my classes are in a different world than I am. In summer school I think, "I found my home!" I don't want summer school to end. I think I will never forget this summer.



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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Approve the Conference Requests, as submitted.

**DISCUSSION:**

A list of Conference Requests submitted for Board approval is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Conference Requests - 9-26-18	9/20/2018	Backup Material

**REVISIONS:**

**Conference Requests**  
**September 26, 2018**

<b>Departure</b>	<b>Return</b>	<b>Attendee</b>	<b>Site/Dept</b>	<b>Account</b>	<b>Conference</b>	<b>Location</b>	<b>Purpose for Attending</b>
9/27/2018	10/1/2018	Courtney Wilson	Clovis North	Drama ASB Account	Oregon Shakespeare Festival	Ashland, OR	Supervise students attending Oregon Shakespeare Festival
9/30/2018	10/3/2018	Tacy Kroell	Special Education	Special Education	Pacific Northwest (PNW) Institute on Special Education and the Law	Portland, OR	Hear an annual overview of selected legal issues affecting Special Education administration and practices
10/1/2018	10/3/2018	Janet Ryska	Special Education	Special Education	Pacific Northwest (PNW) Institute on Special Education and the Law	Portland, OR	Hear an annual overview of selected legal issues affecting Special Education administration and practices
10/26/2018	10/28/2018	Bryan Chesi	Clovis West	CW Foundation Band	Bands of America St. George Utah Regional	St. George, UT	Supervise students participating in the Bands of America Regional Championships
10/26/2018	10/28/2018	Joseph Martinez	Clovis West	CW Foundation Band	Bands of America St. George Utah Regional	St. George, UT	Attend and supervise students participating in the Bands of America Regional Championships
10/26/2018	10/28/2018	Michael Samson	Clovis West	CW Foundation Band	Bands of America St. George Utah Regional	St. George, UT	Attend and supervise students participating in the Bands of America Regional Championships
10/26/2018	10/28/2018	Stephanie Perger	Clovis West	CW Foundation Band	Bands of America St. George Utah Regional	St. George, UT	Attend and supervise students participating in the Bands of America Regional Championships



**Conference Requests**  
**September 26, 2018**

10/26/2018	10/28/2018	Karen Boone	Clovis West	CW Foundation Band	Bands of America St. George Utah Regional	St. George, UT	Attend and supervise students participating in the Bands of America Regional Championships
1/9/2019	1/13/2019	Adam Berry	Clovis North	Wrestling Foundation	Who's Number 1 Duals	Blairstown, NJ	Supervise and coach students competing in wrestling tournament
1/9/2019	1/13/2019	Coby Lindsey	Clovis North	Athletic Foundation	Who's Number 1 Duals	Blairstown, NJ	Supervise and coach students competing in wrestling tournament
1/20/2019	1/22/2019	Nicholas Trujillo	Oraze	LCAP	Get Your Teach On	Phoenix, AZ	Learn the most current research-based strategies for grade-level teaching
1/20/2019	1/22/2019	Christine McFarland	Oraze	LCAP	Get Your Teach On	Phoenix, AZ	Learn the most current research-based strategies for grade-level teaching
1/20/2019	1/22/2019	Ashley Gustafson	Oraze	LCAP	Get Your Teach On	Phoenix, AZ	Learn the most current research-based strategies for grade-level teaching
1/20/2019	1/22/2019	Kristin Lofgren	Oraze	LCAP	Get Your Teach On	Phoenix, AZ	Learn the most current research-based strategies for grade-level teaching

**Conference Requests**  
**September 26, 2018**

1/20/2019	1/22/2019	Jeffrey Schmidt	Oraze	LCAP	Get Your Teach On	Phoenix, AZ	Learn the most current research-based strategies for grade-level teaching
1/20/2019	1/22/2019	Robyn Snyder	Oraze	LCAP	Get Your Teach On	Phoenix, AZ	Learn the most current research-based strategies for grade-level teaching
1/20/2019	1/22/2019	Christine Bernhardt	Oraze	LCAP	Get Your Teach On	Phoenix, AZ	Learn the most current research-based strategies for grade-level teaching



Board Agenda Item

Friday, September 14, 2018

**Title:** Fundraiser Requests

**Agenda Item: O. - 2.**

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Approve the Fundraiser Requests, as submitted.

**DISCUSSION:**

A list of Fundraiser Requests submitted for Board approval is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Fundraiser Requests - 9-26-18	9/17/2018	Backup Material

**REVISIONS:**

**Fundraiser Requests**  
**September 26, 2018**

School	Advisor	Start Date	End Date	Organization	Description	Fund	Vendor
Alta Sierra Intermediate	Laura Andrew, Kaylee Laub	11/1/2018	6/7/2019	ASI Science Olympiad	Family Restaurant Night*	Foundation/Booster Organization	Chipotle Mexican Grill, Panda Express
Buchanan High	Andrew Austin	10/13/2018	10/13/2018	BHS Robotics	Family Restaurant Night*	Associated Student Body	Menchie's Frozen Yogurt
Buchanan High	Andrew Austin	11/17/2018	11/17/2018	BHS Robotics	Family Restaurant Night*	Associated Student Body	Chipotle Mexican Grill
Buchanan High	Deanna Certain	11/8/2018	11/8/2018	BHS Key Club	Family Restaurant Night*	Foundation/Booster Organization	Chipotle Mexican Grill
Buchanan High	Tom Donald	10/20/2018	10/20/2018	BHS Baseball	Home Run Derby, Snack Bar Sales*	Foundation/Booster Organization	Smart and Final
Cedarwood Elementary	Matt Lucas	10/1/2018	11/30/2018	Cedarwood PTC	Donations for Charitable Organizations	Parent Teacher Club	Poverello House
Clovis High	Katie Wayne	10/29/2018	11/16/2018	Clovis High School Forensics	Miscellaneous Gift/Catalog Items Sold (w/o food)	Associated Student Body	Gold Canyon Candles
Clovis High	Sherra Vongehr	10/12/2018	10/26/2018	Clovis High School Ecology Club	Candy Sales*	Associated Student Body	Costco
Clovis High	Fred Avila	10/5/2018	10/5/2018	Clovis High School Young Republicans	Family Restaurant Night*	Associated Student Body	Panda Express
Clovis North High	Jeff Prieto	9/27/2018	6/30/2019	CNEC Baseball	Golf Tournaments	Foundation/Booster Organization	Copper River Country Club, Dragonfly Golf Club, Riverside Golf Course, Fort Washington Golf and Country Club, Sunnyside Country Club
Clovis North High	Rich Brazil	9/27/2018	6/30/2019	CNEC Track & Field	Family Restaurant Night	Foundation/Booster Organization	Applebee's
Clovis North High	Roman Gonzalez	9/27/2018	6/7/2019	CNEC Unified Sports	Snack Bar*	Foundation/Booster Organization	Costco, WinCo Foods, Walmart, Sam's Cub, Smart and Final
Clovis North High	Site Principals	9/27/2018	6/14/2019	District-wide	Donations for Charitable Organizations - Make-A-Wish	Parent Teacher Club	None
Clovis North High	Roman Gonzalez	9/27/2018	6/7/2019	CNEC Unified Sports	Adult Dinners/Dance (i.e., BBQs, crab feasts)*	Foundation/Booster Organization	Field House, Tahoe Joe's Famous Steakhouse, Bobby Salazar's

*\*In compliance with Board Policy No. 8402*

**Fundraiser Requests**  
**September 26, 2018**

Clovis North High	Roman Gonzalez	9/27/2018	6/7/2019	CNEC Unified Sports	Family Restaurant Night*	Foundation/Booster Organization	Blaze Pizza, Habit Burger, Bobby Salazar's, Jamba Juice, Chick-fil-A, Jamba Juice, Chipotle Mexican Grill, Panda Express, Chosen Frozen Yogurt, Papi's Mex Grill
Clovis North High	Roman Gonzalez	9/27/2018	6/7/2019	CNEC Unified Sports	Ads in Programs/Posters*	Foundation/Booster Organization	Blaze Pizza, Habit Burger, Bobby Salazar's, Jamba Juice, Chick-fil-A, Jamba Juice, Chipotle Mexican Grill, Panda Express, Chosen Frozen Yogurt, Papi's Mex Grill
Clovis West High	Kevin Patrick	1/1/2019	2/16/2019	Clovis West Baseball	Adult Dinners/Dance (i.e., BBQs, crab feasts)*	Foundation/Booster Organization	Field House
Clovis West High	Kevin Patrick	11/3/2018	11/3/2018	Clovis West Baseball	Various "A-Thons" (i.e., Jog-A-Thons, Basketball Shoot-A-Thons)*	Foundation/Booster Organization	500 Club
Clovis West High	Kevin Patrick	1/10/2019	3/8/2019	Clovis West Baseball	Ads in Programs/Posters	Foundation/Booster Organization	Allegra Marketing Print Mail
Clovis West High	Megan Hergenroether	10/1/2018	11/1/2018	Clovis West Gymnastics	Ads in Programs/Posters	Associated Student Body	CUSD Graphic Arts
Clovis West High	Shannon Wetzel	9/28/2018	11/30/2018	Clovis West Senior Class of 2019	Family Restaurant Night*	Associated Student Body	Lolo Hawaiian Shaved Ice
Clovis West High	Shannon Wetzel	9/27/2018	5/31/2019	Clovis West Senior Class of 2019	Various "A-Thons" (i.e., Jog-A-Thons, Basketball Shoot-A-Thons)	Foundation/Booster Organization	High Fitness
Garfield Elementary	Jennifer Bump	10/15/2018	11/13/2018	Garfield Human Relations	Donations for Charitable Organizations	Associated Student Body	None
Garfield Elementary	Cheryl Hedrick	9/27/2018	6/7/2019	Garfield Robotics	Family Restaurant Night*	Associated Student Body	Panda Express, Chipotle Mexican Grill
Jefferson Elementary	Sara McAvoy	10/19/2018	11/9/2018	Jefferson ASB	Various "A-Thons" (i.e., Jog-A-Thons, Basketball Shoot-A-Thons)*	Associated Student Body	Oriental Trading Company, Walmart, Artworkz
Liberty Elementary	Chelsea Sores	9/28/2018	3/14/2019	Liberty PTC	Shaved Ice Sales*	Parent Teacher Club	Kona Ice

*\*In compliance with Board Policy No. 8402*

**Fundraiser Requests  
September 26, 2018**

Maple Creek Elementary	Kari Folweiler	9/27/2018	6/7/2019	Maple Creek PTC	Book Sales	Foundation/Booster Organization	None
Maple Creek Elementary	Caroline Martinez	9/27/2018	12/31/2018	Maple Creek PTC	Miscellaneous Gift/Catalog Items Sold (w/o food)	Parent Teacher Club	Jamba Juice
Mickey Cox Elementary	Andree Dillon	9/27/2018	6/7/2019	Mickey Cox PTC	Muffins with Mom*	Parent Teacher Club	Vons, Dutch Bros. Coffee, Smart and Final, McDonald's, Costco, Save Mart, Walmart, Starbucks
Miramonte Elementary	Laura Hart, Michelle Dodson	9/28/2018	10/16/2018	Miramonte PTC	Adult Dinners/Dance (i.e., BBQs, crab feasts)*	Foundation/Booster Organization	Costco, Walmart, Smart and Final, Food Maxx, Vons, WinCo Foods
Reagan Elementary	Kacey Gibson	1/10/2019	5/10/2019	Reagan ASB	Paint Night	Associated Student Body	Square1Art
Special Education	Shannon Jorgenson	9/27/2018	6/7/2019	Clovis Adult School Keys Program	Breakfast Sales *	Foundation/Booster Organization	Smart and Final, Food Maxx, Save Mart, Vons, Walmart

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Approve the Student Trip Requests, as submitted.

**DISCUSSION:**

A list of Student Trip Requests submitted for Board approval is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Student Trip Requests - 9-26-18	9/17/2018	Backup Material

**REVISIONS:**

## Student Trip Requests

September 26, 2018

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55545	CWHS Girls Water Polo	10/18/2018 07:00 AM	10/20/2018 11:00 PM	CWH/ATH-ASB-Van-BrdApp	Palo Alto, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55722	CWHS Marching Band	10/25/2018 03:00 AM	10/28/2018 08:00 PM	CWH-0500-Truck-BrdApp	St. George, UT	0
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55693	CWHS Marching Band	10/26/2018 03:00 AM	10/28/2018 08:00 PM	CWH-0500-CharterBus-BrdApp	St. George, UT	170
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55443	CEHS Orchestra	11/01/2018 03:00 PM	11/02/2018 11:00 PM	RYB-FNDN-CharterBus-BrdApp	San Francisco, CA	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55066	CEHS Girls Volleyball	11/05/2018 12:00 PM	11/18/2018 09:00 PM	CEH/ATH-0500-Van-BrdApp	TBD - Playoffs	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
54751	CEHS Girls Tennis	11/13/2018 08:00 AM	11/19/2018 06:00 PM	CEH/ATH-0500-Van-BrdApp	TBD - Playoffs	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55628	CWHS CSF	11/15/2018 08:00 AM	11/16/2018 08:00 PM	CWH-FDN-CharterBus-BrdApp	Los Angeles, CA	32
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55227	CEHS Ag	01/04/2019 08:00 AM	01/05/2019 09:00 PM	CEH-NONE-BrdApp	St. Helena, CA	7
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55470	CNEC Wrestling	01/09/2019 07:00 AM	01/13/2019 10:00 PM	CNH-NONE-BrdApp	Blairstown, NJ	18
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55187	CEHS Ag	01/15/2019 01:00 PM	01/18/2019 08:00 PM	CEH-NONE-BrdApp	Chico, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55228	CEHS Ag	01/18/2019 03:00 PM	01/19/2019 07:00 PM	CEH-NONE-BrdApp	Grass Valley, CA	7
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55627	CNEC Mock Trial	01/19/2019 05:00 AM	01/20/2019 08:00 PM	CNH-0500-Van-BrdApp	Carmel, CA	28
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55223	CEHS Ag	02/01/2019 03:00 PM	02/02/2019 07:00 PM	CEH-NONE-BrdApp	Arbuckle, CA	19
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55536	BHS Pep & Cheer	02/05/2019 07:00 AM	02/11/2019 05:00 PM	BHS-NONE-BrdApp	Orlando, FL	18
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55571	CNEC Girls Basketball	02/25/2019 07:00 AM	03/01/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55585	CNEC Boys Basketball	02/25/2019 07:00 AM	03/01/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55572	CNEC Girls Basketball	02/28/2019 07:00 AM	03/03/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55586	CNEC Boys Basketball	02/28/2019 07:00 AM	03/03/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16



Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55229	CEHS Ag	03/01/2019 03:00 PM	03/02/2019 09:00 PM	CEH-0500-Van-BrdApp	Davis, CA	35
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55486	CWHS AASU	03/01/2019 10:00 AM	03/03/2019 05:00 PM	CWH-LCAP-SchoolBus-BrdApp	Monterey, CA	7
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55573	CNEC Girls Basketball	03/01/2019 07:00 AM	03/03/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55589	CNEC Boys Basketball	03/01/2019 07:00 AM	03/03/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55574	CNEC Girls Basketball	03/04/2019 07:00 AM	03/06/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55590	CNEC Boys Basketball	03/04/2019 07:00 AM	03/06/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55577	CNEC Girls Basketball	03/07/2019 07:00 AM	03/10/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55578	CNEC Boys Basketball	03/07/2019 07:00 AM	03/09/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55233	CEHS Ag	03/08/2019 08:00 AM	03/09/2019 10:00 PM	CEH-0500-Van-BrdApp	Chico, CA	35
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55579	CNEC Boys Basketball	03/08/2019 07:00 AM	03/10/2019 07:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBD - Playoffs	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55856	BHS Jazz	04/05/2019 12:05 PM	04/07/2019 02:00 AM	BHS-0500-SchoolBus-BrdApp	Monterey, CA	32
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55275	CNEC Choir	04/06/2019 07:00 AM	04/09/2019 02:00 PM	CNH-ASB-CharterBus-BrdApp	San Francisco, CA	65
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55230	CEHS Ag	05/03/2019 08:00 AM	05/04/2019 10:00 PM	CEH-0500-Van-BrdApp	San Luis Obispo, CA	24
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
55712	CWHS Grad Nite	05/30/2019 01:30 PM	05/31/2019 05:30 AM	CWH-ASB-CharterBus-BrdApp	Universal City, CA	400



Board Agenda Item

Tuesday, September 4, 2018

Agenda Item: O. - 4.

Title: Voluntary Community Recreation Program

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Approve the Voluntary Community Recreation Programs, as submitted

**DISCUSSION:**

The Clovis Community Sports and Recreation Department provides and operates noneducational, athletic and recreation programs and activities for the access and enjoyment of Clovis and surrounding communities. Such noneducational, recreational programs and activities are not part of the District's curricular, extracurricular, or co-curricular educational programs, and are entirely separate and distinct from the District's educational program. The Department's recreational offerings are available to all age-appropriate participants in Clovis, Fresno and surrounding communities, whether or not such participants are enrolled in the District's educational program, and students enrolled in the District's educational program are never required to participate in the Department's noneducational, recreational programs or activities.

Clovis Community Sports and Recreation Department

Wolfpack Cross Country Agility Camp

Location: Clovis East Area Elementary Schools

Dates: September 27-October 4, 2018

Grades: 3-12

Cost: \$0

Clovis Community Sports and Recreation Department

Girls Fall Soccer Camp

Location: Clovis North High School

Date: September 27-October 10, 2018

Grades: 7-12

Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department

WolfDen Wrestling – Elementary Pre-Season

Location: Clovis East High School

Date: September 27-October 17, 2018

Grades: K-6

Cost: \$40 per participant

Clovis Community Sports and Recreation Department

SAT/ACT English-Only Fall Workshop

Location: Clovis West High School  
Date: October 1-4, 2018  
Grades: 10-12  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Alta Sierra All Sports Camp  
Location: Alta Sierra Intermediate  
Date: October 24-November 2, 2018  
Grades: 7-8  
Cost: \$0

Clovis Community Sports and Recreation Department  
Clovis North Boys Basketball Middle School Camp  
Location: Clovis North High School  
Date: October 25-November 8, 2018  
Grades: 7-8  
Cost: \$0

Clovis Community Sports and Recreation Department  
Girls Soccer Intermediate Pre-Season Clinic 2018  
Location: Clovis North High School  
Date: October 29-November 2, 2018  
Grades: 7-8  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Gymnastics  
Location: Clovis Academy of Gymnastics  
Date: November 1-15, 2018  
Grades: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
WolfDen Wrestling – Elementary In-Season Camp  
Location: Clovis East High School  
Date: November 7, 2018- January 16, 2019  
Grades: 4-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
WolfDen Wrestling – Elementary Winter Camp  
Location: Clovis East High School  
Date: November 26, 2018-January 14, 2019  
Grades: K-3  
Cost: \$30 per participant

Clovis Community Sports and Recreation Department  
Winter Track and Field Conditioning  
Location: Clovis West High School

Date: December 1, 2018-January 18, 2019  
Grades: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Winter Softball Camp  
Location: Clovis North High School  
Date: December 4, 2018-January 12, 2019  
Grades: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Stampede Boys Youth Basketball League  
Location: Clovis North High School  
Date: January 1-February 28, 2019  
Grades: K-6  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Little Hoopsters  
Location: Clovis East High School  
Date: January 5-February 23, 2019  
Grades: 3-12  
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department  
Wolfpack Track and Field Conditioning Camp  
Location: Clovis East High School  
Date: January 14-25, 2019  
Grades: 9-12  
Cost: \$0

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**



Board Agenda Item

Thursday, September 13, 2018

**Agenda Item: O. - 5.**

**Title:** Ratification of Purchase Orders, District Contracts \$25,000 or Less, and Check Register

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Ratify Purchase Orders, District Contracts \$25,000 or less, and Warrants numbered 583127 - 583740.

**DISCUSSION:**

District administration recommends ratification of the Purchase Orders and District Contracts for the period of August 28, 2018-September 12, 2018, as well as the Warrant register for August 29, 2018-September 6, 2018. This information is available for review in the Purchasing and Accounting departments. Questions may be directed to the Business Services Department at 559-327-9127.

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**



Board Agenda Item

Wednesday, September 12, 2018

**Title:** Notices of Completion

**Agenda Item: O. - 6.**

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Adopt the Notices of Completion, as submitted.

**DISCUSSION:**

Project Type	Project/Site(s)	Company	DSA Number
Bid #2721	Paving at Various Sites – 2018	Central Valley Asphalt 23494 Road 196 Lindsay, CA 93247	02-116562 – Fancher Creek Elementary School 02-116564 – Gettysburg Elementary School 02-116565 – Lincoln Elementary School 02-116568 – Clovis East High School

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**



Board Agenda Item

Wednesday, September 12, 2018

Title: Change Orders

Agenda Item: O. - 7.

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Approve the Change Orders, as submitted.

**DISCUSSION:**

All Change Orders totaling \$5,000 or more are reviewed by the Facilities Board Subcommittee.

Change Order Number	Contract/Bid Number	Project Type	Site(s)	DSA Number
01-FINAL	2721	Paving – 2018	Various Sites	02-116562 – Fancher Creek Elementary School 02-116564 – Gettysburg Elementary School 02-116565 – Lincoln Elementary School 02-116568 – Clovis East High School
01	2713	Modernization – 2018	Mickey Cox Elementary School	02-115919
04	KI-01	Modernization – 2018	Kastner Intermediate School	02-116179

**FISCAL IMPACT/FUNDING SOURCE:**

As noted in the attachment.

**ATTACHMENTS:**

**Description**

Change Orders

**Upload Date**

9/12/2018

**Type**

Backup Material

**REVISIONS:**





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**Contract Change Order No. 01-FINAL**

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**Project** Paving @ Various Sites 2018 (Bid #2721)  
**Contract / Bid No.** Bid #2721 Paving

**Date** 9/12/2018

Page 1 of 2

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CI No.	Description	Amount	Budget Code
0013	Fancher Creek Volleyball Sleeves	\$10,800.00	District Change

Description: Supply and install five (5) new volleyball sleeves with compression caps in storage bank on northeast corner of play courts.

Requested by: District. \$10,800.00 to be added to the contract

Reason for change: District. Volleyball sleeves were not present on existing play courts.

CI No.	Description	Amount	Budget Code
0014	Fancher Creek Additional Concrete	\$7,385.00	District Change

Description: Remove concrete cap from East and West planters in staff parking lots, install valley gutter in lieu of curb & gutter at play-court entrance, replace valley gutter at southeast corner of play courts.

Requested by: District. \$7,385.00 to be added to the contract.

Reason for change: District. Additional concrete adjustments will improve drainage on the site and help prevent surface ponding.

CI No.	Description	Amount	Budget Code
0015	Operations Yard Valley Gutter	\$2,964.50	District Change

Description: Remove and replace 77 linear feet of concrete valley gutter.

Requested by: District. \$2,964.50 to be added to the contract

Reason for change: District. Existing valley gutter was badly cracked and a new valley gutter will facilitate proper drainage.

CI No.	Description	Amount	Budget Code
0016	Lincoln Sub-grade and Sidewalk	\$5,973.00	District Change

Description: Remove and replace additional non-compliant sidewalk, remove 7" of saturated sub-grade from 1,698 square feet of the site, and replace with aggregate base to achieve suitable pavement base.

Requested by: District. \$5,973.00 to be added to the contract.

Reason for change: District. Removal of the sub-grade is required to achieve pavement structural section. Removal of the sidewalk will facilitate better accessibility to the parking lot from the school.

CI No.	Description	Amount	Budget Code
0017	Fancher and Lincoln Striping	\$962.50	District Change

Description: Paint two additional basketball courts on the new play court asphalt at Fancher Creek, and add additional striping and signage at Lincoln Elementary.

Requested by: District. \$962.50 to be added to the contract.

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**Contract Change Order No. 01-FINAL**

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**Project** Paving @ Various Sites 2018 (Bid #2721)  
**Contract / Bid No.** Bid #2721 Paving

**Date** 9/12/2018  
Page 2 of 2

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Reason for change. District. The two additional basketball courts will bring Fancher Creek up to District standards for number of courts. Additional signage and striping at Lincoln Elementary will better facilitate traffic flow through the parking lot.

<b>Original Contract</b>	\$1,504,695.00
<b>Previous CCOs</b>	\$0.00
<b>This CCO</b>	\$28,085.00
<b>Total Contract</b>	<b>\$1,532,780.00</b>

The revised contract amount is an increase of 1.86% from the original contract amount.

## Contract Change Order No. 01

<b>Project</b>	Mickey Cox Modernization - 2018	<b>Date</b>	9/12/2018
<b>Bid #</b>	2713		
<b>DSA FILE#/DSA AP#</b>	10-27/115919		Page 1 of 3
<b>Contract / Bid No.</b>	Bid #2713 Mickey Cox Mod. 2018 (Contract #3180607)		

CI No.	Description	Amount	Budget Code
0019	Credit to Omit Door 101A	(\$6,725.38)	District Change

Description: Provide a credit to omit the removal and demolition and new door installation. (CCR 001, CCD 001)

Requested By: Architect. (\$6,725.38) to be credited to the contract.

Reason for Change: District. District purchased tables that did not require the additional clearance that was included on the original construction documents.

CI No.	Description	Amount	Budget Code
0020	Emergency Lighting	\$744.16	A&E Omission

Description: Provide and install remote battery for fixture at the wheelchair area. (CCR 003, CCD 002)

Requested By: Architect. \$744.16 to be added to the contract.

Reason for Change: A&E Omission. Wall mount light fixture at wheelchair lift was required by code, to be an emergency fixture.

CI No.	Description	Amount	Budget Code
0021	Can Lighting / Exit Sign	\$700.49	Unforeseen Condition

Revise and replace C1 and C1E fixtures with C2 fixtures. Revise and Replace X1 fixture at southeast exit with X1E fixtures. (CCR 004, CCD 003)

Requested By: Architect. \$700.49 to be added to the contract.

Reason for Change: Unforeseen condition. Existing mechanical duct work would not allow for installation of the proposed fixtures.

CI No.	Description	Amount	Budget Code
0022	Kick Panels for Stage Doors	\$2,193.51	District Change

Description: Provide 4" stainless steel kick plates to the bottom of all reinstalled stage doors. Plates to be set flush with the bottom of the door and extend end to end. (CCR 006, CCD 004)

Requested By: District. \$2,193.51 to be added to the contract.

Reason for Change: District. Existing stage door bottoms were stained due to years of floor waxing and could not be cleaned. Kick plate was added to cover wax stains.

CI No.	Description	Amount	Budget Code
0023	New Fire Alarm	\$17,381.23	A&E Omission

Description: Provide a new Fire Alarm wiring and devices. (CCR 002, CCD 005)

Requested By: Engineer. \$17,381.23 to be added to the contract.

Reason for Change: A&E omission. Existing Fire Alarm system did not provided the required coverage.

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**Contract Change Order No. 01**

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**Project** Mickey Cox Modernization - 2018 **Date** 9/12/2018  
**Bid #** 2713  
**DSA FILE#/DSA AP#** 10-27/115919 Page 2 of 3  
**Contract / Bid No.** Bid #2713 Mickey Cox Mod. 2018 (Contract #3180607)

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CI No.	Description	Amount	Budget Code
0024	Revise MPR Logo	\$3,641.40	District Change

Description: Add "COWBOYS" text only. (CCR 005, CCD 006)

Requested By: Owner. \$3,641.40 to be added to the contract.

Reason for Change: District. District added the word "COWBOYS" under the site logo.

CI No.	Description	Amount	Budget Code
0025	Additional Concrete at Custodial Area	\$8,648.08	District Change

Description: Provide additional concrete at the Custodial area. (CCR 007, CCD 007)

Requested By: District. \$8,648.08 to be added to the contract.

Reason for Change: District. Remove and replace concrete due to a slope issue in Can Wash Area. The concrete will eliminate water from puddling.

CI No.	Description	Amount	Budget Code
0027	2-Hour Wall at Admin./MPR	\$1,393.78	Unforeseen Condition

Description: Provide a 2 hour wall at the Admin./MPR Building. (CCR 009, CCD 008)

Requested By: Architect. \$1,393.78 to be added to the contract.

Reason for Change: Unforeseen condition. Existing drywall did not extend above soffit framing at 2 hour wall.

CI No.	Description	Amount	Budget Code
0028	Receptacle and Cover Plates in MPR	\$1,103.40	District Change

Description: Furnish all labor, materials and equipment to provide and install new receptacles and stainless steel cover plates in the multi-purpose room. (CCR 010, CCD 009)

Requested By: District. \$1,103.40 to be added to the contract.

Reason for Change: District. Old outlets were mis-colored and did not match new finishes.

CI No.	Description	Amount	Budget Code
0029	New Oak Nosing for Stage	\$485.83	District Change

Description: Provide a new oak nosing for the front of the stage in the multi-purpose room. (CCR 012, CCD 010)

Requested By: District. \$485.83 to be added to the contract.

Reason for Change: District. Old nosing was replaced to provide consistent appearance.

CI No.	Description	Amount	Budget Code
0030	New Pony Walls at Wheelchair Lift	\$3,694.97	A&E Omission

Description: Provide a new pony wall at the wheelchair lift. (CCR 013, CCD 011)

Requested By: Engineer. \$3,694.97 to be added to the contract.

Reason for Change: A & E omission. Wall framing is required for anchorage of wheelchair lift doors.

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**Contract Change Order No. 01**

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**Project** Mickey Cox Modernization - 2018 **Date** 9/12/2018  
**Bid #** 2713  
**DSA FILE#/DSA AP#** 10-27/115919 Page 3 of 3  
**Contract / Bid No.** Bid #2713 Mickey Cox Mod. 2018 (Contract #3180607)

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CI No.	Description	Amount	Budget Code
0031	Under Stage Drywall and Carpentry	\$3,188.59	District Change

Description: Demo and replace drywall and added plywood siding under the stage in all 5 bays in the multi-purpose room. (CCR 014, CCD 012)

Requested By: District. \$3,188.59 to be added to the contract.

Reason for Change: District. District requested the removal of the front 8'-0 existing drywall under the stage and replace with painted plywood at all bays for better durability.

<b>Original Contract</b>	\$696,000.00
<b>Previous CCOs</b>	\$0.00
<b>This CCO</b>	\$36,450.06
<b>Total Contract</b>	<b>\$732,450.06</b>

The revised contract amount is an increase of 5.24% from the original contract amount.

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## Contract Change Order No. 04

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<b>Project</b>	Kastner Administration Modernization - 2018	<b>Date</b>	9/12/2018
<b>Bid #</b>	2717		
<b>DSA FILE#/DSA AP#</b>	10-H3/116179		Page 1 of 1
<b>Contract / Bid No.</b>	KI-01 (Contract #3180630)		

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CI No.	Description	Amount	Budget Code
0077	Structural Shoring Equipment	\$2,875.00	Unforeseen Condition

Description: Extend rental time of the structural shoring equipment for remodel at Administration building.

Requested by: Architect. \$2,875.00 to be added to the contract.

Reason for change: Unforeseen condition. This equipment had to be retained for 40 days beyond the project schedule due to unforeseen existing structural issues that required shoring until issue was resolved.

<b>Original Contract</b>	\$139,700.00
<b>Previous CCOs</b>	\$1,085.50
<b>This CCO</b>	\$2,875.00
<b>Total Contract</b>	<b>\$143,660.50</b>

The revised contract amount is an increase of 2.83% from the original contract amount.



Board Agenda Item

Friday, September 14, 2018

Agenda Item: P. - 1.

Title: State Center Adult Education Consortium Representative

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** September 12, 2018 **FOR ACTION:** September 26, 2018

### **RECOMMENDATION:**

Approve Clovis Adult Education Learning Director Courtney McMahon as the official District Alternate to serve on the State Center Adult Education Consortium Executive Board.

### **DISCUSSION:**

In order to have a voice on the State Center Adult Education Consortium, created through Assembly Bill 104, Clovis Unified needs to appoint a District Alternate to the Executive Board. Currently, Clovis Adult Education Principal Ed Schmalzel serves as Clovis Unified's official District Representative and GLS Crystal Rodriguez is the official District on the State Center Adult Education Consortium Executive Board. It is recommended that Mr. Schmalzel continue in his role as District Representative and that Clovis Adult Education Learning Director Courtney McMahon assume the role of District Alternate. If the Board approves this recommendation, neither the Representative nor Alternate position needs to be reappointed unless a new member will fulfill one or both positions.

#### *Background:*

On June 24, 2015, Governor Jerry Brown signed AB 104 into law. The 2015-16 State Budget appropriated \$500 million to the California Community College Chancellor's Office (CCCCO) and the California Department of Education to allocate funding for adult education. The funds are provided to consortia for the purpose of implementing regional plans for adult education. The intent of the Adult Education Block Grant (AEBG) is to expand and improve the provision of adult education via the consortia. Each consortium is defined by the boundaries of a community college district.

The accompanying trailer bill, AB 104, includes language that identifies the program areas of adult education that can be funded through this allocation and the necessary decision-making structure. Specifically, AB 104, Article 9, Section 84905(a) authorizes a community college district, school district, county office of education, or any joint powers authority to join the local adult education consortium as a member; Section 84905(c) states that a member of the consortium shall be represented only by an official designated by the governing board of the member; and Section 84905(d)(1) describes the decision-making procedures including a requirement that all members of the consortium shall participate in any decision made by the consortium, Section 84905(d)(1)(A).

#### *Analysis:*

An official representative is necessary to ensure that the Clovis Unified School District has a full voice in the decision-making process in the State Center Adult Education Consortium, including



the disbursement of consortium funds to provide adult education courses and student support services authorized by AB 104, Section 84913.

**FISCAL IMPACT/FUNDING SOURCE:**

Potential increased funding for Clovis Adult Education through disbursement of the Adult Education Program.

**REVISIONS:**



Board Agenda Item

Friday, September 14, 2018

Agenda Item: P. - 2.

**Title:** Annual Fresno County School Trustees Association Dues for 2018-19

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**CONTACT PERSON:** Eimear O'Farrell

**FOR INFORMATION:** September 12, 2018      **FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Authorize payment of annual membership dues in the amount of \$600 to the Fresno County School Trustees Association for the 2018-19 school year.

**DISCUSSION:**

Annually, Clovis Unified School District has paid dues for membership in the Fresno County School Trustees Association. The Association uses funding from dues to continue ongoing programs, strengthen the trustee organization and support public education. Dues are a flat rate of \$75 per Board Member and Superintendent or Administrator (total of eight people) and includes three meetings held during the year, for a total cost of \$600. The dues remain unchanged from the previous six years.

**FISCAL IMPACT/FUNDING SOURCE:**

Included in the 2018-19 General Fund Budget.

**REVISIONS:**



Board Agenda Item

Friday, September 14, 2018

Agenda Item: P. - 3.

Title: Biennial AB 3141 Health and Benefits Actuarial Disclosure

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** September 12, 2018 **FOR ACTION:** September 26, 2018

### **RECOMMENDATION:**

Approve funding the projected 2017-18 retiree health and welfare benefit costs on an incurred "pay-as-you-go" basis with the understanding sufficient funds to cover annual costs have been included in the 2018-19 Adopted General Fund Budget.

### **DISCUSSION:**

Governmental Accounting Standards Board Statement 75 (GASB 75) requires government agencies to account for Other Post-Employment Benefits (OPEB) in their financial statements using the full accrual method. Currently, the District pays for the OPEB costs annually on a pay-as-you-go basis. Beginning with the 2008-09 fiscal year financial statements, the District has been required to show the liability of these benefits on its financial statements.

In order to comply with the requirements of GASB 75, the District secured the services of Demsey, Filliger & Associates, LLC, to perform an actuarial study, required at least once every two years, of the District's retiree health liabilities or OPEB. The results of the actuarial study are as follows:

- The Actuarial Accrued Liability of the District's OPEB is \$315 million. This figure represents the present value of retiree health benefits that has accrued for each employee and retiree since they were hired. With respect to the actuarial report, this amount is unfunded.
- The Normal Cost, estimated at \$322 million, is the annual cost of service accrual for the upcoming fiscal year for active employees. This can be thought of as the cost for OPEBs being earned by employees in exchange for services now.
- The net change to the OPEB obligation that will appear in the District's 2017-18 financial statements is \$15 million.
- The pertinent information contained in the Actuarial Study will be incorporated into the District's 2017-18 Annual Financial Report.

### **FISCAL IMPACT/FUNDING SOURCE:**

No impact on the 2018-19 budget as the cost is already included in the Adopted Budget on a "pay-as-you-go" basis. Estimated pay-as-you-go costs for the next several years are as follows:

2018	\$6,252,925
2019	\$7,130,825
2020	\$8,048,602
2021	\$8,856,241
2022	\$9,812,701

## REVISIONS:



Board Agenda Item

Friday, September 14, 2018

Agenda Item: P. - 4.

**Title:** Revised Board Policies No. 3504, 4605, 5105, 7502, 7504 and 9203

**CONTACT PERSON:** Eimear O'Farrell

**FOR INFORMATION:** September 12, 2018 **FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Approve revisions to Board Policy No. 3504 – *Education for English Learners*; Board Policy No. 4605 – *Conflict of Interest Code*; Board Policy No. 5105 – *School Capacity Parameters*; Board Policy No. 7502 – *Local Education Agency Plan (LEAP)*; Board Policy No. 7504 – *Single Plan for Student Achievement (SPSA)*; and Board Policy No. 9203 – *Parent Involvement Regarding Categorical Programs*, as submitted.

**DISCUSSION:**

*Revisions to Board Policy No. 3504 – Education for English Learners, Board Policy No. 7502 – Local Education Agency Plan (LEAP), Board Policy No. 7504 – Single Plan for Student Achievement (SPSA) and Board Policy No. 9203 – Parent Involvement Regarding Categorical Programs (Contact Debbie Parra):* The revisions reflect changes to the law found in the Every Student Succeeds Act of 2015, with implemented changes occurring in the 2018-19 school year. Members of the Curriculum Board Subcommittee reviewed the proposed changes to Board Policies No. 3504, 7502, 7504 and 9203 during their August 21, 2018, meeting.

*Revisions to Board Policy No. 4605 – Conflict of Interest Code (Contact Michael Johnston):* The Political Reform Act requires that school districts review and update their Conflict of Interest codes ("COI Code") every even-numbered year and within 90 days of any changed circumstance (Government Code section 87306(a)). As part of this biennial review, school districts should check to ensure that the designated employee positions named in the appendices to their COI Codes are accurate. All designated employees are required to annually file Statement of Economic Interests Form 700 Disclosures ("Form 700") by April 1. (2 CCR 18730 (b)(5)(C).) Upon review of Board Policy No. 4605, it recommended that minor edits be incorporated to mirror changes in the statutes and regulations as to reporting thresholds and related items. After review and approval of the COI Code, the District will send a written statement to the County Board of Supervisors that no change in the COI Code is required as part of this biennial review. The proposed revisions were reviewed by members of the Budget Board Subcommittee.

*Revisions to Board Policy No. 5105 – School Capacity Parameters (contact Michael Johnston):* Revisions reflect changes in the enrollment capacity of school sites based on space for permanent and portable classrooms, taking into consideration an increase in the maximum classroom size of students in kindergarten through sixth grade. The proposed revisions were reviewed by members of the Facilities Board Subcommittee.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Draft Board Policy No. 3504	8/27/2018	Backup Material
Draft Board Policy No. 7502	8/27/2018	Backup Material
Draft Board Policy No. 7504	8/27/2018	Backup Material
Draft Board Policy No. 9203	8/27/2018	Backup Material
Draft Board Policy No. 4605	9/5/2018	Backup Material
Draft Board Policy No. 5105	9/6/2018	Backup Material

**REVISIONS:**

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## CLOVIS UNIFIED SCHOOL DISTRICT

### CURRICULUM SERVICES & INNOVATIONS

#### *Specialized Programs*

#### EDUCATION FOR ENGLISH LEARNERS

**PURPOSE:** To ensure that English learners (EL) are provided with programs that develop fluency in English as prescribed by law.

The Governing Board intends to provide English learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society.

The District's program shall be based on sound instructional theory and shall be adequately supported so that English learners can achieve results at the same academic level as their English-proficient peers.

To ensure that the District is using sound methods that effectively serve the needs of English learners, the Superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English. The Superintendent shall ensure that schools compile data on programs for English learners in order to help determine program effectiveness. The Board encourages staff to exchange information with other districts and the county office of education about programs, options and strategies for English learners that succeed under various demographic conditions.

The Superintendent or designee shall maintain procedures that provide for the identification, assessment and placement of English learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations. Said procedures are described in the District's *Master Plan - A Guide to Services for English Learners*.

Students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. After one year, students may continue in sheltered English immersion until they meet the District's criteria; but not to exceed three years. In the structured English immersion process, classroom instruction shall be nearly all in English. All classroom instruction shall be in English; however, clarification, explanation, assistance, and support, as needed, may be in a student's primary language. Instruction shall be enhanced through identified techniques (i.e., graphic organizers, academic day instruction and realia) that support the needs of English Learners.

Upon enrollment, each student's primary language shall be determined. The Home Language Survey is the instrument used for the determination. Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the Home Language Survey, shall be assessed for English proficiency in listening, speaking, reading and writing. Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in listening, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments.



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Before students are enrolled in a program for English learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian.

An English learner shall be transferred from a structured English immersion process to an English language mainstream classroom when the student has acquired a reasonable level of English proficiency, as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments. Additional and appropriate services shall be provided until the English learner is redesignated to fluent English proficiency. A student has acquired a "reasonable level of English proficiency" when he/she has reached the intermediate fluency stage of English language development as measured by the ~~California English Language Development Test (CELDT)~~. **English Language Proficiency Assessments for California (ELPAC)**.

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom.

Parent/guardian requests for waivers from Education Code section 305 shall be granted in accordance with law and administrative regulation. The principal shall consider all waiver requests made, pursuant to Education Code section 311(c) (Special Needs) and shall submit a rationale of the decision regarding the waiver to the student's home school principal. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition. All such waiver requests shall be granted unless: (1) the principal and educational staff's determine that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student or, (2) the program requested by the parent/guardian is not offered at the school.

When evaluating a waiver request pursuant to Education Code section 311(a) and other waiver requests for those students for whom standardized assessment data is not available, other equivalent assessment measures shall be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

If the waiver requested by the parent/guardian is granted, and fewer than 20 students at the same school receive a waiver, the student shall be allowed to transfer to another public school with such a program where students are taught English and other subjects through bilingual education techniques or other generally recognized educational methodology permitted by law is offered. Students wishing to transfer shall be subject to the District's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

If the principal denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the

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principal's decision to the Superintendent and ultimately the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

The above procedure applies only to those waivers in Education Code section 311(c) as specified.

The Board recognizes that English learners who have been enrolled in the District for less than one year (12 months) may be tested in the ~~State Testing and Reporting Program (STAR)~~ **State Smarter Balanced Assessment Consortium (SBAC)**, with standard or non-standard accommodations, in accordance with the manuals or other instructions provided by the test publisher. Such nonstandard accommodations may be applied at each school to identified English learners enrolled in the District less than one year for whom nonstandard accommodations may be appropriate due to the student's limited English proficiency. Nonstandard accommodations may include, but are not limited to, reading and translating the test instructions into the student's primary language and the use of a bilingual dictionary.

*Adopted: 8/10/88*  
*Amended: 1/15/92*  
*Amended: 11/93*  
*Amended: 6/21/95*  
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*Amended: 9/26/07*  
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*Amended: 9/26/18 (Pending)*

#### EDUCATION CODE

300-340 English language education for immigrant children

33308.5 CDE guidelines not binding

44253.5-44253.10 Certification for bilingual-cross-cultural competence

48985 Notices to parents in language other than English

520515 Components of school improvement plan

52130-52135 Impacted languages act of 1984

5252164.6 Reclassification criteria

52169 Requirements for establishment of program

52171 Evaluations of student progress

52171.6 Annual report to legislature

52177 Administration of article

52180-52186 Bilingual teacher training assistance program

54000-54041 Programs for disadvantaged children

62000-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

853 Achievement Test Accommodations

4320 Bilingual education program requirements

11300-11305 English language education for immigrant children

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

#### COURT DECISIONS

Valeria G. v. Wilson (N.D. Cal. 1998) 12 F Supp. 2d

Teresa P. et al v. Berkeley Unified School District et al, (N.D. Cal. 1989) 724 F. Supp. 698

Casteneda v. Pickard, (5th Cir. 1981) 648 F. 2d 989

#### MANAGEMENT RESOURCE: CDE LEGAL ADVISORIES

0125.90 Procedures for requesting guidance from the US Department of Education

0515.89 Limited English Proficient Programs

#### CSBA ADVISORIES

0812.98 Proposition 227 Advisory

## CLOVIS UNIFIED SCHOOL DISTRICT

### ACCOUNTABILITY, PLANNING & RESEARCH

#### *Planning*

#### LOCAL EDUCATIONAL AGENCY PLAN (LEAP)

**PURPOSE:** To establish procedures for Developing the Local Educational Agency Plan (LEAP)

The Governing Board shall cause the annual development, review, and as necessary updates, of the Local Educational Agency Plan (LEAP) as required by the ~~No Child Left Behind Act (NCLB) of 2001 Section 1112~~ **Every Student Succeeds Act (ESSA) of 2015**. The LEAP shall be approved by the State educational agency and shall be coordinated with other programs under NCLB, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act and other Acts as appropriate.

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for ~~NCLB~~ **ESSA** programs. The LEAP includes specific descriptions and assurances as outlined in the provisions included in ~~NCLB-ESSA~~. The LEAP describes actions the District will take to insure programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required are met. In addition, the LEAP summarizes assessment data, school goals and activities from the Single Plan for Student Achievement (**SPSA**) developed by the Districts schools.

#### LEAP Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better, in English language arts.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better, in English language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

#### A. Plan Development and Duration

1. The LEAP shall be developed in consultation with teachers and administrators (including administrators of all programs included in the LEAP), other appropriate school personnel, private schools, and parents of children in schools served by Title I Part A funds.
2. The LEAP shall be submitted to the State educational agency for approval the first year following the date of enactment of the ~~NCLB Act of 2001~~ **ESSA 2015** and shall remain in effect for the duration of the agency's participation in Title I Part A.

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3. The local educational agency (LEA) shall annually review, and as necessary, revise the LEAP. This review will include the consultative groups listed in A.1.
- B. In order to support low-achieving students reach challenging academic standards, the LEAP shall include:
  1. A description of high-quality academic assessment, if any, that are in addition to the academic assessments described in the State plan under Section 1111(b)(3), that the District and schools will use to:
    - a. determine the success of children served under Title I Part A in meeting the State student academic achievement standards, and to provide information to teachers, parents and students on the progress being made toward meeting State student academic achievement standards described in Section 1111(b)(1), including, at least, mathematics, , instruction physical education, technology, English language arts and science;
    - b. assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet State student academic standards and do well in the local curriculum resulting in the same knowledge, skills and levels of achievement expected of all students;
    - c. determine what revisions are needed to Title I Part A programs so that children meet State student academic achievement standards; and
    - d. Effectively identify students who may be at risk for reading failure or who are having difficulty reading through the use of screening, diagnostic, and classroom-based instructional reading assessments.
  2. At the District's discretion, a description of any other indicators that will be used in addition to the academic indicators described in Section 1111 (State Plans).
  3. A description of how the District will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.
  4. A description of the strategy the District will use to coordinate programs under Title I Part A with programs under Title II to provide professional development for teachers and principal, and if appropriate, pupils services personnel, administrators, parents and other staff, including District level staff in accordance with Sections and 1118 (Parent Involvement) and 1119 (Qualifications for Teachers and Paraprofessionals).
  5. A description of how the District will coordinate and integrate services provided under Title I Part A with other educational services at the District or individual school level, such as preschool programs and services for English learners, children with disabilities, migratory children, Indian children, homeless children, foster youth, socio-economically disadvantaged students and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

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6. An assurance that the District will participate, if selected, in the State National Assessment of Educational Progress in fourth and eighth grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
7. A description of the poverty criteria that will be used to select school attendance areas under Section 1113 (Eligible Schools Attendance Areas).
8. A description of how teachers, in consultation with parents, administrators, and student services personnel, in Title I targeted assistance schools under Section 1115 (Targeted Assistance Schools), will identify eligible children most in need of services.
9. A general description of the nature of the programs to be conducted by the District's schools under Sections 1114 (Schoolwide Programs) and Sections 1115 (Targeted Assistance Schools) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
10. A description of how the District will ensure that migratory children and formerly migratory children who are eligible to receive Title I Part A services are selected to receive such services.
11. If appropriate, how the District will coordinate preschool services with other Title I programs.
12. A description of the actions the District will take to assist its low-achieving schools identified under Section 1116 (Academic Assessment and Local Educational Agency and School Improvement) as in need of improvement.
13. A description of the actions the District will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.
14. A description of how the District will meet the requirements of Section 1119 (Qualifications for Teachers and Paraprofessionals).
15. A description of the services the District will provide homeless children and foster youth, including services provided with funds reserved under Section 1113(c)(3)(A); which are for homeless children who do not attend Title I schools, including children in shelters and other locations where children may live.
16. A description of the coordination of the LEAP and the Districts Local Control Accountability Plan (LCAP) including LCAP allocations and components.
17. A description of the strategy the District will use to implement effective parental participation and involvement under Section 1118 (Parental Involvement).
18. Where appropriate, a description of how the District will use Title I Part A funds to support after school, (including before school and summer school) and school-year extension programs.
19. Plans to assist in providing equitable services to all private schools requesting services within Clovis Unified and adjacent school districts as provided by the law.

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*Adopted:* 07/23/75  
*Revised:* 05/12/76  
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*Revised:* 04/27/94  
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***Revised:* 9/26/18 (Pending)**

***Every Student Succeeds Act of 2015***  
~~*No Child Left Behind Act of 2001, Sections 1111-1119*~~  
*(20 U.S.C. Sections 6311-6319)*  
*20 U.S.C. Section 9010*  
*Title 5 California Code of Regulations 3930*

## CLOVIS UNIFIED SCHOOL DISTRICT

### ACCOUNTABILITY, PLANNING & RESEARCH

#### *Planning*

#### SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

**PURPOSE:** To establish procedures for the development, implementation and evaluation of the Single Plan for Student Achievement (SPSA).

The goal of Consolidated Programs is to increase the effectiveness of instructional programs, and to improve the academic performance of students who are educationally disadvantaged, of limited English proficiency, gifted and talented, or students with exceptional needs. The District shall ensure, through the Consolidated Application, that the Single Plan for Student Achievement (SPSA) has been prepared in accordance with law, that School Site Councils (SSC) have developed and approved the plan, and that the plans were developed with review, certification and advice of any applicable school advisory committees. The District may choose to include other school programs in the plan. Upon Board approval of the plan, the SSC shall assume responsibility for the on-going review of its implementation and a periodic evaluation of the program's effectiveness. The SSC shall annually review the plan, establish a new budget, and if necessary, make other modifications to the plan to reflect to reflect changing needs and priorities.

The school will assure that members of the SSC have assisted with the development of the SPSA to the extent required by law.

Any plans required by programs funded through the Consolidated Application and ~~NCLB~~ **Every Student Succeeds Act (ESSA)** Program Improvement must be consolidated into a ~~single plan~~ **SPSA**.

The content of the plan must be aligned with school goals for improving student achievement.

**School goals must be based upon an analysis of verifiable state data included in the California Assessment of Student Performance and Progress (CASPP). These assessments include state assessment from the SBAC, California Dash Board Report, English Language Proficiency Assessment of California (ELPAC). This also includes additional local data streams developed by the LEA and sites to measure student achievement. ~~including the Academic Performance Index (API), Annual Yearly Performance (AYP), Title I Annual Measurable Academic Objectives (AMAO) and the California English Language Development test (CELDT), and will include additional data voluntarily developed by the sites to measure achievement.~~**

The plan must address how Consolidated Application funds will be used to improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index (API).

#### A. APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

The Board shall have final approval of the following SSC activities, which shall include but not be limited to the following:



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1. Approval of a recommendation to have a school site excluded from a Consolidated Program.
2. Approval of a recommendation to proceed with a Consolidated Program.
3. Approval of a school planning grant.
4. Approval of the SPSA.

To insure open communication and complete participation with School Site Council(s) the Board shall, upon disagreement with a SPSA, recommend action, and return the recommendation with suggestions for alternatives, additions, and reconsiderations.

All proposals and their consequent disposition shall be in accordance with State law and Title 5, California Code of Regulations.

### B. RESPONSIBILITY FOR COMPLIANCE

Following approval of the SPSA by the Board, pursuant to State law, the school principal shall be responsible for the promotion of full and effective compliance with such plan and certificated personnel shall design and implement instructional techniques consistent with the objectives established in the plan.

### C. CONTENT OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

Notwithstanding any other provision of law, the content of the plan shall be aligned with school goals for improving student achievement. School goals shall be based upon an analysis of verifiable state data, including **included in the California Assessment of Student Performance and Progress (CASPP). These assessments include state assessment from the SBAC, California Dash Board Report, English Language Proficiency Assessment of California (ELPAC).** **This also includes additional local data streams developed by the LEA and sites to measure student achievement.** ~~the Academic Performance Index, (API) the California High School Exit Exam (CAHSEE), the English Language Development (CELDT) Test, Adequate Yearly Progress data as defined by NCLB~~ **ESSA**, Smarter Balanced Assessment data, and may include any data voluntarily developed by the District to measure student achievement. The plan shall, at the minimum, address how funds provided to the school through the consolidated application will be used to improve the academic performance of all students. The plan shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing consolidated programs will be implemented.

Each plan shall include:

1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student.
2. Instructional and auxiliary services to meet the special needs of English Learners; educationally disadvantaged students; gifted and talented students; students with exceptional needs; and any other at-risk students.
3. High quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupils services personnel, parents, and other staff to

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enable all children in the school to meet the state's student academic achievement standards. The school shall devote sufficient resources to effectively carry out professional development activities.

4. A description of the district's Local Control Accountability Plan (LCAP) and the coordination and alignment to the SPSA.
5. On-going evaluation of the educational program of the school.
6. Other activities and objectives as established by the SSC.
7. The proposed expenditure of federal funds available to the school through the programs described in Education Code 52851, including, but not limited to, salaries and staff benefits for persons providing services for those programs.
8. The proposed expenditures of funds available to the school through the federal No Child Left Behind Act of 2001 and its amendments.
9. A comprehensive needs assessment of the entire school, including all significant subgroups, based on information that includes performance of children in relation to the state academic content standards and the state student academic achievement standards.
10. Strategies and activities that encourage parents to become involved in their child's education.
11. Strategies to attract highly qualified teachers as defined by NCLB.
12. School Site Council Bylaws.
13. Parent Involvement Board Policy No. 9203.

#### D. EVALUATION OF CONSOLIDATED PROGRAMS

The Superintendent or designee shall conduct annual evaluations to determine whether supplemental services provided by consolidated programs are effective and supportive of the core curriculum. The District shall annually review the academic performance of each numerically significant student group at each school receiving Consolidated Application funds. The District shall use the statewide **included in the California Assessment of Student Performance and Progress (CASPP). These assessments include state assessment from the SBAC, California Dash Board Report, English Language Proficiency Assessment of California (ELPAC). This also includes additional local data streams developed by the LEA and sites to measure student achievement.** Academic Performance Index (API) and the federal Adequate Yearly Progress (AYP) data, aggregated for each numerically significant student group, along with other measures of student progress contained in the plan or adopted by the district. The relative effectiveness of Consolidated Programs shall be determined by the progress made toward meeting the growth targets established for identified student groups. The District superintendent shall annually report these results to the Board and to each SSC.

Annually, each site will complete an evaluation and monitoring report relative to the goals in the SPSA. The SSC shall review the evaluation results for each numerically significant student group, and propose changes in curriculum, materials, instructional practices, staff

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development, and related categorical program expenditures needed to meet the growth targets for each student group.

The following criteria shall be used:

1. Each school receiving Consolidated Program funds shall annually meet its schoolwide California Dash Board Targets and Sub-groups. ~~API and AYP growth targets.~~
2. Each school receiving Consolidated Program funds shall annually meet its API and AYP growth target for each numerically significant subgroup.
3. Each school receiving Consolidated Program funds shall annually meet 90% or more of its Site Plan objectives and implement 90% or more of its planned categorical program.

FEDERAL PROGRAM MONITORING (FPM)The Superintendent or designee shall cooperate with the State Department of Education in Federal Program Monitoring (FPM) every four (4) years to ensure that all District categorical programs comply with federal and state laws and regulations.

### E. COMPARABILITY

The Superintendent or designee shall establish procedures which ensure that the District provides all District schools with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

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*Revised: 05/25/94*  
*Revised: 01/19/05*  
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*Revised: 01/14/15*  
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*(Pending)*

*EDUCATION CODE*  
*33400-33406 Educational evaluations (by SDE)*  
*42602 Use of Unbudgeted Funds*  
*44662 Evaluation and assessment guidelines*  
*51041 Education program, evaluation and revisions*  
*Every Child Succeeds Act of 2015*  
*52850-52863 School Plans*  
*60602-60649 School Testing Programs*  
*62005.5 Failure to comply with purposes of funds*  
*64000-64001 Consolidated Application Process*  
*CODE OF REGULATIONS, TITLE 5*  
*3930-3937 Program requirements*  
*3942 Continuity of funding*

## **CLOVIS UNIFIED SCHOOL DISTRICT**

### **SCHOOL COMMUNITY RELATIONS**

#### ***Community Relations***

#### **PARENT INVOLVEMENT REGARDING CATEGORICAL PROGRAMS**

**PURPOSE:** To assure the right and responsibility of parents/guardians to participate in educational programs for their children.

#### **FEDERALLY & STATE FUNDED PROGRAMS**

The Clovis Unified School District Governing Board declares its intent to provide opportunities for parents/guardians of children served by projects supported with categorical funds, to participate in the design, implementation, and evaluation of the programs provided for their children.

Regulations and guidelines for federal/state categorical programs require parent involvement and/or advisory committees. The committees shall be organized in accordance with state and/or federal guidelines.

Parent involvement committees for federal/state categorical programs shall advise and report only on those programs which relate to the specific purpose for which they were organized. They shall serve in an advisory capacity and function on behalf of the District schools through established lines of authority. Their actions shall not financially obligate the District except with Board approval.

#### **A. Federally Funded Programs**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so, including the process for filing a complaint. Such notification shall be in the District's informational materials and publications, including the Student and Parent Rights and Responsibilities Handbook provided for each student upon registration in the District and at the beginning of each school year. This information is available at [www.cusd.com](http://www.cusd.com).

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

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The parents/guardians of children enrolled in Title I ~~P~~programs shall be involved in planning, designing and implementing these programs in an organized, systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses.

Federal regulations require schools receiving Title I funds to conduct annually at least one public meeting to which all parents/guardians of eligible children are invited. The purpose of the annual meeting shall be to discuss Title I ~~P~~programs and activities; inform parents/guardians of the right to consult in the planning, design, implementation and evaluation, solicit parent/guardian input, and provide for ongoing communications.

Federal regulations for Title I funding allow districts/schools to provide for parent involvement through a formal advisory committee structure and through other less formal activities. Schools receiving federal funds shall include a description of the parent involvement structure/activities in their Single Plan for Student Achievement (SPSA), on file at the school and the District. Federal regulations further require districts to annually assess, through consultation with parents/guardians, the effectiveness of the Title I ~~P~~parental Involvement ~~P~~policy and ~~P~~program and to determine what action needs to be taken, if any, to increase parental participation.

Districts/schools receiving Title I funds shall provide parents/guardians with timely information about schools in a language and format they can understand. The information shall include annual notification of:

1. The level of achievement of their children in each academic assessment required by state and federal laws.
- ~~2. The names of schools identified by the state as Program Improvement (PI) schools.~~
- ~~3. The parental option to transfer a child from a PI school to a non-PI school (Transportation is to be paid by the LEA according to local policy. If demand exceeds available funds, priority for this service are given to the lowest achieving pupils.)~~
- ~~4. The supplemental educational services available in PI schools:~~
  - ~~a. Eligibility requirements for pupils to obtain supplemental educational services.~~
  - ~~b. Names of approved providers and their qualifications.~~
  - ~~c. Help available to parents/guardians in selecting a provider, if requested.~~
  - ~~d. Assurance of fair and equitable procedures for serving pupils.~~
  - ~~e. Privacy that protects the identity of the student.~~
5. Information about English Learners (if Title I funds are used to provide an educational language program):
  - a. The reasons the child is identified as an English Learner and where he/she will be placed.
  - b. The child's level of English and academic achievement and how the levels are assessed.

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- c. A description of the programs available, the differences between them, and the methods of instruction.
- d. The ways in which the programs will meet the child's educational strengths and needs.
- e. The ways in which the programs will help the child learn English and grade-level standards for promotion and graduation.
- f. The exit requirements of the program, including the expected rate of transition to an English-language mainstream classroom, and the expected rate of graduation from high school.
- g. The ways in which the programs will meet the objectives of an individualized educational program for a child with disabilities.
- h. The right of the parent/guardian to decline enrollment, request the child to be moved from the program offered, or receive help in choosing another one.
6. The right to request the professional qualifications of their children's classroom teachers, including:
  - a. Teacher qualifications to teach the subject matter.
  - b. The type of credential held.
  - c. The degree or graduate certificate held.
  - d. If services are provided by a paraprofessional, types of services and the paraprofessional's qualifications.
- ~~7. When the child has been taught for four or more consecutive weeks by a teacher who does not meet the teacher requirements of the NCLB.~~

The District shall provide information to assist the schools in building parents'/guardians' capacity for involvement and identifying barriers to greater participation giving particular attention to parents/guardians of students, who are economically disadvantaged, disabled, limited English proficient, have limited literacy, and/or of any racial or ethnic minority background. The District shall provide technical assistance and other support to schools as needed in order to implement their Title I ~~P~~parent ~~I~~nvolvement ~~P~~olicy and/or ~~P~~rogram.

The procedures for developing and implementing Title I parent involvement policies and programs shall be stated in Administrative Regulation No. 9203.

### B. District/School Advisory Committees for State Funded Programs

1. The District/Schools shall establish District -and School ~~A~~advisory ~~C~~ommittees (**DAC and SAC**) in accordance with all applicable laws.

A list of required District/school advisory committees, including a description of their purpose, follows:

1. School Site Council (SSC)

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The primary task of the SSC is to meet at least quarterly to ensure the school is continually engaged in identifying and implementing curriculum and instructional practices resulting in strengthening the core academic program and ensuring pupils have access and success in said program. This core program should embody the District's curriculum, which itself should reflect the state frameworks and curriculum standards. The SSC is charged with, among other things, the task of developing the Single Plan for Student Achievement (SPSA) and the School Safety Plan, in accordance with applicable law. The school's improvement effort should be coordinated with the District's effort to improve its curriculum offerings and quality of instruction in order that both the school, through the SSC, and the Governing Board, through the District Office, become part of a single improvement effort.

A school district may designate a School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as a School Advisory Committee (SAC), as permitted by law.

2. English Learner Advisory Committee (ELAC)

Whenever there are 21 or more English Learner pupils at a school site, there shall be a functioning ELAC elected by parents/guardians of English Learners at the site that receive training and materials appropriate to assist members in carrying out their legal responsibilities. The committee shall meet at least quarterly to advise the principal and staff on the development of a plan for English learners, to develop an annual school needs assessment, and provide assistance with the ~~R-30~~ **Annual** Language Census for the school.

3. District English Language Advisory Council (DELAC)

Whenever there are 51 or more English Learners pupils in the District, there shall be a functioning DELAC or subcommittee of an existing District committee that has had the opportunity to advise the Governing Board on topics such as the Local Educational Accountability Plan (LEAP), conducts an annual Needs Assessment by school and DELAC, the opportunity to review District program, goals, and objectives for EL programs and collaborate on topics such as; the ~~R-30~~ **Annual** Language Census, review of and comment on the written notification of initial enrollment, and review of and comment on District reclassification procedures and data. Additionally, the DELAC must receive training and materials appropriate to assist members in carrying out their legal responsibilities. The DELAC shall meet at least once every quarter.

4. District Migrant Education Parent Advisory Council

The purpose of the District Migrant Parent Program is to ensure Migrant parents/guardians receive information about parent-related workshops, school site, and District committees as evidenced by contact logs. The Migrant Parent Advisory Council will participate in the creation of the annual Migrant Service Agreement, budget revisions, program planning and evaluation evidenced by agenda and sign-in sheets. An annual needs assessment shall be conducted to solicit ideas and input on topics of discussion for the meetings and program improvement.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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### 5. District Indian Education Parent Advisory Committee (IPAC)

The District's Indian Education Program is guided by the IPAC which is comprised of American Indian and Alaskan Native parents/guardians, District teachers and District administration. The IPAC is responsible for advising the District to ensure the provision of effective school programs and services for Native American pupils. The IPAC meets throughout the year to discuss program issues, services provided, and other needs related to the student achievement of District pupils. The IPAC oversees an annual Needs Assessment sent to all Native American Families to provide feedback on the program and offer areas of commendations and recommendations. Members serve on the committee for two years.

In addition to the required committees listed above, the following parent involvement committees have been established at the school and District level:

#### 1. School Assessment Review Team (SART)

SART provides a formal vehicle to enable parents/guardians to partner in the educational process of their children. Through quarterly SART meetings established at the school and District level, parents/guardians and community members shall be active participants in the decision-making process and in the assessment of the quality of the educational programs. SART works in collaboration with parents/guardians and community members to:

- Study and become knowledgeable about the various programs and components of the school.
- Discuss the effectiveness and appropriateness of those programs and components relative to the goals of the school and District and the needs and desires of the community served by the school.
- Assist in assessing school-community attitudes relative to the total school program.
- Act as a communication liaison between the community, school, and District.
- Provide input and influence in an advisory capacity to the principal and site leaders regarding the operation of the school.

#### 2. Intercultural and Diversity Advisory Council (IDAC)

The Intercultural Diversity Advisory Committee (IDAC) is comprised of community members and District employees representing the diversity of the District. In addition to the District IDAC, an IDAC has been established at each school site and for each area.

The purpose of IDAC is to assist the District in the implementation of Cultural Competencies and to monitor the progress of the District toward achieving the desired outcomes of those competencies.

The areas of focus for IDAC include:



## CLOVIS UNIFIED SCHOOL DISTRICT

- Develop, adopt and implement a District policy to promote an environment free of racial bias and discrimination.
- Develop, adopt and implement a District Affirmative Action plan as required by Education Code Section 44100.
- Establish a student human relations council at each school. Provide training for teachers and administrators to promote understanding and appreciation of cultural differences.
- Make deliberate efforts to insure minority representation on District and school-site committees.
- Develop and adopt complaint-handling procedures that are clearly understood by staff, pupils and parents/guardians.
- Develop, adopt and implement a District policy to promote an environment free of discrimination based on gender.
- Develop, adopt and implement a District policy to promote an environment free of discrimination based on disability.

The District IDAC shall present annually to the Governing Board at a regularly scheduled Board meeting.

*Adopted: 07/23/75*

*Revised: 06/28/78*

*Revised: 06/24/87*

*Revised: 08/23/89*

*Revised: 08/28/91*

*Revised: 05/25/94*

*Revised: 05/22/96*

*Revised: 06/14/06*

*Revised: 09/26/07*

*Revised: 01/23/08*

*Reviewed: 01/14/09*

*Revised: 11/18/09*

*Reviewed: 01/15/14*

*Revised: 01/14/15*

*Revised: 9/26/18 (Pending)*

### Legal References

*Every Student Succeeds Act of 2015 No Child Left Behind Act of 2001*

*Education Code 11500-11506, 42605, 48985, 51101, 54444.2, 64001*

*Labor Code section 230.8, United States Code, Title 20, sections 6311, 6312, 6314, 6316, 6318*

*Code of Federal Regulations, Title 28, sections 35.104, 35.160*

### Management Resources

*CDE 0928.90 Guidelines for the Development of Policies on Parent Involvement*

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## CLOVIS UNIFIED SCHOOL DISTRICT

### FINANCIAL SERVICES

#### *Revenue, Tuition, & Fees*

#### CONFLICT OF INTEREST CODE

##### Conflict of Interest Code

The District's Conflict of Interest Code shall be comprised of the terms of the California Code of Regulations, Title 2, Section 18730, together with attachments specifying Designated Positions and the specific types of disclosure statements required for each position.

##### Review

Pursuant to law, upon direction of the Fresno County Board of Supervisors, the code reviewing body, the Governing Board shall review the Conflict of Interest Code in even-numbered years. If no change in the code is required, the District shall notify the code reviewing body by October 1 by submitting a written statement to that effect.

##### Revisions

When a change in the District's conflict of interest code is necessitated by changed circumstances, such as the creation of new Designated Positions, amendments or revisions, the changed code shall be submitted to the code reviewing body within 90 days.

When reviewing and preparing conflict of interest codes, the District shall provide officers, employees, consultants and members of the community adequate notice and a fair opportunity to present their views.

##### Designated Positions

Unless otherwise required by law, the positions listed in Exhibit No. 4605 (1) shall be Designated Positions.

##### Disclosure Statement - Filing

1. Persons holding Designated Positions shall file the appropriate statement listed below disclosing investments, interests in real property, business positions, and income required to be reported under the category or categories assigned in Exhibit 4605 (1). An investment, interest in real property, business position, or income shall be reportable if the business entity in which the investment or business position is held, the interest in real property, or source of income may foreseeably be affected materially by any decision made or participated in by the person holding a Designated Position. The specific disclosure responsibilities assigned to each Designated Position are set forth in Exhibit 4605 (2).
2. An Initial Statement shall be filed by each person holding a Designated Position within 30 days after the effective date of this Conflict of Interest Code, disclosing investments, interests in real property, business positions, and income received in the (12) months prior to the effective date of this code.
3. Annual statements shall be filed by April 1 disclosing investments, interests in real property, business positions, and income during the preceding calendar year by persons holding

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## CLOVIS UNIFIED SCHOOL DISTRICT

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### Designed Positions.

4. An Assuming Office Statement shall be filed by persons elected, appointed, promoted or transferred to Designated Positions within 30 days after assuming the position.
5. All statements shall be filed with the Superintendent of the District. Upon receipt of the statements of the members of the Governing Board and of the Superintendent, the Superintendent shall make and retain a copy of each and forward the originals of these statements to the Clerk to the County Board of Supervisors for filing.
6. A Leaving Office Statement shall be filed by any person holding a Designated Position whose position with the District is terminated, voluntarily or involuntarily, within 30 days after termination, disclosing reportable investments, business positions, interests in real property and income held or received covering the period between the closing date of the previous Statement of Economic Interests and the termination date.
7. Any person who resigns from a Designated Position within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer of the person's filing obligation, whichever is earlier, is not deemed to "assume or leave office," provided that during the period between appointment and resignation, the person does not make, participate in making, or use the position to influence any decision of the District or to receive or become entitled to receive any form of payment as a result of his or her appointment.
  - a. Within 30 days of the date of a notice from the filing officer, the person shall do both of the following:
    - (1) File a written resignation with the appointing power; and
    - (2) File a written statement with the filing officer signed under penalty of perjury stating that during the period between appointment and resignation he or she did not make, participate in the making, or use the position to influence any decision of the District or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

### Disclosure Statements - Contents

Disclosure statements shall be made on forms (Form 700) prescribed by the California Fair Political Practices Commission (FPPC) and supplied by the District.

#### 1. Contents of Investment and Interest in Real Property Reports

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

- a. A statement of the nature of the investment or interest.
- b. The name of the business entity in which each investment is held and a general description of the business activity in which the business entity is engaged.
- c. The address or other precise location of the real property.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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- d. A statement whether the fair market value of the real property or investment equals or exceeds two thousand dollars (\$2,000), but does not exceed ten thousand dollars (\$10,000), exceeds ten thousand dollars (\$10,000), but does not exceed one hundred thousand dollars (\$100,000), exceeds one hundred thousand dollars (\$100,000), but does not exceed one million dollars (\$1,000,000), or exceeds one million dollars (\$1,000,000). This information need not be provided with respect to an interest in real property that is the filer's principal residence.
  - e. If the property or investment was partially or wholly acquired or disposed of during the period covered by the statement, the date of acquisition or disposal.
  - f. Other information required by the FPPC forms.
2. Contents of Income Reports
- a. When income is required to be reported under this Code, the statement shall contain the following:
    - (1) The name and address of each source of income aggregating five hundred dollars (\$500) or more in value and a general description of the business activity, if any, of each source. (Persons holding Designated Positions are not required to report salary, reimbursement for expenses or per diem, social security, disability, or other similar benefit payments received from a federal, state, or local government agency, including sums received as compensation for serving as Board Members as provided in the Education Code.)
    - (2) A statement whether the aggregate value of income from each source or in the case of a loan reportable as income, the highest amount owed to each source, was ~~five hundred dollars (\$500) or more and~~ one thousand dollars (\$1,000) or less, was greater than one thousand dollars (\$1,000), was greater than ten thousand dollars (\$10,000), or was greater than one hundred thousand dollars (\$100,000).
    - (3) A description of the consideration, if any, for which the income was received.
    - (4) In the case of a gift valued at fifty dollars (\$50) or more, the name, address, and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received.
    - (5) In the case of a loan reportable as income, the annual interest rate and the security, if any, given for the loan, and the term of the loan.
    - (6) Other information required by the FPPC forms.
  - b. When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:
    - (1) The name, address, and a general description of the business activity of the business entity.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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(2) The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal or greater than ten thousand dollars (\$10,000) during a calendar year.

(3) Other information required by the FPPC forms.

### 3. Contents of Business Position Reports

When business positions are required to be reported, a person holding a Designated Position shall list the name and address of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity, and any other information required by the FPPC forms.

### Prohibition on Receipt of Honoraria

No person holding a Designated Position shall accept any honorarium from any source, if the person would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. Subdivisions (a), (b), and (c) of Government Code section 89501 shall apply to the prohibitions in this section. This section shall not limit or prohibit payments, advances, or reimbursements for travel and related lodging and subsistence authorized by Government Code section 89506.

Board members and persons holding Designated Positions may accept gifts only under the conditions and limitations specified in Government Code section 89503 and California Code of Regulations, Title 2, Section 18730. **The applicable gift limit in effect from January 1, 2017 to December 31, 2018 is \$470.**

The limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value as described in Government Code section 89503.

Gifts of travel and related lodging and subsistence shall be subject to the prevailing gift limitation except as described in Government Code section 89506.

A gift of travel does not include travel provided by the District for Board members and persons holding Designated Positions.

### Loans to Public Officials

1. No member of the Governing Board of the District shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any officer, employee, member, or consultant of the District (including those of any public agency over which the District has direction and control).
2. No member of the Governing Board of the District shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any person who has a contract with the District (including those of any public agency over which the District has direction and control). This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail

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## CLOVIS UNIFIED SCHOOL DISTRICT

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installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status.

3. Paragraphs 1 and 2 above shall not apply to the following:
  - a. Loans made to the campaign committee of an elected officer or candidate for elective office,
  - b. Loans made by a Governing Board Member's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.
  - c. Loans from a person who is an officer, employee, member, or consultant of the District (including those of any public agency over which the District has direction and control), or who has a contract with the District (including those of any public agency over which the District has direction and control) that, in the aggregate, do not exceed ~~two hundred and fifty~~ **five hundred** dollars (~~\$500~~**\$500**) at any given time.
  - d. Loans made, or offered in writing, before January 1, 1998.

### 4. Loan Terms

- a. Except as set forth in subdivision (4.b.), no Member of the Governing Board of the District shall, from the date of his or her election to office through the date he or she vacates office, receive a personal loan of five hundred dollars (\$500) or more from a single lender, except when the loan is in writing and clearly states the terms of the loan, including the parties to the loan agreement, date of the loan, amount of the loan, term of the loan, date or dates when payments shall be due on the loan and the amount of the payments, and the rate of interest paid on the loan.
- b. This section shall not apply to the following types of loans:
  - 1) Loans made to the campaign committee of the elected officer.
  - 2) Loans made by a Governing Board Member's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under Government Code section 87460.
  - 3) Loans made, or offered in writing, before January 1, 1998.
  - 4) Nothing in this section shall exempt any person from any other provision of Title 9 of the Government Code (the Political Reform Act of 1974).

### 5. Personal Loans

- a. Except as set forth in subdivision 5.b., a personal loan received by any person holding a Designated Position shall become a gift to the designated employee for the purposes of

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## CLOVIS UNIFIED SCHOOL DISTRICT

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this section in the following circumstances:

- 1) If the loan has a defined date or dates for repayment, when the statute of limitations for filing an action for default has expired.
- 2) If the loan has no defined date or dates for repayment, when one year has elapsed from the later of the following:
  - a) The date the loan was made.
  - b) The date the last payment of one hundred dollars (\$100) or more was made on the loan.
  - c) The date upon which the debtor has made payments on the loan aggregating to less than two hundred fifty dollars (\$250) during the previous 12 months.
- b. This section shall not apply to the following types of loans:
  - 1) A loan made to the campaign committee of an elected officer or a candidate for elective office.
  - 2) A loan that would otherwise not be a gift as defined in Title 9 of the Government Code (the Political Reform Act of 1974).
  - 3) A loan that would otherwise be a gift as set forth under subdivision 5.a., but on which the creditor has taken reasonable action to collect the balance due.
  - 4) A loan that would otherwise be a gift as set forth under subdivision 5.a., but on which the creditor, based on reasonable business considerations, has not undertaken collection action. Except in a criminal action, a creditor who claims that a loan is not a gift on the basis of this paragraph has the burden of proving that the decision for not taking collection action was based on reasonable business considerations.
  - 5) A loan made to a debtor who has filed for bankruptcy and the loan is ultimately discharged in bankruptcy.
- c. Nothing in this section shall exempt any person from any other provisions of Title 9 of the Government Code (the Political Reform Act of 1974).

### Disqualification

1. Persons holding Designated Positions must disqualify themselves from making or participating in the making of any decisions or using their official positions to influence the making of any decision which will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally on the official or a member of his or her immediate family or on:
  - a. Any business entity in which the designated person has a direct or indirect investment worth two thousand dollars (\$2,000) or more;
  - b. Any real property in which the designated person has a direct or indirect interest worth two thousand dollars (\$2,000) or more;



## CLOVIS UNIFIED SCHOOL DISTRICT

- c. Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated person within 12 months prior to the time when the decision is made;
  - d. Any business entity in which the designated person is a director, officer, partner, trustee, employee, or holds any position of management; or
  - e. Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating \$440 ~~or more~~ **exceeding the limitation specified in Government Code section 89503 and California Code of Regulations, Title 2, Section 18730**, provided to, received by, or promised to the designated person within 12 months prior to the time when the decision is made. **The applicable gift limit in effect from January 1, 2017 to December 31, 2018 is \$470.**
2. No person holding a Designated Position shall be prevented from making or participating in the making of any decision to the extent his or her participation is legally required for the decision to be made. The fact that the vote of a designated person who is on a voting body is needed to break a tie does not make his or her participating legally required for purposes of this section.

### Definition of Terms

Except as otherwise provided, the definitions contained in the Political Reform Act of 1974, Government Code Section 81000, et seq., and any regulations adopted by the Fair Political Practices Commission pursuant to the Act, are incorporated herein and this Code shall be interpreted in a manner consistent therewith.

*Adopted: 12/08/76*  
*Revised: 02/22/84*  
*Revised: 11/21/94*  
*Revised: 09/25/02*  
*Revised: 03/24/04*  
*Revised: 03/22/06*  
*Revised: 09/24/08*  
*Revised: 11/14/12*  
*Revised: 08/27/14*  
*Reviewed: 01/14/15*  
*Reviewed: 08/31/16*  
*Revised: 09/26/18 (Pending)*

*Government Code Sections 81000, et. seq., 89500, et seq.*  
*California Code of Regulations, Title 2, Section 18730*



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## CLOVIS UNIFIED SCHOOL DISTRICT

### FACILITIES

#### *Planning*

#### SCHOOL CAPACITY PARAMETERS

**PURPOSE:** To define the planning parameters relative to enrollment capacity for new and existing schools.

#### A. Definitions

##### 1. Minimum Design Capacity for New Schools

The number of students eligible to be housed at a school site based upon the design capacity of permanent facilities.

- a. Elementary (Grades K-6) Schools – 700 students
- b. Intermediate (Grades 7 & 8) Schools – 1300 students
- c. High (Grades 9-12) Schools - 2600 students

##### 2. Enrollment Capacity for Existing Schools

The number of students eligible to be housed at a school site based upon the permanent and portable classrooms that can be supported by the on-site infrastructure (restrooms, multi-purpose room, library media center, **space on site for portables and current programs established on campus**) etc.) as outlined in Exhibit 5105 (1). ~~which establishes school capacities for use in the District's transfer policies (2208, 2209 and 2210).~~

##### 3. Permanent Design Capacity for Existing Schools

The number of students eligible to be housed at a school site based upon the permanent classrooms multiplied by the District's loading capacity ~~and~~, taking into consideration the ~~maximum classroom size of 20 students (State Class Size Reduction Program) in Grades K-1, 2 and 3 and Grades 4-6. This is outlined in Exhibit 5105 (3) which establishes school capacities for use in the District's transfer policies (2208, 2209 and 2210).~~

#### B. Reorganizing

Occasionally, due to a number of conditions, a school may lose enrollment. In these rare cases, a school may not have resources to provide a comprehensive and effective educational program for the remaining students. Exhibit No. 5105 (2) lists points of consideration or criteria to determine if a school should be reorganized.

The Superintendent will evaluate the criteria with input as he or she deems necessary and according to the law and then present a recommendation to the Facilities Subcommittee for consideration prior to submission to the Governing Board. This process must be timely, allowing ample opportunity for the expression and sharing of ideas and solutions. The desired notification to parents, students and staff is twelve months with a minimum of six months before any reorganization.

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*Adopted: 8/12/92*  
*Amended: 10/8/03*  
*Amended: 1/4/06*  
*Amended: 8/8/07*  
*Reviewed:- 7/26/10*  
*Revised: 9/26/18 (Pending)*

*Education Codes 17387-17391, 17453, 17455-17484*



Board Agenda Item

Friday, September 14, 2018

**Agenda Item: P. - 5.**

**Title:** Resolution No. 3663 – Evaluating Suitability of Real Property at Shields and Locan for Use as a New Elementary School

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** September 12, 2018      **FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Adopt Resolution No. 3663 evaluating real property at Shields and Locan avenues for a new elementary school site in accordance with the new school site selection standards established by the California Department of Education.

**DISCUSSION:**

The District intends to acquire a site near Shields and Locan avenues for a new elementary school and related facilities. California Education Code section 17211 requires the Governing Board of a school district to evaluate the property at a Public Hearing, scheduled for 6:45 p.m during this September 26, 2018, Board meeting, using the site selection standards established by the State Department of Education pursuant to subdivision (b) of Section 17251.

The report evaluating the proposed site in relationship to the State site selection standards is available at [www.cusd.com/facilities-homepage/shields-locan/](http://www.cusd.com/facilities-homepage/shields-locan/).

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**ATTACHMENTS:**

Description	Upload Date	Type
Resolution No. 3663	9/18/2018	Backup Material

**REVISIONS:**

**RESOLUTION NO. 3663  
BEFORE THE GOVERNING BOARD OF THE  
CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**A RESOLUTION EVALUATING REAL PROPERTY FOR A  
NEW ELEMENTARY SCHOOL SITE IN ACCORDANCE WITH THE  
SCHOOL SITE SELECTION STANDARDS ESTABLISHED BY THE  
CALIFORNIA DEPARTMENT OF EDUCATION**

**WHEREAS**, the Clovis Unified School District ("District") proposes to acquire 25 acres of real property located on the east side of Locan Avenue, approximately 650 feet north of Shields Avenue in Fresno County, adjacent to the City of Fresno for the construction and operation of an elementary school; and

**WHEREAS**, California Education Code section 17211 requires a school district to evaluate proposed school site property at a public hearing using the site selection standards established by the State Department of Education pursuant to subdivision (b) of Section 17251; and

**WHEREAS**, a report was prepared by the District administration evaluating the conformity of the proposed school site to State Department of Education site selection standards, and the report determined that the site conforms with said standards; and

**WHEREAS**, said report is incorporated into this resolution; and

**WHEREAS**, the public was given the opportunity to comment on the conformity of the site with the State Department of Education site selection standards at the public hearing; and

**WHEREAS**, there is no substantial evidence before the Board that the subject property conflicts with the State Department of Education site selection standards

**THEREFORE, BE IT RESOLVED**, that the Governing Board of the Clovis Unified School District makes the following findings:

SECTION 1. The Board adopts the foregoing recitals as true and correct.

SECTION 2. The Board hereby confirms that it has evaluated the subject property at a public hearing using the site selection standards established by the State Department of Education, and finds that the subject property conforms to the site selection standards established by the State Department of Education

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 26<sup>th</sup> day of September, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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Jim Van Volkinburg, D.D.S, President  
Governing Board  
Clovis Unified School District  
Fresno County, California

I, Ginny L. Hovsepien, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

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Ginny L. Hovsepien, Clerk  
Governing Board  
Clovis Unified School District  
Fresno County, California



Board Agenda Item

Friday, September 14, 2018

Agenda Item: P. - 6.

**Title:** Resolution No. 3664 – Adopting a Mitigated Negative Declaration for and Approving the Proposed New Shields and Locan Elementary School Project

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** September 12, 2018      **FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Adopt Resolution No. 3664 adopting a Mitigated Negative Declaration for and approving the proposed new elementary school project at Shields and Locan avenues.

**DISCUSSION:**

The District intends to acquire a site located near the northeast corner of North Locan and East Shields avenues for the construction of a new elementary school and related facilities (Project). The Project is subject to review under the California Environmental Quality Act (CEQA). For every non-exempt public project, CEQA generally requires the lead agency to prepare an initial study in order to determine the level of environmental review required for CEQA compliance. If the initial study indicates that the Project will not result in significant adverse environmental impacts, the lead agency may adopt a “negative declaration” rather than preparing a full environmental impact report. (Pub. Res. Code § 21080(c).) If the initial study reveals substantial evidence that significant environmental impacts might occur, but also identifies mitigation measures that reduce those impacts to a level of less than significant, the lead agency may satisfy CEQA obligations with a “Mitigated Negative Declaration.” (Pub. Res. Code §§ 21064.5 & 21080(d).)

Consistent with this process, an Initial Study (IS) was prepared which determined that the proposed Project may result in significant environmental impacts, but that mitigation measures would reduce those impacts to a level of less than significant. Therefore, a Mitigated Negative Declaration (MND) was prepared. In compliance with CEQA Guidelines 15072 & 15073, the District provided notice of and circulated the MND for a 30-day public review period from July 23, 2018, through August 23, 2018. Notice was published in the *Business Journal* on July 23, 2018. Copies of the IS/MND are available for review at the District Office as well as on the District website: [www.cusd.com/facilities-homepage/shields-locan/](http://www.cusd.com/facilities-homepage/shields-locan/).

The District received comments from public agencies, which are included in the Summary of Comments and Responses to Comments at [www.cusd.com/facilities-homepage/shields-locan/](http://www.cusd.com/facilities-homepage/shields-locan/). The MND, including the Appendices and Mitigation Monitoring and Reporting Plan (MMRP), represents the proposed final environmental document for the Project as described in the Resolution and can also be found at [www.cusd.com/facilities-homepage/shields-locan/](http://www.cusd.com/facilities-homepage/shields-locan/). Approval of the MND, along with the MMRP, will satisfy the District’s obligations under CEQA and is a prerequisite to District approval of the Project.

The CEQA and its implementing Guidelines encourage public participation in the CEQA process. Therefore, it is the District’s practice to hold a Public Hearing prior to considering the

adoption of CEQA documents for new school projects. Following the Public Hearing, and after consideration of any comments received, the Board may consider and approve the Resolution adopting a Mitigated Negative Declaration for and approving the proposed new Shields and Locan elementary school project.

**FISCAL IMPACT/FUNDING SOURCE:**

The filing fee for the Notice of Determination will be \$2,330.75, which will be funded by Developer Fees.

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Resolution No. 3664	9/18/2018	Backup Material

**REVISIONS:**

**RESOLUTION NO. 3664  
BEFORE THE GOVERNING BOARD OF THE  
CLOVIS UNIFIED SCHOOL DISTRICT**

**A RESOLUTION ADOPTING A MITIGATED NEGATIVE DECLARATION FOR THE  
SHIELDS-LOCAN ELEMENTARY SCHOOL PROJECT  
AND APPROVING THE PROJECT**

**WHEREAS**, the Clovis Unified School District (the “District”) is proposing to undertake the Shields-Locan Elementary School Project on approximately 25 acres located on the east side of Locan Avenue, approximately 650 feet north of Shields Avenue, adjacent to the City of Fresno in Fresno County (“Project”); and

**WHEREAS**, the Project includes the acquisition of a 25-acre site to accommodate a new elementary school for 750 students in grades TK-6, and the construction and operation of said facilities, as described in the Initial Study for the Project; and

**WHEREAS**, the District has prepared an Initial Study and Proposed Mitigated Negative Declaration for the Project in compliance with the California Environmental Quality Act (“CEQA”) and the State CEQA Guidelines; and

**WHEREAS**, notice that the District proposed to adopt a Mitigated Negative Declaration for the Project was provided to the public within a reasonable period of time prior to the date on which the Mitigated Negative Declaration was scheduled for adoption; and

**WHEREAS**, the Initial Study identified potentially significant effects which the Project could have but the District agreed to mitigation measures before the proposed Mitigated Negative Declaration was released for public review, which will avoid the effects or mitigate the effects to a point where no significant impacts will occur; and

**WHEREAS**, all comments received from the public in response to the proposed Mitigated Negative Declaration have been submitted to the Governing Board of the Clovis Unified School District (Board) for review, together with responses to those comments; and

**WHEREAS**, there is no substantial evidence before the Board that the Project may have a significant effect on the environment; and

**WHEREAS**, the District has prepared a Mitigation Monitoring Reporting Program for the project, set forth in Section F of the Initial Study.



**THEREFORE, BE IT RESOLVED**, that the Governing Board of the Clovis Unified School District makes the following findings:

SECTION 1. The Board adopts the foregoing recitals as true and correct.

SECTION 2. The Board hereby finds that the Initial Study and Mitigated Negative Declaration reflect the independent judgment of the District as Lead Agency for the Project.

SECTION 3. The Board hereby finds that the Initial Study and Mitigated Negative Declaration have been completed in compliance with CEQA; and that the Board has independently reviewed and considered the Initial Study and proposed Mitigated Negative Declaration, together with all comments received during the public review process, prior to adopting the Mitigated Negative Declaration and approving the Project.

SECTION 4. The Board, based on the Initial Study and the comments received, hereby finds there is no substantial evidence the Project may have a significant effect on the environment.

SECTION 5. The Board, based on information in the Initial Study and the Geological/Environmental Hazards Report prepared for the Project, hereby finds that the Project site is not, and has not been, a hazardous waste disposal site or solid waste disposal site; the Project site is not a hazardous waste release site identified by the State Department of Health Services; the Project site does not contain pipelines situated underground or above-ground which carry hazardous substances, acutely hazardous materials, or hazardous wastes; and the Project site is not within 500 feet of the edge of the closest land of a freeway or other busy traffic corridor as defined in Education Code section 17213(d)(9) or Public Resources Code section 21151.8(c)(9).

SECTION 6. The Board, based on information in the Initial Study and the Geological/Environmental Hazards Report prepared for the Project, hereby finds that the District consulted with the Fresno County Health Department and San Joaquin Valley Air Pollution Control District, per Public Resource Code section 21151.8 and Education Code section 17213 to identify any facilities within one-fourth mile of the site which might reasonably be anticipated to emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste. There are no such facilities within one-fourth mile of the site that would constitute an actual or potential endangerment of public health to persons who would attend or be employed at the school.

SECTION 7. The Board hereby approves the Project.

SECTION 8. The Board hereby authorizes the Superintendent or his designee to file a Notice of Determination for the Project.

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 26<sup>th</sup> day of September, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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Jim Van Volkinburg, D.D.S, President  
Governing Board  
Clovis Unified School District  
Fresno County, California

I, Ginny L. Hovsepian, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

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Ginny L. Hovsepian, Clerk  
Governing Board  
Clovis Unified School District  
Fresno County, California

**CONTACT PERSON:** Barry Jager**FOR INFORMATION:****FOR ACTION:** September 26, 2018**RECOMMENDATION:**

Approve the Provisional Internship Permit for the recommended teaching candidate, as submitted.

**DISCUSSION:**

The Provisional Internship Permit (PIP) is available when the employing agency knows that there will be a teacher vacancy yet is unable to recruit a suitable candidate. The expectations of the employer and the employee are higher since these individuals will be the teacher of record and should be on a credential track. The focus of the document is meeting subject matter competency. Once a candidate completes subject matter competency, the candidate can be employed on a document such as a District Internship Credential. Candidate requirements include the following: (1) Bachelor's degree or higher; (2) passage of the California Basic Educational Skills Test (CBEST); and (3) specific course work or experience, explained in detail on the Provisional Internship Permit information leaflet.

As required by the California Commission on Teacher Credentialing (CCTC), employing agencies offering employment to candidates on a Provisional Internship Permit are required to: (1) conduct a diligent search for a suitable credentialed teacher or qualified internship teacher; (2) provide the PIP holder with orientation, guidance, and assistance as specified in Title 5 Section 80026.5; (3) assist the PIP holder in developing a personalized plan (kept on file at the local level) through an agency-defined assessment leading to completion of subject matter competence; and (4) counsel the PIP holder to enroll in subject matter training. Clovis Unified School District administration hereby declares that a diligent search was conducted for suitable credentialed teachers or qualified internship teachers. Upon Board approval, District administration asserts that steps 2-4, as outlined above, will be completed.

School districts submitting Provisional Internship Permit requests must include verification that a notice of intent to employ the applicants in the identified positions was made public. The public notice must include the following information: (1) the name of the applicant(s); (2) the assignment in which the applicant(s) will be employed including subject(s), grade level(s), and school site; and (3) a statement that the applicant(s) will be employed on the basis of a Provisional Internship Permit. Clovis Unified intends to submit a Provisional Internship Permit request for the following teacher candidate, contingent upon administration and Board approval:

Name of Applicant	Assignment	Grade Level	School Site	Employment Status
Brooke Thomas	3rd Grade	K-6	Mt. View	PIP (General Education Multiple Subject)

A Provisional Internship Permit shall be issued for one year and may not be renewed.

Lastly, public school districts must include a copy of the agenda item presented to the Governing Board of the District. The agenda item must be presented in a public meeting as an Action item and include the information above for each individual for whom the permit will be requested. The permit request must include a signed statement from the Superintendent, or designee, that the item was acted upon favorably. To assure that each permit request receives individual review and approval by the Governing Board, the agenda item may not be part of the Consent agenda.

This request is being presented directly for Action as the start of the 2018-19 school has already commenced.

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**

**Title:** Schedule the Annual Public Hearing on Sufficiency of Textbooks and Instructional Materials

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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** September 26, 2018

**RECOMMENDATION:**

Schedule the annual Public Hearing related to the Pupil Textbook and Instructional Materials Program, as required by Education Code Section 60119, to occur on Wednesday, October 10, 2018, at 6:45 p.m. at 1680 David E. Cook Way, Clovis, California.

**DISCUSSION:**

Education Code Section 60119 requires that the Governing Board conduct a Public Hearing and consider a resolution regarding the sufficiency of textbook and instructional materials in the District.

The Public Hearing notice will be posted at the following locations:

- CUSD Professional Development Building, 1680 David E. Cook Way, Clovis
- CUSD Professional Learning Center, 362 N. Clovis Ave., Clovis
- CUSD District Office, 1450 Herndon Ave., Clovis
- CART, 2555 Clovis Ave., Clovis
- CUSD's website at [www.cusd.com](http://www.cusd.com)

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**

**Title:** Agreement with Brilliance Project for Visible Learning  
Professional Development

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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into an agreement with Kristin Anderson, founder of the Brilliance Project, to provide Visible Learning professional development for Curriculum, Instruction and Accountability Department staff, as submitted.

**DISCUSSION:**

Kristin Anderson currently provides Visible Learning professional development to 13 Clovis Unified schools. The training Mrs. Anderson will provide to Curriculum, Instruction and Accountability (CI&A) staff will eliminate the need for future consultants to support schools with Visible Learning.

Results of a needs assessment review in the CI&A Department indicated a need for professional development in the areas of:

- Qualitative and quantitative evaluative research across local system and environment;
- Executive coaching, one-to-one directive and instructional coaching;
- Collaborative design of professional learning frameworks for system impact; and
- Operational and change management mechanisms to monitor and inform change methodology.

CI&A administration believes these skills, to be provided through Brilliance Project professional development training, will increase the efficiency and effectiveness of the department, which will lead to a significant impact on student achievement.

**FISCAL IMPACT/FUNDING SOURCE:**

The agreement cost of \$29,500 is fully funded through Staff Development for the 2018-19 school year.

**REVISIONS:**



Board Agenda Item

Wednesday, September 5, 2018

Agenda Item: Q. - 2.

**Title:** Annual Agreement with Educational Resources Consultants for Grant Writing and Research

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into an agreement with Educational Resource Consultants for the purpose of grant writing and research, as submitted.

**DISCUSSION:**

Aim I of Clovis Unified's Strategic Plan is to "Maximize Achievement for ALL Students," with a goal to provide a high-quality educational system for all students focusing on mind, body and spirit utilizing active learning, high academic rigor and systematic intervention to ensure college and career readiness. One way Clovis Unified accomplishes this goal is by leveraging opportunities to participate in research-based best practices. Funding to participate in action research is often offered through local, State and Federal grant programs. For example, Clovis Unified has received many grants over the past three years to support areas such as mathematics instruction, teacher preparation programs and Career Technical Education.

Grant opportunities arise throughout the year and often have a short timeline for development and application. The approval of an annual agreement with Educational Resource Consultants (ERC) for the purpose of grant writing and research on behalf of Clovis Unified will improve the efficiency of planning and communication for both the Curriculum, Instruction and Accountability and Business Services departments.

The agreement with ERC was reviewed by members of the Curriculum Board Subcommittee during their September 20, 2018, meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

Funding is provided entirely through the Curriculum, Instruction and Accountability budget, not to exceed \$50,000 for the 2018-19 school year.

**REVISIONS:**

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into an Early Participation Program agreement with the College Board to allow intermediate and high school students to take the Preliminary SAT/National Merit Scholarship Qualifying Tests.

**DISCUSSION:**

One of the action efforts included in Aim I of Clovis Unified's Strategic Plan to "Maximize Achievement for ALL Students" is the preparation of students for college and career readiness, including participation in college-readiness assessments. Two college readiness assessments are the Preliminary SAT (PSAT) 8/9 and Preliminary SAT/National Merit Scholarship Qualifying Tests (PSAT/NMSQT). Students receive results from these assessments which help them to prepare for the actual assessment and serve as an indicator as to which secondary courses best meet their individual needs. Administration at Granite Ridge, Alta Sierra and Kastner intermediate schools have requested that their students take the PSAT 8/9 during their eighth-grade year. High school students at all sites will take the same test during their junior year.

If approved, Clovis Unified will pay exam fees which will allow students to participate twice in college-readiness exams during their secondary school experience.

The College Board agreement was reviewed by members of the Curriculum Board Subcommittee during their May 29, 2018, meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

The cost of administering both the PSAT 8/9 and the PSAT/NMSQT will not exceed 73,571. Funding is included in the 2018-19 Assessment Department budget and the College and Career Readiness Grant.

**REVISIONS:**





Board Agenda Item

Wednesday, August 29, 2018

**Agenda Item: Q. - 4.**

**Title:** California Classified School Employee Teacher Credentialing Program

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into an agreement with Fresno State's Kremen School of Education to provide support for Clovis Unified's classified employees in attaining teaching credentials, as submitted.

**DISCUSSION:**

Clovis Unified's agreement with Fresno State is a partnership devoted to developing future teachers for the District. The program will serve as a pipeline and link talented CUSD classified employees to futures as credentialed Clovis Unified teachers. The Paraprofessional Teacher Development Center, located in Fresno State's Kremen School of Education, will serve as a "one-stop-shop," assisting with registration, advisement, financial aid, tutoring and any personal situations that may inhibit progress toward credential completion. The Center will serve as a "home base" for Clovis Unified teacher preparation participants on campus. Placement coordination will be provided for students employed as paraprofessionals with the agreement that they will teach in Clovis Unified if offered a position. The program will provide a "grow your own" approach and will enhance the preparation pipeline for future Clovis Unified teachers.

**FISCAL IMPACT/FUNDING SOURCE:**

Funded through the C4 Grant Award for California School Employees, which provides \$100,000 to Clovis Unified for the term July 1, 2018, to June 30, 2019, and C333 Grant Award for California School Employees, which provides \$80,000 to Clovis Unified for the term July 1, 2018, to June 30, 2019.

**REVISIONS:**

**Title:** Proposition 51 Career Technical Education Facilities Program  
Grant Application

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Approve the District's submission of Career Technical Education Facilities Program (CTEFP) applications for Buchanan High School's Production and Managerial Arts Career Technical Education (CTE) program and Clovis East High School's Agriculture and Natural Resources CTE program.

**DISCUSSION:**

Last year, the State Allocation Board approved \$125 million for the CTEFP funding cycle. Three Clovis Unified high schools – Clovis High, Clovis North, and Clovis West – were awarded the grants. This year, Buchanan and Clovis East high schools will apply for the current round of grant monies for the following programs:

School	Industry Sector	Pathway(s)
Buchanan High School	Arts, Media, Entertainment	Production and Managerial Arts
Clovis East High School	Agriculture and Natural Resources	Agriculture Science, Plant and Soil Science

Applications need to be submitted by October 19, 2018. CTEFP applicants must provide a matching contribution at least equal to the State grant. All applicants must have an active Career Technical Advisory Committee.

A CTEFP project can include CTE equipment or consist solely of equipment with an average useful life expectancy of 10 years. The CTEP New Construction and Modernization projects are apportioned during the same funding cycles and out of the same fund.

For new construction, the maximum grant is \$3 million per project, per school site with matching dollars of \$1.5 million. For modernization projects, the maximum grant is \$1.5 million per project, per school site. Eligible modernization projects can include reconfiguration or remodeling of an existing building within current confines, or minimally expanding the square footage of an existing building.

**FISCAL IMPACT/FUNDING SOURCE:**

Matching funds: 1:1 match provided through Clovis Unified's 2012 Measure A bond dollars.

**REVISIONS:**





Board Agenda Item

Friday, September 14, 2018

Agenda Item: Q. - 6.

**Title:** Placement of a Special Education Student in a Non-Public School

**CONTACT PERSON:** Don Ulrich

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Authorize Clovis Unified School District to enter into an agreement for a student to attend Creative Alternatives, a non-public school in Fresno, California.

**DISCUSSION:**

Based on the Individualized Education Program (IEP) recommendations, it has been determined that the following student requires services in a non-public school in order to address the student's unique educational needs for the 2018-19 school year.

Student(s) ID#	Non-Public School	Location	Cost Per Student Per Month
#26	Creative Alternatives	Fresno, CA	\$3,600

Clovis Unified will review this case every six months to determine the appropriateness of the placement and whether a less restrictive placement can meet the student's unique educational needs.

**FISCAL IMPACT/FUNDING SOURCE:**

As noted above, with cost included in the 2018-19 Special Education Budget.

**REVISIONS:**



Board Agenda Item

Tuesday, September 18, 2018

Agenda Item: Q. - 7.

Title: Revised Board Policy No. 1101 – Board Bylaws

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**CONTACT PERSON:** Eimear O'Farrell

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Approve revision to Board Policy No. 1101 – *Board Bylaws*, as submitted.

**DISCUSSION:**

The revision to Board Policy No. 1101 – *Board Bylaws* includes a proposed change under Section 12, Public Participation in Board Meetings, found on pages 16 and 17 of the attached draft, that would refer a member of the public to an appropriate District administrator to address a potential complaint by a member of the public. The revised Board Policy No. 1101 – *Board Bylaws* was reviewed by members of the Budget Board Subcommittee.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**ATTACHMENTS:**

Description	Upload Date	Type
Draft Board Policy No. 1101	9/12/2018	Backup Material

**REVISIONS:**

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## CLOVIS UNIFIED SCHOOL DISTRICT

### DISTRICT ORGANIZATION AND GOALS

#### *Governing Board*

#### BOARD BYLAWS

PURPOSE: To publish the Bylaws governing the creation, organization and operation of the Governing Board of Clovis Unified School District.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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### Article I

#### OFFICIAL NAME, DISTRICT CREATION AND DISTRICT CLASSIFICATION

##### Section 1 - Official Name

The Board shall be known officially as “The Board of Clovis Unified School District,” in the County of Fresno.

##### Section 2 - District Creation

The Clovis Unified School District comprises all of the districts formerly known as Clovis Elementary, Dry Creek Elementary, Fort Washington-Lincoln Elementary, Jefferson Elementary, Pinedale Elementary, Temperance-Kutner Elementary, and Clovis Union High School Districts. Such District was created by the Fresno County Committee on School District Organization, July 1, 1960, with said boundaries being officially set forth in the records of the County Superintendent of Schools of Fresno County.

##### Section 3 - Classification

The Clovis Unified School District shall be defined as a unified school district formed for the purpose of providing a program of education in grades kindergarten (K) through twelfth (12<sup>th</sup>), pre-school, adult education and community service programs.

### Article II

#### AUTHORITY

##### Section 1 - Authority

The Board is established by and derives its authority from the Constitution and the statutes of the State of California; the Education Code; the Government Code; the Motor Vehicle Code; the Business and Professions Code; the Civil Code; the Elections Code; the Insurance Code; the Military and Veterans Code; the Penal Code; the Health and Safety Code; the California Administrative Code; Title 5; Rules & Regulations of the Board of Education of Fresno County; Federal laws and regulations; and opinions of courts of jurisdiction.

### Article III

#### MEMBERSHIP

##### Section 1 - Number

The Clovis Unified School District Board shall consist of seven members and one student representative. Members of the Board must reside within the area which they represent.

##### Section 2 - Area Designation

Each Trustee election area is outlined in Exhibit 1101.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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### Section 3 - Student Representative

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to facilitate student input and involvement, the Board shall include a Student Board Member Representative who shall have the right to attend all Board meetings except Closed Session.

The Board shall appoint one student member who shall be selected in the following manner:

- a. The Interschool Council ("ISC") shall recommend one of its members who is a graduating senior for ratification by the Area high school principals;
- b. Upon ratification by the Area high school principals, the senior student member will be seated at the first regular meeting of the Board after the beginning of the school year and shall serve until June 30 of that same academic school year;
- c. In the event the student is unable to complete the term of office, a new member will be selected using the procedure described in "a" and "b" above.

The term of office for the Student Board Member shall be one calendar year commencing July 1 of each year.

The Student Board Member Representative shall be seated with the members of Board and recognized as full members of the Board, which includes receiving all open meeting materials presented to Board members, being invited to staff briefings of board members or being provided a staff briefing within the same time frame, and participating in Board questioning and discussions except those matters related to Closed Sessions.

The Student Board Member Representative shall have preferential voting rights to formally express an opinion that is recorded in the minutes and cast before the official vote of the Governing Board, but which will not serve in determining the final numerical outcome of a vote. No preferential vote shall be solicited on matters subject to closed session discussion.

The Student Representative shall be entitled to the mileage allowance to the same extent as regular members, but is not entitled to the compensation prescribed by Education Code section 35120. Student Board Member Representative shall receive \$25 per meeting attended to offset expenses.

### Section 4 - Election

Members of the Board shall be elected in a manner specified by law.

### Section 5 - Filling a Vacancy

Vacancies on the Board occasioned by resignation, recall, expulsion, failure to elect, or death shall be filled in accordance with the Education and Government Codes of the State of California.



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## CLOVIS UNIFIED SCHOOL DISTRICT

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### Section 6 - Removal

A Board member may be removed by death, resignation, recall, termination of District residency, or corrupt misconduct or failure to discharge the duties of the office for a period of three consecutive months.

### Section 7 - Term

The entire Board was elected at the time of unification (*July 1, 1960*) and it was determined by lot that trustee areas 1, 3 and 6 would serve for an initial two-year period and trustee areas 2, 4, 5 and 7 would serve for an initial four-year period. Subsequent to this determination, Board members are elected for a four-year term. Unexpired terms are filled in accordance with the Education Code of the State of California.

### Section 8 - Compensation

Board members are reimbursed upon presentation of a voucher for expenses incurred in the performance of their duties. Approval of the warrant at a regular Board meeting shall constitute authorization for reimbursement to the individual member on the part of the Board.

Board members who so elect may receive such health and welfare benefits as are now extended to District management employees.

Compensation for voting members shall be the maximum rate established by California Education Code Section 35120.

## Article IV

### DUTIES AND LIMITATIONS OF INDIVIDUAL BOARD MEMBERS

#### Section 1 - Duties

The major duties of an individual Board member are as follows:

1. To be familiar with the State school laws, regulations of the State Department of Education, and Clovis Unified School District policies.
2. To develop a general understanding of the priorities, goals and objectives of the Clovis Unified School District.
3. To attend regular and special Board meetings, prepared to act upon agenda items.
4. To vote and act in the Board meetings ethically and legally.
5. To vote and act in the Board meetings impartially, ethically, and in compliance with the law in the best interest of the District.
6. To accept the will of the majority Board vote.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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7. To refer inquiry or concern to the proper District personnel.
8. To follow established rules of order in the conduct of meetings.
9. To participate in Board development activities by attending conferences and workshops designed to enhance ability to perform Board duties as needed.
10. To visit schools.
11. To adhere to the Code of Ethics of the California School Boards Association as adopted by the Board.

### Section 2 - Limits of Board Members Authority

As publicly elected officials, Board members may choose to be accessible and responsive to their constituents, to meet with their constituents, and to express their individual opinions and concerns. However, the Board, as a whole, is the unit of authority over the District and an individual Board member has no individual authority to act on behalf of the District, unless directed to do so by the Board. The Board shall not be bound in any way by any statement or action on the part of an individual member except when such statement or action is pursuant to specific instruction by the Board. Individual Board members shall represent the Board at official functions, such as public hearings, only by official appointment or direction from a majority of the Board in Public Session.

## Article V

### BOARD DUTIES AND RESPONSIBILITIES

#### Section 1 - Corporate Body

The Board constitutes a corporate body which possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued; purchase, hold and sell personal and real property; and, enter into such obligations as authorized by law.

#### Section 2 - Duties

The Board shall:

1. Establish District policy and Board bylaws, and shall implement procedures for policy and bylaw adoption, revision and review.
2. Oversee District operations to assure policy implementation and maintenance.
3. Employ and evaluate the District superintendent.
4. Adopt an annual budget, authorize District expenditures, establish salary schedules and approve capital investments.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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5. Serve as the final appeal for formal complaints from the public, staff or students.
6. Delegate such duties as may be appropriate to the Superintendent.
7. Define the mission for the District and establish priorities for District programs, services and activities.
8. Establish other duties consistent with existing law as may be appropriate.

### Section 3 - Policy-Making Responsibility

The Board shall exercise its policy-making responsibility by adopting bylaws and policies not inconsistent with the law and/or opinions of courts of competent authority, for its own government and for the organization and operation of the District.

The formulation and adoption of written bylaws and policies shall constitute the basic method by which the Board shall exercise its leadership. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Such bylaws and policies may be adopted, amended or repealed at any Board meeting, provided that the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting, and, once proposed, shall have remained on the agenda of each succeeding meeting until approved or rejected, except that the Board may adopt, amend or repeal policies or bylaws at any meeting of the Board provided that they:

1. are mandated by law;
2. are perfunctory in nature;
3. are recommended as a result of employee negotiations; or,
4. address an emergency situation. (*An emergency shall be any situation or set of circumstances which the Board has reason to believe will jeopardize the safety and welfare of students or employees or may require the closing of schools.*)

## Article VI

### ORGANIZATIONAL MEETING

#### Section 1 - Organizational Meeting

The Board shall organize annually at an Organizational Meeting in December. The organizational meeting shall be held within 15 days after any Governing Board Members elected that year takes office or no later than 15 days after the first Friday in December if no Board Members are elected that year.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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### Article VII

#### OFFICES AND MEMBERSHIPS

##### Section 1 - Officers

The Board shall organize by the election of a President, Vice President, and a Clerk from among its members. Election may be by secret ballot. The Superintendent shall serve as Secretary of the Board and the Board will appoint an Assistant Secretary.

##### Section 2 - Memberships

1. The Board shall, at its annual Organizational Meeting, elect a representative to the Fresno County Committee on School District Organization.
2. The Board may wish to appoint from its membership persons to represent the Board in organizations such as the Fresno County School Trustees Association, the California School Boards Association, and the like.

### Article VIII

#### DUTIES OF OFFICERS

##### Section 1 - President

The President shall preside at all meetings of the Board and shall perform all duties imposed by statutes and/or prescribed by the Board. The President shall preserve order and decorum at the meetings. The President shall declare all votes and if any member requests a roll call vote, the Assistant Secretary shall call the roll and the President shall declare the ayes and noes. The President shall have the same right as other members to discuss questions and to vote thereon.

The President shall participate in District activities that include but are not limited to:

1. Attending all Board Agenda Review meetings;
2. Serving as an active member of the Foundation for Clovis Schools;
3. Speaking on behalf of the Board at the following events: annual General Session, National and State school recognition ceremonies, Groundbreaking ceremonies, Employee Recognition ceremonies, Retirement ceremonies, Districtwide Student Recognition ceremonies, and other Districtwide events as necessary; and
4. Serving as the voice of the Board for media inquiries regarding significant District-related issues.

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In collaboration with the Superintendent's Executive Cabinet, an out-going President may participate in an Orientation Session for the newly appointed Board President.

### Section 2 - Vice President

The Vice President shall preside when the President is absent or upon request of the President.

### Section 3 - Clerk

The Clerk shall perform duties of the President in the absence of the President and Vice President and shall execute all documents on behalf of the Board, except as otherwise provided by law.

### Section 4 - Secretary

The Superintendent shall serve as Secretary of the Board. The Secretary shall send out notices of all meetings. The Secretary shall keep a proper and complete record of the proceedings of the meetings of the Governing Board. The Secretary shall prepare the minutes, distribute and file same, or designate such action. The Secretary shall post all legal notices, prepare and sign all legal documents and reports that require signature. The Secretary shall perform such other duties as may be prescribed by the Board or by state statutes. The Secretary shall also serve as Parliamentarian for the Board.

## Article IX

### BOARD SUBCOMMITTEES, SPECIAL ADVISORY COMMITTEES, AND BOARD CONSULTANTS

#### Section 1 - Committees of the School Board

##### 1. Types of Committees

The Board shall establish the following standing School Board committees:

- Budget Subcommittee
- Facilities Subcommittee
- Curriculum Subcommittee
- Clovis City Council/Governing Board Joint Subcommittee
- Fresno City Council/Governing Board Joint Subcommittee

##### 2. Terms

The five standing subcommittees' membership terms of office shall be one year from the annual Organizational Meeting to the next subsequent Organizational Meeting of the Board.

##### 3. Participation

Each Board member is expected to serve on at least one Board subcommittee, but may agree to serve on as many subcommittees as authorized by the Board.

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### 4. Membership

Membership of Board subcommittees shall be limited to three members. Members shall be selected by consensus of the Board. The Superintendent, or designee, shall serve as an ex-officio member of each Board committee.

### 5. Subcommittee Facilitation

Each Board subcommittee will be facilitated by a District administrator.

### 6. Authority

All Board subcommittees shall be advisory to the full Board, shall request information relative to subcommittee responsibility on behalf of the Board and shall provide staff direction on relevant subcommittee issues except in the case when such requests and/or direction are considered by the Superintendent or any Board member to be matters of policy or otherwise hold significant implication for District plans or procedures. The Facilitator shall notify the Superintendent of all issues addressed and direction(s) recommended by the subcommittee. The Superintendent shall delay implementation of such direction or action related to a subcommittee request until such time as the Board shall have an opportunity to debate and decide the issue. On all issues requiring Board action, subcommittees shall review pertinent information and points of view and shall then present oral summary reports to the full Board. Board subcommittees may make recommendations to the full Board, but no decisions made in a Board subcommittee meeting shall be binding on the full Board.

## Section 2 - Special Advisory Committees

The Board declares its intent to appoint special Advisory Committees. These committees shall be charged by the Board specifically to conduct studies, make recommendations to the Board, and act in an advisory capacity, but they shall at no time take action on behalf of the Board. Such committees shall be created by a majority vote of the Board. A motion creating a special Advisory Committee shall state the following:

1. the purpose,
2. the number of members,
3. the date the committee will be activated,
4. the powers, including specific instruction and/or prohibitions, and
5. report date

The majority of the members of the special Advisory Committee shall be bona fide residents of the District during the entire period of their service on the committee. Any District resident who terminates residency during the term of service shall immediately submit a resignation to the Board. District staff shall be assigned to support special Advisory Committee work. Committee members shall be appointed by the Board in the following manner:

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1. Each member of the Board shall nominate one or more persons depending upon the size of the committee.
2. Nominations shall be made at the first meeting following the creation of the committee.
3. Prior to the submission of names of potential committee members, each Board member may communicate with nominees to determine whether the nomination will be accepted, and those who decline shall not be placed in nomination.
4. If any vacancy occurs during the life of the committee, replacement nomination shall be named by the Board member who nominated the committee member whose departure created the vacancy.

Special Advisory Committees will receive full logistical support from the resources of the District. This support may include clerical assistance, postage, local transportation for the purpose of investigation, and the assistance of District employees as experts on particular subjects. Advisory Committees are not authorized to obligate the District for the payment of any other funds in connection with their work. If the committee determines that the expenditure of public funds is required by the assigned task, it shall so report to the Board which will take action according to the circumstances and the law relating to such matters.

At the first meeting of the Advisory Committee a representative of the Board and/or the Superintendent, or designee, shall be present to explain to the Advisory Committee the reason for being called into existence, and the task the Board wishes the committee to accomplish.

All meetings of the committee shall be open to the public, but the public shall not interfere with, nor disturb, the meetings.

The special Advisory Committee shall be dissolved upon its final recommendation to the Board unless the Board determines otherwise. The committee may be terminated by a majority vote of the Board any time.

Written notices of all meetings shall be prepared and provided to all committee members.

Membership may be withdrawn if a member fails to attend three successive meetings. Special Advisory Committees shall advise and report upon only those programs which relate to the purposes of the committee.

### Section 3 - Consultants

The Board encourages the use of professional consultants from the State Department of Education, colleges, universities and other resource persons, when such services will be helpful in the improvement of the District. All consultants to the Board shall be approved by the Board prior to the invitation and arrangement for visitation by such person or persons to the District.

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## CLOVIS UNIFIED SCHOOL DISTRICT

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### Article X

#### MEETINGS

##### Section 1 - Parliamentary Authority

Robert's Rules of Order, Newly Revised, shall govern the Board in its deliberations in all cases in which it is not inconsistent with statutes, the California Code of Regulations or these bylaws, except that the rules may be amended at any regular meeting by an affirmative vote of not less than four members of the Board, provided the amendment has been reduced to writing and proposed at a previous meeting.

##### Section 2 - Minutes

Minutes shall be kept of all public meetings of the Board and shall be maintained in a suitable journal of proceedings. Such minutes shall record every official act of the Board and be kept in sufficient detail to show compliance with the law. The minutes shall be part of the public record of this Board and shall be available for public inspection.

##### Section 3 - Regular Meetings

The Board normally meets twice monthly on the second and fourth Wednesday of each month at 6:30 p.m. Unless specified elsewhere, the meeting place shall be the Boardroom of the Clovis Unified School District located at 1680 David E. Cook Way, Clovis, California.

The Secretary shall, at least 72 hours before a regular Board meeting, post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items that are to be discussed in Closed Session. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the regular public and on the homepage of the District's internet website, consistent with the requirements in Government Code section 54954.2(a)(2). The Secretary shall also provide the agenda and agenda booklets of all regular meetings at least seventy-two (72) hours before the meeting to all members of the Board.

##### Section 4 - Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, Deputy Superintendent, Associate Superintendent, Assistant Superintendent, or other management employee as described in Government Code 3511.1.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the District's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be



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considered at this meeting.

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the Clerk or Secretary of the Board or by being present at the meeting at the time it convenes.

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration.

### Section 5 - Closed Session Meetings

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold Closed Sessions only for purposes authorized by law, which includes the following: personnel matters to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee, in accordance with Government Code 54957; to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an Open Session in accordance with Government Code 54957; session to discuss a District employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan in accordance with Government Code 54957.10; to review the Board's position and/or instruct its designated representative regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, in accordance with Government Code 54957.6; Closed Sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees in accordance with Government Code 54957.6; to meet with a state conciliator or mediator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6; to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in Open Session. Regardless of whether the expulsion hearing is conducted in Open or Closed Session, the Board may meet in Closed Session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918); to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for Open Session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070); discuss matters of school security with law enforcement agents or agencies in accordance with Government Code 54957; to meet in Closed Session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the District in order to grant its negotiator authority regarding the price and terms of payment for the property in accordance with Government Code 54956.8; to confer with or receive advice from its legal counsel regarding a pending/anticipated litigation in accordance with Government Code 54956.9; to discuss a claim for the payment of

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tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the District is a member in accordance with Government Code 54956.95; upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in Closed Session to discuss its response to that report in accordance with Government Code 54956.75; and to review the contents of any student assessment instrument approved or adopted for the statewide testing system. However, before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617).

A Closed Session may be held during a regular, special, or emergency meeting in accordance with law and each agenda shall contain a general description of each Closed Session item to be discussed at the meeting, as required by law. (Government Code 54954.2)

The Board shall disclose in Open Session the items to be discussed in Closed Session. In the Closed Session, the Board may consider only those matters placed on the Closed Session agenda. After the Closed Session, the Board shall reconvene in Open Session before adjourning the meeting, and when applicable, shall disclose any action taken in the Closed Session, in the manner prescribed by Government Code 54957.1. The Board shall not disclose any information that is protected by state or federal law.

A Board member shall not disclose confidential information received in a Closed Session unless the Board authorizes the disclosure of that information. (Government Code 54963)

### Section 6 – Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

### Section 7 - Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

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## CLOVIS UNIFIED SCHOOL DISTRICT

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1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

### Section 8 – Exception to the Brown Act related to Negotiations

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the District and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting, or investigation conducted by a factfinder or arbitrator
4. Any executive (closed) session of the District or between the District and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives.

### Section 9 - Order of Business at Regular and Adjourned Meetings

The President, upon taking the chair, shall call the members to order on the appearance of a quorum of four. The order of business may include:

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1. Call to Order
2. Roll Call
3. Closed Session
4. Reconvene for Public Session
5. Pledge of Allegiance to Flag
6. Invocation
7. Recognition of Visitors
8. Closed Session Motions
9. Approval of Minutes
10. Adoption of Agenda
11. Student Board Member Report
12. Special Presentations/Awards
13. Public Presentations
14. Public Hearings
15. Staff Reports
16. Consent Agenda

*The Superintendent shall prepare the agenda and recommend to the Board those items which the Superintendent believes require only perfunctory action. This portion of the agenda will be entitled "Consent Agenda."*

*The Board President shall request adoption of the Consent Agenda and, unless a Board member objects, the adoption of the Consent Agenda will be made by a single motion.*

### 17. Action

*Items typically appear for vote by the Board after first being seen at an earlier meeting under the Information portion of an agenda in order to provide the Board additional opportunity for questions and/or discussion.*

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### 18. Information

*No vote is taken on items appearing under Information.*

### 19. Subcommittee Reports

### 20. Board Member Reports

### 21. Superintendent's Report

### 22. Adjournment

#### Section 10 – Agendas

Agenda materials shall be furnished to members of the Board and may include privileged information. As part of the agenda, the Superintendent shall submit to the individual members of the Board recommendations and reports for action. All supplemental information shall be delivered 48 hours prior to Board meetings, with the exception of litigation or emergency personnel issues.

Based on current costs, the Superintendent may establish a nominal fee to be charged for agenda materials. Privileged information is to be withheld from booklets requested by the public. Public agenda materials are available online within the timeframe required by California's Public Meeting Act.

A copy of the agenda shall be posted in a location that is freely accessible to members of the regular public and on the homepage of the District's internet website, consistent with the requirements in Government Code section 54954.2(a)(2) and shall be provided at the time of posting, if previously requested, to all newspapers of general circulation, radio and television stations. Copies will be available to the public at the meeting place and online.

#### Section 11 - Voting Method

The ayes and noes, and any abstentions, upon votes by individual Board members taken shall be entered on the record, unless it is indicated in the record that the vote is unanimous. Every member shall have the privilege of having the vote and reasons therefore recorded on any and every question if requested, while the vote is being taken or immediately after the result of the vote has been announced by the President, and before the statement of a new question.

#### Section 12 - Public Participation in Board Meetings

All meetings of the Board shall be open to the public. All actions of the Board shall be taken openly. The public is invited to attend Board meetings and will be given opportunity to voice opinions. However, the law requires the Board to respect employees' privacy. Members of the public may feel free to use this time to criticize either the Board or the District as a whole. However, if there is a complaint about an individual employee which could result in disciplinary action, the Board will request that the member of the public refrain from naming the public employee and refer the member of the public **to the appropriate District administrator to**

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**address the member of the public's complaint.** ~~to the District's complaint procedure found in Board Policy No. 9207.~~

The Board, as the representative body of the District, wishes to provide an avenue for any citizen to express interest in, and concern for, the District. Accordingly, the Board hereby adopts the following rules concerning public participation at meetings of the Board:

1. Members of the public have the right to place matters "*directly related to school business*" on the formal agenda of Board meetings:
  - a. So that the Board and District administrative personnel can adequately discharge their responsibilities, citizens who wish to have items placed upon the formal agenda for consideration at an upcoming Board meeting must make a request to the Clovis Unified School District Office located at 1450 Herndon Avenue, Clovis, no later than one week prior to the date of the scheduled Board meeting.
  - b. In connection with matters included on the formal agenda by members of the public, the Board reserves the right to:
    - (1) Determine the order of business as to the discussion and consideration of such items.
    - (2) Determine the appropriate meeting at which to consider the item if a reasonable justification for doing so exists.
2. In addition, members of the public also have the right to comment upon all matters included on the formal agenda whether placed there by members of the public or otherwise. In connection therewith, the President of the Board reserves the right to:
  - a. Limit the discussion of a particular issue
  - b. Postpone the discussion of a particular item until a later time or later meeting provided that reasonable justification exists.
  - c. Public comments shall be heard only from individuals physically present at the meeting.
3. Finally, the Board shall take testimony on matters not included on the agenda of a regularly scheduled meeting which members of the public wish to bring to the attention of the Board. This discussion shall occur during the "*Public Presentation*" portion of the agenda and must be delivered by an individual physically present at the meeting. Individuals wishing to make a presentation must so advise the Board President by completing a "*sign-in*" sheet prior to the meeting. Individual presentations shall be limited to a maximum of three (3) minutes. Each individual wishing to address the Board is allocated 3 minutes and may NOT give their 3 minutes to another individual. This time limit may be adjusted by the Board President if reasonable justification exists to do so. The Board will take no action on such matters at the same meeting at which such testimony is taken. Nothing herein shall limit further discussion on such subject matter at a subsequent meeting of the Board.

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### Section 11 - News Coverage

Notification of regular, adjourned, special and cancelled regular meetings shall be sent, if requested, to each local newspaper of general circulation and radio or television station by mail at least twenty-four (24) hours before the specified date and time of meeting.

### Section 12 - Tape Recordings

Taping of the meetings of the Board is permissible both by the news media and private citizens so long as the process does not materially interfere with the proceedings of the Board.

### Section 13 - Public Records

The Superintendent, as Secretary of the Board, shall retain all official Board records. Said records are available for inspection by the public including members of the press, at the office of the Superintendent during regular hours of the school day, when a proper request is made according to established procedures, unless confidentiality of such records is prohibited by law. A nominal fee may be charged to cover costs of copies of such records.

Education Code sections 35010, 35012, 35022, 35102, 35120, 35140, 35142, 35143, 35145,  
35145.5, 35146, 35162, 35163, 49060, 35161, 35166, 35291, 48906  
Government Code sections. 6250 et. seq., 54950 et seq.  
3540.1, 3549.1, 54961  
Calif. Code Regs., Title 5 16023 (b)

Adopted: 07/23/75  
Revised: 11/10/76  
Revised: 06/28/78  
Revised: 12/12/79  
Revised: 07/26/89  
Revised: 11/19/90  
Revised: 10/09/91  
Revised: 01/09/91  
Revised: 02/27/91  
Revised: 10/09/91  
Revised: 05/13/92  
Revised: 08/12/92  
Revised: 09/14/95  
Revised: 11/25/96  
Revised: 11/25/96  
Revised: 11/15/00  
Revised: 07/11/01  
Revised: 11/19/03  
Reviewed: 01/12/06  
Reviewed: 04/23/07  
Revised: 01/25/12  
Revised: 01/29/14  
Revised: 09/24/14  
Revised: 06/17/15  
Revised: 02/08/17  
Revised: 01/17/18  
Revised: 10/10/18  
(Pending)

**Title:** New Board Policy No. 4103 – Unmanned Aircraft Systems (Drones)

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Approve new Board Policy No. 4103 – *Unmanned Aircraft Systems (Drones)*, as submitted.

**DISCUSSION:**

The new Board Policy No. 4103 – *Unmanned Aircraft Systems (Drones)* would establish District policies and procedures for unmanned aircraft systems (drones) use over Clovis Unified property. Proposed new Board Policy No. 4103 was reviewed by members of the Budget Board Subcommittee.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Draft Board Policy No. 4103	9/12/2018	Backup Material

**REVISIONS:**



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## CLOVIS UNIFIED SCHOOL DISTRICT

### FINANCIAL SERVICES

#### *Risk Management*

#### UNMANNED AIRCRAFT SYSTEMS (DRONES)

**PURPOSE:** To establish policies and procedures for unmanned aircraft (drone) use over district property.

The Governing Board recognizes that unmanned aircraft or aerial systems (drones) may be a useful tool to enhance the instructional program and assist with district operations. In order to avoid disruption and maintain the safety, security, and privacy of students, staff, and visitors, any person or entity desiring to use a drone on or over district property shall submit a written request for permission to the Superintendent or designee.

A small unmanned aircraft system or drone is an aircraft weighing less than 55 pounds that is operated remotely without the possibility of direct human intervention from within or on the aircraft and the associated elements, including communication links and controls, required for the pilot to operate the aircraft safely and efficiently. It does not include model aircraft or rockets such as those which are radio controlled and used only for hobby or recreational purposes. (49 USC 40101 Note; 14 CFR 107.3)

The Superintendent or designee may grant permission to district employees and students for the use of drones only if the planned activity supports instructional, co-curricular, extracurricular, athletic, or operational purposes. Such uses may include, but are not limited to, instruction in science, technology, engineering, and math (STEM), the arts, or other subjects; maintenance of grounds and facilities; and campus security. When used for instructional purposes, there shall be a clear and articulable connection between drone technology and the course curriculum. Students shall only operate a drone on or over district property under the supervision of a district employee as part of an authorized activity.

The Superintendent or designee may grant permission to other persons or entities under terms and conditions to be specified in a memorandum of understanding.

Any person or entity requesting to operate a drone on or over district property, including a district employee, shall provide a description of the type of operation requested, flight location, date and time of the planned flight, anticipated duration, and whether photos and/or video will be taken. As applicable, the applicant shall also present a copy of his/her Certificate of Waiver or Authorization or exemption issued by the Federal Aviation Administration.

Any person or entity, other than a district employee or student, who is requesting or operating a drone on or over district property shall agree to hold the district harmless from any claims of harm to individuals or property resulting from the operation of the drone and provide proof of adequate liability insurance covering such use.

In determining whether to grant permission for the requested use of a drone, the Superintendent or designee shall consider the intended purpose of the activity and its potential impact on safety, security, and privacy. The decision of the Superintendent or designee shall be final.

Any person authorized to use a drone on district property shall sign an acknowledgment that he/she understands and will comply with the terms and conditions of the district's policy, federal law and regulations, state law, and any local ordinances related to the use of drones.

When any use of drones is authorized, the Superintendent or designee shall notify the drone operator of the following conditions:

1. The operator is responsible for complying with applicable federal, state, and/or local laws and regulations, including federal safety regulations pursuant to 14 CFR 107.15-107.51 which include, but are not limited to, requirements that the drone not be flown at night, above 400 feet in altitude, or over any people unless they are in a covered structure or stationary vehicle. The operator shall maintain the visual line of sight with the drone at all times.
2. The drone shall be kept away from any area reasonably considered private, including, but not limited to, restrooms, locker rooms, and individual homes.
3. The district reserves the right to rescind the authorization for use of drones at any time.

The Superintendent or designee may remove any person engaged in unauthorized drone use on district property and/or may confiscate the drone. He/she may also shut down the operation of any authorized drone use whenever the operator fails to comply with the terms of the authorization or the use interferes with district activity, creates electronic interference, or poses unacceptable risks to individuals or property.

Any student or staff member violating this policy shall be subject to disciplinary action in accordance with district policies and procedures.

*Legal Reference:*

*UNITED STATES CODE, TITLE 49*  
*40101 Note Unmanned aircraft systems*  
*CODE OF FEDERAL REGULATIONS, TITLE 14*  
*107.1-107.205 Small unmanned aircraft systems, especially:*  
*107.12 Requirement for a remote pilot certificate with a small UAS rating*  
*107.15-107.51 Operating rules; safety*  
*107.53-107.79 Remote pilot certification*

*Management Resources:*

*FEDERAL AVIATION ADMINISTRATION PUBLICATIONS*  
*Educational Use of Unmanned Aircraft Systems (UAS), Memorandum, May 4, 2016*  
*WEB SITES*  
*Federal Aviation Administration: <http://www.faa.gov/uas>*

*Adopted: 10/10/2018*



Board Agenda Item

Tuesday, September 18, 2018

Agenda Item: Q. - 9.

**Title:** New Board Policy and Administrative Regulation No. 4104 –  
Animals at School

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Approve new Board Policy and Administrative Regulation No. 4104 – *Animals at School*, as submitted.

**DISCUSSION:**

New Board Policy and Administrative Regulation No. 4104 – *Animals at School* would establish District Policies and Procedures for animals allowed on school campuses. Board Policy and Administrative Regulation No. 4104 have been reviewed by members of the Budget Board Subcommittee.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**ATTACHMENTS:**

Description	Upload Date	Type
Draft Board Policy No. 4104	9/17/2018	Backup Material
Draft Administrative Regulation No. 4104	9/17/2018	Backup Material

**REVISIONS:**

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## CLOVIS UNIFIED SCHOOL DISTRICT

### FINANCIAL SERVICES

#### *Risk Management*

#### ANIMALS AT SCHOOL

**PURPOSE:** To establish policy and procedure regarding use of animals at school sites for instructional purposes.

The Governing Board recognizes that animals can contribute to the district's instructional program by being effective teaching aids to students and by assisting individuals with disabilities to access district programs and activities. The Governing Board also recognizes that therapy dogs used on campus can provide physical, social, and emotional benefits to students and employees. The Governing Board supports the use of therapy dogs for area-wide use, but not for individual use. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

The Superintendent or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected. However, the district assumes no liability for the safety of animals allowed on district property.

#### *Legal Reference:*

##### *EDUCATION CODE*

*233.5 Instruction in kindness to pets and humane treatment of living creatures*

*39839 Transportation of guide dogs, signal dogs, service dogs*

*51202 Instruction in personal and public health and safety*

*51540 Safe and humane treatment of animals at school*

##### *CIVIL CODE*

*54.1 Access to public places*

*54.2 Guide, signal, or service dogs, right to accompany*

##### *GOVERNMENT CODE*

*810-996.6 California Tort Claims Act, especially:*

*815 Liability for injuries generally; immunity of public entity*

*835 Conditions of liability*

##### *VEHICLE CODE*

*21113 Public grounds*

##### *CODE OF REGULATIONS, TITLE 13*

*1216 Transportation of property*

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

*1400-1482 Individuals with Disabilities Education Act*

##### *UNITED STATES CODE, TITLE 29*

*794 Rehabilitation Act of 1973, Section 504*

##### *CODE OF FEDERAL REGULATIONS, TITLE 28*

*35.104 Definitions*

*35.136 Service animals*

##### *COURT DECISIONS*

*Sullivan v. Vallejo City USD, (1990) 731 F.Supp. 947*

*Management Resources:*  
*FEDERAL REGISTER*  
*Rules and Regulations, September 15, 2010, Vol. 75, Number 178, pages 56164-56236*  
*CSBA PUBLICATIONS*  
*Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008*  
*Asthma Management in the Schools, Policy Brief, March 2008*  
*WEB SITES:*  
*CSBA: <http://www.csba.org>*  
*American Society for the Prevention of Cruelty to Animals: <http://www.asPCA.org>*  
*Humane Society of the United States: <http://www.hsus.org>*  
*U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/about/offices/list/ocr>*

*Adopted 10/10/18 (Pending)*

**CLOVIS UNIFIED  
SCHOOL DISTRICT****FINANCIAL SERVICES*****Risk Management*****ANIMALS AT SCHOOL**

Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the principal or designee, except in the instance of a therapy dog, which is outlined below. The principal or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the affected class, asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the principal shall take appropriate measures to protect the student from exposure to the animal.

All animals brought to school must be in good physical condition and must be appropriately immunized. The teacher shall ensure that the species of animal is appropriate for the instructional purpose and age and maturity of the students.

All animals brought to school shall be adequately fed, effectively controlled, humanely treated, and properly housed in cages or containers suitable for the species. The teacher shall ensure that cages and containers are cleaned regularly and that waste materials are removed and disposed of in an appropriate manner.

The teacher shall ensure that students receive instructions regarding the proper handling of and personal hygiene around animals.

Except for service animals, as defined below, all animals are prohibited on school transportation services.

**A. Use of Service Animals by Individuals with Disabilities**

For an individual with a disability, service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors.

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs.

The Superintendent or designee may permit the use of a miniature horse as a service animal when the horse has been individually trained to do work or perform tasks for the benefit of an

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

individual with a disability, provided that:

1. The district's facility can accommodate the type, size, and weight of the horse.
2. The individual has sufficient control of the horse.
3. The horse is housebroken.
4. The horse's presence in the specific facility does not compromise legitimate safety requirements of the facility.

The Superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present.

**B. Therapy Dogs**

The Superintendent or designee may permit, based on evaluation of need for the area, the use of therapy dogs on District campuses to support the physical, social and emotional well-being of all students. Prior to any use of a therapy dog on any campus, the owner of the therapy dog must submit to the Superintendent or designee a Therapy Dog Request Form, Hold Harmless Agreement, proof of appropriate insurance, certification that the dog has completed therapy dog training, and current vaccination of the therapy dog. Once a therapy dog is designated and approved in a particular area, it can be used in in any of the schools in that particular area. The District will provide in its annual notice written notification to all parents/guardians of students that the therapy dogs may be used on a school campus, and asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the principal shall take appropriate measures to protect the student from exposure to the therapy dog.

*Adopted 10/10/18 (Pending)*



Board Agenda Item

Wednesday, August 15, 2018

Agenda Item: Q. - 10.

Title: Annual Authorization to Purchase via Piggyback

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** September 26, 2018 **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Approve the purchase of supplies and equipment utilizing various cooperative purchasing contracts, and recognize that it is in the District's best interest to make the purchases without advertising for bids pursuant to Public Contract Code Section 20118.

**DISCUSSION:**

Approval of piggyback contract utilization will ensure compliance with State and Federal procurement guidelines and spending limits, while ensuring timely purchase of items to meet student and District needs.

Cal-SAVE, E&I, National IPA, National Joint Powers Alliance, TCPN, Sourcewell, United Stationers and US Communities all have co-operative purchasing contract pricing available, and are utilized by the District. Merchants associated with these contracts include Amazon, B&H Photo, CDWG, Meteor Furniture, Office Depot, School Specialty, School Health, Troxell and Virco. Current and subsequent orders would only be placed against these bids as long as it remains in the best interest of the District.

Section 20118 of the California Public Contract Code provides that the Governing Board of a school district may authorize the purchase of equipment, materials and supplies from another public corporation or agency without advertising for bids if the other public corporation or agency has complied with all Public Contract Codes regarding the purchase of similar equipment, materials and supplies.

Purchasing staff will continue to monitor pricing trends and available contracts to determine which contracts best meet the needs of the District.

**FISCAL IMPACT/FUNDING SOURCE:**

Contract pricing will be utilized on an as-needed basis utilizing existing budgets.

**REVISIONS:**





Board Agenda Item

Wednesday, September 12, 2018

Agenda Item: Q. - 11.

Title: Section 125 Amendment to Flexible Benefit Plan

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Approve amendment to the District's Section 125 Flexible Benefit Plan, as submitted.

**DISCUSSION:**

Clovis Unified established a Flexible Benefit Plan in order to make a broader range of benefits available to its employees and their beneficiaries. This Plan allows employees to choose among different types of benefits and select the combination best suited to their individual goals, desires and needs. These choices include an option to receive certain benefits in lieu of taxable compensation. The Plan helps Clovis Unified attract, reward and retain highly qualified, skilled employees.

It is the intent of the District to continue this Plan in conformity with Section 125 of the Internal Revenue Code of 1986, as amended, and in compliance with applicable rules and regulations issued by the Internal Revenue Service (IRS). This Plan will grant eligible employees an opportunity to purchase qualified benefits which, when purchased alone by the District, would not be taxable.

The District has participated in a Section 125 Flexible Benefit Plan for the benefit of employees for more than 20 years. Legislation was passed at the Federal level which requires that the plan be updated. The change is outlined as follows:

- Section F, No. 7: Wording has been revised to state the maximum is not to exceed the limit as indicated by the IRS in accordance with the law. The new maximum allowed is \$2,650, as compared to \$2,600 previously.

**FISCAL IMPACT/FUNDING SOURCE:**

No Fiscal Impact.

**REVISIONS:**

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** September 26, 2018      **FOR ACTION:** October 10, 2018

**RECOMMENDATION:**

Adopt Resolution No. 3665 authorizing the Superintendent or designee to certify compliance with Education Code Section 60119 – Sufficient Textbooks and Instructional Materials.

**DISCUSSION:**

In order to be eligible to receive instructional materials funds, the Governing Board of a district is required to hold an annual Public Hearing and adopt a resolution stating whether each pupil in the district has sufficient textbooks and instructional materials.

The Governing Board shall make a determination through a resolution to certify that each pupil in each school in Clovis Unified has sufficient textbooks and instructional materials in math, science (including laboratory equipment for grades 9-12), history-social science, and English language arts, including English language development, that are aligned to the academic content standards and consistent with content and cycles of the curriculum framework adopted by the State Board of Education. This resolution certifies compliance with Education Code Section 60119.

Members of the Curriculum Board Subcommittee reviewed the textbook inventory at their September 20, 2018, meeting. A final copy of the textbook inventory will be provided with agenda materials for the October 10, 2018, Board meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Resolution No. 3665 - Annual Sufficiency of Textbooks	8/27/2018	Backup Material

**REVISIONS:**

**RESOLUTION NO. 3665  
BEFORE THE GOVERNING BOARD  
OF THE CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**ANNUAL SUFFICIENCY OF TEXTBOOKS OR INSTRUCTIONAL MATERIALS**

**WHEREAS**, the Governing Board of Clovis Unified School District, in order to comply with the requirements of Education Code section 60119 will hold a public hearing on October 10, 2018, at 6:45 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours; and

**WHEREAS**, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing; and

**WHEREAS**, the Governing Board encouraged participation by parents, teachers, and members of the community in the public hearing; and

**WHEREAS**, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the District; and

**WHEREAS**, the definition of “sufficient textbooks or instructional materials” indicates that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

**WHEREAS**, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks; and

**WHEREAS**, sufficient textbooks or instructional material were provided to each pupil enrolled in foreign language or health classes; and

**WHEREAS**, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

**THEREFORE, BE IT RESOLVED** that for the 2018-19 school year, the Clovis Unified School District has provided each pupil with sufficient textbooks and instructional materials

aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 10<sup>th</sup> day of October, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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Jim Van Volkinburg, D.D.S., President  
Governing Board  
Clovis Unified School District  
Fresno County, California

I, Ginny L. Hovsepian, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

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Ginny L. Hovsepian, Clerk  
Governing Board  
Clovis Unified School District  
Fresno County, California