

**GRAVENSTEIN UNION SCHOOL DISTRICT
REGULAR BOARD MEETING
MINUTES
May 9, 2012**

CALL TO ORDER

Pres. Horn called to order at 5:06 PM. Members Zlotnick, Crocker, and President Horn present. Mem. Weaver and Wickland absent.

PUBLIC INPUT ON ITEMS NOT ON THE AGENDA

Ruth Karlsrud and Debbie Sheppard are introduced as "on loan" to the Gravenstein district office from SCOE.

Clerk Wickland arrived at 5:11 PM

APPROVAL OF CONSENT AGENDA

A. Approval of Agenda Order

**B. Approval of Minutes: Regular and Special Meeting Minutes
April 11, 2012**

C. Vendor Warrants

Pres. Horn moved to approve Consent Agenda, Crocker seconded, 4-0 yes

BOARD REPORTS

Mem. Zlotnick reported that there is a staff appreciation luncheon that he will be helping with. Mem. Crocker reported that she is participating in the Rotary Swim Program and it is going well. Pres. Horn reported that he and Supt. LaMarre went to a workshop at the county office.

SUPERINTENDENT REPORTS

Enrollment 2011-2012/Projection for 2012-13

690 total in the district currently; 427 at Gravenstein. 700 projected for 2012-13. We may open a second 5th grade ENRICH! class if more students enroll.

Mental Health AB3632/Special Education Funding Update

No report

Gravenstein School Updates

There are many year-end activities happening on campus.

Master Plan Update

The consultant has requested a meeting as a next step on the master plan.

HILLCREST REPORT

Principal Fichera reported on the results from the Apple Blossom Parade, AIDS/HIV Education, and the number of students who are at risk for not participating in the graduation activities.

GUTA REPORT

Linda Helton reported on the week of the teacher event at Coddington.

BUSINESS

Transitional Kindergarten/Preschool Progress Report for 2012-13 School Year

Supt. LaMarre reviewed a tentative plan that would give priority to Transitional Kindergarten students and provide preschool at 50% of the cost for employees who will have four year old children in the preschool for the 2012-13 school year.

Clerk Wickland requested that this item appear on the June regular meeting agenda. No action taken.

Charter Schools configuration for 2012-13

To satisfy state requirements, Supt. LaMarre recommended that the traditional first grade class(es) be kept outside of the charter. The remainder of Gravenstein Elementary School will be converted to a charter school, as will all of Hillcrest Middle School. The Community Day School will remain as a non-charter District school. Mem. Zlotnick moved to approve the charter configuration as stated, Clerk Wickland seconded. Motion approved 4-0.

Home to School Transportation Update

The Transportation JPA voted to modify the funding formula, resulting in reduced encroachment for Gravenstein USD. No action taken.

Adoption of 2012-13 School Calendar

President Horn moved / Member Zlotnick seconded to approve the proposed calendar. Motion approved 4-0.

Resolution Regarding Specifications of the Election Order for General Election November 6, 2012

President Horn moved / Member Zlotnick seconded to approve the proposed resolution. Motion approved 4-0.

Acceptance of "Piggyback" Bid from Enviroplex for Modular Building at Hillcrest

Member Crocker moved / Member Zlotnick seconded to approve the bid. Motion approved 4-0.

Board Policies and Administrative Regulations

BB 9720 Conflict of Interest

President Horn moved / Member Crocker seconded to approve the updated policy and rescind the existing policy. Motion approved 4-0.

FUTURE MEETING DATES AND AGENDA ITEMS

Next regularly scheduled meeting – June 13, 2012
Special meeting to adopt 2012-13 budget—June 28, 2012.

PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

No comments

ADJOURN TO CLOSED SESSION

President Horn moved / Member Zlotnick seconded to adjourn to closed session at 7:10 PM. Motion approved 4-0.

Conference with Labor Negotiator, District - Mrs. LaMarre, Name of Organization - Gravenstein Union

President Horn recessed the regular meeting at 7:31 PM and called the meeting back to order at 7:35 PM

**Teachers Association – Response
to GUTA Sunshine Letter**

**Potential Litigation – per GC54956.9
(b)(3)(c)**

Superintendent Evaluation

Reconvene to Open Session

Member Zlotnick moved / Member Wickland seconded to return to open session at 7:53 PM. Motion approved 4-0.

**Announce action taken in Closed
Session**

No reportable action

Adjournment

President Horn moved / Member Zlotnick seconded to adjourn the meeting at 7:53 PM. Motion approved 4-0.

**GRAVENSTEIN UNION SCHOOL DISTRICT
SPECIAL BOARD MEETING
MINUTES
May 9, 2012**

CALL TO ORDER-ROLL CALL

President Horn called the meeting to order at 7:31 PM. Members Horn, Crocker, Zlotnick and Wickland were present. Member Weaver was absent.

BUSINESS

**A. MOU Between SCOE and
GUSD for Business
Manager Position**

Member Zlotnick moved and Member Crocker seconded the motion to approve the MOU. The vote was 4-0.

ADJOURNMENT

Member Zlotnick moved and Member Crocker seconded adjourn the special meeting at 7:35 PM. The vote was 4-0.

Checks Dated 05/07/2012 through 06/08/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
1194980	05/07/2012	6th Street Playhouse	01-4310		169.00
1194981	05/07/2012	CDE Cashiers Office	01-8660		13.82
1194982	05/07/2012	Elise Doffav	01-5880		15.00
1194983	05/07/2012	Jenny Jacobs	01-5826		6.00
1194984	05/07/2012	Laurel VamBuhler	01-5880		15.00
1194985	05/07/2012	Megan Gorman	01-5800	144.35	
			01-5826	125.00	269.35
1194986	05/07/2012	Onel Lopez	01-5880		35.00
1194987	05/07/2012	P.R.N.S.A.	01-5826		4,117.00
1194988	05/07/2012	Pacific Gas & Electric	01-5520		4,563.80
1194989	05/07/2012	Preferred Meal Systems	13-4710		1,231.07
1194990	05/07/2012	Resig	01-9570		3,606.00
1194991	05/07/2012	Ricoh Americas Corporation	01-5600		1,503.64
1194992	05/07/2012	Rohnert Park Gymnastics	01-5826		85.00
1194993	05/07/2012	UCCR/Web of Life Field School	01-5826		2,421.00
1194994	05/07/2012	Westminster Woods	01-5826		2,665.00
1196367	05/14/2012	Acsig Edge	01-9573		7,474.75
1196368	05/14/2012	At&t Calnet2	01-5911		393.38
1196369	05/14/2012	At&t Mobility	01-5912		67.96
1196370	05/14/2012	Beth Kelley	01-5826		610.01
1196371	05/14/2012	Cannon Sports, Inc.	01-4359		347.17
1196372	05/14/2012	Clover-stornetta Farms Inc.	13-4710		744.60
1196373	05/14/2012	David Fichera	01-4340		24.00
1196374	05/14/2012	David Ortega	01-5880		35.00
1196375	05/14/2012	Fishman Supply Company	01-4370		103.09
1196376	05/14/2012	Grainger Inc.	01-4350		139.97
1196377	05/14/2012	Greenacre Homes, Inc	01-5810		1,979.49
1196378	05/14/2012	Middleton, Young & Minney LLP	01-5823		3,908.77
1196379	05/14/2012	Office Depot	01-4350	12.78	
			01-4359	113.22	126.00
1196380	05/14/2012	Onel Lopez	01-5880		35.00
1196381	05/14/2012	Preferred Meal Systems	13-4710		1,363.37
1196382	05/14/2012	Ricoh Americas Corporation	01-5600		310.93
1196383	05/14/2012	Sebastopol Lock Shop	01-4380		16.50
1196384	05/14/2012	Stephanie Stevenson	12-4310		141.60
1196385	05/14/2012	West Sonoma County Disposal	01-5560		533.58
1197754	05/21/2012	Analytical Sciences	01-5530		157.00
1197755	05/21/2012	AXIA	01-5830		2,470.79
1197756	05/21/2012	California School Boards Assoc	01-5300		3,921.00
1197757	05/21/2012	Charles M. Schulz Museum	01-5826		85.00
1197758	05/21/2012	David Ortega	01-5880		35.00
1197759	05/21/2012	Department Of Justice	01-5862		192.00
1197760	05/21/2012	Educational Data Systems, Inc.	01-4310		66.82
1197761	05/21/2012	Employment Development Dept.	01-5863		643.56
1197762	05/21/2012	Fishman Supply Company	01-4370		424.88
1197763	05/21/2012	Grainger Inc.	01-4310		92.05
1197764	05/21/2012	Marc And Renee Deprey	01-5201		428.13

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 05/07/2012 through 06/08/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
1197765	05/21/2012	Pam Ruffino	01-4219		4.50
1197766	05/21/2012	Preferred Meal Systems	13-4710		1,154.21
1197767	05/21/2012	Villa Santa Maria, Inc	01-5810		1,180.38
1197768	05/21/2012	West County Transportation	01-5826		253.98
1199401	05/30/2012	Business Card	01-4359	24.92	
			01-4362	253.16	
			01-4380	218.85	
			01-5826	353.03	
			01-5950	18.95	868.91
1199402	05/30/2012	Fort Ross Interpretive Assoc.	01-5826		880.00
1199403	05/30/2012	Fran Guerinoni	01-5880		15.00
1199404	05/30/2012	Georgia Churchill	01-5826		250.00
1199405	05/30/2012	Mci Comm Service	01-5911		12.41
1199406	05/30/2012	Office Depot	01-4340	26.99	
			01-4350	938.41	
			01-4359	56.68	
			01-4390	11.62	1,033.70
1199407	05/30/2012	Onel Lopez	01-5880		35.00
1199408	05/30/2012	Oriental Trading Company	01-4310		153.49
1199409	05/30/2012	Pacific Gas & Electric	01-5520		20.16
1199410	05/30/2012	Preferred Meal Systems	13-4710		1,124.46
1199411	05/30/2012	Randy Merian	01-5880		65.00
1199412	05/30/2012	Gary Bruce Robb	01-5880		35.00
1199413	05/30/2012	Roberts Mechanical & Elec. Inc	01-5630		105.64
1199414	05/30/2012	Southern Oregon University	01-5826		10,202.00
1199415	05/30/2012	United Coach Tours	01-5826		750.00
1199416	05/30/2012	Villa Santa Maria, Inc	01-5810		8,952.30
1199417	05/30/2012	Weeks Drilling & Pump Co. Inc.	01-5530		493.50
1199418	05/30/2012	West County Transportation	01-5826		169.13
1199860	06/01/2012	AXIA	01-5830	13,608.35	
			40-5830	433.34	14,041.69
1199861	06/01/2012	California's Valued Trust	01-9572		42,358.00
1199862	06/01/2012	Carol Hoover	01-5826		29.48
1199863	06/01/2012	Donna Emerson	01-5826		54.08
1199864	06/01/2012	John Collins	01-5826		255.92
1199865	06/01/2012	John Urbanski	01-5826		22.00
1199866	06/01/2012	Kaiser Foundation Health Plan File Number 73030	01-9571		10,463.82
1199867	06/01/2012	Kevin McCallum	01-5826		57.23
1199868	06/01/2012	Mark Hoback	01-5880		35.00
1199869	06/01/2012	Megan Gorman	01-4310	462.08	
			01-5826	59.52	521.60
1199870	06/01/2012	Nancy Ricciardi	01-5830		4,270.00
1199871	06/01/2012	Nick Pulley	01-4310		32.49
1199872	06/01/2012	Office Depot	01-4350	81.95	
			01-4359	40.34	
			12-4310	50.90	173.19

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ESCAPE ONLINE

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Checks Dated 05/07/2012 through 06/08/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
1199873	06/01/2012	Phyllis Fitzgerald	01-5830		1,742.65
1199874	06/01/2012	Preferred Meal Systems	13-4710		548.31
1199875	06/01/2012	Ricoh Americas Corporation	01-5600		397.01
1199876	06/01/2012	Stephanie Stevenson	12-4310		78.38
1199877	06/01/2012	Suzi Mattish	01-5826		34.00
1199878	06/01/2012	Terrence Rodgers	01-5826		53.63
1199879	06/01/2012	Vision Service Plan	01-9574		1,515.80
Total Number of Checks				87	152,030.13

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	79	145,159.89
12	Child Development Fund	3	270.88
13	Cafeteria Fund	6	6,166.02
40	Special Reserve-capital Proj	1	433.34
Total Number of Checks		87	152,030.13
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			152,030.13

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE **ONLINE**

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June, 2012										Totals
Teachers	K	1	2	3	4	5	6	7	8	
Olivares - ENRICH!	19									19
Hanchey	22									22
Crandall - ENRICH!	20									20
Redfern	13	9								22
Clark	7									7
Sprinkle		21								21
Lannon - ENRICH!		21								21
Candau - ENRICH!		21								21
Imholz - ENRICH!			13	8						21
DeBolt - ENRICH!			21							21
Johnson			12							12
Gruner			15							15
Carlson				14						14
Hillier - ENRICH!				21						21
Mattish - ENRICH!				20						20
Brown - ENRICH!					25					25
Kelley					23					23
Doughty					12	12				24
Lands - ENRICH!						22				22
Radford						24				24
Oakley				3	1	1				5
Pugno - ENRICH!						26				26
Helton							20			20
Dexter							20			20
Latham - ENRICH!							20			20
Rich - ENRICH!							26			26
Gorman - ENRICH!								24		24
Collins - ENRICH!								17	9	26
Qualls									24	24
Pell									15	15
Sporrer - ENRICH!									25	25
Blanco								27		27
Lewis								27		27
Fisher									6	6
Parsons - CDS							2			2
Gravenstein Total	81	72	61	66	61	85				426
Hillcrest Total							86	95	79	260
District Total 6-8-12	81	72	61	66	61	85	88	95	79	688
April-11	67	57	61	51	84	74	84	77	93	648
April-10	56	60	49	76	70	71	66	84	96	628

SCHOOL AND COLLEGE LEGAL SERVICES *of California*

General Counsel
Margaret M. Merchat

*A Joint Powers Authority serving school and
college districts throughout the state*

Attorneys
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May 16, 2012

Reply to:
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707-524-2690
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Of Counsel
Robert J. Henry
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~~~~~  
Susanne K. Reed  
(1947-2010)

To: Linda LaMarre, Superintendent  
Gravenstein Union School District  
3840 Twig Avenue  
Sebastopol, CA 95472

From: Margaret M. Merchat, General Counsel

Subject: RETAINER AGREEMENT FOR LEGAL SERVICES

This memo invites the GRAVENSTEIN UNION SCHOOL DISTRICT to enter into a Retainer Agreement with SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA effective July 1, 2012. As an indication of our efforts to contain costs for our clients, I am pleased to inform you that our rates for 2012-13 are the same as 2011-12. In fact our rates have not changed for the past five years as we continue to make efforts to contain costs while continuing to provide high quality legal services.

As you consider your legal service needs for the coming year, I want to be clear about our commitment to provide you with excellent services. We will continue to offer a variety of workshops throughout the new fiscal year and our schedule for the first half of the year will be available soon. We certainly recognize that all school agencies are being hit very hard by the state economy, and we recognize that our effort to maintain lower fees is now more important than ever. To that end we want to confirm that we do not charge for a variety of "incidental costs" that private firms typically charge for, including on-line research costs, copying, faxes, mileage and related travel costs such as hotels and meals. If you have any questions regarding our services or fees, please do not hesitate to call me.

To become a Retainer Contract client for 2012-13, please select your retainer hour amount and sign the agreement. Please return the agreement to us along with a purchase order after the governing board has acted on it. Your district will be invoiced for the full retainer amount.

We very much look forward to working with you. If you have any questions, please call me or Patty Walsh.  
Enc.

**RETAINER AGREEMENT**

**BETWEEN**

**GRAVENSTEIN UNION SCHOOL DISTRICT**

**AND**

**SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA**

The GRAVENSTEIN UNION SCHOOL DISTRICT (DISTRICT) and SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA (a legal service program operating under a Joint Powers Agreement pursuant to California Government Code sections 6500 et seq.) (COUNSEL), mutually agree as follows:

**I.**  
**RECITALS**

This agreement, effective July 1, 2012, is entered into by and between the DISTRICT and SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA, a legal services program operating under a Joint Powers Agreement pursuant to California Government Code sections 6500 et seq.

COUNSEL has the background, experience, and expertise to perform the work to be done and agrees to do so in accordance with the terms and conditions of this agreement.

**II.**  
**WORK TO BE PERFORMED**

COUNSEL shall provide legal and labor relations services as requested by the DISTRICT.

COUNSEL shall have the right to retain court reporters, professional experts, and other independent contractors as appropriate and to recommend to DISTRICT the employment and association of outside legal counsel in cases and matters that singly or cumulatively require an inordinate amount of time or which require, in the opinion of COUNSEL, specialized legal services and expertise. In the event DISTRICT fails to approve the employment of such outside counsel, legal counsel reserves the right to terminate its representation of DISTRICT on the specific case or matter involved.

COUNSEL shall decline any assignment which would result in a conflict of interest or violations of professional ethical standards.

**III.**  
**COMPENSATION**

The DISTRICT shall compensate COUNSEL for all time spent on DISTRICT's work, including necessary travel time, at the rates specified in the attached Fee Schedule. Such rates may be changed by COUNSEL no earlier than July 1, 2013, provided, however, that COUNSEL shall first give DISTRICT at least thirty (30) days advance written notice of such change.

Time will be accounted for in an initial minimum increment of .2 hour per entry (i.e., 12-minute minimum). This reflects the time it takes to respond to and record the

nature of short-term assignments. After the initial minimum of .2, all assignments will be recorded in increments of one-tenth of an hour.

**IV.**  
**TERM OF AGREEMENT**

This agreement, effective July 1, 2012, is ongoing for up to four years and may be modified by mutual written agreement of the parties. This agreement may be terminated by either party at any time upon thirty (30) days written notice.

**SCHOOL AND COLLEGE LEGAL  
SERVICES OF CALIFORNIA**

By: Margaret M. Merchat Dated MAY 17 2012  
Margaret M. Merchat  
General Counsel

**GRAVENSTEIN UNION SCHOOL DISTRICT**

By: \_\_\_\_\_ Dated: \_\_\_\_\_  
Superintendent or Designee

**SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA  
CONTRACT FEE SCHEDULE**

**Effective July 1, 2012**

**Attorney Retainer Hours of  
Attorney Service**

**Retainer**

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|     |             |
|-----|-------------|
| 30  | \$ 5,550.00 |
| 60  | 11,100.00   |
| 120 | 22,200.00   |
| 180 | 33,300.00   |
| 200 | 37,000.00   |
| 300 | 55,500.00   |

**Districts that wish to contract for a lesser or greater number of hours than that set forth above may do so by calculating a retainer based on the \$185.00 per hour rate and making that change in the fee schedule. Minimum level is 20 hours.**

Included within the retainer fee are all of the workshops, newsletters, legislative reports, and all other work we do for all clients. We do, however, charge a fee not to exceed the actual costs for facilities, meals and copy fees for materials provided at workshops.

The retainer amounts set forth above are based on a rate of \$185.00 per hour for all attorney time. In the event that your district does not use all hours originally retained, the unused portion will be carried over to the next school term.

No additional fee is charged for meals or lodging while traveling to or from your district. No additional fee for secretarial time, nor for the cost of photocopies, telephone calls, or "facsimile" transmissions to or from your district. No postage charges for regular mail, no "administrative fee," and no on-line research costs. Set fees may be charged for formed contracts and bid documents.

**Mandated costs services are based on a rate of \$185.00 per hour and do not count against the retainer, unless you specifically indicate that it be included.**

**Litigation services are based on a rate of \$195.00 per hour and also do not count against the retainer.**

**SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA  
FEE SCHEDULE**

Effective July 1, 2012

**Retainer Contract Clients**

|                                          |                   |
|------------------------------------------|-------------------|
| All Attorneys/Bargaining Specialist..... | \$185.00 per hour |
| Excess Hours over Retainer               | \$195.00 per hour |
| Litigation                               | \$195.00 per hour |
| Mandated Services                        | \$185.00 per hour |
| Paralegal/Paraprofessional               | \$100.00 per hour |
| Law Clerk                                | \$ 80.00 per hour |

**Billable Contract Clients**

|                                          |                   |
|------------------------------------------|-------------------|
| All Attorneys/Bargaining Specialist..... | \$205.00 per hour |
| Litigation                               | \$205.00 per hour |
| Paralegal/Paraprofessional               | \$100.00 per hour |
| Law Clerk                                | \$ 80.00 per hour |

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**SELECTION OF RETAINER AMOUNT**

Effective July 1, 2012

The GRAVENSTEIN UNION SCHOOL DISTRICT hereby selects the following annual retainer amount effective July 1, 2012: \$ \_\_\_\_\_ for \_\_\_\_\_ hours of service.

- I want mandated services charged against this amount.
- I do not want mandated services charged against this amount and instead want to be separately billed for such services.

The Retainer Contract is a commitment to use specified hours at the reduced hourly rate. Should District decide to terminate the Contract during the course of the year and seek a refund of unexpended hours/dollars, it is mutually agreed that the hours used to date of termination will be re-billed at the full Billable hourly rate (\$205.00) and then any remaining dollars will be refunded to District.

A purchase order, check or warrant for this amount is enclosed or will be delivered to SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA within 30 days of the date this agreement is signed by the District representative.

By: \_\_\_\_\_  
Superintendent or Designee

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

AGENDA ITEM: TIER III CATEGORICAL FUNDS.

1. Public Hearing Relating to the Use of 2012/13 Tier III State Categorical Funds  
Education Code §42605 grants districts flexibility in Tier III categorical programs and authorizes districts to use these funds for any educational purpose. For the 2008-09 fiscal year through the 2014-15 fiscal year, inclusive, local educational agencies that use the flexibility provision of this section shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory and provisional language. As a condition of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing held prior to and independent of a meeting where the governing board of the district adopts the annual budget, to take testimony from the public, identify any program that is proposed to be closed, discuss, approve or disapprove the proposed use of funding, and make explicit the purposes for which the funding will be used.
  
2. Proposed Use of 2012/13 Tier III State Categorical Funds  
Consider approval of the proposed uses of the 2012/13 Tier III State Categorical Funds as identified on the attached list.

**NOTICE OF PUBLIC HEARING  
GRAVENSTEIN SCHOOL DISTRICT**

Date: JUNE 13, 2012

Time: 5 P.M.

Location: ROOM 11, GRAVENSTEIN ELEMENTARY SCHOOL, SEBASTOPOL, CA.

Purpose:

A public hearing will be held for the purpose of taking testimony from the public, discussing the proposed receipt and use of the Tier III categorical funds, identifying closed programs, and approve or disapprove the proposed use of funding from the 39 programs identified in E.C. 42605 for the budget year fiscal 2012-13.

| Budget Item                   | Resource Code      | Program Description                               | Available Funding    | Function Code - Use of Funding                         | Active | Partial | Closed |
|-------------------------------|--------------------|---------------------------------------------------|----------------------|--------------------------------------------------------|--------|---------|--------|
| 6110-265-0001                 | 6760               | Arts & Music Block Grant                          | \$ 7,638.00          | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-190-0001                 | 2430               | Community Day Schools                             | \$ 65,083.00         | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-188-0001                 | 6205               | Deferred Maintenance Apportionment                | \$ 19,507.00         | 8000-8999 Plant Services                               | X      |         |        |
| 6110-124-0001                 | 7140               | Gifted and Talented Education                     | \$ 17,215.00         | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-189-0001                 | 7156               | Instructional Materials Realignment               | \$ 28,092.00         | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-137-0001                 | 7294/7296          | Staff Development: Math & Reading/English Learner | \$ 5,011.00          | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-108-0001                 | 7080               | Supplemental School Counseling                    | \$ 8,352.00          | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-268-0001                 | 0000               | Oral Health Assessment Program                    | \$ 403.00            | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-260-0001                 | 6258               | Physical Education Teacher Incentive Grants       | \$ 29,350.00         | 1000-2999 Instruction and Instruction-Related Services |        |         | X      |
| 6110-193-0001                 | 7271/7275/<br>7295 | Peer Assistance & Review/ Staff Development       | \$ 3,598.00          | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-245-0001                 | 7393               | Professional Development Block Grant              | \$ 17,363.00         | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-243-0001                 | 7390               | Pupil Retention Block Grant                       | \$ 1,856.00          | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-247-0001                 | 7395               | School & Library Improvement Block Grant          | \$ 67,481.00         | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| 6110-228-0001                 | 6405               | School Safety & Violence Prevention, Gr. 8-12     | \$ 7,990.00          | 8000-8999 Plant Services                               | X      |         |        |
| 6110-246-0001                 | 7394               | Targeted Instructional Improvement Block Grant    | \$ 9,509.00          | 1000-2999 Instruction and Instruction-Related Services | X      |         |        |
| <b>Total Tier III Funding</b> |                    |                                                   | <b>\$ 288,448.00</b> |                                                        |        |         |        |

**RESOLUTION OF THE BOARD OF THE  
GRAVENSTEIN UNION ELEMENTARY SCHOOL DISTRICT**

**TIER III CATEGORICAL FLEXIBILITY**

WHEREAS as added and amended by SBX3 4, ABX4 2, and SB 70, Education Code 42605 grants districts flexibility in "Tier III" categorical programs and authorizes districts to use these funds for "any educational purpose, to the extent permitted by federal law." For the 2008-09 fiscal year to the 2014-15 fiscal year, inclusive, local educational agencies that use the flexibility provision of this section shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language.

WHEREAS as a condition of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing, to take testimony from the public, discuss, and approve or disapprove the proposed use of funding and to make explicit the purposes for which the funding will be used.

WHEREAS Assembly Bill (AB) 189, became effective January 1, 2012, and requires the Tier III public hearing to be held prior to and independent of a meeting at which the budget is adopted. AB 189 also requires a governing board to identify in the notice of the public hearing, any Tier III program that is proposed to be closed.

WHEREAS attached to this resolution is a list of specific programs for fiscal year 2012-13, the estimated funding amounts, and the proposed activities for which the funds are to be expended identified by SACS function code.

THEREFORE, BE IT RESOLVED that, following a public hearing in which public testimony was taken, discussion regarding the proposed uses of the funds took place, and programs proposed to be closed were identified, the Gravenstein Union Elementary School District adopts this Resolution approving the proposed uses of the funds as shown on the attached list for the fiscal year 2012-13.

PASSED AND ADOPTED this 13<sup>th</sup> Day of June 2012 by the following vote:

Ayes:

Noes:

Abstained:

Absent:

ATTEST:

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Secretary, Board of Trustees

**COMPREHENSIVE  
DISTRICT-WIDE PLAN  
TO IMPROVE STUDENT PERFORMANCE**

**GRAVENSTEIN UNION SCHOOL DISTRICT**

**FOR THE  
2012-2013  
SCHOOL YEAR**

Approval by the District-wide Site Council on 5-24-12

## School Vision and Mission Statement

We, the Gravenstein Union School District, are dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship. State and district policies support our common goal.

### GOALS:

1. School Environment
  - a. Positive, non-threatening environment with consistent discipline.
  - b. Students will learn the value of respecting oneself, each other and authority.
  - c. Pro-active interventions for at-risk students.
  - d. Strive for optimum class sizes.
  
2. Curriculum & Assessment
  - a. Develop a set of standards-based (grade-specific) curriculum brochures, report cards, strategies and practices utilizing California state standards.
  - b. Standardize and adopt state board adopted curriculum and materials to ensure student success and to meet high school entrance and exit exam requirements.
  - c. Students will meet eighth grade proficiency standards for graduation.
  
3. Coordination of School District and Community
  - a. Articulation and coordination of curriculum with the State of California. Encourage district connection with Governor's Initiative trainings for professional development.
  - b. Volunteerism-students in the community and community in the school.
  - c. Recruit and encourage business and professional interaction with the school.

## School Profiles

Gravenstein Union School District is a Pre-K-8 school district with an enrollment of approximately 650 students, most of who come from English speaking homes with a variety of socio-economic backgrounds. The district is located in the western rural section of Sebastopol in Western Sonoma County. The district serves a primarily rural population in an area of limited growth. Approximately ninety four percent of the property located within the school district boundaries is zoned “rural residential” in the Sonoma County General Plan. This zoning classification also affects the number of students living within the district.

There will be four schools in the district for school year 2012-13. Gravenstein School will be a K-5 charter conversion school. Gravenstein Elementary will be the name of the 1<sup>st</sup> grade school of approximately 30 students. Hillcrest Middle School is a 6<sup>th</sup> - 8<sup>th</sup> grade middle school which will now be a charter conversion school, and the district also has a Community Day School. The district has a K-8 Creative Arts Magnet/GATE Program at both campuses (ENRICH!).

The sites reflect the rural nature of the community. The relatively small enrollment at each site, excellent staff and very involved parents have worked together to establish a student body that has achieved some of the highest API scores in Sonoma County for the last eight years.

All classes K-6 are self-contained. Primary classes (K-3) have an approximate ratio of 20-1 and middle grades average an approximate ratio of 25-1. Instructional and temporary support assistants, paid by categorical monies, are utilized in Grades K-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated through combining categorical funding to serve students who need intervention or tutoring. Students are provided service according to their need – regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program and a school psychologist. The same services are available at the middle school campus. Hillcrest Middle School has a counselor for academic counseling.

Students in grades K through 5 receive music instruction one day per week and additional band time by the district’s music specialist. Visual art is also part of the Gravenstein School program. Classroom teachers and an art specialist provide this program. Hillcrest Middle School has a variety of scheduled music, art and drama programs. Our Grade K-8 Creative Arts Magnet/GATE Program does include additional field trips and visual and performing arts.

The school district utilizes two violence/bully prevention curriculum programs. **Second Step** is a state-approved violence prevention program for grades Preschool through eighth grade. Empathy, Emotion Management, Impulse Control, Problem Solving and Anger Management are some of the topics covered. An additional program, **EMPOWER**, is also utilized at the middle school level. Similar topics to **Second Step** are discussed through this program to include recognizing “bully” behaviors in yourself and others and how to react to these behaviors (or prevent the behaviors) in a non-violent manner.

Although HIV/AIDS Education is presented at the 7th or 8th grade level, sex education is an area that the school board and the site council have discussed as a possible addition to the 7th/8th curriculum.

More information on our programs is available on our website at [www.grav.k12.ca.us](http://www.grav.k12.ca.us).

## STAR Scores-2007-2008-2009-2010-2011

Student Groups Performing at or above Proficient Performance Standards on California Standards Testing (CST)  
STAR test results, 2007, 2008, 2009, 2010 and 2011:

|                                                                                                |                                                                                                                             |                                                                                                                                |                                                                                                                                                                                              |                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                |                                                                                                                             |                                                                                                                                |                                                                                                                                                                                              | <b>2<sup>nd</sup> grade (2011)</b><br>83% Prof. or above in ELA<br>81% Prof. or above in Math                                                                                              |
|                                                                                                |                                                                                                                             |                                                                                                                                | <b>2<sup>nd</sup> Grade (2010)</b><br>66% Prof. or above in ELA<br>78% Prof. or above in Math                                                                                                | <b>3<sup>rd</sup> grade (2011)</b><br>64% Prof. or above in ELA<br>72% Prof. or above in Math                                                                                              |
|                                                                                                | <b>2<sup>nd</sup> Grade (2009)</b><br>68% Prof. or above in ELA<br>90% Prof. or above in Math                               | <b>3<sup>rd</sup> Grade (2010)</b><br>64% Prof. or above in ELA<br>75% Prof. or above in Math                                  | <b>4<sup>th</sup> grade (2011)</b><br>84% Prof. or above in ELA<br>83% Prof. or above in Math                                                                                                |                                                                                                                                                                                            |
| <b>2<sup>nd</sup> Grade (2008)</b><br>74% Prof. or above in ELA<br>84% Prof. or above in Math  | <b>3<sup>rd</sup> Grade (2009)</b><br>73% Prof. or above in ELA<br>86% Prof. or above in Math                               | <b>4<sup>th</sup> Grade (2010)</b><br>91% Prof. or above in ELA<br>79% Prof. or above in Math                                  | <b>5<sup>th</sup> grade (2011)</b><br>88% Prof. or above in ELA<br>77% Prof. or above in Math<br>85% Prof. or above in Sci.                                                                  |                                                                                                                                                                                            |
| <b>2<sup>nd</sup> Grade (2007)</b><br>57% Prof. or above in ELA<br>67% Prof. or above in Math  | <b>3<sup>rd</sup> Grade (2008)</b><br>63% Prof. or above in ELA<br>84% Prof. or above in Math                               | <b>4<sup>th</sup> Grade (2009)</b><br>80% Prof. or above in ELA<br>84% Prof. or above in Math                                  | <b>5<sup>th</sup> Grade (2010)</b><br>85% Prof. or above in ELA<br>69% Prof. or above in Math<br>80% Prof. or above in Sci.                                                                  | <b>6<sup>th</sup> grade (2011)</b><br>79% Prof. or above in ELA<br>82% Prof. or above in Math                                                                                              |
| <b>3<sup>rd</sup> grade (2007)</b><br>53% Prof. or above in ELA<br>63% Prof. or above in Math  | <b>4<sup>th</sup> Grade (2008)</b><br>74% Prof. or above in ELA<br>82% Prof. or above in Math                               | <b>5<sup>th</sup> Grade (2009)</b><br>73% Prof. or above in ELA<br>75% Prof. or above in Math<br>71% Prof. or above in Science | <b>6<sup>th</sup> Grade (2010)</b><br>82% Prof. or above in ELA<br>77% Prof. or above in Math                                                                                                | <b>7<sup>th</sup> grade (2011)</b><br>84% Prof. or above in ELA<br>65% Prof. or above in Math                                                                                              |
| <b>4<sup>th</sup> grade (2007)</b><br>66 % Prof. or above in ELA<br>76% Prof. or above in Math | <b>5<sup>th</sup> Grade (2008)</b><br>72% Prof. or above in ELA<br>75% Prof. or above in Math<br>70% Prof. or above in Sci. | <b>6<sup>th</sup> Grade (2009)</b><br>78% Prof. or above in ELA<br>76% Prof. or above in Math                                  | <b>7<sup>th</sup> Grade (2010)</b><br>86% Prof. or above in ELA<br>67% Prof. or above in Math                                                                                                | <b>8<sup>th</sup> grade (2011)</b><br>81% Prof. or above in ELA<br>69% Prof. or above in Alg.1<br>37% Prof./above in Gen.Math<br>86% Prof. or above in Sci.<br>86% Prof./ above in History |
| <b>5<sup>th</sup> grade (2007)</b><br>48% Prof. or above in ELA<br>56% Prof. or above in Math  | <b>6<sup>th</sup> Grade (2008)</b><br>67% Prof. or above in ELA<br>58% Prof. or above in Math                               | <b>7<sup>th</sup> Grade (2009)</b><br>87% Prof. or above in ELA<br>65% Prof. or above in Math                                  | <b>8<sup>th</sup> Grade (2010)</b><br>80% Prof. or above ELA<br>48% Prof. or above in Alg. 1<br>41% Prof. /above - Gen.Math<br>86% Prof or abovr in Science<br>75% Prof. or above in History |                                                                                                                                                                                            |

## **Alignment of Curriculum, Instruction and Materials to Content and Performance Standards:**

**RANKING-All Materials are State standards aligned. Report cards are standards aligned at Grades K-5. Grades 6-8 are in progress.**

All of the curriculum materials we use in the areas of Reading-Language Arts and Math are aligned with the State Standards. Newly adopted K-8 History/Social Studies and Science textbooks have been ordered during the 2006-07 and 2007-08 school year. Report cards are aligned to reflect progress through the standards at each grade level in grades K-5. Curriculum brochures are completed at the K-8 level.

## **Alignment of Staff Development to Content Standards and Assessed Academic Need:**

**RANKING- Completed** for 100% of staff in the area of Language Arts K-5.

On going staff development is provided for our staff on the adopted Language Arts or Math Textbooks. We will be constantly assessing the need for staff development and providing the necessary in-service training.

## **Availability of standards based instructional materials appropriate to all student groups:**

### **RANKING -completed**

We have state adopted Language Arts textbooks for grades K-5 (Open Court-*Imagine It* 2009), McDougal Littel for grades 6-8, Social Sciences for grades K-5 (Harcourt), Social Sciences for grades 6-8 (History Alive), Glenco-McGraw Hill Science for grades K-5, McDougall-Littel Science for grades 6-8, Glenco Spanish for grades 6-8, Wright Group Spanish for grades 4-6. Harcourt Math (grades K-5) and CGP Math 2008 adoption (grades 6-7-8) are the adopted mathematics textbooks.

### **RANKING - completed**

We have adopted State approved ELA Intervention Materials in grades 3-8 for students 2 years below their grade level (*Jane Greene-LANGUAGE!*). We have also adopted *Fast Forward* Math Intervention materials. Our Learning Lab is providing assistance for students who qualify for Special Ed services and/ or non-proficiency in ELA or Math. Before/After/ or lunchtime tutoring also takes place informally all year but formally from January through April of each school year.

Services Now Provided by Categorical funds to Enable Low Performing Students to Meet Standards:

**RANKING- Adequate to Above average**

Categorical monies pay for the Learning Labs and instructional aides. These instructional aides spend a majority of their time working with students who are low performing. These assistants lower the child/teacher ratio when working with low performing students. The Learning Lab staff is paid out of categorical funds. The Learning Labs serve non-proficient in ELA and/or Math and Special Education students. Summer school programs focus on remediation and categorical monies pay for tutoring programs focused on remediation.

Use of Results of State and Local assessments to modify instruction and improve student achievement:

**RANKING – continuing in progress**

## CATEGORICAL FUNDING

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II to enable all students to meet state and local academic performance standards and growth targets. Additional funds (listed under "Other") may be allocated to this school in accordance with district policy.

### State Funds

**EIA/SCE LEP** - \$29,836– Learning Lab Personnel and Instructional and Temporary Support Assistants  
 Purpose: To improve school achievement of educationally disadvantaged students - to include English Learners.

**GATE** - \$17,152 - Certificated Personnel (split among six teacher salaries and Magnet Program Director)  
 Purpose: To assist in the educational needs of Gifted or Talented students in the district. A separate GATE application is completed for approval by the state.

|                                                |            |                      |
|------------------------------------------------|------------|----------------------|
| School and Library Improvement                 | 67,552.00  | Teacher Assistants   |
| Targeted Instructional Improvement             | 9,522.00   | Textbooks            |
| Class Size Reduction Incentive Grades K, 1,2,3 | 227,052.00 | K-3 CSR Salaries     |
| Lottery Non Prop 20                            | 62,604.00  | Instr. Materials     |
| Lottery Prop 20                                | 8,178.00   | Textbooks            |
| Tobacco Use Prevention Education (TUPE)        | -0-        |                      |
| PAR (Peer Assistance Review) apportionment     | -0-        |                      |
| Professional Development                       | 17,380.00  | Staff Dev            |
| IMFRP                                          | 28,018.00  | Textbooks            |
| Middle School Counseling                       | 9,316.00   | Counseling contract  |
| Arts and Music Block Grant                     | 6,435.00   | Art, Music supplies  |
| Physical Education Teacher Grant               | 29,234.00  | Flex-in general fund |

**Federal Funds**

**Title I: Targeted Assistance Program**

Amount: \$29,225.00 – Learning Lab Personnel and Instructional and Temporary Support Assistants

Purpose: To address the educational needs of underachieving/non proficient students

**Title II: Improving Teacher Quality**

Amount: \$10,102.00 – Teacher conferences and advertising

**Title VI: Innovative Programs**

Amount: \$ 1,080.00 – computer software

Purpose: Support educational improvement, library, media and at-risk students.

|                                             |           |                                  |
|---------------------------------------------|-----------|----------------------------------|
| Special ED PL 94-142                        | 85,657.00 | Special Ed staff and materials   |
| Special ED Discretionary Grants - Preschool | 20,814.00 | Preschool Speech Services        |
| Drug Free                                   | 427.00    | Health Materials                 |
| Title II Technology                         |           | Software                         |
| Title III LEP                               |           | Learning Lab staff and materials |

PART II

**TARGETED IMPROVEMENTS IN STUDENT PERFORMANCE**

This School Site Council has analyzed the available student performance data for all students. This Council has also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement targets.

**PERFORMANCE IMPROVEMENT TARGET #1**

**Statement of the performance improvement target or goal:**

The percent of students who score below Proficient in the areas of Reading, Language and Math will improve by a minimum of 5 percent.

**Academic Standard to be addressed:**

The focus will be in the areas of Reading and Math.

**CST Results for All Students - Three-Year Comparison  
Gravenstein Elementary School**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts  | 69      | 67      | 74      | 72       | 74      | 78      | 46      | 50      | 52      |
| Mathematics            | 82      | 81      | 74      | 71       | 73      | 67      | 43      | 46      | 48      |
| Science                | 73      | 61      | 72      | 71       | 75      | 83      | 46      | 50      | 54      |
| History-Social Science | 0       | 0       | 0       | 59       | 67      | 76      | 36      | 41      | 44      |

**CST Results for All Students - Three-Year Comparison - Hillcrest Middle School**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts  | 75      | 80      | 81      | 72       | 74      | 78      | 46      | 50      | 52      |
| Mathematics            | 64      | 68      | 62      | 71       | 73      | 67      | 43      | 46      | 48      |
| Science                | 69      | 80      | 88      | 71       | 75      | 83      | 46      | 50      | 54      |
| History-Social Science | 59      | 68      | 76      | 59       | 67      | 76      | 36      | 41      | 44      |

**Standardized Testing and Reporting Results by Student Group– School Year 2009-10**

**Gravenstein School**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group                            | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|----------------------------------|-------------------------------------------------------|-------------|---------|------------------------|
|                                  | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| African American                 | *                                                     | *           | *       |                        |
| American Indian or Alaska Native | *                                                     | *           |         |                        |
| Asian                            | *                                                     | *           |         |                        |
| Filipino                         | *                                                     | *           | *       |                        |
| Hispanic or Latino               | 54                                                    | 59          | *       |                        |
| Pacific Islander                 | *                                                     | *           |         |                        |
| White (not Hispanic)             | 77                                                    | 75          | 73      |                        |
| Male                             | 74                                                    | 82          | 83      |                        |
| Female                           | 74                                                    | 65          | 62      |                        |
| Economically Disadvantaged       | 56                                                    | 57          | *       |                        |
| English Learners                 | 53                                                    | 63          | *       |                        |
| Students with Disabilities       | *                                                     | *           | *       |                        |

**Standardized Testing and Reporting Results by Student Group (School Year 2009-10)  
Hillcrest Middle School**

| Group | Percent of Students Scoring at Proficient or Advanced |
|-------|-------------------------------------------------------|
|-------|-------------------------------------------------------|

|                                                  | English-<br>Language<br>Arts | Mathematics | Science | History-<br>Social<br>Science |
|--------------------------------------------------|------------------------------|-------------|---------|-------------------------------|
| African American                                 | *                            | *           | *       | *                             |
| American Indian or Alaska Native                 | *                            | *           |         |                               |
| Asian                                            | *                            | *           | *       | *                             |
| Filipino                                         | *                            | *           | *       | *                             |
| Hispanic or Latino                               | 68                           | 52          | *       | *                             |
| Pacific Islander                                 |                              |             |         |                               |
| White (not Hispanic)                             | 84                           | 64          | 89      | 78                            |
| Male                                             | 77                           | 62          | 93      | 70                            |
| Female                                           | 86                           | 62          | 85      | 81                            |
| Economically Disadvantaged                       | 66                           | 40          | 53      | 33                            |
| English Learners                                 | *                            | *           | *       | *                             |
| Students with Disabilities                       | 38                           | 24          | *       | *                             |
| Students Receiving Migrant<br>Education Services |                              |             |         |                               |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Grade Levels and student Groups not meeting this standard:

#### CST 2010

| Gr. Level | # Tested ( <i>ELA</i> ) | %Below Proficient | % Far Below. Basic | # Tested ( <i>Math</i> ) | %Below Proficient | %Far below Basic |
|-----------|-------------------------|-------------------|--------------------|--------------------------|-------------------|------------------|
| Grade 2   | 49                      | 35                | 4                  | 49                       | 22                | 2                |
| Grade 3   | 73                      | 35                | 1                  | 73                       | 25                | 4                |
| Grade 4   | 64                      | 9                 | 0                  | 64                       | 22                | 0                |
| Grade 5   | 65                      | 15                | 0                  | 65                       | 30                | 0                |
| Grade 6   | 61                      | 18                | 0                  | 61                       | 23                | 0                |
| Grade 7   | 81                      | 15                | 0                  | 80                       | 34                | 0                |
| Grade 8   | 87                      | 19                | 1                  | 56( <i>Algebra 1</i> )   | 52                | 4                |
|           |                         |                   |                    | 29 Gen. Math             | 58                | 3                |

### Grade Levels and student Groups not meeting this standard:

#### CST 2011

| Gr. Level | # Tested ( <i>ELA</i> ) | %Below Proficient | % Far Below. Basic | # Tested ( <i>Math</i> ) | %Below Proficient | %Far below Basic |
|-----------|-------------------------|-------------------|--------------------|--------------------------|-------------------|------------------|
| Grade 2   | 61                      | 16                | 3                  | 61                       | 20                | 2                |
| Grade 3   | 50                      | 36                | 2                  | 51                       | 28                | 2                |
| Grade 4   | 82                      | 16                | 0                  | 82                       | 17                | 0                |
| Grade 5   | 67                      | 11                | 1                  | 67                       | 22                | 0                |
| Grade 6   | 76                      | 21                | 0                  | 78                       | 18                | 0                |
| Grade 7   | 70                      | 15                | 3                  | 71                       | 36                | 3                |
| Grade 8   | 89                      | 19                | 0                  | 62( <i>Alg. 1</i> )      | 31                | 4                |
|           |                         |                   |                    | 27 Gen. Math             | 63                | 0                |

**Performance discrepancy indicated by the data for these students:**

We have some students who have scored below Proficient levels on the 2011 STAR.

**Present limitations of this element of the educational program:**

Limitations may be found in students participating in services provided. Parents have the option of allowing the students to participate in Learning Lab, after school tutoring and/or summer school programs.

Underlying causes of the low performance of these groups:

1. Special Needs (learning disabilities)
2. Learning a new language( EL)
3. Absenteeism/Truancy/ Tardy
4. More support needed (tutoring, **homework**, etc.) Some students have been recommended for free tutoring before or after school but do not attend. Teachers noted that some non-proficient students would be much improved if homework was completed. As a result of this discussion we began homework club/hall on some years at both campuses at lunch time.

**Performance gains expected for students participating in this program:**

5 percentile point gain to get all students to Proficient Levels.

**How to Amend these Deterrents:**

1. Continue Learning Lab for Special Education and Title 1 services
2. Rewards for good attendance—letters in Monday Messages and to individual parents about absenteeism and tardiness.
3. Continue tutoring and homework club/hall at both campuses as much as possible
4. The Gravenstein Staff has focused on teaching/practicing the writing process every day of school.
5. The K-5 staff give the superintendent/principal copies of their unit and benchmark reading assessments after they have given and reviewed the results to utilize for their instruction.
6. Pacing of lessons and pacing schedules (in order to complete all instruction of textbooks) prior to the STAR test has been a continuous focus. This is especially important in math
7. Staff development meetings—with teachers presenting writing instruction with handouts-had been the focus of the Gravenstein Staff Meetings beginning with the 2010-11 school year.
8. Differentiation of learning is discussed and encouraged. In some cases students have been accelerated in math beyond their grade level. This is only done when students can prove mastery of their current grade level work through assessments.

Part III

**IMPROVEMENTS TO BE MADE IN EDUCATIONAL PRACTICE**

The following actions will be taken to reach the student performance targets stated on previous page. These actions constitute a comprehensive plan to improve related educational practices, using all appropriate general fund and categorical resources available to the school.

**\*Actions to align standards, assessment and accountability:**

All teachers participate in grade level meetings to align curriculum to State Standards and review assessment information on a monthly basis. Teachers at the K-5 level submit ELA unit assessments to the Superintendent/Principal as they are completed. This allows additional monitoring of student growth (or lack of) to assure intervention. Additional strategies have been established as listed above.

Implementers: All staff

**Timeline:** One to two meetings per month

**\*Actions to align instruction and materials to academic content standards:**

District commitment - Purchasing materials in a timely manner that are aligned with State Standards and providing in-service training to all staff in the use of this material.

**Implementers:** District Wide Staff

**Timeline:** On-Going

**\*Actions to improve instructional strategies and materials accelerate learning and increase learning time:**

Provide improved assistance in the Learning Lab, provide after school tutoring programs for students in need of additional assistance and provide remedial, intensive summer school programs for at-risk students. Homework Club/Hall (at lunch time) has begun at both campuses during the 2007-08 school year. This was instituted at the result of teacher discussions on Common Planning Day meetings. It was discussed that the pacing of lessons is hampered by students not completing their homework.

**Implementers:** Instructional Aides, Learning Lab Staff, Teachers, Summer School Staff, and Administration

**Timeline:** On-Going

**\*Actions to assure equal access and increase educational opportunity for students not meeting the standard:**

Students not meeting standards are provided multiple opportunities for educational success-as stated above. This was the first year for students in grades 3-4-5 to have the ability to take the California Modified Assessment (CMA) instead of the STAR if they qualified. Students qualify for CMA if they are currently receive special education services and scored below basic or far below basic on the previous year STAR.

**Implementers:** All Staff

**Timeline:** On-Going

**\*Actions to insure qualified staff:** Gravenstein Union School District has high standards in recruiting and hiring quality staff. On-going staff development training occurs to ensure all staff are highly trained in current educational practices and educational research.

**Implementers:** Administration

**Participants:** All Staff

**Timeline:** On-Going

**\*Actions to involve staff, parents and community in support of this plan:**

Parents are encouraged to be actively involved in their child's education. Weekly newsletters (Monday Messages) are sent home by the Superintendent (as well as some teachers' classroom messages) to inform parents as to the happenings at school. Parents are also encouraged to volunteer in their child's classroom, work in the library, attend Back to School Night, Open House and Parent Teacher conferences. The district has two parent foundations that support programs in the school.

**Implementers:** All Staff

**Timeline:** On-Going

**\*Actions to provide support and auxiliary services to students and parents:**

Parent conferences and Student Study Team meetings are held to provide additional support to students and families in need of additional assistance. Within the SST meetings recommendations are made for outside support services or additional academic plans are outline and implemented.

Implementers: All Staff

Timelines: As Needed

**\*Actions to assure effective administration and oversight of this improvement:**

On-going evaluation of all programs is performed by the site and district level administration.

Project Manager: Linda LaMarre

***Timeline: On-Going***

- Actions to monitor and evaluate student progress and implementation of this plan:  
The School Site Council will evaluate year-end results. We will utilize STAR data to determine if we have achieved the goal of 5 percentile point growth in the areas of Reading and/or Math.

Group data and other indicators to measure academic gains

**Evaluators:** School Site Council

**Benchmarks:** RLA Textbook Assessments

**Timeline:** End of School Year

**California English Language Development Test (CELDT) Gravenstein Union Annual Assessment 2008-2009**

| Number and Percent of Students at Each Overall Performance Level |                |               |               |               |               |               |               |               |               |                |
|------------------------------------------------------------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Performance Level                                                | K              | 1             | 2             | 3             | 4             | 5             | 6             | 7             | 8             | Total          |
| Advanced                                                         | (0.0%)         | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%)        | 3<br>(50.0%)  | 2<br>(40.0%)  | ***           | (0.0%)        | 6<br>(13.0%)   |
| Early Advanced                                                   | 3<br>(30.0%)   | 4<br>(80.0%)  | 1<br>(14.0%)  | 1<br>(14.0%)  | (0.0%)        | 1<br>(17.0%)  | 2<br>(40.0%)  | ***           | (0.0%)        | 13<br>(29.0%)  |
| Intermediate                                                     | 4<br>(40.0%)   | 1<br>(20.0%)  | 4<br>(57.0%)  | 4<br>(57.0%)  | ***           | 2<br>(33.0%)  | 1<br>(20.0%)  | ***           | (0.0%)        | 18<br>(40.0%)  |
| Early Intermediate                                               | 2<br>(20.0%)   | (0.0%)        | 2<br>(29.0%)  | 1<br>(14.0%)  | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%)        | ***           | 6<br>(13.0%)   |
| Beginning                                                        | 1<br>(10.0%)   | (0.0%)        | (0.0%)        | 1<br>(14.0%)  | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%)        | 2<br>(4.0%)    |
| Number Tested                                                    | 10<br>(100.0%) | 5<br>(100.0%) | 7<br>(100.0%) | 7<br>(100.0%) | 1<br>(100.0%) | 6<br>(100.0%) | 5<br>(100.0%) | 3<br>(100.0%) | 1<br>(100.0%) | 45<br>(100.0%) |

**California English Language Development Test (CELDT) Gravenstein Union Annual Assessment 2009-2010**

**Number and Percent of Students at Each Overall Performance Level**

| Performance Level  | K             | 1             | 2             | 3             | 4             | 5             | 6             | 7             | 8             | Total          |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Advanced           | 3<br>(33.0%)  | 6<br>(100.0%) | 2<br>(33.0%)  | 2<br>(29.0%)  | 3<br>(43.0%)  | ***           | ***           | 2<br>(50.0%)  | 2<br>(50.0%)  | 21<br>(46.0%)  |
| Early Advanced     | 4<br>(44.0%)  | (0.0%)        | 2<br>(33.0%)  | 1<br>(14.0%)  | 2<br>(29.0%)  | ***           | ***           | 2<br>(50.0%)  | 2<br>(50.0%)  | 14<br>(30.0%)  |
| Intermediate       | 2<br>(22.0%)  | (0.0%)        | 2<br>(33.0%)  | 3<br>(43.0%)  | 1<br>(14.0%)  | ***           | ***           | (0.0%)        | (0.0%)        | 9<br>(20.0%)   |
| Early Intermediate | (0.0%)        | (0.0%)        | (0.0%)        | 1<br>(14.0%)  | (0.0%)        | ***           | ***           | (0.0%)        | (0.0%)        | 1<br>(2.0%)    |
| Beginning          | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%)        | 1<br>(14.0%)  | ***           | ***           | (0.0%)        | (0.0%)        | 1<br>(2.0%)    |
| Number Tested      | 9<br>(100.0%) | 6<br>(100.0%) | 6<br>(100.0%) | 7<br>(100.0%) | 7<br>(100.0%) | 1<br>(100.0%) | 2<br>(100.0%) | 4<br>(100.0%) | 4<br>(100.0%) | 46<br>(100.0%) |

### California English Language Development Test (CELDT) Gravenstein Union Annual Assessment 2010-11

| Performance Level  | K             | 1             | 2             | 3             | 4             | 5             | 6             | 7             | 8             | 9      | 10     | 11     | 12     |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------|--------|--------|--------|
| Advanced           | 3<br>(60.0%)  | 2<br>(33.0%)  | 4<br>(80.0%)  | 2<br>(50.0%)  | 2<br>(40.0%)  | 4<br>(44.0%)  | 2<br>(50.0%)  | 5<br>(83.0%)  | 4<br>(57.0%)  | (0.0%) | (0.0%) | (0.0%) | (0.0%) |
| Early Advanced     | (0.0%)        | 2<br>(33.0%)  | 1<br>(20.0%)  | 2<br>(50.0%)  | 2<br>(40.0%)  | (0.0%)        | (0.0%)        | (0.0%)        | 3<br>(43.0%)  | (0.0%) | (0.0%) | (0.0%) | (0.0%) |
| Intermediate       | (0.0%)        | 2<br>(33.0%)  | (0.0%)        | (0.0%)        | 1<br>(20.0%)  | 2<br>(22.0%)  | 1<br>(25.0%)  | 1<br>(17.0%)  | (0.0%)        | (0.0%) | (0.0%) | (0.0%) | (0.0%) |
| Early Intermediate | 1<br>(20.0%)  | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%)        | 1<br>(11.0%)  | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%) | (0.0%) | (0.0%) | (0.0%) |
| Beginning          | 1<br>(20.0%)  | (0.0%)        | (0.0%)        | (0.0%)        | (0.0%)        | 2<br>(22.0%)  | 1<br>(25.0%)  | (0.0%)        | (0.0%)        | (0.0%) | (0.0%) | (0.0%) | (0.0%) |
| Number Tested      | 5<br>(100.0%) | 6<br>(100.0%) | 5<br>(100.0%) | 4<br>(100.0%) | 5<br>(100.0%) | 9<br>(100.0%) | 4<br>(100.0%) | 6<br>(100.0%) | 7<br>(100.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) |

| Domain    | K     | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9   | 10  | 11  | 12  |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-----|-----|-----|
| Listening | 444.0 | 457.5 | 559.6 | 594.3 | 607.6 | 479.0 | 540.8 | 638.5 | 630.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| Speaking  | 461.4 | 535.7 | 614.0 | 579.5 | 580.0 | 540.3 | 592.3 | 668.8 | 655.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| Reading   | 320.0 | 414.5 | 532.2 | 583.3 | 543.8 | 469.0 | 571.5 | 675.2 | 644.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| Writing   | 389.0 | 456.5 | 521.8 | 547.3 | 522.2 | 468.8 | 563.3 | 627.2 | 619.7 | 0.0 | 0.0 | 0.0 | 0.0 |

Notes:

Subgroup options vary by year.

Summary data is not provided when there are three or fewer students in a particular subgroup (indicated by three asterisks \*\*\*).

2010-11 Edition summary results are reported using the common scale that was first used in 2006-07. Results may be compared with the results for 2006-07 and later but should not be compared to results earlier than 2006-07.

Percentage may not add up to 100% in column and row totals due to rounding.

Report generated: Tuesday, October 25, 2011

Data last updated: Tuesday, May 10, 2011

## 2009-10 California Physical Fitness Report Summary of Results

Additional information can be found at the Statewide Assessment Division's [California Physical Fitness Test site](#).

| Physical Fitness Area                                                      | Grade 5                      |             |                 | Grade 7                      |             |                 | Grade 9                      |             |                 |
|----------------------------------------------------------------------------|------------------------------|-------------|-----------------|------------------------------|-------------|-----------------|------------------------------|-------------|-----------------|
|                                                                            | Total <sup>1</sup><br>Tested | % In<br>HFZ | % Not in<br>HFZ | Total <sup>1</sup><br>Tested | % In<br>HFZ | % Not in<br>HFZ | Total <sup>1</sup><br>Tested | % In<br>HFZ | % Not in<br>HFZ |
| Aerobic Capacity                                                           | 69                           | 66.7        | 33.3            | 84                           | 95.2        | 4.8             | 0                            | 0.0         | 0.0             |
| Body Composition                                                           | 69                           | 68.1        | 31.9            | 84                           | 82.1        | 17.9            | 0                            | 0.0         | 0.0             |
| Abdominal Strength                                                         | 69                           | 92.8        | 7.2             | 84                           | 100.0       | 0.0             | 0                            | 0.0         | 0.0             |
| Trunk Extensor Strength                                                    | 69                           | 92.8        | 7.2             | 84                           | 100.0       | 0.0             | 0                            | 0.0         | 0.0             |
| Upper Body Strength                                                        | 69                           | 71.0        | 29.0            | 84                           | 95.2        | 4.8             | 0                            | 0.0         | 0.0             |
| Flexibility                                                                | 69                           | 73.9        | 26.1            | 84                           | 82.1        | 17.9            | 0                            | 0.0         | 0.0             |
| Number of Physical<br>Fitness Areas<br>Meeting the Healthy<br>Fitness Zone | Grade 5                      |             |                 | Grade 7                      |             |                 | Grade 9                      |             |                 |
|                                                                            | Number                       | Percent     | Cum.<br>Percent | Number                       | Percent     | Cum.<br>Percent | Number                       | Percent     | Cum.<br>Percent |
| 6 of 6 fitness criteria                                                    | 20                           | 29.0        | 29.0            | 55                           | 65.5        | 65.5            | 0                            | **          | **              |
| 5 of 6 fitness criteria                                                    | 25                           | 36.2        | 65.2            | 23                           | 27.4        | 92.9            | 0                            | **          | **              |
| 4 of 6 fitness criteria                                                    | 12                           | 17.4        | 82.6            | 3                            | 3.6         | 96.5            | 0                            | **          | **              |
| 3 of 6 fitness criteria                                                    | 6                            | 8.7         | 91.3            | 3                            | 3.6         | 100.0           | 0                            | **          | **              |
| 2 of 6 fitness criteria                                                    | 4                            | 5.8         | 97.1            | 0                            | 0.0         | 100.0           | 0                            | **          | **              |
| 1 of 6 fitness criteria                                                    | 2                            | 2.9         | 100.0           | 0                            | 0.0         | 100.0           | 0                            | **          | **              |
| 0 of 6 fitness criteria                                                    | 0                            | 0.0         | 100.0           | 0                            | 0.0         | 100.0           | 0                            | **          | **              |
| Total tested                                                               | 69                           | 100.0       |                 | 84                           | 100.0       |                 | 0                            | **          |                 |

**2010-11 California Physical Fitness Report  
Overall - Summary of Results  
Gravenstein Union Elementary District**

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

| <u>Physical Fitness Area</u> | Total Tested <sup>1</sup> in Grade 5 | Number Grade 5 Students in HFZ <sup>2</sup> | % Grade 5 Students in HFZ | % Grade 5 Students in Needs Improvement | % Grade 5 Students in Needs Improvement - High Risk | Total Tested <sup>1</sup> in Grade 7 | Number Grade 7 Students in HFZ <sup>2</sup> | % Grade 7 Students in HFZ | % Grade 7 Students in Needs Improvement | % Grade 7 Students in Needs Improvement - High Risk |
|------------------------------|--------------------------------------|---------------------------------------------|---------------------------|-----------------------------------------|-----------------------------------------------------|--------------------------------------|---------------------------------------------|---------------------------|-----------------------------------------|-----------------------------------------------------|
| Aerobic Capacity             | 72                                   | 53                                          | 73.6                      | 19.4                                    | 7.0                                                 | 74                                   | 60                                          | 81.1                      | 10.8                                    | 8.1                                                 |
| Body Composition             | 72                                   | 42                                          | 58.3                      | 11.1                                    | 30.6                                                | 74                                   | 47                                          | 63.5                      | 6.8                                     | 29.7                                                |
| Abdominal Strength           | 72                                   | 63                                          | 87.5                      | 12.5                                    | N/A                                                 | 74                                   | 70                                          | 94.6                      | 5.4                                     | N/A                                                 |
| Trunk Extension Strength     | 72                                   | 70                                          | 97.2                      | 2.8                                     | N/A                                                 | 74                                   | 73                                          | 98.6                      | 1.4                                     | N/A                                                 |
| Upper Body Strength          | 72                                   | 48                                          | 66.7                      | 33.3                                    | N/A                                                 | 74                                   | 65                                          | 87.8                      | 12.2                                    | N/A                                                 |
| Flexibility                  | 72                                   | 59                                          | 81.9                      | 18.1                                    | N/A                                                 | 74                                   | 65                                          | 87.8                      | 12.2                                    | N/A                                                 |

California  
English Language  
Development Test

2011-12 Edition

DISTRICT NAME: GRAVENSTEIN UNION ELEMEN  
SCHOOL NAME: GRAVENSTEIN ELEMENTARY  
CDS CODE: 49-70714-6051742

+6 Kindergarten

PERFORMANCE LEVEL SUMMARY REPORT (SCHOOL LEVEL) - COPY 1  
- ALL GRADES, ANNUAL ASSESSMENT

**California English  
Language Development  
Test (CELDT)  
2011-12 Edition**

**Performance Level  
Summary Report**

District: GRAVENSTEIN UNION ELEMEN

Grade: 1

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels                                                       | Overall |         | Listening |         | Speaking |         | Reading |         | Writing |         |
|--------------------------------------------------------------------------|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
|                                                                          | Number  | Percent | Number    | Percent | Number   | Percent | Number  | Percent | Number  | Percent |
| Advanced                                                                 | 2       | 40      | 2         | 40      | 2        | 40      | 1       | 20      | 1       | 20      |
| Early Advanced                                                           | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 1       | 20      |
| Intermediate                                                             | 1       | 20      | 1         | 20      | 1        | 20      | 4       | 80      | 2       | 40      |
| Early Intermediate                                                       | 2       | 40      | 2         | 40      | 2        | 40      | 0       | 0       | 1       | 20      |
| Beginning                                                                | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Total Number of Students                                                 | 5       |         | 5         |         | 5        |         | 5       |         | 5       |         |
| Mean Scale Score                                                         | 465.2   |         | 450.0     |         | 484.6    |         | 450.0   |         | 455.2   |         |
| Standard Deviation                                                       | 87.2    |         | 75.5      |         | 104.8    |         | 67.9    |         | 82.4    |         |
| <b>Number (percent) of students who met the CELDT Criterion: 2 (40%)</b> |         |         |           |         |          |         |         |         |         |         |

**California English Language Development Test (CELDT) 2011-12 Edition**

**Performance Level Summary Report**

District: GRAVENSTEIN UNION ELEMEN

Grade: 2

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels                                                       | Overall |         | Listening |         | Speaking |         | Reading |         | Writing |         |
|--------------------------------------------------------------------------|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
|                                                                          | Number  | Percent | Number    | Percent | Number   | Percent | Number  | Percent | Number  | Percent |
| Advanced                                                                 | 3       | 50      | 5         | 83      | 4        | 67      | 1       | 17      | 1       | 17      |
| Early Advanced                                                           | 2       | 33      | 0         | 0       | 2        | 33      | 0       | 0       | 2       | 33      |
| Intermediate                                                             | 1       | 17      | 1         | 17      | 0        | 0       | 4       | 67      | 2       | 33      |
| Early Intermediate                                                       | 0       | 0       | 0         | 0       | 0        | 0       | 1       | 17      | 1       | 17      |
| Beginning                                                                | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Total Number of Students                                                 | 6       |         | 6         |         | 6        |         | 6       |         | 6       |         |
| Mean Scale Score                                                         | 530.7   |         | 539.2     |         | 543.5    |         | 508.2   |         | 532.7   |         |
| Standard Deviation                                                       | 39.7    |         | 44.5      |         | 52.9     |         | 41.7    |         | 56.4    |         |
| <b>Number (percent) of students who met the CELDT Criterion: 5 (83%)</b> |         |         |           |         |          |         |         |         |         |         |

**California English  
Language Development  
Test (CELDT)  
2011-12 Edition**

**Performance Level  
Summary Report**

District: GRAVENSTEIN UNION ELEMEN

Grade: 3

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels                                                       | Overall |         | Listening |         | Speaking |         | Reading |         | Writing |         |
|--------------------------------------------------------------------------|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
|                                                                          | Number  | Percent | Number    | Percent | Number   | Percent | Number  | Percent | Number  | Percent |
| Advanced                                                                 | 1       | 33      | 1         | 33      | 3        | 100     | 2       | 67      | 1       | 33      |
| Early Advanced                                                           | 1       | 33      | 2         | 67      | 0        | 0       | 0       | 0       | 0       | 0       |
| Intermediate                                                             | 1       | 33      | 0         | 0       | 0        | 0       | 1       | 33      | 2       | 67      |
| Early Intermediate                                                       | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Beginning                                                                | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Total Number of Students                                                 | 3       |         | 3         |         | 3        |         | 3       |         | 3       |         |
| Mean Scale Score                                                         | 556.0   |         | 565.0     |         | 558.0    |         | 554.0   |         | 548.0   |         |
| Standard Deviation                                                       | 52.6    |         | 69.1      |         | 34.6     |         | 59.1    |         | 64.2    |         |
| <b>Number (percent) of students who met the CELDT Criterion: 2 (67%)</b> |         |         |           |         |          |         |         |         |         |         |

**California English  
Language Development  
Test (CELDT)  
2011–12 Edition**

**Performance Level  
Summary Report**

District: GRAVENSTEIN UNION ELEMEN

Grade: 4

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels                                                        | Overall |         | Listening |         | Speaking |         | Reading |         | Writing |         |
|---------------------------------------------------------------------------|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
|                                                                           | Number  | Percent | Number    | Percent | Number   | Percent | Number  | Percent | Number  | Percent |
| Advanced                                                                  | 4       | 100     | 4         | 100     | 4        | 100     | 2       | 50      | 3       | 75      |
| Early Advanced                                                            | 0       | 0       | 0         | 0       | 0        | 0       | 1       | 25      | 0       | 0       |
| Intermediate                                                              | 0       | 0       | 0         | 0       | 0        | 0       | 1       | 25      | 1       | 25      |
| Early Intermediate                                                        | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Beginning                                                                 | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Total Number of Students                                                  | 4       |         | 4         |         | 4        |         | 4       |         | 4       |         |
| Mean Scale Score                                                          | 610.5   |         | 631.8     |         | 583.5    |         | 612.8   |         | 615.5   |         |
| Standard Deviation                                                        | 37.7    |         | 16.5      |         | 16.7     |         | 63.9    |         | 88.6    |         |
| <b>Number (percent) of students who met the CELDT Criterion: 4 (100%)</b> |         |         |           |         |          |         |         |         |         |         |

**California English  
Language Development  
Test (CELDT)  
2011-12 Edition**

**Performance Level  
Summary Report**

District: GRAVENSTEIN UNION ELEMEN

Grade: 5

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels       | Overall |         | Listening |         | Speaking |         | Reading |         | Writing |         |
|--------------------------|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
|                          | Number  | Percent | Number    | Percent | Number   | Percent | Number  | Percent | Number  | Percent |
| Advanced                 | 1       | 25      | 4         | 100     | 3        | 75      | 0       | 0       | 2       | 50      |
| Early Advanced           | 3       | 75      | 0         | 0       | 1        | 25      | 1       | 25      | 1       | 25      |
| Intermediate             | 0       | 0       | 0         | 0       | 0        | 0       | 3       | 75      | 1       | 25      |
| Early Intermediate       | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Beginning                | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Total Number of Students | 4       |         | 4         |         | 4        |         | 4       |         | 4       |         |
| Mean Scale Score         | 597.0   |         | 631.8     |         | 616.8    |         | 548.3   |         | 592.8   |         |
| Standard Deviation       | 39.7    |         | 16.5      |         | 72.3     |         | 34.6    |         | 54.7    |         |

**Number (percent) of students who met the CELDT Criterion: 4 (100%)**

**California English Language Development Test (CELDT) 2011–12 Edition**

**Performance Level Summary Report**

District: GRAVENSTEIN UNION ELEMENTARY

Grade: 6

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels                                                       | Overall |         | Listening |         | Speaking |         | Reading |         | Writing |         |
|--------------------------------------------------------------------------|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
|                                                                          | Number  | Percent | Number    | Percent | Number   | Percent | Number  | Percent | Number  | Percent |
| Advanced                                                                 | 4       | 44      | 1         | 11      | 4        | 44      | 3       | 33      | 3       | 33      |
| Early Advanced                                                           | 3       | 33      | 7         | 78      | 3        | 33      | 3       | 33      | 4       | 44      |
| Intermediate                                                             | 1       | 11      | 0         | 0       | 2        | 22      | 1       | 11      | 0       | 0       |
| Early Intermediate                                                       | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 1       | 11      |
| Beginning                                                                | 1       | 11      | 1         | 11      | 0        | 0       | 2       | 22      | 1       | 11      |
| Total Number of Students                                                 | 9       |         | 9         |         | 9        |         | 9       |         | 9       |         |
| Mean Scale Score                                                         | 579.6   |         | 596.7     |         | 570.4    |         | 575.4   |         | 577.2   |         |
| Standard Deviation                                                       | 69.6    |         | 97.2      |         | 63.8     |         | 82.3    |         | 74.4    |         |
| <b>Number (percent) of students who met the CELDT Criterion: 7 (78%)</b> |         |         |           |         |          |         |         |         |         |         |

**California English Language Development Test (CELDT) 2011-12 Edition**

**Performance Level Summary Report**

District: GRAVENSTEIN UNION ELEMEN

Grade: 7

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels                                                        | Overall      |         | Listening    |         | Speaking     |         | Reading      |         | Writing      |         |
|---------------------------------------------------------------------------|--------------|---------|--------------|---------|--------------|---------|--------------|---------|--------------|---------|
|                                                                           | Number       | Percent | Number       | Percent | Number       | Percent | Number       | Percent | Number       | Percent |
| Advanced                                                                  | 1            | 33      | 1            | 33      | 2            | 67      | 1            | 33      | 2            | 67      |
| Early Advanced                                                            | 2            | 67      | 1            | 33      | 1            | 33      | 1            | 33      | 1            | 33      |
| Intermediate                                                              | 0            | 0       | 1            | 33      | 0            | 0       | 1            | 33      | 0            | 0       |
| Early Intermediate                                                        | 0            | 0       | 0            | 0       | 0            | 0       | 0            | 0       | 0            | 0       |
| Beginning                                                                 | 0            | 0       | 0            | 0       | 0            | 0       | 0            | 0       | 0            | 0       |
| <b>Total Number of Students</b>                                           | <b>3</b>     |         | <b>3</b>     |         | <b>3</b>     |         | <b>3</b>     |         | <b>3</b>     |         |
| <b>Mean Scale Score</b>                                                   | <b>623.7</b> |         | <b>612.0</b> |         | <b>614.3</b> |         | <b>609.7</b> |         | <b>661.0</b> |         |
| <b>Standard Deviation</b>                                                 | <b>83.2</b>  |         | <b>89.9</b>  |         | <b>54.6</b>  |         | <b>85.0</b>  |         | <b>104.2</b> |         |
| <b>Number (percent) of students who met the CELDT Criterion: 3 (100%)</b> |              |         |              |         |              |         |              |         |              |         |

**California English Language Development Test (CELDT) 2011-12 Edition**

**Performance Level Summary Report**

District: GRAVENSTEIN UNION ELEMEN

Grade: 8

**ANNUAL ASSESSMENT**

**Purpose**

This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.

CD: 49-70714

County: SONOMA  
State: CALIFORNIA

| Performance Levels                                                | Overall |         | Listening |         | Speaking |         | Reading |         | Writing |         |
|-------------------------------------------------------------------|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
|                                                                   | Number  | Percent | Number    | Percent | Number   | Percent | Number  | Percent | Number  | Percent |
| Advanced                                                          | 2       | 67      | 1         | 33      | 2        | 67      | 1       | 33      | 3       | 100     |
| Early Advanced                                                    | 1       | 33      | 2         | 67      | 1        | 33      | 1       | 33      | 0       | 0       |
| Intermediate                                                      | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Early Intermediate                                                | 0       | 0       | 0         | 0       | 0        | 0       | 1       | 33      | 0       | 0       |
| Beginning                                                         | 0       | 0       | 0         | 0       | 0        | 0       | 0       | 0       | 0       | 0       |
| Total Number of Students                                          | 3       |         | 3         |         | 3        |         | 3       |         | 3       |         |
| Mean Scale Score                                                  | 662.7   |         | 681.7     |         | 677.0    |         | 608.0   |         | 685.3   |         |
| Standard Deviation                                                | 55.4    |         | 28.9      |         | 74.5     |         | 92.4    |         | 84.6    |         |
| Number (percent) of students who met the CELDT Criterion: 2 (67%) |         |         |           |         |          |         |         |         |         |         |

# **CSBA Sample**

## **Exhibit**

### **Conflict Of Interest**

E 9270

#### **Board Bylaws**

#### **RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE**

**\*\*\*Note:** The Governing Board is required to adopt a conflict of interest code in compliance with Government Code 87300-87313 of the Political Reform Act (PRA). Pursuant to 2 CCR 18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR 18730 by reference along with a list of designated positions and disclosure categories. Board members and designated employees must annually file a Statement of Economic Interest/Form 700 pursuant to the disclosure requirements of the district's conflict of interest code. \*\*\*

**\*\*\*Note:** Government Code 87303 requires a district's conflict of interest code to be approved by a "code reviewing body." For school districts located entirely in one county, the code reviewing body is the board of supervisors of the county in which the district is located. The Fair Political Practices Commission (FPPC) is the code reviewing body for school districts with jurisdiction in more than one county. \*\*\*

**\*\*\*Note:** The code reviewing body needs to only review the portion of the district's conflict of interest code that specifies the district's designated positions and the disclosure categories as detailed in the following sample Resolution, including its Appendix, and not the other legal requirements related to conflict of interest reflected in the accompanying sample bylaw. The Resolution, including the Appendix, should be adopted by the Board and, as necessary, forwarded to the code reviewing body. Pursuant to Government Code 87306.5, the code reviewing body is required to notify the district in even-numbered years of the need to review the district's conflict of interest code. Upon such notification, the district should review the Appendix and make any necessary changes. In some counties, the code reviewing body requires that a resolution be adopted during each review and that the Board's resolution and amended appendix be submitted to that body. In other counties, only the appendix needs to be submitted. In both cases, districts need not submit BB 9270 - Conflict of Interest to the code reviewing body. In addition to the biannual review, districts should modify the Appendix and submit it, and the resolution if required, to the code reviewing body when any changed circumstances within the district require amendments to the Appendix, such as the creation of new designated positions or a change of duties assigned to existing positions. \*\*\*

**\*\*\*Note:** The following resolution should be modified to reflect district practice as well as any specific requirements of the district's code reviewing body. \*\*\*

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the \_\_\_\_\_ School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the \_\_\_\_\_ School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the \_\_\_\_\_ School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ at a meeting, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary/President

Conflict of Interest Code of the \_\_\_\_\_ School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached

Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

## APPENDIX

### Disclosure Categories

\*\*\*Note: The following list must be modified to reflect the specific disclosure categories in the district. \*\*\*

1. Category 1: A person designated Category 1 shall disclose:
  - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
  - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. Category 2: A person designated Category 2 shall disclose:
  - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
  - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

\*\*\*Note: Item #3 below is for use only by districts in which the Board and Superintendent "manage public investments." All other districts must delete item #3. \*\*\*

\*\*\*Note: Government Code 87500 requires public officials and designated employees to annually file a Statement of Economic Interest/Form 700 to disclose any assets and income which may be materially affected by official actions. Under the PRA, there are two separate categories of Form 700 disclosure requirements. For the first category pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in the district's conflict of interest code. The second category, pursuant to Government Code 87200, is only applicable to Board members and Superintendents who "manage public investments." Those Board members and designated employees, referred to by the FPPC

as Government Code 87200/Article 2 filers, must file broader disclosure statements pursuant to the disclosure requirements specified in law and FPPC regulation. See section in accompanying bylaw entitled "Additional Requirements for Boards that Manage Public Investments" for a further discussion of this issue. \*\*\*

3. Full Disclosure: Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
- b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

#### Designated Positions

\*\*\*Note: The following list must be modified to reflect the specific designated positions and applicable disclosure categories in the district. For districts in which the Board and Superintendent "manage public investments," the disclosure category for Board members and the Superintendent in the list below must be modified to "Full Disclosure." \*\*\*

| Designated Position                 | Disclosure Category |
|-------------------------------------|---------------------|
| Governing Board Members             | 1                   |
| Superintendent of Schools           | 1                   |
| Assistant/Associate Superintendent  | 1                   |
| Purchasing Agent                    | 1                   |
| Director                            | 2                   |
| Principal                           | 2                   |
| Assistant Principal                 | 2                   |
| Maintenance and Operations Director | 2                   |
| Program Coordinator                 | 2                   |
| Project Specialist                  | 2                   |
| Supervisor                          | 2                   |
| Dean of                             | 2                   |

#### Disclosures for Consultants

\*\*\*Note: The definition of designated employees in Government Code 82019 includes consultants. To preclude amending the code whenever retaining a consultant in a decision-making capacity, the following section provides that the Superintendent or designee shall make case-by-case determinations of the disclosures necessary, depending on the range of duties to be performed by the consultant. \*\*\*

Consultants are designated employees who must disclose financial interests as

determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

# **CSBA Sample**

## **Board Policy**

### **Student Use Of Technology**

BP 6163.4  
**Instruction**

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)  
(cf. 1113 - District and School Web Sites)  
(cf. 4040 - Employee Use of Technology)  
(cf. 5131 - Conduct)  
(cf. 6163.1 - Library Media Centers)

\*\*\*Note: The following three paragraphs are optional and may be revised to reflect district practice. Many districts have developed an Acceptable Use Agreement containing rules for the use of the district's technological resources which students and their parents/guardians are required to sign; also see the accompanying administrative regulation. \*\*\*

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.12 - Search and Seizure)

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

#### Use of District Computers for Online Services/Internet Access

\*\*\*Note: 20 USC 6777 mandates that districts adopt an Internet safety policy as a condition of receiving technology funds under Title II, Part D of the No Child Left Behind Act (20 USC 6751-6777) for the purpose of purchasing computers with Internet access or paying for direct costs associated with accessing the Internet. 47 USC 254 mandates that districts adopt an Internet safety policy in order to qualify for federal universal service discounts for Internet access (E-rate discounts). This mandate applies to districts that receive E-rate discounts for Internet access, Internet services, or internal connections, but not to districts that receive discounts for telecommunications services only. \*\*\*

\*\*\*Note: Both 20 USC 6777 and 47 USC 254 require that the district's policy include the operation and enforcement of a "technology protection measure" that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors. As part of the funding application process, a district is required to certify that it has the required policy in place and is enforcing the operation of the technology protection measure. For the first year that a district is applying for funds, 20 USC 6777 and 47 USC 254 allow the district to certify that it does not yet have the policy or technology protection measure in place, but that it is in the process of putting the policy or measure in place for the second funding year.\*\*\*

\*\*\*Note: The following paragraph is mandated for districts that use E-rate or federal technology funding sources and may be adapted by other districts that choose to install technology protection measures.\*\*\*

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

\*\*\*Note: Districts receiving E-rate discounts for Internet access, Internet services, or internal connections are also mandated by 47 USC 254 to adopt policy that addresses (1) access by minors to "inappropriate matter" on the Internet; (2) safety and security of minors when using email, chat rooms, and other forms of direct electronic communication; (3) unauthorized access, including "hacking" and other unlawful online activities by minors; (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and (5) measures designed to restrict minors' access to harmful materials. \*\*\*

**\*\*\*Note:** On October 8, 2008, the President signed the Broadband Data Improvement Act (P.L. 110-385) which amended 47 USC 254 to mandate that the district's Internet safety policy now include educating students about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms as well as cyberbullying awareness and response. See BP 5131 - Conduct for additional language prohibiting cyberbullying and outlining the district's response to a report or complaint of cyberbullying.\*\*\*

**\*\*\*Note:** The remainder of this section addresses these mandates and may be revised to reflect district practice. See the accompanying administrative regulation for additional language implementing these mandates. Districts that do not receive E-rate discounts may choose to use or adapt this material at their discretion. \*\*\*

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

**\*\*\*Note:** The following optional paragraph addresses access to social networking sites such as MySpace, Facebook, Xanga, Friendster, and others, and may be revised by districts that choose to allow limited access for educational purposes.\*\*\*

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

**Legal Reference:**

**EDUCATION CODE**

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

**PENAL CODE**

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

**UNITED STATES CODE, TITLE 15**

6501-6506 Children's Online Privacy Protection Act

**UNITED STATES CODE, TITLE 20**

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:

6777 Internet safety

**UNITED STATES CODE, TITLE 47**

254 Universal service discounts (E-rate)

**CODE OF FEDERAL REGULATIONS, TITLE 16**

312.1-312.12 Children's Online Privacy Protection Act

**CODE OF FEDERAL REGULATIONS, TITLE 47**

54.520 Internet safety policy and technology protection measures, E-rate discounts

**Management Resources:**

**CSBA PUBLICATIONS**

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

**FEDERAL TRADE COMMISSION PUBLICATIONS**

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

**MY SPACE.COM PUBLICATIONS**

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

**WEB SITES**

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

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

Center for Safe and Responsible Internet Use: <http://csriu.org>

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection:

<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

U.S. Department of Education: <http://www.ed.gov>

Web Wise Kids: <http://www.webwisekids.org>

(11/05 7/07) 3/09

# **CSBA Sample**

## **Exhibit**

### **Conflict Of Interest**

E 9270

#### **Board Bylaws**

#### **RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE**

**\*\*\*Note:** The Governing Board is required to adopt a conflict of interest code in compliance with Government Code 87300-87313 of the Political Reform Act (PRA). Pursuant to 2 CCR 18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR 18730 by reference along with a list of designated positions and disclosure categories. Board members and designated employees must annually file a Statement of Economic Interest/Form 700 pursuant to the disclosure requirements of the district's conflict of interest code. **\*\*\***

**\*\*\*Note:** Government Code 87303 requires a district's conflict of interest code to be approved by a "code reviewing body." For school districts located entirely in one county, the code reviewing body is the board of supervisors of the county in which the district is located. The Fair Political Practices Commission (FPPC) is the code reviewing body for school districts with jurisdiction in more than one county. **\*\*\***

**\*\*\*Note:** The code reviewing body needs to only review the portion of the district's conflict of interest code that specifies the district's designated positions and the disclosure categories as detailed in the following sample Resolution, including its Appendix, and not the other legal requirements related to conflict of interest reflected in the accompanying sample bylaw. The Resolution, including the Appendix, should be adopted by the Board and, as necessary, forwarded to the code reviewing body. Pursuant to Government Code 87306.5, the code reviewing body is required to notify the district in even-numbered years of the need to review the district's conflict of interest code. Upon such notification, the district should review the Appendix and make any necessary changes. In some counties, the code reviewing body requires that a resolution be adopted during each review and that the Board's resolution and amended appendix be submitted to that body. In other counties, only the appendix needs to be submitted. In both cases, districts need not submit BB 9270 - Conflict of Interest to the code reviewing body. In addition to the biannual review, districts should modify the Appendix and submit it, and the resolution if required, to the code reviewing body when any changed circumstances within the district require amendments to the Appendix, such as the creation of new designated positions or a change of duties assigned to existing positions. **\*\*\***

**\*\*\*Note:** The following resolution should be modified to reflect district practice as well as any specific requirements of the district's code reviewing body. **\*\*\***

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the \_\_\_\_\_ School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the \_\_\_\_\_ School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the \_\_\_\_\_ School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ at a meeting, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary/President

Conflict of Interest Code of the \_\_\_\_\_ School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached

Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

## APPENDIX

### Disclosure Categories

\*\*\*Note: The following list must be modified to reflect the specific disclosure categories in the district. \*\*\*

1. Category 1: A person designated Category 1 shall disclose:
  - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
  - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. Category 2: A person designated Category 2 shall disclose:
  - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
  - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

\*\*\*Note: Item #3 below is for use only by districts in which the Board and Superintendent "manage public investments." All other districts must delete item #3. \*\*\*

\*\*\*Note: Government Code 87500 requires public officials and designated employees to annually file a Statement of Economic Interest/Form 700 to disclose any assets and income which may be materially affected by official actions. Under the PRA, there are two separate categories of Form 700 disclosure requirements. For the first category pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in the district's conflict of interest code. The second category, pursuant to Government Code 87200, is only applicable to Board members and Superintendents who "manage public investments." Those Board members and designated employees, referred to by the FPPC

as Government Code 87200/Article 2 filers, must file broader disclosure statements pursuant to the disclosure requirements specified in law and FPPC regulation. See section in accompanying bylaw entitled "Additional Requirements for Boards that Manage Public Investments" for a further discussion of this issue. \*\*\*

3. Full Disclosure: Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

#### Designated Positions

\*\*\*Note: The following list must be modified to reflect the specific designated positions and applicable disclosure categories in the district. For districts in which the Board and Superintendent "manage public investments," the disclosure category for Board members and the Superintendent in the list below must be modified to "Full Disclosure." \*\*\*

#### Designated Position Disclosure Category

|                                     |   |
|-------------------------------------|---|
| Governing Board Members             | 1 |
| Superintendent of Schools           | 1 |
| Assistant/Associate Superintendent  | 1 |
| Purchasing Agent                    | 1 |
| Director                            | 2 |
| Principal                           | 2 |
| Assistant Principal                 | 2 |
| Maintenance and Operations Director | 2 |
| Program Coordinator                 | 2 |
| Project Specialist                  | 2 |
| Supervisor                          | 2 |
| Dean of                             | 2 |

#### Disclosures for Consultants

\*\*\*Note: The definition of designated employees in Government Code 82019 includes consultants. To preclude amending the code whenever retaining a consultant in a decision-making capacity, the following section provides that the Superintendent or designee shall make case-by-case determinations of the disclosures necessary, depending on the range of duties to be performed by the consultant. \*\*\*

Consultants are designated employees who must disclose financial interests as

determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

# **CSBA Sample**

## **Administrative Regulation**

### **Student Use Of Technology**

AR 6163.4  
**Instruction**

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

(cf. 0440 - District Technology Plan)  
(cf. 4040 - Employee Use of Technology)  
(cf. 4131- Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

(cf. 6163.1 - Library Media Centers)

**Online/Internet Services: User Obligations and Responsibilities**

**\*\*\*Note:** The following section should be modified to reflect district practice. The provisions in this section may be incorporated into the district's Acceptable Use Agreement which students and their parents/guardians are required to sign as a condition of using the district's technological resources; see the accompanying Board policy.**\*\*\***

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.

\*\*\*Note: 47 USC 254 mandates that districts receiving E-rate discounts under Title II, Part D of the No Child Left Behind Act (20 USC 6751-6777), for the purpose of purchasing computers with Internet access or paying for direct costs associated with accessing the Internet, adopt a policy addressing access by minors to "inappropriate matter" on the Internet. Also see the accompanying Board policy.\*\*\*

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5131 - Conduct)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

\*\*\*Note: Penal Code 313 provides a definition of "harmful matter" as specified below. Districts that have adopted their own definition should revise the following paragraph as appropriate.\*\*\*

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

\*\*\*Note: Districts receiving E-rate discounts are mandated by 47 USC 254 to adopt a policy addressing the safety and security of minors when using email, chat rooms, and other forms of direct electronic communication, as well as the unauthorized disclosure, use, and dissemination of personal identification information regarding minors. As amended by the Broadband Data Improvement Act (P.L. 110-385), 47 USC 254 also requires that the district's Internet safety policy include educating students about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms and cyberbullying awareness and response. See the accompanying Board policy. \*\*\*

\*\*\*Note: The Children's Online Privacy Protection Act (15 USC 6501-6506) prohibits web site operators from collecting or disclosing personal information from a child under age 13 years without verifiable parental consent. Guidance from the Federal Trade Commission, How to Protect Kids' Privacy Online: A Guide for Teachers, indicates that, within any limitations established by district policy, a teacher may, but is not required to, act in place of the parent/guardian in deciding whether to give consent for school activities online. Because of legal uncertainty as to whether the school can give consent itself or must obtain parent/guardian consent, it is recommended that language specifying the conditions under which students will be asked to disclose personal identification

information, if any, be included in the district's Acceptable Use Agreement so that the parent/guardian's signature on the agreement can indicate consent. \*\*\*

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 5131.6 - Alcohol and Other Drugs)

6. Students shall not use the system to engage in commercial or other for-profit activities.

\*\*\*Note: As added by AB 919 (Ch. 583, Statutes of 2008), Penal Code 653.2 makes it a crime for a person to distribute personal identification information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages).\*\*\*

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

(cf. 5131.9 - Academic Honesty)  
(cf. 6162.6 - Use of Copyrighted Materials)

\*\*\*Note: Districts receiving E-rate discounts are mandated by 47 USC 254 to adopt a policy addressing unauthorized access, including so-called "hacking" and other unlawful online activities by minors. Item #9 below addresses such activities and may be revised to reflect district practice.\*\*\*

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

(cf. 5131.5 - Vandalism and Graffiti)

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

\*\*\*Note: 20 USC 6777 and 47 USC 254 require districts receiving federal Title II technology funds or E-rate discounts to enforce the operation of technology protection measures, including monitoring the online activities of minors. Districts have discretion to determine whether they wish to track Internet use through personally identifiable web monitoring software or other means. The following paragraph is optional.\*\*\*

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

(cf. 5145.12 - Search and Seizure)

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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# CSBA Sample

## Board Policy

### Student Wellness

BP 5030

#### Students

\*\*\*Note: The Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296) repealed 42 USC 1751 Note and added 42 USC 1758b which mandates each district participating in the National School Lunch Program (42 USC 1751-1769) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1791), including the School Breakfast Program, to adopt a districtwide school wellness policy. The following policy fulfills this mandate and should be revised to reflect district practice. Other policies in the district's policy manual will likely contain additional provisions supporting this wellness policy, such as BP 3312 - Contracts, BP/AR 3550 - Food Service/Child Nutrition Program, BP/AR 3553 - Free and Reduced Price Meals, BP/AR 3554 - Other Food Sales, BP/AR 6142.7 - Physical Education and Activity, and BP/AR 6142.8 - Comprehensive Health Education.\*\*\*

\*\*\*Note: Although the district has discretion under 42 USC 1758b to determine specific policies appropriate for its schools, the U.S. Department of Agriculture (USDA) is required to develop regulations that provide a framework and guidelines to assist districts in establishing their student wellness policies and to provide technical assistance through the Centers for Disease Control and Prevention (CDC). Currently the USDA and CDC provide resources and implementation tools on their web sites. In addition, CSBA's Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide summarizes research on the relationship between nutrition and physical activity and student achievement, provides worksheets for policy development, and contains other resources that may be useful in the development of the wellness policy.\*\*\*

\*\*\*Note: The following paragraph links student wellness with the components of a coordinated school health approach recommended in the California Department of Education's (CDE) Health Framework for California Public Schools and may be revised to reflect district practice.\*\*\*

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education and activity, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)  
(cf. 3555 - Nutrition Program Compliance)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.61 - Drug Testing)  
(cf. 5131.62 - Tobacco)  
(cf. 5131.63 - Steroids)  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.31 - Immunizations)  
(cf. 5141.32 - Health Screening for School Entry)  
(cf. 5141.6 - School Health Services)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)  
(cf. 6164.2 - Guidance/Counseling Services)

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1100 - Communication with the Public)  
(cf. 1112 - Media Relations)  
(cf. 1113 - District and School Web Sites)  
(cf. 1114 - District-Sponsored Social Media)  
(cf. 6020 - Parent Involvement)

#### School Health Council/Committee

\*\*\*Note: 42 USC 1758b, as added by P.L. 111-296, requires that specified stakeholders be permitted to participate not only in the development of the district's wellness policy, but also in its implementation and periodic review and update. The list of stakeholders has been expanded to include physical education teachers and school health professionals.\*\*\*

\*\*\*Note: One method to achieve continuing involvement of those groups and other key stakeholders could be through the creation of a school health council, as recommended in the CDE's Health Framework for California Public Schools. Pursuant to Government Code 54952, committees created by formal action of the Board are subject to open meeting laws (the Brown Act); see AR 1220 - Citizen Advisory Committees.\*\*\*

The Superintendent or designee shall permit parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy.

(cf. 5148.2 - Before/After School Programs)  
(cf. 6142.8 - Comprehensive Health Education)

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

(cf. 1325 - Advertising and Promotion)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness and may provide opportunities for regular physical activity among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

#### Nutritional Guidelines for Foods Available at School

\*\*\*Note: 42 USC 1758b, as added by P.L. 111-296, mandates that the district's wellness policy include nutritional guidelines, as specified below. P.L. 111-296 repealed the separate requirement that mandated the district's policy to include guidelines for federally reimbursable meals, but now requires that the guidelines for all foods available at school must be consistent with 42 USC 1773 and 1779. Nutritional standards are described in AR 3550 - Food Service/Child Nutrition Program and AR 3554 - Other Food Sales.\*\*\*

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC 1773 and 1779 and support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

\*\*\*Note: The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice.\*\*\*

The Board believes that foods and beverages available to students at district schools should support the health curriculum and promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, or other venues, shall meet or exceed state and federal nutritional standards.

(cf. 3312 - Contracts)  
(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3554 - Other Food Sales)  
(cf. 5141.27 - Food Allergies/Special Dietary Needs)  
(cf. 5148 - Child Care and Development)  
(cf. 5148.3 - Preschool/Early Childhood Education)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3552 - Summer Meal Program)  
(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

#### Program Implementation and Evaluation

The Superintendent shall designate one or more district or school employees, as

appropriate, to ensure that each school site complies with this policy. (42 USC 1758b)

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

\*\*\*Note: 42 USC 1758b, as added by P.L. 111-296, requires that the district periodically provide an assessment of the implementation of the wellness policy, including comparison of the district's policy with model wellness policies. 42 USC 1758b requires the USDA to provide model policies and best practices recommended by federal and state agencies and nongovernmental organizations; see the USDA's web site.\*\*\*

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. He/she shall periodically measure and make available to the public an assessment of the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

\*\*\*Note: Items #1-9 below are optional and should be revised to reflect district practice. CSBA's publication Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide provides additional suggestions for fulfilling the Board's monitoring responsibility, including possible data sources.\*\*\*

To determine whether the policy is being effectively implemented districtwide and at each district school, the following indicators shall be used:

1. Descriptions of the district's nutrition education, physical education, and health education curricula by grade level
2. Number of minutes of physical education instruction offered at each grade span
3. Number and type of exemptions granted from physical education
4. Results of the state's physical fitness test
5. An analysis of the nutritional content of meals served based on a sample of menus
6. Student participation rates in school meal programs, compared to percentage of students eligible for free and reduced-price meals
7. Number of sales of non-nutritious foods and beverages in fundraisers or other venues outside of the district's meal programs
8. Feedback from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff,

and/or other appropriate persons

9. Any other indicators recommended by the Superintendent and approved by the Board

#### Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas.  
(Education Code 49432)

\*\*\*Note: Education Code 49432 authorizes, but does not require, schools to post a summary of nutrition and physical activity laws and regulations. The following paragraph is optional.\*\*\*

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

#### Legal Reference:

##### EDUCATION CODE

33350-33354 CDE responsibilities re: physical education  
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001  
49490-49494 School breakfast and lunch programs  
49500-49505 School meals  
49510-49520 Nutrition  
49530-49536 Child Nutrition Act  
49540-49546 Child care food program  
49547-49548.3 Comprehensive nutrition services  
49550-49561 Meals for needy students  
49565-49565.8 California Fresh Start pilot program  
49570 National School Lunch Act  
51210 Course of study, grades 1-6  
51220 Course of study, grades 7-12  
51222 Physical education  
51223 Physical education, elementary schools  
51795-51796.5 School instructional gardens  
51880-51921 Comprehensive health education  
CODE OF REGULATIONS, TITLE 5  
15500-15501 Food sales by student organizations  
15510 Mandatory meals for needy students  
15530-15535 Nutrition education  
15550-15565 School lunch and breakfast programs  
UNITED STATES CODE, TITLE 42  
1751-1769 National School Lunch Program, especially:

1758b Local wellness policy  
1771-1791 Child Nutrition Act, including:  
1773 School Breakfast Program  
1779 Rules and regulations, Child Nutrition Act  
CODE OF FEDERAL REGULATIONS, TITLE 7  
210.1-210.31 National School Lunch Program  
220.1-220.21 National School Breakfast Program  
COURT DECISIONS  
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Building Healthy Communities: A School Leader's Guide to Collaboration and  
Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief,  
2009

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and  
Guide, 2007

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev.  
October 2007

Physical Education and California Schools, Policy Brief, rev. October 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev.  
April 2006

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards,  
Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through  
Grade Twelve, 2009

Healthy Children Ready to Learn: A White Paper on Health, Nutrition, and Physical  
Education, January 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve,  
2003

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October  
2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices  
in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March  
2010

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and  
Planning Guide, 2005

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

#### WEB SITES

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

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity:

<http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

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**Board Policy**

**Students**

**BP 5030**

**Student Wellness**

**Gravenstein Union School District's Wellness Policy on Physical Activity and Nutrition**

The federal Child Nutrition and WIC Reauthorization Act of 2004 (PL 108-265) includes a provision requiring all school districts participating in any federally funded child nutrition program to establish a locally developed school wellness policy by the beginning of the 2006-07 school year.

**Goals**

The Gravenstein Union School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Gravenstein Union School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the district wellness policy.
- Nutrition education, physical activity, and other school-based activities will be designed to promote student wellness.
- Foods and beverages sold or served on the school campus during the school day will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Guidelines for reimbursable meals will not be less restrictive than federal regulations and guidance issued by the United States Department of Agriculture (USDA).
- A plan for measuring the implementation of the wellness policy will be included in the plan and the superintendent or designee will oversee the implementation of the adopted wellness policy.

**TO ACHIEVE THESE POLICY GOALS:**

## **I. Involvement of School and Community Stakeholders** **Developing the Wellness Policy**

The District Health Council will develop, implement, monitor, review, and, as necessary, revise the district wellness policy. The council also will serve as a resource to school sites for implementing those policies. To develop this policy, the Council will include parents, school administrators, teachers, members of the school board, students, representatives of the child nutrition program, and members of the public. The District's School Site Council (with additional members, such as board members), will serve as the District Health Council.

## **II. Establishment of Goals for Nutrition Education, Physical Activity, and Other School-Based Activities That Promote Wellness**

### **Nutrition Education**

California Education Code (EC) Section 51210 requires that health education, including nutrition education, be taught in grades one through six.

EC Section 51890 declares the intent that districts provide comprehensive health education and requires that a variety of health topics be included in middle school and high school curricula.

### **Physical Education**

#### **The minimum requirements for physical education are:**

- All K-12 students (including students with disabilities and/or special health-care needs and those in alternative educational settings) will receive physical education instruction as designated (EC sections 51210, 51222, and 51223):
  - A minimum of 200 minutes for every 10 school days for students in grades 1-6
  - A minimum of 400 minutes for every 10 school days for students in grades 7-12
- Temporary exemptions from physical education should be limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted physical education program. (EC Section 51241)

• Physical education instruction is delivered by a teacher credentialed to teach physical education. (EC Section 44203)

• Class size is consistent with the requirements of good instruction and safety. (CCR, Title 5, Section 10060)

• School districts will administer a physical fitness test annually to all students in grades five, seven, and nine during the months of February, March, April, or May. (EC Section 60800)

• Students will receive their individual fitness test results upon completing the test. (EC Section 60800)

• Teachers and other school and community personnel will not use physical activity (e.g., running laps, push-ups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment. (EC Section 49001)

### **III. Nutritional Guidelines for Foods and Beverages Available Outside the School Meal Program**

#### **The minimum requirements that must be met:**

- Individual food items sold outside the federal reimbursable meal programs shall meet local, state, and federal requirements. (See Attachment A.)
- The term "sold" refers to any food or beverages provided to students on school grounds in exchange for money, coupons, or vouchers. The term does not refer to food brought from home for individual consumption.
- Schools shall follow the nutrition standards (indicated below) for kindergarten through grade twelve, including before and after school programs.
- Food or beverages sold for fundraising on campus during the school day must meet the nutrition guidelines indicated below.
- Food or beverages that do not meet the nutrition standards indicated below, may be sold by pupils:
  - If the sale takes place off and away from school campus; or
  - On school grounds, if sales occur 30 minutes after the end of school day

#### **Elementary Schools**

##### **FOOD (EC Section 49431)**

The only food that shall be sold during breakfast and lunch periods is food that is sold as a full meal through a federal reimbursable meal program.

In addition, individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes may be sold. Individually sold dairy items and whole grain food items may be sold, provided they meet the 35/10/35 guidelines listed below and do not exceed 175 calories per individual food item.

**BEVERAGES (EC Section 49431.5)**

The only beverages that shall be sold are:

Water, with no added sweeteners

Milk (two-percent, one-percent, or nonfat or rice milk, soy milk, or other similar nondairy milk)

Fruit juice, preferably 100 percent but at least 50 percent fruit juice, with no added sweeteners

Vegetable juice, at least 50 percent vegetable juice, with no added sweeteners

**Middle, Junior High, and High Schools**

**FOOD (EC Section 49431.2)**

The only food that may be sold outside the federal reimbursable meal programs must meet the following requirements:

- Not more than 35 percent of its total calories shall be from fat (excluding nuts, nut butters, seeds, eggs, and cheese)
- Not more than 10 percent of its total calories shall be from saturated fat and trans fat combined (excluding eggs and cheese)
- Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar (excluding fruits and vegetables)
- Calories shall not exceed 250 calories per food item
- Entrée items (i.e., foods generally regarded as being the primary food in a meal, including but not limited to, sandwiches, burritos, pasta, and pizza) shall not exceed 400 calories per food item and 4 grams of fat per 100 calories

**BEVERAGES (EC Section 49431.5)**

The only beverages that shall be sold are:

Water, with no added sweeteners

Milk (two-percent, one-percent, or nonfat or rice milk, soy milk, or other similar nondairy milk)

Fruit juice, preferably 100 percent but at least 50 percent fruit juice, with no added sweeteners

Vegetable juice, at least 50 percent vegetable juice with no added sweeteners

Electrolyte replacement beverages with no more than 42 grams of added sweeteners per 20-ounce serving

#### **IV. Nutrition Guidelines for Child Nutrition Reimbursable Meal Programs**

The minimum requirements that must be met:

- All school meals must meet or exceed nutrition requirements established by local, state, and federal statutes and regulations; (see Attachment A)
- Food and beverages sold or served as part of federally reimbursed meal programs must meet the nutrition recommendations of the current USDA guidelines, such as:
  - contain no more than 30 percent of total calories from fat, averaged over a week
  - contain no more than 10 percent of total calories from saturated fat averaged over a week
- Lunch will be served at appropriate intervals from other meals, in accordance with current USDA guidelines (e.g. at least two hours between the start of breakfast or snacks and start of lunch).
- The school district will do everything possible to prevent overt identification of low-income students and to ensure that those students are not stigmatized or otherwise treated differently because they avail themselves of free and reduced-price meals and snacks.
- The school district will meet safety and sanitation requirements, as outlined in current USDA guidelines.

#### **V. Measuring Implementation of the School Wellness Policy and Designating Responsibility for Implementation and Enforcement**

The minimum requirements that must be met:

- The Superintendent and Principals (Management Team) shall develop a plan for implementing the district wellness policy and quality indicators for measuring the implementation of the policy. These measures may include, but not be limited to, reporting on the yearly physical fitness testing, an analysis of the nutritional content of meals served, student participation rates in school meal programs, feedback from food service personnel, parents, students and teachers.

• The district superintendent or designee is charged with operational responsibility for ensuring that the school sites implement the adopted local wellness policy. The school principals (management team) are responsible for ensuring individual school compliance.

• Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (EC Section 49432)

## Additional Resources

- *School Health Index*, Centers for Disease Control and Prevention, <<http://apps.nccd.cdc.gov/shi/>>
- Local Wellness Policy website, U.S. Department of Agriculture, <<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>>
- *Fit, Healthy, and Ready to Learn: a School Health Policy Guide*, National Association of State Boards of Education, <[www.nasbe.org/HealthySchools/fithealthy.mgi](http://www.nasbe.org/HealthySchools/fithealthy.mgi)>
- *Preventing Childhood Obesity: Health in the Balance*, the Institute of Medicine of the National Academies, <[www.iom.edu/report.asp?id=22596](http://www.iom.edu/report.asp?id=22596)>
- *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*, Action for Healthy Kids, <[www.actionforhealthykids.org/docs/specialreports/LC%20Color%20120204\\_final.pdf](http://www.actionforhealthykids.org/docs/specialreports/LC%20Color%20120204_final.pdf)>
- *Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-free Lifestyle through School Health Programs*, Centers for Disease Control and Prevention, <[www.cdc.gov/healthyyouth/publications/pdf/ten\\_strategies.pdf](http://www.cdc.gov/healthyyouth/publications/pdf/ten_strategies.pdf)>
- *Health, Mental Health, and Safety Guidelines for Schools*, American Academy of Pediatrics and National Association of School Nurses, <<http://www.nationalguidelines.org>>
- *Cardiovascular Health Promotion in Schools*, American Heart Association [link to pdf]

### School Health Councils:

- *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils*, American Cancer Society [link to PDF]
- *Effective School Health Advisory Councils: Moving from Policy to Action*, Public Schools of North Carolina, <[www.nchealthyschools.org/nchealthyschools/htdocs/SHAC\\_manual.pdf](http://www.nchealthyschools.org/nchealthyschools/htdocs/SHAC_manual.pdf)>

## **Nutrition:**

### **General Resources on Nutrition**

- *Making it Happen: School Nutrition Success Stories*, Centers for Disease Control and Prevention, U.S. Department of Agriculture, and U.S. Department of Education, <<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/>>
- *Changing the Scene: Improving the School Nutrition Environment Toolkit*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/Healthy/changing.htm](http://www.fns.usda.gov/tn/Healthy/changing.htm)>
- *Dietary Guidelines for Americans 2005*, U.S. Department of Health and Human Services and U.S. Department of Agriculture, <[www.health.gov/dietaryguidelines/dga2005/document/](http://www.health.gov/dietaryguidelines/dga2005/document/)>
- *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, <[www.cdc.gov/mmwr/pdf/rr/rr4509.pdf](http://www.cdc.gov/mmwr/pdf/rr/rr4509.pdf)>
- *Healthy Food Policy Resource Guide*, California School Boards Association and California Project LEAN, <[www.csba.org/ps/hf.htm](http://www.csba.org/ps/hf.htm)>
- *Diet and Oral Health*, American Dental Association, <<http://www.ada.org/public/topics/diet.asp>>

### **School Meals**

- *Healthy School Meals Resource System*, U.S. Department of Agriculture, <<http://schoolmeals.nal.usda.gov/>>
- *School Nutrition Dietary Assessment Study-II*, a U.S. Department of Agriculture study of the foods served in the National School Lunch Program and the School Breakfast Program, <[www.cspinet.org/nutritionpolicy/SNDAIIfind.pdf](http://www.cspinet.org/nutritionpolicy/SNDAIIfind.pdf)>
- *Local Support for Nutrition Integrity in Schools*, American Dietetic Association, <[www.eatright.org/Member/Files/Local.pdf](http://www.eatright.org/Member/Files/Local.pdf)>
- *Nutrition Services: an Essential Component of Comprehensive Health Programs*, American Dietetic Association, <[www.eatright.org/Public/NutritionInformation/92\\_8243.cfm](http://www.eatright.org/Public/NutritionInformation/92_8243.cfm)>
- *HealthierUS School Challenge*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/HealthierUS/index.htm](http://www.fns.usda.gov/tn/HealthierUS/index.htm)>

- *Breakfast for Learning*, Food Research and Action Center, <[www.frac.org/pdf/breakfastforlearning.PDF](http://www.frac.org/pdf/breakfastforlearning.PDF)>
- *School Breakfast Scorecard*, Food Research and Action Center, <[www.frac.org/School Breakfast Report/2004/](http://www.frac.org/School%20Breakfast%20Report/2004/)>
- *Arkansas Child Health Advisory Committee Recommendations* [includes recommendation for professional development for child nutrition professionals in schools], <[www.healthyarkansas.com/advisory\\_committee/pdf/final\\_recommendations .pdf](http://www.healthyarkansas.com/advisory_committee/pdf/final_recommendations.pdf)>

### **Meal Times and Scheduling**

- *Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch*, National Food Service Management Institute (NFSMI) [Attach PDF file]
- *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, <[www.nfsmi.org/Information/Newsletters/insight24.pdf](http://www.nfsmi.org/Information/Newsletters/insight24.pdf)>

### **Nutrition Standards for Foods and Beverages Sold Individually**

- *Recommendations for Competitive Foods Standards* (a report by the National Consensus Panel on School Nutrition), California Center for Public Health Advocacy, <[www.publichealthadvocacy.org/school\\_food\\_standards/school\\_food\\_standards/Nutrition%20Standards%20Report%20-%20Final.pdf](http://www.publichealthadvocacy.org/school_food_standards/school_food_standards/Nutrition%20Standards%20Report%20-%20Final.pdf)>
- State policies for competitive foods in schools, U.S. Department of Agriculture, <[www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state\\_policies\\_2002.htm](http://www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm)>
- *Nutrition Integrity in Schools*, (forthcoming), National Alliance for Nutrition and Activity
- *School Foods Tool Kit*, Center for Science in the Public Interest, <[www.cspinet.org/schoolfood/](http://www.cspinet.org/schoolfood/)>
- *Foods Sold in Competition with USDA School Meal Programs* (a report to Congress), U.S. Department of Agriculture, <[www.cspinet.org/nutritionpolicy/Foods Sold in Competition with USDA School Meal Programs.pdf](http://www.cspinet.org/nutritionpolicy/Foods_Sold_in_Competition_with_USDA_School_Meal_Programs.pdf)>
- *FAQ on School Pouring Rights Contracts*, American Dental Association, <[http://www.ada.org/public/topics/softdrink\\_faq.asp](http://www.ada.org/public/topics/softdrink_faq.asp)>

## **Fruit and Vegetable Promotion in Schools**

- *Fruits and Vegetables Galore: Helping Kids Eat More*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/Resources/fv\\_galore.htm](http://www.fns.usda.gov/tn/Resources/fv_galore.htm)>
- *School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$29.95 at <[www.shop5aday.com/acatalog/School\\_Food\\_Service\\_Guide.htm](http://www.shop5aday.com/acatalog/School_Food_Service_Guide.htm)>.
- *School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$9.95 at <[www.shop5aday.com/acatalog/School\\_Food\\_Service\\_Guide.htm](http://www.shop5aday.com/acatalog/School_Food_Service_Guide.htm)>
- National Farm-to-School Program website, hosted by the Center for Food and Justice, <[www.farmentoschool.org](http://www.farmentoschool.org)>
- Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association, <<http://www.uffva.org/fvpilotprogram.htm>>
- Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at <[www.5aday.org](http://www.5aday.org)>

## **Fundraising Activities**

- *Creative Financing and Fun Fundraising*, Shasta County Public Health, <[www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf](http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf)>
- *Guide to Healthy School Fundraising*, Action for Healthy Kids of Alabama, <[www.actionforhealthykids.org/AFHK/team\\_center/team\\_resources/AL/N&PA%2031%20-%20Fundraising.pdf](http://www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2031%20-%20Fundraising.pdf)>

## **Snacks**

- *Healthy School Snacks*, (forthcoming), Center for Science in the Public Interest
- Materials to Assist After-school and Summer Programs and Homeless Shelters in Using the Child Nutrition Programs (website), Food Research and Action Center, <[www.frac.org/html/building\\_blocks/afterschsummertoc.html](http://www.frac.org/html/building_blocks/afterschsummertoc.html)>

## Rewards

- *Constructive Classroom Rewards*, Center for Science in the Public Interest, <[www.cspinet.org/nutritionpolicy/constructive\\_rewards.pdf](http://www.cspinet.org/nutritionpolicy/constructive_rewards.pdf)>
- *Alternatives to Using Food as a Reward*, Michigan State University Extension, <[www.tn.fcs.msue.msu.edu/foodrewards.pdf](http://www.tn.fcs.msue.msu.edu/foodrewards.pdf)>
- *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action*, U.S. Department of Agriculture Food and Nutrition Service [Link to PDF]

## Celebrations

- *Guide to Healthy School Parties*, Action for Healthy Kids of Alabama, <[www.actionforhealthykids.org/AFHK/team\\_center/team\\_resources/AL/N&PA%2032%20-%20parties.pdf](http://www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2032%20-%20parties.pdf)>
- *Classroom Party Ideas*, University of California Cooperative Extension Ventura County and California Children's 5 A Day Power Play! Campaign, <<http://ucce.ucdavis.edu/files/filelibrary/2372/15801.pdf>>

## **Nutrition and Physical Activity Promotion and Food Marketing:**

### Health Education

- *National Health Education Standards*, American Association for Health Education, <[http://www.aahperd.org/aahe/pdf\\_files/standards.pdf](http://www.aahperd.org/aahe/pdf_files/standards.pdf)>

### Nutrition Education and Promotion

- U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them), <[www.fns.usda.gov/tn/Educators/index.htm](http://www.fns.usda.gov/tn/Educators/index.htm)>
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, U.S. Food and Drug Administration and U.S. Department of Agriculture's Food and Nutrition Service, <[www.fns.usda.gov/tn/resources/power\\_of\\_choice.html](http://www.fns.usda.gov/tn/resources/power_of_choice.html)>
- *Nutrition Education Resources and Programs Designed for Adolescents*, compiled by the American Dietetic Association, <[www.eatright.org/Public/index\\_19218.cfm](http://www.eatright.org/Public/index_19218.cfm)>

## **Integrating Physical Activity into the Classroom Setting**

- *Brain Breaks*, Michigan Department of Education, <[www.emc.cmich.edu/brainbreaks](http://www.emc.cmich.edu/brainbreaks)>
- *Energizers*, East Carolina University, <[www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)>

## **Food Marketing to Children**

- *Pestering Parents: How Food Companies Market Obesity to Children*, Center for Science in the Public Interest, <[www.cspinet.org/pesteringparents](http://www.cspinet.org/pesteringparents)>
- *Review of Research on the Effects of Food Promotion to Children*, United Kingdom Food Standards Agency, <[www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf](http://www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf)>
- *Marketing Food to Children* (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health Organization (WHO), <<http://whqlibdoc.who.int/publications/2004/9241591579.pdf>>
- *Guidelines for Responsible Food Marketing to Children*, Center for Science in the Public Interest, <<http://cspinet.org/marketingguidelines.pdf>>
- *Commercial Activities in Schools*, U.S. General Accounting Office, <[www.gao.gov/new.items/d04810.pdf](http://www.gao.gov/new.items/d04810.pdf)>

## **Eating Disorders**

- Academy for Eating Disorders, <[www.aedweb.org](http://www.aedweb.org)>
- National Eating Disorders Association, <[www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)>
- Eating Disorders Coalition, <[www.eatingdisorderscoalition.org](http://www.eatingdisorderscoalition.org)>

## **Staff Wellness**

- *School Staff Wellness*, National Association of State Boards of Education [link to pdf]
- *Healthy Workforce 2010: An Essential Health Promotion Sourcebook for Employers, Large and Small*, Partnership for Prevention, <[www.prevent.org/publications/Healthy\\_Workforce\\_2010.pdf](http://www.prevent.org/publications/Healthy_Workforce_2010.pdf)>

- *Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program*, Wellness Councils of America, <[www.welcoa.org/wellworkplace/index.php?category=7](http://www.welcoa.org/wellworkplace/index.php?category=7)>
- *Protecting Our Assets: Promoting and Preserving School Employee Wellness*, (forthcoming), Directors of Health Promotion and Education (DHPE)

## **Physical Activity Opportunities and Physical Education:**

### **General Resources on Physical Activity**

- *Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People*, Centers for Disease Control and Prevention, <[www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm)>
- *Healthy People 2010: Physical Activity and Fitness*, Centers for Disease Control and Prevention and President's Council on Physical Fitness and Sports, <[www.healthypeople.gov/document/HTML/Volume2/22Physical.htm#\\_Toc490380803](http://www.healthypeople.gov/document/HTML/Volume2/22Physical.htm#_Toc490380803)>
- *Physical Fitness and Activity in Schools*, American Academy of Pediatrics, <<http://pediatrics.aappublications.org/cgi/reprint/105/5/1156>>

### **Physical Education**

- *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368&section=5>>
- *Opportunity to Learn: Standards for Middle School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726&section=5>>
- *Opportunity to Learn: Standards for High School Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727&section=5>>
- *Substitution for Instructional Physical Education Programs*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/substitution.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/substitution.pdf)>

- *Blueprint for Change, Our Nation's Broken Physical Education System: Why It Needs to be Fixed, and How We Can Do It Together*, PE4life, <[www.pe4life.org/articles/blueprint2004.pdf](http://www.pe4life.org/articles/blueprint2004.pdf)>

### **Recess**

- *Recess in Elementary Schools*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/current\\_res.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/current_res.pdf)>
- *Recess Before Lunch Policy: Kids Play and then Eat*, Montana Team Nutrition, <[www.opi.state.mt.us/schoolfood/recessBL.htm](http://www.opi.state.mt.us/schoolfood/recessBL.htm)>
- *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, <[www.nfsmi.org/Information/Newsletters/insight24.pdf](http://www.nfsmi.org/Information/Newsletters/insight24.pdf)>
- The American Association for the Child's Right to Play, <<http://www.ipausa.org/recess.htm>>

### **Physical Activity Opportunities Before and After School**

- *Guidelines for After School Physical Activity and Intramural Sport Programs*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/intramural\\_guidelines.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf)>
- *The Case for High School Activities*, National Federation of State High School Associations, <[www.nfhs.org/scriptcontent/va\\_custom/vimdisplays/contentpagedisplay.cfm?content\\_id=71](http://www.nfhs.org/scriptcontent/va_custom/vimdisplays/contentpagedisplay.cfm?content_id=71)>
- *Rights and Responsibilities of Interscholastic Athletes*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/RightandResponsibilities.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/RightandResponsibilities.pdf)>

### **Safe Routes to School**

- *Safe Routes to Schools Tool Kit*, National Highway Traffic Safety Administration, <[www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/](http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/)>
- *KidsWalk to School Program*, Centers for Disease Control and Prevention, <[www.cdc.gov/nccdphp/dnpa/kidswalk/](http://www.cdc.gov/nccdphp/dnpa/kidswalk/)>

- *Walkability Check List*, Pedestrian and Bicycle Information Center, Partnership for a Walkable America, U.S. Department of Transportation, and U.S. Environmental Protection Agency, <[www.walkinginfo.org/walkingchecklist.htm](http://www.walkinginfo.org/walkingchecklist.htm)>

**Monitoring and Policy Review:**

- *School Health Index*, Centers for Disease Control and Prevention (CDC), <<http://apps.nccd.cdc.gov/shi/>>
- *Changing the Scene: Improving the School Nutrition Environment Toolkit*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/Healthy/changing.htm](http://www.fns.usda.gov/tn/Healthy/changing.htm)>
- *Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity*, Action for Healthy Kids, <[www.actionforhealthykids.org/docs/specialreports/report\\_small.pdf](http://www.actionforhealthykids.org/docs/specialreports/report_small.pdf)>
- *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368&section=5>>
- *Opportunity to Learn: Standards for Middle School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726&section=5>>

*Opportunity to Learn: Standards for High School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727&section=5>>

**Attachment A**

Federal and State Laws, Guidelines and Regulations

**Attachment B**

Healthy Snack and Party Ideas

**Attachment C**

Healthy Reward Ideas

**ADOPTED: June 21, 2006**

**GRAVENSTEIN UNION SCHOOL DISTRICT  
Sebastopol, California**