

GRAVENSTEIN UNION SCHOOL DISTRICT  
3840 TWIG AVENUE  
SEBASTOPOL, CA 95472

**REGULAR GOVERNING BOARD**  
**MEETING AGENDA**  
**Gravenstein School, Rm. 13**

**Wednesday, March 14, 2018**  
**5:00 PM**

**I. CALL TO ORDER**

Jim Horn, President  
Desiree Beck, Clerk  
Gregory Appling  
Jennifer Koelemeijer  
Steven Schwartz

**II. PUBLIC COMMENTS**

At this time the public may address the Board on any item not listed on the agenda. Presentations are limited to three minutes per person per topic. The Board may not respond to presentations. The public may address the Board on any item listed on the agenda at the time the matter is taken up by the Board.

**III. REPORTS, AND ORAL COMMUNICATIONS**

- A. Gravenstein Union Teachers' Association
- B. School Site Council
  - I. Single Plan for Student Achievement
- C. GSF/MPF
- D. Trustee Reports
- E. Facilities Report
  - I. Phase 3 –Gravenstein modernization update
    - 1. Gym & kitchen, Learning Lab, Staff Restrooms
    - 2. Lease-Lease-Back Schedule
  - II. Hillcrest Middle School Improvement Project update
    - 1. Increment #1: Transformer/electrical system, ADA access to field
    - 2. Increment #2 solar parking shelter
  - III. Gravenstein Elementary solar project
- F. Hillcrest Principal Report
  - I. Report on inquiry into livestream of meetings
- G. Gravenstein Principal Report
  - I. CAASPP Testing Update
    - 1. GUSD's testing window April 24-May 18
- H. CBO Report
  - I. Update on modernization funding with Jack Schreder & Associates
  - II. Dark Fiber update

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- I. Superintendent Report
  1. 2017-18 Enrollment
  2. 2018-19 Enrollment Forecast
  3. Review features of the Enrich! program and application criteria
  4. Transportation JPA Update
  5. School Counselor update
    1. Amy Gloeckner recommended for School Counselor beginning 8/13/18.
  6. Safety Plan Update
    1. Window covering bids (three bids in the works)
    2. Continued staff training at March staff mtgs. and ERD
    3. Lockdown drill coming soon; parents will be notified in advance
  7. LCAP Stakeholder's input phase:
    1. Open stakeholder's meeting for parents, staff, board and community Friday, March 23, 2017 @ Gravenstein DO
    2. Next steps:
      - a. Input will be gathered from certificated and classified staff
      - b. School Site Council will meet to work on LCAP Wed., March 21 @ 3:45pm

**IV. CONSENT AGENDA**

**ACTION ITEM**

- A. Minutes of Regular Meeting January 17, 2018 (tabled from 2/21/18) & February 21, 2018
- B. Warrants/Payroll
- C. Budget Updates and Transfers
- D. Correspondence/Publications
  1. Accept resignation of David Canfield, effective June 2, 2018.
  2. Accept resignation of Marianne Davis, effective June 2, 2018
  3. Accept resignation of Helen Segal, effective March 2, 2018

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**V. GENERAL**

**A. Update on New Programmatic Developments**

Supt. Schwinn will review the expansion of educational opportunities provided to GUSD students, including plans for the future. This item will appear on the agenda monthly, allowing the public to provide the Board with feedback around

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programmatic developments throughout the District (e.g. Kindergarten Discovery!;  
STEAM; Traditional; Enrich!)

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**B. Approve Single Plan for Student Achievement (SPSA)**

The Board will be asked to approve the Single Plan for Student Achievement for the 2017-18 school year. The SPSA includes grade level goals and strategies developed by the certificated staff and approved by the School Site Council, intended to increase student proficiency in Language Arts and Math.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**C. Approve 2018-19 GUSD Calendar**

The Board will be asked to approve the 2018-19 District calendar, as negotiated between GUTA and GUSD representatives.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**D. Review & Consider Changes to BB 9322**

The Board will review and consider updates to BB 9322, including changes to the way items are added to the Board agenda.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**VI. BUSINESS**

**A. Resolution Regarding Consideration of Certificated Layoff**

The Board will consider and possibly take action on Resolution #180314-1 certificated reduction in force (0.57 F.T.E layoff).

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**B. Approval of Second Interim Budget Report**

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The Board will be asked to approve the second interim budget report for the 2017-18 school year, as presented by CBO Wanda Holden.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**C. Approval of Consolidated Application**

The Board will be asked to accept the Consolidated Application as presented by CBO Wanda Holden.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**D. Ratify Hiring of Coaches**

The Board is asked to ratify the hiring of the following employees for coaching sports at Hillcrest Middle School, for a stipend of \$1,500 per team they coach:

6th Girls' basketball - John Kolsrud

6th Boys' basketball - Evan Clinton

Boys' Volleyball - Matt McDowell

Girls' Flag Football - George Soitras

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**E. Approve Preconstruction Services w/ GCCI for Phase 3**

The Board will be asked to approve the contract with GCCI to provide preconstruction services, at no cost to the District, for the Gravenstein Phase 3 modernization project.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**F. Resolution #180314-2 Selecting GCCI for HMS Improvements**

The Board is asked to approve resolution #180314-2 indicating that the District has determined to go forward with GCCI, following an interview process, to provide the Lease-Leaseback general contracting services to complete Hillcrest Middle School Improvement Projects, Increment 1.

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Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**G. Preconstruction Services w/ GCCI for HMS Improvements**

The Board will be asked to approve the contract with GCCI to provide preconstruction services, at a cost to the District not to exceed \$1,000, for the Hillcrest Middle School Improvement Projects, Increment 1.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**H. Approve Notice of Exemption (NOE) Filing**

The Board is asked to authorize administration to file a Notice of Exemption (NOE) under the California Environmental Quality Act (CEQA) for the parking lot freestanding solar array installation projects associated with the Hillcrest Middle School Improvements.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**I. Approve Moving April's Regular Board Meeting Date**

The Board is asked to approve moving the date of the regularly scheduled April Board meeting from April 11, 2018 to a date later in the month, due to the fact that the first week of April is a school holiday. The Board is asked to select a meeting date on April 18 or later in the month.

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION**

**VIII. CLOSED SESSION**

**A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:**

1) Conference with Labor Negotiator

District Negotiator: Jennifer Schwinn, Superintendent

Represented Employees: Gravenstein Union Teachers' Association

2) Public Employee Discipline/Release

3) Public Employee –Hiring:

Approve hiring of 1.0 FTE School Counselor - Amy Gloeckner

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Approve hiring of full time TA – Chantal Harper

4) Superintendent Evaluation

**IX. OPEN SESSION**

A. Any reportable action taken during closed session shall be reported when the Board comes back into open session.

**X. FUTURE BOARD MEETINGS:**

I. **Next Regular Board Meeting: April 18, 2018—5 p.m.**

Board may schedule a Special Board meeting to review the District Special Education program.

**XI. ADJOURNMENT**

ADA Compliance: In compliance with Government Code 54954.2(a), the Gravenstein Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. 12132) and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Jennifer Schwinn, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.



III G I.

# 3rd grade Gravenstein CAASPP Schedule 2018

CAASPP includes SBAC testing for ELA (grades 3-5), Math (grades 3-5), and Science (5th grade only). ELA - English Language Arts; CAT - Computer Adaptive Test; PT - Performance Task (Note that all PT tests must be completed 10 calendar days from their start and all CAT tests must be completed 45 days from their start.)

English Language Arts: CAT (recommends two separate 60-minute sessions)  
 PT (recommends two separate 90-minute sessions)  
 Math: CAT (recommends two separate 60-minute sessions)  
 PT (recommends one 60-minute sessions)

**Based on individual schedules, each teacher selects ONE testing time each day, 8:45-10:15 or 10:45-12:15.**

**The campus will be considered in "Testing Mode" during both times. Any class outside of the room during Testing Mode must be accompanied by the teacher.**

Monday, April 30 8:45-10:15 or 10:45-12:15	Tuesday, May 1 8:45-10:15 or 10:45-12:15	Wednesday, May 2 (staff meeting) 8:45-10:15 or 10:45-12:15	Thursday, May 3 8:45-10:15 or 10:45-12:15	Friday, May 4 8:45-10:15 or 10:45-12:15
	ELA CAT	ELA CAT	<i>All 3rd grade gone to Green Music Center</i>	prepare for ELA PT?

Monday, May 7	Tuesday, May 8	Wednesday, May 9	Thursday, May 10	Friday, May 11
ELA PT	ELA PT	Math CAT	Math CAT	Math PT

Monday, May 14 through Friday, May 18
make-ups within the classroom/grade



# 4th grade Gravenstein CAASPP Schedule 2018

CAASPP includes SBAC testing for ELA (grades 3-5), Math (grades 3-5), and Science (5th grade only). ELA - English Language Arts; CAT - Computer Adaptive Test; PT - Performance Task (Note that all PT tests must be completed 10 calendar days from their start and all CAT tests must be completed 45 days from their start.)

English Language Arts: CAT (recommends two separate 60-minute sessions)  
 PT (recommends two separate 90-minute sessions)

Math: CAT (recommends two separate 60-minute sessions)  
 PT (recommends one 60-minute sessions)

**Based on individual schedules, each teacher selects ONE testing time each day, 8:45-10:15 or 10:45-12:15. The campus will be considered in "Testing Mode" during both times. Any class outside of the room during Testing Mode must be accompanied by the teacher.**

Monday, April 30 8:45-10:15 or 10:45-12:15	Tuesday, May 1 8:45-10:15 or 10:45-12:15	Wednesday, May 2 (staff meeting) 8:45-10:15 or 10:45-12:15	Thursday, May 3 8:45-10:15 or 10:45-12:15	Friday, May 4 8:45-10:15 or 10:45-12:15
prepare for ELA PT?	ELA CAT	ELA CAT	ELA PT	ELA PT

Monday, May 7	Tuesday, May 8	Wednesday, May 9	Thursday, May 10	Friday, May 11
prepare for Math PT?	Math CAT	Math CAT	Math PT	make-ups within the classroom/grade

Monday, May 14 through Friday, May 18
make-ups within the classroom/grade





# 5th grade Gravenstein CAASPP Schedule 2018

CAASPP includes SBAC testing for ELA (grades 3-5), Math (grades 3-5), and Science (5th grade only). ELA - English Language Arts; CAT - Computer Adaptive Test; PT - Performance Task (Note that all PT tests must be completed 10 calendar days from their start and all CAT tests must be completed 45 days from their start.)

English Language Arts: CAT (recommends two separate 60-minute sessions)

PT (recommends two separate 90-minute sessions)

Math: CAT (recommends two separate 60-minute sessions)

PT (recommends one 60-minute sessions)

Science (5th grade only): CAST (recommends one 60-minute session)

**Based on individual schedules, each teacher selects ONE testing time each day, 8:45-10:15 or 10:45-12:15.**

**The campus will be considered in "Testing Mode" during both times. Any class outside of the room during Testing Mode must be accompanied by the teacher.**

Monday, April 23	Tuesday, April 24	Wednesday, April 25 2/3 Open House	Thursday, April 26 ERD and 4/5 OH	Friday, April 27 8:45-10:15 or 10:45-12:15
				CAST

Monday, April 30 8:45-10:15 or 10:45-12:15	Tuesday, May 1 8:45-10:15 or 10:45-12:15	Wednesday, May 2 (staff meeting) 8:45-10:15 or 10:45-12:15	Thursday, May 3 8:45-10:15 or 10:45-12:15	Friday, May 4 8:45-10:15 or 10:45-12:15
ELA CAT	ELA CAT	ELA PT	ELA PT	make-ups within the classroom/grade

Monday, May 7	Tuesday, May 8	Wednesday, May 9	Thursday, May 10	Friday, May 11
Math CAT	Math CAT	Math PT	make-ups within the classroom/grade	make-ups within the classroom/grade

Monday, May 14	Tuesday, May 15 through Friday, May 18			
make-ups within the classroom/grade	outdoor ed			



Gravenstein Union School District

III I

March 2018		TK	K	1	2	3	4	5	6	7	8	Totals
Tomsky	TK	17										17
Crandall	ENRICH!		16									16
Briggs	ENRICH!		17									17
Redfern		5	14									19
Trivunovic			13									13
Parsons				1								1
Candau	ENRICH!			21								21
Lannon	ENRICH!			21								21
Dellosa				18								18
Clement				17								17
Debolt	ENRICH!				21							21
Basque	ENRICH!				21							21
Otterson					20							20
Sprinkle					19							19
Mattish	ENRICH!					21						21
Nordstrom	ENRICH!					21						21
Barrera						17						17
Haas						22						22
Brown	ENRICH!						26					26
Sully	ENRICH!						26					26
Martinez							19					19
Davis							20					20
Urmini	ENRICH!							26				26
Hansen	ENRICH!							26				26
Grimm								24				24
Helton									18			18
Kinman									16			16
Dexter	ENRICH!								26			26
Rich	ENRICH!								26			26
McDowell										23		23
Sotiras										19		19
Collins	ENRICH!									24		24
Clements	ENRICH!									25		25
Cole											16	16
McDonald											14	14
Jex-Lewis											12	12
Johnson	ENRICH!										16	16
Sporrer	ENRICH!										20	20
Gravenstein Campus		5	60	78	81	81	91	76				489
Hillcrest Campus				1					86	91	78	256
<b>March 2018</b>		<b>5</b>	<b>60</b>	<b>79</b>	<b>81</b>	<b>81</b>	<b>91</b>	<b>76</b>	<b>86</b>	<b>91</b>	<b>78</b>	<b>745</b>
March 2017		15	76	82	78	80	78	74	78	84	79	724
March 2016			100	76	83	72	78	74	88	85	83	739
March 2015			94	79	70	70	67	74	70	84	115	723
March 2014			101	62	69	65	71	65	72	101	105	711
March 2013			81	68	68	61	69	69	85	109	101	711
March 2012			79	71	61	66	62	85	89	94	79	686
March 2011			67	57	59	51	83	73	83	79	91	643
March 2010			56	61	49	76	69	71	66	84	94	626

<b>2017</b>
483
241
<b>724</b>



**Gravenstein Union School District  
Projections for 2018-2019 (as of 3/8/18)  
Grades TK - 5**

2018 - 2019	Potential roll-over from current 2017-2018	Intent Forms -Parent indicated leave district	Applications for 2018-2019	Projection (assuming all requests accommodated; all applicants qualify)	Optimal class size	Comments	Room to Grow?
TK	X	X	19	19	21		~2 *suggest cap to accommodate in-district late apps
K	(17-18 grade TK) 22	1	21 roll-over (Accepted) 53 in Reg Window 1 (Accepted) ~3 spaces saved for retention 10 in Reg Window 2	84	21	Wait List for: 3	Wait List Only (WLO)
1	(17-18 grade K) T: 27 E: 33	T: 0 E: 0	T: 1 new E: 1 new	T: 28 E: 34	21		T: 14 E: 8
2	(17-18 grade 1) T: 36 E: 42	T: 0 E: 0	T: 2 new E: 0	T: 38 E: 42	21		T: 4 E: WLO
3	(17-18 grade 2) T: 39 E: 42	T: 3 E: 1	T: 1 E: 14 (6 new, 8 current Trad)	T: 36 E: 52	21	Wait list/lottery for E: 13	T: 6 E: WLO
4	(17-18 grade 3) T: 39 E: 42	T: 0 E: 0	T: 1 E: 9 (4 new, 5 current Trad)	T: 35 E: 51	26		T: 17 E: 1
5	(17-18 grade 4) T: 39 E: 52	T: 1 E: 0	T: 1 E: 5 (all new)	T: 39 E: 52	26	Wait list/lottery for E: 5	T: 13 E: WLO

H  
H  
H





III I 3

**Application for Admission**  
**ENRICH! Creative Arts Magnet GATE Program**

School Year \_\_\_\_\_  
Grade Level \_\_\_\_\_

Jennifer Schwinn, Superintendent and Principal (Gravenstein)—(707) 823-5361 ([jschwinn@grav.k12.ca.us](mailto:jschwinn@grav.k12.ca.us)),  
Brad Carn, Principal, Hillcrest Middle School—(707) 823-7653 ([bcarn@grav.k12.ca.us](mailto:bcarn@grav.k12.ca.us))  
Gravenstein Union School District ([www.grav.k12.ca.us](http://www.grav.k12.ca.us))

Date \_\_\_\_\_ Gravenstein Elementary School \_\_\_\_\_ Hillcrest Middle School \_\_\_\_\_

Student's Legal Name \_\_\_\_\_  
First Middle Last

**PRIMARY PARENT(S) OR GUARDIAN(S) WITH WHOM STUDENT RESIDES**

Primary Guardian Household: Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Stepparent <input type="checkbox"/>	Secondary Guardian Household: Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Stepparent <input type="checkbox"/>
Name _____ First Last	Name _____ First Last
Home Address _____ City Zip Code	Home Address _____ City Zip Code
District of Residence _____	District of Residence _____
Mailing Address If different _____	Mailing Address If different _____
Home Phone _____ Area Code and Number	Home Phone _____ Area Code and Number
Cell Phone _____ Area Code and Number	Cell Phone _____ Area Code and Number
Home Phone _____ Area Code and Number	Home Phone _____ Area Code and Number
Email _____	Email _____
Work Phone _____ Area Code and Number	Work Phone _____ Area Code and Number

**Criteria Considered for Admission to the ENRICH! Program**

The student has:

- The ability to maintain self-control and resolve any behavior issues. Parents support district personnel in discipline decisions involving their child.
- Proficient or above at his/her grade level and ability to maintain the appropriate academic pace
- Interest in the creative arts
- A history of regular attendance
- The above criteria must be maintained for continued participation in the ENRICH! Program.
- The Superintendent makes final decisions on student admission and continued attendance in the program



## Frequently Asked Questions (FAQ)

### *ENRICH! Creative Arts Magnet/GATE Program*

Jennifer Schwinn, Superintendent—823-7008 ([jschwinn@grav.k12.ca.us](mailto:jschwinn@grav.k12.ca.us))

Gravenstein Union School District ([www.grav.k12.ca.us](http://www.grav.k12.ca.us))

#### **1. How do I know if my child would be a good fit for the ENRICH! Magnet/GATE Program?**

Your child would probably be a good fit for the ENRICH! Creative Arts Magnet/GATE Program if he/she:

- is at a proficient level or above in Language Arts and Math.
- has the ability to maintain self-control and/or resolve behavior issues.
- has an interest and would enjoy having more enrichment classes in the school day.
- has a good school attendance record.

#### **2. Is the ENRICH! Magnet Program part of the Gravenstein District?**

Yes, ENRICH! Program is a District program at Gravenstein Elementary School (grades K-5) and Hillcrest Middle School (grades 6-8).

#### **3. Who are the Administrators of the ENRICH! Creative Arts Magnet/GATE Program?**

The ENRICH! program is part of the Gravenstein District. The principals are Brad Carn at Hillcrest Middle School and Jennifer Schwinn at Gravenstein Elementary School. They also operate as co-directors of the ENRICH! program.

#### **4. In which regular classes or activities do the ENRICH! Magnet/GATE Program students participate?**

The 6th, 7th and 8th grade ENRICH! program students currently participate with regular Hillcrest program students in band classes, some grade-alike physical education classes and assemblies. All ENRICH! students join the regular education students in lunch recess and intramural games, after school sports programs, dances, after-school drama, before school jazz band, before school strings program, spelling bees, and any other program or activity available to regular program students.

All ENRICH! program classes have their own self-contained teacher. When a 7th or 8th grade ENRICH! class is with a regular program Hillcrest teacher (Math, Science, PE, Band--see answer below) the ENRICH! teacher assists that teacher with a portion of their class or assists/teaches in another ENRICH! classroom.

The Kindergarten through fifth grade ENRICH! classes are self-contained, as are all grades at Gravenstein. The ENRICH! classroom students participate in all grade-alike activities, such as, recesses, lunch, spelling bees, science fairs, etc. and assemblies.



**5. Do the students have a strong academic program as well as creative arts enrichment?**

All students and teachers utilize the same state and district adopted standards-based Math, Language Arts, Social Studies and Science materials, but the ENRICH! classes may move at a quicker pace since this is a GATE program and students are screened through test results and/or teacher observation to be proficient or above at their grade level. The teachers may add materials to the core materials.

At the 7th and 8th grade level, the traditional program Hillcrest teachers are used for their expertise in Mathematics and Science and conduct ENRICH! specific classes. Hillcrest's music/band teacher and physical education teacher (at the 7th and 8th grade level) also instruct ENRICH! students.

**6. What are some of the additional field trips available to ENRICH! students?**

Exciting additional field trips for ENRICH! students (about once a month) have included hands-on learning activities at Ft. Ross, the Shakespeare Festival in Ashland, Oregon, Yosemite National Park, other over night trips, various museums, orchestral and operatic programs in San Francisco, and many more. The younger grades stay closer to home with various trips mainly in Sonoma County. There is approximately one field trip a month in the ENRICH! program.

**7. What additional enrichment classes are included in the ENRICH! Program?**

Enrichment classes have included hands-on science, Spanish (two classes a week), chorus, art, drama, poetry, dance, yearbook, and various technology skills, among others. In the visual arts, students have enjoyed silk painting, cartooning, papermaking, and art history to name a few.

**8. How does the ENRICH! Program include the additional arts classes or field trips without missing some core curriculum?**

The ENRICH! Program students **have 45 minutes a day longer school day than the traditional program students.**

The magnet program day at Hillcrest, for instance, begins at 8:30 and ends at 3:30. The regular program day begins at 8:45 and ends at 3:05. Kindergarten traditional day is 8:35 – 1:40. The ENRICH! program Kindergarten day is 8:25 - 2:15.

**9. What is the size of ENRICH! classes?**

The maximum size for Kindergarten - 3<sup>rd</sup> grade classes is 21 or less. Grade 4-8 ENRICH! classes have a desired maximum of 26 students. The classes in those grades may vary in size from 20-26 students in a normal year.

**10. What are some programs and benefits made possible through parent donations to the Magnet Program Foundation?**

- Additional field trips and enrichment classes as described above
- Exclusive use of ENRICH! classroom teachers combined with additional instruction from specialized math, science, music and PE teachers

**11. How much parent participation is expected?**

Parent participation is not part of the criteria considered for admission to the program. However, our ENRICH! program thrives in part because of parents volunteering in classrooms, driving on

field trips and attending parent meetings and social events that help build relationships with the other families.

**12. What methods do the teachers use to encourage a cooperative environment among students?**

Besides the general classroom management reward criteria, policies and rules, etc. that the entire District uses, our teachers have had training in the Second Step program to help them understand how to bring the best out of students, understand the dynamics of bullying, and facilitate whole class or small group meetings with their students.

**13. What is the Second-Step program?**

Second-Step is a SEL (social emotional learning) program that, in part, helps teach students how to recognize when they are bullying or being bullied and how to handle it. It also helps students understand the dynamics of empathy, cliques, gossip, and other relationships. An additional benefit of these programs is teaching the teachers how to run class meetings.

**14. How many school days are included in the Gravenstein Union School District?**

The students attending school in the Gravenstein Union School District have a 180 day school year. This includes both the traditional and ENRICH! program.

*All Gravenstein District programs and activities are free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.*





# Overview of the ENRICH! Program



## The Beginning of The ENRICH! Program

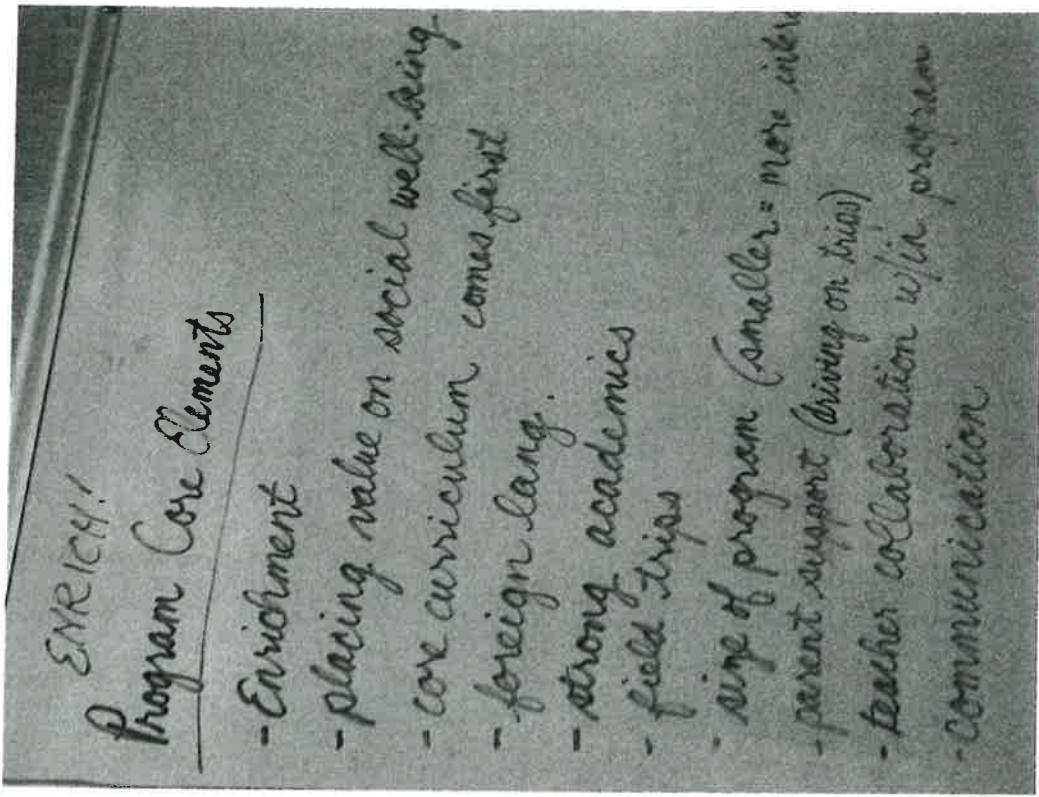
1. The district was in declining enrollment in 2003 (192 students at Hillcrest and 301 at Gravenstein - district enrollment was 493). The enrollment is now 741.
- ▶ 2. I talked to the school board about starting a program that reflected the desires/needs of the community but still maintained our academic integrity.
- ▶ 3. We held staff and community meetings to gather input on the criteria for entrance and the tenets of the program. The tenets of the program included: strong academics, extended school day to protect the core curriculum, enrichments that would include foreign language and creative and performing arts, field trips, parent involvement, and more.
- ▶ 4. The GUSD board voted to establish the program March 12, 2003. It is now named ENRICH! but was called REACH at that time.





## THE BEGINNING OF ENRICH! PROGRAM (continued)

5. We started the 2003-04 school year with 2 classes (48 students) in the REACH program at Hillcrest with a 4/5 class and a 6/7 class.
6. Many stakeholders put effort into making the program work.
7. As issues arose, we worked with RPF, GSF, the school board, administration, and staff to ease any concerns.
8. The process continues to this day - working together for the success of the ENRICH! and Traditional programs.



Notes from a meeting on 11-17-10 with staff and community members

## Criteria Considered for Admission to the ENRICH! Program

The student has:

- The ability to maintain self-control and resolve any behavior issues. Parents support district personnel in discipline decisions involving their child.
- Proficient or above at his/her grade level and ability to maintain the appropriate academic pace
- Interest in the creative arts
- A history of regular attendance
- The above criteria must be maintained for continued participation in the ENRICH! program.
- The Superintendent makes final decisions on student admission and continued attendance in the program.



## How do I know if my child would be a good fit for the ENRICH! Program?

- ▶ Your child would probably be a good fit for the ENRICH! Creative Arts Magnet/GATE Program if he/she:
  - ▶  is at a proficient level or above in Language Arts and Math
  - ▶  has the ability to maintain self-control and/or resolve behavior issues
  - ▶  has an interest and would enjoy having more enrichment classes in the school day
  - ▶  has a good school attendance record





# ENRICH! Program Enrollment Procedures

- ▶ **Guidelines:** We offer the following guidelines to help you decide if the ENRICH! Magnet / GATE Program is a good match for your child. Guidelines are only suggestions and as such are NOT part of the criteria considered for admission to the program. The program encourages parent involvement, so it is important that the expectations of the applicant's parents are in line with the district program.
- ▶  The ENRICH! Magnet Program is a district GATE program and includes a strong core academic program consistent with the District's curriculum and state standards.
- ▶  Parents monitor and support the district with the appropriate behavior of their child. This includes classroom and yard behavior, homework, and outside of school activities.

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# ENRICH! Application Process

- ▶ 1. Complete and submit the district enrollment forms and the ENRICH! (E!) program application form. Include a copy of the student's most recent test scores and report card along with the above forms.
- ▶ 2. Parent observations of classrooms may be scheduled as available and appropriate throughout the year.



# ENRICH! Application Process (continued)

3. Parents and student(s) may be asked to attend a conference with representatives of the school district after the enrollment and E! application forms are submitted.
4. Students who meet the criteria will be invited to shadow for a day. If appropriate and scheduled by the superintendent, students may shadow before the district meeting. (ALL Kindergarten students shadow)\*

\* The teachers give feedback to the administration about the shadow day or days. They compile the lists of students to be accepted/denied/or put on the wait list. **This process needs to stay in tact for the integrity of the program.** This is the same process K-8. When there is an exception (student is admitted over the summer, for instance) the enrollment is contingent on the student's first few days of shadowing when school gets back in session.



# Waiting List

- ▶ When a grade level is full and since this is a GATE program:
- ▶  Students who complete the application process but are not placed because the grade level is full will be placed on a waiting list for consideration of placement.
- ▶  This does not pertain to students who have been informed that there are other reasons for lack of placement.
- ▶  Applications are dated but not numbered nor prioritized when they are received.
- ▶  Students are not placed in the program on a first come-first serve basis unless all candidates are deemed equal.
- ▶  Once a grade level is filled, an opening will be filled by the most qualified student (based on listed criteria) on the waiting list.



## At the Gravenstein District – Everyone Receives:

- Class Size Reduction Grades K–3
- Music Program K–8 (teacher, Mr. Nick Pulley)
- Full 180 day school year
- Art classes – sponsored by GSF and MPF
- Field trips – sponsored by GSF and MPF
- Spanish at the middle school for all students
- Computer Lab at both campuses
- Laptop computers in classrooms (grades 1–8)
- Coach Paige intramural program for grades 3–5
- Pull-out GATE Program available to all qualifying students





- Traditional Program K-5
  - Rigorous California Common Core Standards Based Curriculum
  - Class Size Reduction (K-3)
  - Full 180 day school year
  - Award winning music program
  - Art with Nancy Ricciardi
  - Field Trips
  - Computer Lab
  - Laptops in classrooms
  - Lunchtime Intramurals with Coach Paige (grades 3-5)

- ENRICH! Program K-5
  - Rigorous California Common Core Standards Based Curriculum
  - Class Size Reduction (K-3)
  - Full 180 day school year
  - Award winning music program
  - Art with Nancy Ricciardi
  - Additional Field trips funded -MPF
  - Computer Lab
  - Laptop Computers in classrooms
  - Lunchtime Intramurals with Coach Paige (grades 3-5)
  - Spanish Classes twice per week
  - Extended School Day (45 min. longer day than traditional classes)
  - At least one enrichment class per day



# Going Forward

1. Does the ENRICH! program need continual monitoring and room for revisions?
2. Will the issue of some parent disappointment probably continue if a child does not get into the ENRICH! program (especially if 67 students apply with 42 seats available)? Does this happen with any full day GATE or Specialized or Accelerated program?
3. Are the Traditional Teachers allowed to go on the same field trips as the ENRICH! classes?
4. May the Traditional Teachers ask their class parents for donations for additional field trips or some additional enrichment time?

W

▶ The answer to all the questions is.... Yes



## Suggestions – Going Forward

- ▶ The District might consider:
  1. Contracting with one or two of the enrichment instructors for classes with ALL (K-5) students during the school day. This could include grades 6-8 but I would suggest beginning with one campus first.
  2. Since the traditional program students do not have a longer school day, Mr. Science or Coach Paige (for instance) would work because Science or PE would be considered a replacement for their regular class during that school day.
  3. Other enrichment instructors could be considered if the enrichment was offered after traditional school hours. This could eliminate some students from being able to have access to the class, however.





## **SUGGESTIONS – GOING FORWARD (continued)**

4. If some enrichment classes are offered by the district, the MPF MOU agreement would need to be adjusted.
5. It is important that these enrichment instructors do not become employees since the money paying for this addition to the traditional program (and reduction from the MPF invoice) could go away.
6. Above all else, everyone must remember that the ENRICH! program has enhanced the traditional program. If a decline in enrollment is the end result of too much change it could be devastating to both programs.



Linda J. LaMarre, Superintendent / Principal

*Linda J. LaMarre*

Gravenstein Union School District

4-13-16







## Gravenstein ERD, 3/8/18

### School Safety Focus

*One last detail from yesterday's staff meeting, Kim Hawkins will begin pulling kids on Fridays for ELPAC testing.*

#### Objectives for today's ERD

- I. Review Procedures listed in Safety Plan (see attached)
- II. Create a confidential list of Staff (Teachers and IAs) Cell Phone numbers to only be used in an Emergency (OneCall alerts)
- III. Teachers form groups to brainstorm and create a draft for these topics (30 minutes)
  - A. How to Introduce Topic to Parents
  - B. How to Introduce Topic to the Students, TK-2 and 3-5
    1. By class? Grade?
    2. Introduction?
    3. Terms to discuss/teach?
  - C. Campus walk
    1. Areas to discuss, create one list that all will follow
- IV. Each group will briefly present
- V. Create a list of 3-5 of the Most Likely Scenarios
- VI. Create a proposed calendar
  - A. Typed draft of info shared with staff for final feedback/input
  - B. Parent info out
  - C. Student info shared
  - D. Practice #1 (teacher-led)
  - E. Practice #2 (campus-led)
- VII. Review Temporary Window Covering Expectations (30 minutes minimum)
  - A. Release Teachers with the intent that they will work on temporarily covering the lower windows in their classroom. This needs to be done before teachers leave for the day.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Install window coverings that can be closed quickly and provide insulation to classroom and office windows on both school campuses.	Research products available		Brian Sposato	
	Research installers that are approved (prevailing wage)		Brian Sposato	
	Inquire with staff about what types of window coverings are desirable		Supt. Schwinn, Brian Sposato	Staff indicate satisfaction with improved room conditions
	Obtain 2-3 bids		Brian Sposato	
	Take bids to GUSD Board for approval		Supt Schwinn	GUSD provides approval of window covering project
	Contract for installation of blinds	Fund 40, Fund 14	Supt. Schwinn	

**Component:**

Establish and practice shooter on campus evacuation and lock down in place disaster protocols

**Element:**

Disaster procedures, routine and emergency

**Opportunity for Improvement:**

We want to ensure that all students and staff are practiced and confident in what to do if a shooter is on campus, or in a lock down in place drill.

*Focus for  
3/8/18 ERD  
(taken from Safety Plan)*



Objectives	Action Steps	Resources	Lead Person	Evaluation
Establish and practice shooter on campus evacuation and lock down in place disaster protocols	Administrative staff works with Site Council to establish a plan for lock down in place and shooter on campus	District Site Council	Administrative staff	
	Share established protocols with staff and fine tune, as needed based on staff feedback	Teaching staff	Administrative staff	Teacher feedback
	Communicate with parents our plans prior to working with students	Parents	Administrative staff	Parent feedback
	Share protocols with students prior to practicing a drill	Students	Administrative staff	
	Practice lock down in place & shooter on campus drills	Staff and students	Administrative staff	Successfully complete drills

## Types of Emergencies & Specific Procedures

### Aircraft Crash

Depending on location - evacuation or reverse evacuation

### Animal Disturbance

Students shelter in place while staff secures the animal(s), and call the animal's owner or animal control for pick up.

### Armed Assault on Campus

Shooter/Intruder on campus:

Inside:

- 1) Immediately lock doors and windows if safe to do so.
- 2) Close blinds or curtains
- 3) Keep students and staff low and away from windows. Do not get up and walk around room.
- 4) Maintain silence
- 5) Do not allow anyone into or out of the room until "All clear" is signaled.
- 6) Call 911 for assistance if possible.

Outside:

- 1) If shots are fired immediately "Drop and Cover"
- 2) If it is safe to do so, move to the closest building.
- 3) If necessary, students have permission to evacuate campus or hide to achieve safety. Then meet at designated location off-campus when safe to do so.  
(Off site evacuation location near Hillcrest - Hardcore Coffee at Brookwood and Hwy 116)  
(Off site evacuation location near Gravenstein - Yarn Shop/Repair Shop at Lone Pine and Hwy 116)

### Police Action near the School

- 1) Wait for instructions from the district office before taking action
- 2) Law enforcement will be in contact with the school
- 3) If "lock-down" is ordered—follow procedures above

### Biological or Chemical Release

HAZARDOUS MATERIAL or CHEMICAL SPILL

Action: Evacuation or Reverse Evacuation or Shelter in Place

The action will depend upon the circumstances of the incident. If the incident is on school grounds or directly adjacent to the school, follow either the EVACUATION or REVERSE EVACUATION (returning to the classroom) procedure.

If the incident is in the surrounding neighborhood of the school and the campus is not in immediate danger, it may be better to use Shelter in Place.

Remember to wait for instructions from the main office. However, if you believe that students are in danger, use your judgment and act immediately --- do not wait for permission.

### Chemical Accident outside Area

- 1) Call Gravenstein school office 823-5361, Hillcrest school office 823-7653 district office 823-7008, Gold Ridge Fire department 823-1084, or 911.
- 2) Determine whether the students should leave the site.
- 3) Turn off heating and air-conditioning, if any.

**Introduce Topic To Parents**

<b>Lockdown in Place</b>	<b>Active Shooter on Campus</b>



**Introduce Topic To Students (consider TK-2 and 3-5)**

<b>Lockdown in Place</b>	<b>Active Shooter on Campus</b>

**Campus Walk**

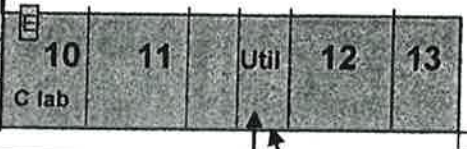
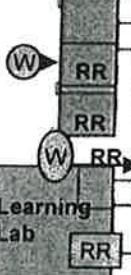
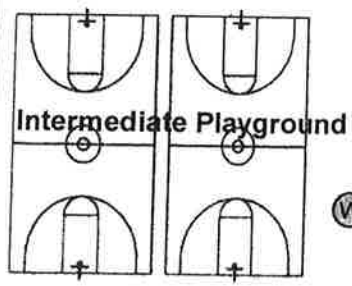
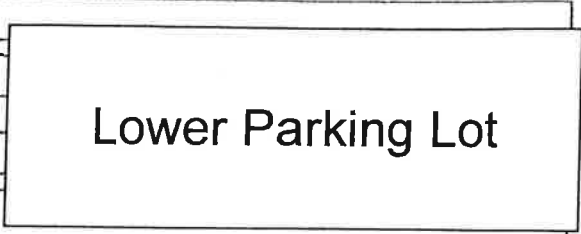
<b>Lockdown in Place</b>	<b>Active Shooter on Campus</b>

# Gravenstein School

3840 Twig Ave

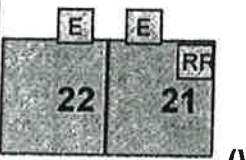
● Sebastopol, CA 95472

↖ hydrant



Courtyard

Main Parking Lot



RR



Main Electric Shutoff

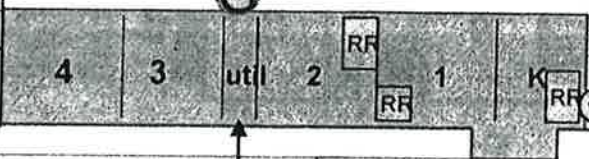
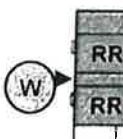
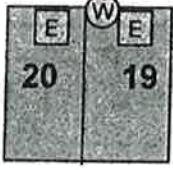
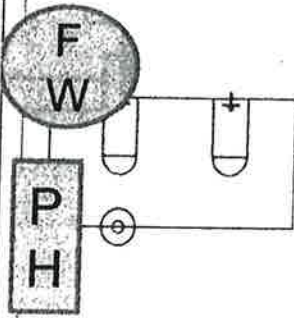
FACP

hydrant

(Well) Main Water Shutoff



Office/ADMIN



Main Gas Shutoff

Primary Playground

- "RR" indicates restroom (10 student) (6 staff)
- FACP= Main Fire Control Panel
- E= electric subpanels
- G= building gas shutoffs
- W= water shutoffs
- PH= Fire Water Pump House
- FW= Fire Water Tank

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## HOW TO RESPOND

WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

### 1. RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

### 2. HIDE

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

### 3. FIGHT

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

**CALL 911 WHEN IT IS SAFE TO DO SO**

## HOW TO RESPOND

WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

## INFORMATION

YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

## COPING

### WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- Attempt to take the active shooter down as a last resort

*Contact your building management or human resources department for more information and training on active shooter response in your workplace.*

## PROFILE

### OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

## CHARACTERISTICS

### OF AN ACTIVE SHOOTER SITUATION

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to end an active shooter situation



**CALL 911 WHEN IT  
IS SAFE TO DO SO**





## **tips for confronting campus violence**

*From Rick Fitzpatrick, Superintendent of Corning Union Elementary School District*

- 1. It could happen to you.** Beware the rationalizing of how your district is different. A school shooting can happen anywhere. Have a plan template with all communications for a generic disaster prepared. These need to include e-mails, press releases, texts, social media messages, robocall message scripts, etc. Time to prepare these during an actual shooting will be non-existent.
- 2. Lock-downs work.** Prepare students regularly using the same language/process all the time. When a lock-down happens have students run, don't walk to safe areas. In a real crisis they will behave as they practice. In the Rancho Tehama shooting, we had a window of 10 seconds of lock-down completion before the shooter appeared in the quad and fired over 100 rounds into classrooms and offices.
- 3. Empower any adult employee on your campus to call a lock-down.** Seconds save lives.
- 4. Media management matters.** Designate one spokesperson to speak with media. Be human, be calm, be candid. Press releases daily or twice daily work. Press conferences are key, no more than one per day or you will not be able to take care of communication and care of staff, community, and victims. Protect your employees. National media wishes to put a face on a tragedy, employees can be harmed additionally through intense media scrutiny. If employees designate you as their spokesperson, you can save them much pain and stress. Do not release school camera videos. We objected successfully. Show your district and your community that you care. Love matters.
- 5. A shooting has three phases, the before (preparation for disaster) the during, and the after.** The after is far more complex than anyone can imagine. Dr. David Schonfeld from the National Center for School Crisis and Bereavement <https://www.schoolcrisiscenter.org/> was crucial in post-shooting strategies and counseling for victims, staff members, and crucially, family members of staff. Beware free services that seek to capitalize on your tragedy. Dr. Schonfeld is a free resource and can be crucial to identifying appropriate therapies and resources.
- 6. Advocate for measures to reduce gun violence in schools.** We owe it to our children.







**Gravenstein Elementary Faculty Meeting**  
**Wednesday, March 7, 2018**  
**Room 17**

*"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 goals."*

I. Calendar:

- A. (see bulletins and "2017-2018 Master Field Trip List", Eva shared in your drive)
- B. Activity/Enrichment Reminders
  - 1. If gone on a trip/event, try swapping times with another class
  - 2. If your class is gone on a field trip and you do NOT give the instructor sufficient notice (48 hours minimum?), the instructor will still get paid per their contract- and no make-up will be scheduled

Safety Training

C. District-directed ERDs:

- 1. 3/8/18- Safety (Lock-down-in-place versus Code Red Procedures) 1:30-3:30
- 2. 3/22/18- NGSS 1:30-3:30
  - a) Bring your grade level field trip lists
  - b) Teacher presenters will share info from recent PD
  - c) Goal will be to become comfortable with what new material is expected...and what each grade level needs to let go
  - d) Review SCOE resources; create a grade level unit

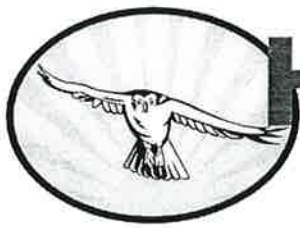
II. Office Announcements

- A. Renee: ISP- all ISPs that are completed prior to March 23 must be turned into Renee by that date! Wanda is submitting info to the state and needs Renee to be able to produce a correct report by that time.
- B. Renee: please check email for announcements to forward to parents
- C. Staffing changes (welcome to Ms. Chantal)
- D. Wanda and Eva say, "Thank you!" Things are running smoothly and communication is working!

III. Brian Announcements

- A. **Friday, 3/9/18-** We will reschedule this month's fire/earthquake drill (possible "surprise" times are 9:00-10:00; 10:45-11:15)
  - 1. Mark the calendar now for the 4/11/18 scheduled drill.

- IV. Staff Survey Results
- V. Enrollment Update
- VI. Assemblies
  - A. Monthly Assembly? (Integrity- ~~5th grade~~ *Student Council*)
  - B. HMS Student Council is working on a surprise for Gravenstein students...
  - C. Awards
    - 4/5 honor roll assembly rescheduled to Tuesday, 3/20/18, at 1:30
- VII. CAASPP
  - A. New idea... Schedules for grades 3, 4, and 5... and impact on primary
  - B. Give me feedback on the schedule ASAP (via email please).
  - C. Testing affidavits
    - 1. Caaspp.org
      - a) Select the **Training** tab
      - b) Complete 2017-2018 Test-Administration Manual is available online (all 221 pages!) If you click on anything in the Table of Contents, it will automatically direct you to that page.
      - c) Teachers at grades 3-4-5 (and IAs) will need to watch the Training Video prior to signing the affidavit. Link will be forwarded by April.
      - d) Keri is the LEA Coordinator and will be responsible for reporting security incidents in STAIRS (within 24 hours)
- VIII. Garden Update
  - A. Will be forming a Steering Committee to create a Schoolwide Garden Plan
  - B. For remainder of year, teachers are in control of their own box. Annuals only as the schoolwide plan will incorporate all of the boxes. Claim it!
- IX. Safety Update (Jennifer)



# HILLCREST

Middle School

## Staff Meeting Agenda - March 6, 2018

- I. **Appreciations**
  - a. Dan Dexter, Jackie Jex-Lewis, Sergio Blanco, Allison Rich, Linda Helton, Libby Kinman for attending a professional development at the Exploratorium last weekend.
  - b. The flexibility and understanding demonstrated by Jackie Jex-Lewis and Matt McDowell in supporting their colleagues through recent challenges.
  
- II. **Discussion Topics**
  - a. Meeting Roles
    - i. Recorder
  - b. CAASPP Schedule
    - i. Review/Discuss number and length of sessions
  - c. Guys & Dolls Update
    - i. Gravenstein viewing 3/7/17, 10 AM; students out at 9 AM
    - ii. Complimentary tickets for staff
  - d. 5th Grade Visit
  - e. Safety Plan
    - i. Overview
    - ii. Review Command System (23-24)
    - iii. Review Goals (15-18)
    - iv. Lockdown & Active Shooter Protocol
    - v. Lockdown & Active Shooter Drill
  - f. SAY Grief Support
    - i. Introduction
    - ii. Overview of the support being provided
    - iii. Referral Process
    - iv. Questions?

*Safety training*

# Continuity of Operations Planning for Schools

Tuesday, March 20, 2018  
9:00 A.M. to 11:00 A.M.

Redwood Empire Schools' Insurance Group will be presenting a business continuity for schools class at RESIG's Conference Center located at 5760 Skylane Blvd., Suite 100, Windsor, on March 20, 2018. The class begins at 9:00 a.m. and concludes at 11:00 a.m. Dawn Safine, Travelers Risk Control Account Executive, is the presenter. The class is *free* to RESIG's member districts.

Topics include:

- Continuity of operations planning (COOP)
- How continuity of operations planning is an important part of preparing schools for a disaster and community response
- Special roles and responsibilities of school personnel
- Differences between business continuity and emergency management
- The core elements of business continuity planning

**WHO SHOULD ATTEND:** School personnel responsible for continuity of operations and emergency services including Superintendents, Business Managers, Human Resources Managers, and district support staff.

**CLASS SIZE IS LIMITED!:** Please RSVP for this course by March 16, 2018 by emailing Will Davis at [wdavis@resig.org](mailto:wdavis@resig.org).

Will Davis, CIEC, REPA  
Director of Environmental Risk Services  
Mgr.

Redwood Empire Schools' Insurance Group (RESIG)  
Group (RESIG)

5760 Skylane Blvd., Suite 100

Windsor, CA 95492

(707) 836-0779 x 107

106

Steven Fields  
Property & Liability Risk

Redwood Empire Schools' Insurance

5760 Skylane Blvd., Suite 100

Windsor, CA 95492

(707) 836-0779 x

[www.resig.org](http://www.resig.org)



Jennifer Schwinn  
Gravenstein Union Elementary School District  
(Change Account)



Coordinator Menu

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[Document Change Report](#)

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[Documents](#) (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Comprehensive School Safety Plan	2018-02-16		<a href="#">View</a>	<a href="#">View</a>	40

Previous Section

[Safety Plan Review](#)

Current Section

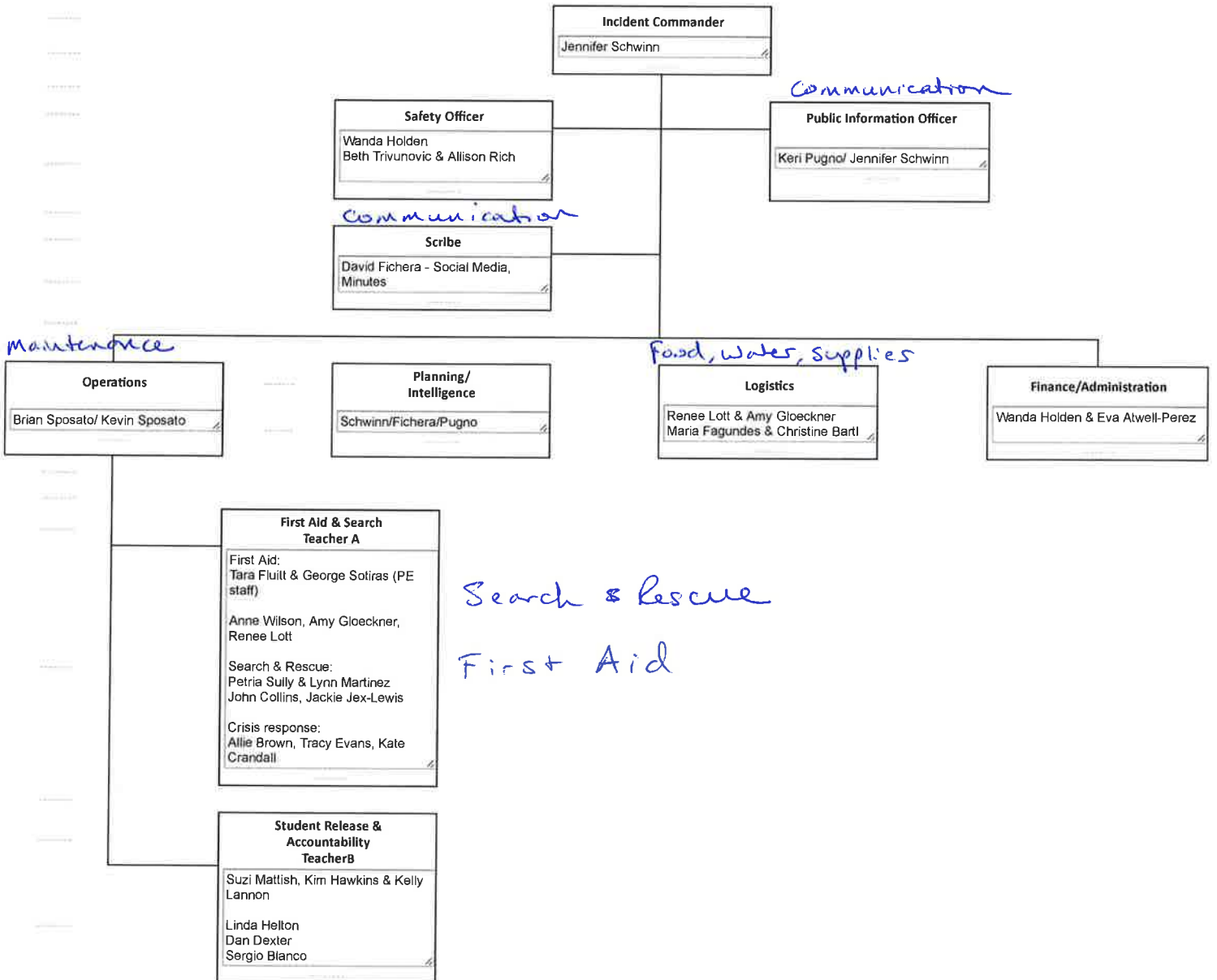
**Incident Command System**

Next Section

[Incident Command Team Responsibilities](#)

[Save Data](#) [View Current Document](#) [View Section](#)

Gravenstein Union School District Incident Command System (EOC)





## DISTRICT COMMUNICATION TEAM

### **Team Leader**

- Superintendent
1. Lead Maintenance or 2. Business Manager  
(Alternates)

### **Team Members**

- Superintendent
- District Office Personnel to include Lead Maintenance Position

### **Location**

- Inside District Office – Gravenstein Elementary School
- Outside Courtyard

### **Procedures**

1. Reports and/or releases emergency information concerning the status of students, staff and school facilities to the Sonoma County Office of Emergency Services, Sonoma County Office of Education, District Board of Trustees, parents, public and the press.
2. Maintains communications with district employees.
3. Maintains log of all incoming and outgoing communications.

### **Supplies**

- Emergency Procedures Guide
- Telephone Communication Log
- Two-way Radio
- Office supplies



## EMERGENCY OPERATIONS CENTER (EOC)

### **Team Leader**

- Superintendent 1. Lead Maintenance or 2. Business Manager  
(Alternate)

### **Team Members**

- Superintendent
- District Office Personnel to include Lead Maintenance

### **Location**

- Inside District Office – Gravenstein Elementary School
- Outside Courtyard

### **SEMA Procedures**

1. Determine appropriate actions for students, i.e. evacuate school buildings, evacuate school site, return to class, etc.
2. Coordinate all functions and activities during an emergency.
3. Establish and maintains communication with all Coordinators and Public Information Officer (PIO).
4. Collect, analyze and report information to the District Office concerning students and staff who are injured or unaccounted for, facility damage assessment, etc.
5. Communicate directly with city, county office or Office of Emergency Services (OES).

### **Supplies**

- Emergency Procedures Guide
- Bull Horn
- Battery operated radio
- Two-way radio
- Office supplies



## SEARCH AND RESCUE TEAM

### **Team Leader**

- Special Education Teachers

### **Team Members**

- Special Education Staff
- Instructional Aides
- Library Aide
- K-2 Teachers

### **Location**

- Report to EOC (Emergency Operations Center) – School Office

### **SEMS Procedures**

1. Conduct Damage Assessment.
2. Conduct rescues – note: always in teams of at least two.
3. Transport injured to first aid station – The Nurse's Office
4. Maintain communication with students, release staff/staff accounting team.
5. Determine missing persons
6. Report all finding to Operations Coordinator.
7. Initiate a sweep of assigned area in an orderly and pre-established sweep pattern.
  - Never search alone.
  - Always sweep with hard hats and gloves.
  - Use caution if building is unstable.
  - Proceed as quickly as possible in order to hear calls for help.
  - Upon entering area, call out and wait for an answer.
  - Mark an "x" on or near each door with chalk after the room has been searched
8. No team member should make statements to the media unless approved by the Superintendent.

### **Supplies**

- Emergency Procedures Guide
- Master Keys
- Campus maps for each team
- Flashlights
- Hard hats and gloves
- Fire extinguishers (ABC & water)
- Paper, pencils, chalk
- Ropes and crow bars
- Two-way radios
- Blankets and Sheets



## FIRST AID TEAM

### **Team Leader**

- School Nurse
- School Secretary

### **Team Members**

- School Nurse
- School Secretary
- 3<sup>rd</sup> – 6<sup>th</sup> grade Teachers

### **Location**

- Inside Room 11
- Outside Grass Area between school office and wing B

### **SEMS Procedures**

1. Set up first aid area and get supplies ready in Nurse's Office
2. Assess injuries and apply first aid
3. Prioritize injuries (triage)
4. Tag each injured person with name, address, injury, and treatment rendered
5. Establishes priorities for transport of the injured to hospital.
6. Complete the Injury and Missing Persons Report.
7. Report all findings to Operations Coordinator

### **Supplies**

- Emergency Procedures Guide
- Three stretchers
- Wheelchair
- Flashlights and batteries
- First Aid Supplies
- Confidential health list
- Paper, pencils, chalk, masking tape
- Injury and Missing Persons Report
- Two-way radios
- Blankets



## STUDENT RELEASE TEAM

### **Team Leader**

- School Secretary
- Office Clerk (alternate)

### **Team Members**

- School Secretary
- Office Clerk
- Technology Coordinator
- Instructional Aides

### **Location**

- Inside: Cafeteria
- Outside: Courtyard

### **SEMS Procedures**

1. Post "Student Release Point" sign.
2. Obtain injury and missing persons report.
3. Set up secure reunion area.
4. Check student's emergency card to make sure individuals are authorized to take the students. Ask for identification if in doubt.
5. Ensure that all records are kept for students and staff leaving the campus by completing the Student/Staff Release Log.
6. Check released student "off" on teacher's class roster.
7. Report all findings to Operations Coordinator.

### **Supplies**

- Emergency Procedures Guide
- Student emergency cards
- Updated class lists
- Flashlights and batteries
- Maps of where classes are located
- Student Release Log
- Student Release Point sign
- Paper, pens and pencils



## MAINTENANCE AND FIRE TEAM

### **Team Leader**

- Head Custodian/ PE Teacher at Hillcrest
- Site Custodian/ (Alternate)

### **Team Members**

- Head Custodian
- Site Custodians

### **Location**

Report to EOC (Emergency Operations Center):

- Inside: Staff Room
- Outside: Main staff parking Lot

### **SEMS Procedures**

1. Turns off utilities and secures water system. (This takes precedence over all other assignments for custodians.)
2. Accesses emergency supplies
3. Conduct perimeter control
4. Extinguishes small fires if possible.
5. Assures that emergency vehicles have access to school grounds.
6. Secures school buildings against unauthorized entry.
7. Seals off and posts areas where hazardous conditions exist.
8. Provides shelter and feeding areas.
9. Sets up sanitary facilities if necessary.
10. Report all findings to Operations Coordinator.

### **Supplies**

- Emergency Procedures Guide.
- Necessary tools



## FOOD, WATER AND SUPPLY TEAM

### **Team Members**

- Cafeteria Personnel

### **Location**

- Inside: Kitchen
- Outside: Breezeway outside cafeteria

### **SEMS Procedures**

1. Assess food preparation facilities.
2. Estimate number of persons requiring shelter and for what period of time.
3. Check the following supplies: water, first aid supplies, blankets, etc.
4. Control conservation of water
5. Report additional equipment supply needs to the EOC.

### **Supplies**

- Emergency Procedures Guide



## CLASSROOM TEACHERS

### **Team Members**

- Classroom Teachers
- Instructional Aides

### **Location**

Roving support personnel report to EOC

- Inside: School Office
- Outside: Courtyard in front of office

### **SEMS Procedures**

1. Ascertain the extent of injuries and capabilities for class evacuation.
2. Evacuate classroom and bring emergency bag.
3. Take roll and send a student messenger or roving support person to the EOC to report injuries or missing persons.
4. Supervise and reassure students throughout the duration of the emergency.
5. Take care of minor first aid needs.
6. Use Buddy System with neighboring teacher to provide release to access emergency supplies as needed.
7. Monitor student emergency supplies and distribute food and water as appropriate.
8. Complete and update Student Release Log.

### **Supplies**

- Emergency Procedures Guide
- Class list of students
- Student Release Log
- Confidential Health List
- Emergency Bag with first aid supplies



**REGULAR GOVERNING BOARD MINUTES**

**Wednesday, February 21, 2018**

Gravenstein School, Rm. 13

**I. CALL TO ORDER**

Pres. Horn called the meeting to order at 5:03 PM. Clerk Beck and Members Koelemeijer, Appling present, and Schwartz absent (Schwartz arrived at 5:11 PM).

**II. PUBLIC COMMENTS**

Terese Hillborn commented on District procedures for active shooter drills and on programs offered at other schools she had visited.  
Molly Jackel requested that the Board evaluate the District special education program.  
Sean Miles and Rick Brody commented on relations between the Enrich! and traditional parents and on differences between the programs.

**III. REPORTS, AND ORAL COMMUNICATIONS**

**Gravenstein Union Teachers' Association**

GUTA President Christina Urmini expressed gratitude to the Board for the negotiated contract and concern about the absence of lock-down drills.

**District Site Council**

Supt. Schwinn shared that the site council has been working on the Safety Plan and the Single Plan for Student Achievement.

**GSF/MPF**

Vy Le shared that GSF had a successful bingo night, and thanked Jennifer Koelemeijer and Keri Pugno for attending. GSF brought the Lion Dancers to both schools and is organizing Jog-a-Thons for the spring.

Alexis Boutin shared information about the MPF fundraiser scheduled for Monday, April 23 at Lagunitas.

**Trustee Reports**

Mem. Koelemeijer has attended various trainings this past month, including Board and administrative trainings. Mem. Appling attended sexual harassment training and various District construction projects. Mem. Schwartz recognized Vy Le for bringing the Lion Dancers. Pres. Horn attended both Open Houses and felt that they were well attended.

**Facilities Report**

Supt. Schwinn reported that the shade structures at Gravenstein have been completed.

Phase III will begin at Gravenstein this summer and will include renovation of the gym, learning lab and staff bathrooms. Architect Doug Hilberman shared that Phase III back-check appointment is next Tuesday, which will hopefully lead to DSA approval. The lease/leaseback contractor for Phase III is moving toward the development of the guaranteed maximum price (GMP).



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Phase IV will begin at Hillcrest with new electrical switchgear for the campus, ADA access to the field and solar array shade structures. Plans for phase IV at Hillcrest are going to DSA. Phase IV is being split into two increments, with the photovoltaic aspect being delayed. The two photovoltaic projects at the two schools will be combined to create an economy of scale, resulting in some savings.

*At this point in the meeting, the Board chose to consider agenda items VI.C through VI.G out of order. Upon completing those items, the Board returned to the agenda at this point.*

**Hillcrest Principal Report**

Principal Fichera reported on athletics, the new student open house, Hillcrest participation in the SCOE STEAM Showcase and 5-Minute Film Festival, the spring musical, and the progress of the Hillcrest digital media studio.

**Gravenstein Principal Report**

Principal Pugno shared that much of this past month has been focused on gathering staff input on programs, CAASPP preparation, and enrollment for next year. An update on the Garden Inquiry was shared with the Board.

Principal Pugno shared a slideshow that was used with Gravenstein staff to explore the implementation of a single program. The slideshow includes a proposal to expand enrichment in the Traditional program for 2018-19 that would involve extending the school day for the Gravenstein traditional program. This will be discussed by the Board in closed session.

**CBO Report**

CBO Holden thanked Doug Hilberman for working directly with CDE to explain the architectural drawings as needed.

CBO Holden shared the Pocket Budget for 2018-19 prepared by School Services of California. There are some increases in funding projected for 2018-19, but they do not appear to be ongoing. There will be a state budget revision in May that is projected to be similar to the currently proposed budget.

**Superintendent Report**

***2018-19 Enrollment***

Supt. Schwinn shared an enrollment forecast for Gravenstein and Hillcrest. There are currently 75 kindergarteners who have turned in applications. Projected enrollment for Gravenstein is 487 and Hillcrest is 270.

***Results of staff survey***

Supt. Schwinn shared the results of the staff survey. Overall, the staff expressed approval of the Kindergarten Discovery Pilot and the idea of moving toward one program. These results will be posted on the District website by February 26, 2018.

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***Program offerings forecast for 2018-19: Discovery!, Enrich!, Traditional, and STEAM***

Supt. Schwinn discussed the importance of analyzing the class size distributions and what implications this has for programs.

***Transportation JPA Update***

Supt. Schwinn shared that our regular bus driver was out sick this week, and was conscientious in letting the District know that she would be absent.

***School Counselor Update***

Supt. Schwinn shared that the search for a counselor continues. In the interim, school psychologist Jack Correa is providing counseling as needed.

***Window Covering Update***

Supt. Schwinn reported that the second bid for window coverings has come in. She hopes to have the window coverings in place before the lockdown drill this spring.

**IV. CONSENT AGENDA**

**Minutes of Regular Meeting Jan 17, 2018**

Mem. Schwartz requested that the Minutes of the Regular Meeting Jan 17, 2018 be retracted from the consent agenda.

Pres. Horn moved to adopt the Consent Agenda with the subtraction of the minutes, Clerk Beck seconded, 5-0 yes.

Pres. Horn moved to table the approval of the Minutes of the Regular Meeting Jan 17, 2018, until the next regular meeting, Mem. Koelemeijer seconded, 5-0 yes.

**Warrants/Payroll**

**Budget Updates and Transfers**

**Correspondence/Publications**

*Admission instructions to parents who indicated interest in the Enrich! program for 2018-19*

*Accept resignation of Cordelia Kritz effective 2/9/2018*

*Letter from Shelley Stiles of SCOE Business Department concurring with the District's positive budget certification for the 2017-18 year.*

*Approve Christina Urmini's 2018-19 parenting leave as provided for in the GUTA contract.*

*Accept resignation of Cassidy Fisher effective 2/15/2018.*

**V. GENERAL**

**Review & Consider Changes to BB 9322**

The Board reviewed the new CSBA sample policy BB 9322 and discussed revisions by a Board member. Horn moved/Beck seconded to table the item until the next regular meeting. The motion was approved with Horn, Beck and Appling in favor; Koelemeijer opposed; and Schwartz abstaining (3-1-1).

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**Review & Consider Changes to BB 9324 – Board Minutes**

The Board reviewed the new CSBA sample policy BB 9324 and discussed whether to make audio recordings of Board meetings and post them on the District website. The Board discussed website accessibility requirements.

Horn moved/Appling seconded to adopt the CSBA sample policy, including a requirement for the Board President to sign the adopted minutes. The vote was 5-0 to adopt the new policy and rescind the existing policy. The Board agreed that “raw” minutes would be distributed to Board members two weeks after each meeting, and the Board directed Principal Fichera to investigate the feasibility of live-streaming meetings.

**Consider Creating Board Committee to Develop Roll-Out of Discovery! Model**

The Board discussed the creation of a standing board committee to develop a Discovery!-type model for all grades. No action was taken, but the Board asked the Superintendent to provide monthly updates on this topic for Board review and discussion.

**Review & Consider Changes to AR 5111 - Admissions**

The Board reviewed the new CSBA sample policy AR 5111 and the merits of allowing Transitional Kindergarten enrollment for students whose fifth birthday is after Dec. 2 of the school year. Horn moved/Beck seconded to adopt the CSBA policy and rescind the current policy, with the following addition: “Any child that has his/her fifth birthday between December 3-January 31 shall be offered a TK education if space permits.” Motion passed by a 4-1 vote with Appling opposed.

**Review & Consider Changes to BB 9010 – Public Communications**

The Board reviewed the new CSBA sample policy BB 9010. Horn moved/Beck seconded to adopt the CSBA policy and rescind the current policy. Motion passed 5-0.

**Review & Approve School Accountability Report Cards (SARCs) for District Schools**

The Board reviewed the SARCs for the four District schools: Gravenstein Charter, Gravenstein First, Hillcrest Charter and Community Day School. The Board discussed test scores, particularly for ED and EL students, and the lack of some salary data in the reports. Appling moved/Schwartz seconded to approve the SARCs. Motion passed 5-0.

**Review & Approve District Safety Plan**

The Board reviewed the plan and discussed active shooter and lock-down procedures. Koelemeijer moved/Horn seconded to approve the Plan. Motion passed 5-0.

**VI. BUSINESS**

**Consider Development of Strategy to Manage & Assign Reserves**

Horn moved/Schwartz seconded to create an ad hoc committee, consisting of Members Horn and Schwartz, to work with the Superintendent and CBO to consider development of a strategy to manage and assign reserves. Motion passed 5-0.

**Revise Educator Effectiveness Plans**

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Appling moved/Horn seconded to approve the revised Educator Effectiveness Plan.  
Motion passed 5-0.

**Approve Lease-Lease Back Process for HMS Phase 4 Projects**

Beck moved/Schwartz seconded to approve. Motion passed 5-0.

**Approve Miller Pacific Contract to Provide Geo Tech Services**

The Board discussed the contract for services on Hillcrest Phase IV. Contract includes a \$7500 fixed fee for Geotechnical Investigation; \$1500 time & material fee estimate for Supplemental Consultation; and to-be-determined time & material fee for Construction Observation and Testing.

Horn moved/Beck seconded to approve the contract. Motion passed 5-0.

**Approve Resolution #180221-3 Selecting GCCI for Phase 3**

Schwartz moved / Koelemeijer seconded to approve the resolution. Motion passed 5-0.

**Review & Consider Contract w/ ARC Alternatives for Prop 39 Project Management**

Horn moved / Appling seconded to approve the contract for a maximum of \$45,000, subject to scope refinement by the Construction Site Committee.

**Approve Contract w/ Counterpoint to Provide Lease-Leaseback Oversight Services for Hillcrest Phase 4**

Beck moved / Koelemeijer seconded to approve the contract with a not-to-exceed total of \$15,000. Motion passed 5-0.

**VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION**

There was no public comment.

**VIII. CLOSED SESSION**

The Board moved to closed session at 10:34 PM.

**A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:**

1) Conference with Labor Negotiator

District Negotiator: Jennifer Schwinn, Superintendent

Represented Employees: Gravenstein Union Teachers Assoc.

Unrepresented Employees: Two Classified staff

*No reportable action taken.*

2) Public Employee – Hiring: Teaching Assistant – Kathleen Byrne

Horn moved / Schwartz seconded to approve the hiring. Motion passed 5-0

3) Public Employee Discipline/Dismissal/Release

-Resolution #180221-1 Release 2.43 FTE Temporary Certificated Staff at the end of the 2017-18 school year.

Appling moved / Schwartz seconded to approve the resolution. Motion passed 5-0, to adopt a Resolution to Release Temporary Certificated

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Employees and authorize the District Superintendent, or her designee, to notify the employees listed on Attachment "A," that they will be released at the end of the current school year.

-Resolution #180221-2 Non-Reelection of Probationary Certificated Employees  
*No reportable action taken.*

- 4) Superintendent Evaluation  
The Board will hold a special meeting at 3:30 PM on Tuesday, March 13, to consider superintendent evaluation.

**IX. OPEN SESSION**

The Board returned to open session at 11:15 PM.

Reportable action was taken as noted above.

During the previous closed session, the Board acted to authorize the District Superintendent, or designee, to notify 2.43 F.T.E. temporary certificated employees, pursuant to Education Code section 44954(b), that they will not be reemployed for the 2018-19 school year. All Trustees voted in favor of the release. (5-0)

**X. FUTURE BOARD MEETINGS:**

Next Regular Board Meeting: March 14, 2018—5 p.m.

**XI. ADJOURNMENT**

Horn adjourned the meeting at 11:16 PM



Gravenstein Union School District  
February Payroll Report

March 14, 2018 Regular Board Meeting

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**Certificated Salary & Benefits**

Regular: \$ 451,110.24  
Supplemental: \$ 29,700.52

**Classified Salary & Benefits**

Regular: \$ 88,908.35  
Supplemental: \$ 2,883.04

**Total Salary & Benefits**

\$ 572,602.15



Checks Dated 02/01/2018 through 02/28/2018

Board Meeting Date March 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1618247	02/02/2018	AT&T	01-5620	Maint billing for phone system @ Grav for 17-18	94.78	
				Maint billing for phone system @ Grav for 17-18	1,089.98	1,184.76
1618248	02/02/2018	Destiny Clark	04-5880	Ref Volleyball 1/22/2017		25.00
1618249	02/02/2018	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2017-18		34.00
1618250	02/02/2018	Tony Corsello	04-5880	Boys Basketball Referee 1/22/2018		70.00
1618251	02/02/2018	Office Depot	01-4359	Instructional Supplies	254.94	
			01-4390	Ergonomic Evaluation Mouse and Keyboard	110.70	
				VGA Cable/Speaker	81.53	447.17
1618252	02/02/2018	Pacific Gas & Electric	01-5520	Electric and Gas for 2017-18 Gravenstein	265.69	
			03-5520	Electric and Gas for 2017-18 Gravenstein	3,057.94	
			04-5520	Electric and Gas for 2017-18 @ Hillcrest	2,753.96	
				Electric and Gas for 2017-18 Gravenstein	35.27	6,112.86
1618253	02/02/2018	Pomollita Middle School PTO	04-5828	"Pomollita Classic" 8th Boys Basketball		150.00
1618254	02/02/2018	Quill Corp	03-4310	Supplies for Ms. Basque- Gravenstein		67.51
1618255	02/02/2018	Ray Morgan Company	01-5633	Copier Contract Charges 2017-18		724.46
1618256	02/02/2018	Nancy Trejo	04-5880	Volleyball 7/8 Girls	25.00	25.00
1618257	02/02/2018	Vision Service Plan	Cancelled	Employee's Vision Plan Coverage 17-18		98.17 *
1619451	02/07/2018	Cancelled on 02/15/2018 Daniel A. Dexter	04-4310	Reimbursement HDMI		8.64
1619452	02/07/2018	Heather L. Johnson	04-4310	License for Play		9.99
1619453	02/07/2018	AXIA	40-6210	Modernization - Hillcrest Middle Improvements	35,635.32	
				Gravenstein Modernization, Phase III (Part 2)	5,372.46	41,007.78
1619454	02/07/2018	Sergio Blanco	04-4310	Reimb. for Stop Watches		89.73
1619455	02/07/2018	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2017-18		23.00
1619456	02/07/2018	Tony Corsello	04-5880	Boys Basketball Referee 1/29/2018		70.00
1619457	02/07/2018	Dave's Music Workshop	04-5630	HC Musical Instrument Repair for 17-18 Spring		245.00
1619458	02/07/2018	Jennifer Schwinn	01-5200	Mileage Reimbursement -Ms. Schwinn	14.93	
			03-5200	Mileage Reimbursement -Ms. Schwinn	182.19	
			04-5200	Mileage Reimbursement -Ms. Schwinn	101.54	298.66
1619459	02/07/2018	Tallulan Kuula	04-5880	Referee for Volleyball 1/16/2018		25.00
1619460	02/07/2018	Luther Burbank Ctr Fr The Arts	04-5826	ZEI "The Giver" Luther Burbank Center		544.00
1619461	02/07/2018	Office Depot	04-4310	Instructional Supplies	264.07	

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## Checks Dated 02/01/2018 through 02/28/2018

Board Meeting Date March 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1619461	02/07/2018	Office Depot	04-4359	Instructional Supplies	3.96	268.03
1619462	02/07/2018	Rohnert Park Gymnastics	01-5826	Rohnert Park Gymnastics-Clement and Delloso T1		292.50
1619463	02/07/2018	Sonoma County Office Of Ed.	04-5202	ReMake Education Summit 2018-L Helton		350.00
1619464	02/07/2018	T&B Sports	04-4310	Scorebooks for HC Basketball, 2017-2018		69.87
1619465	02/07/2018	The Tech Museum of Innovation	04-5826	The Tech Museum 7th Grade Trip		750.00
1619466	02/07/2018	Stephanie Weiner	04-5880	Volleyball Referee		15.00
1620132	02/09/2018	Kelly Garber	12-8689	Refund- Beyond the Bell		100.00
1620133	02/09/2018	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2017-18		158.50
1620134	02/09/2018	Sonoma Media Investments, LLC	03-5825	Advertising for Kindergarten Open House - Jan 2018		2,798.00
1620135	02/09/2018	SYTech Solutions	01-5830	Document Management Services 2017-18	12.52	
			03-5830	Document Management Services 2017-18	152.81	
1620136	02/09/2018	U.S. Bank Equipment Finance	04-5830	Document Management Services 2017-18	85.17	250.50
			01-5631	Copier Lease at schools and DO for 2017-18	35.28	
			03-5631	Copier Lease at schools and DO for 2017-18	423.38	
			04-5631	Copier Lease at schools and DO for 2017-18	246.97	705.63
1620137	02/09/2018	Verizon	01-5912	Supr't Phone & Tablet Service for 2017-18	4.91	
			03-5912	Supr't Phone & Tablet Service for 2017-18	59.88	
			04-5912	Supr't Phone & Tablet Service for 2017-18	33.38	
1620138	02/09/2018	Weeks Drilling & Pump Co. Inc.	01-5530	Gravenstein Elem Water Service for 2017-18	18.40	98.17
			03-5530	Gravenstein Elem Water Service for 2017-18	211.60	
1620139	02/09/2018	West County Transportation	04-5530	Hillcrest Water Service for 2017-18	230.00	460.00
1620980	02/14/2018	Wanda L. Brooks-Holden	03-5826	Bus for Kinder Field Trip		169.29
			01-5202	Mileage Reimbursement	5.59	
			03-5202	Mileage Reimbursement	68.14	
			04-5202	Mileage Reimbursement	37.98	
1620981	02/14/2018	Ally Technology Consulting LLC	01-4310	Chromebook Replacement Screens & Installation	36.56	111.71
			01-5840	Labor to Install Replacement Network Rack	140.62	
			03-4310	Chromebook Replacement Screens & Installation	446.04	
			03-5840	Labor to Install Replacement Network Rack	1,715.63	

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Generated for Wanda Holden (WLHOLDEN), Mar 7 2018 8:43AM

ESCAPE ONLINE

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Checks Dated 02/01/2018 through 02/28/2018

Board Meeting Date March 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1620981	02/14/2018	Ally Technology Consulting LLC	04-4310	Chrombook Replacement Screens & Installation	248.61	
1620982	02/14/2018	Peter Bergen	04-5840	Labor to Install Replacement Network Rack	956.25	3,543.71
1620983	02/14/2018	Blakeslee Electric Inc	03-5826	4th Grade Enrich field trip # 031318		300.00
1620984	02/14/2018	Clover-Stormetta Farms Inc.	04-5630	Main Switch Gear Inspection		325.00
1620985	02/14/2018	Di Rosa Preserve	13-4700	Milk Purchases 2017-18		34.00
1620986	02/14/2018	Division Of State Architect Attn: HQ Cashier	04-5826	di Rosa Art Exhibit	45.00	
1620987	02/14/2018	Luther Burbank Rose Parade	21-6240	di Rosa Art Exhibit-Collins ZEI Application #01-115393	99.00	144.00
1620988	02/14/2018	Office Depot	04-5829	Rose Parade entry fee 2018		6,836.83
			03-4359	Instructional Supplies		85.00
			04-4310	Instructional Supplies	43.89	
			04-4359	Instructional Supplies	.01	
			04-4370	Instructional Supplies	.01-	
			04-4390	Hillcrest supplies	55.87	
			01-5823	Ice Compresses	61.39	
1620989	02/14/2018	School and College Legal	04-4390	December 2017 Excess Retainer Legal Services	24.00	161.15
			03-5823	December 2017 Excess Retainer Legal Services	292.80	
			04-5823	December 2017 Excess Retainer Legal Services	163.20	480.00
1620990	02/14/2018	Sebastopol Area Chamber Of Com	04-5829	Apple Blossom Parade entry fee 2018		65.00
1620991	02/14/2018	Sonoma County Office Of Ed.	01-4350	Tardy Slips	4.88	
			03-4350	Tardy Slips	38.60	
			04-4350	Tardy Slips	21.40	
1621547	02/16/2018	AT&T Calnet 3	01-5911	Gravenstein AT&T CALNET 3 Charges 2017-18	21.89	64.88
			03-5911	Gravenstein AT&T CALNET 3 Charges 2017-18	269.96	
			04-5911	Gravenstein AT&T CALNET 3 Charges 2017-18	130.76	
1621548	02/16/2018	Barnes & Noble Booksellers Inc	04-4310	Hillcrest AT&T CALNET 3 Charges 2017-18	18.96	441.57
1621549	02/16/2018	J.W. Pepper & Son Inc.	04-4310	Classroom Books-Canfield		72.53
1621550	02/16/2018	Santa Rosa City Schools	13-4710	Hillcrest Band Music 2017-18		113.42
1621551	02/16/2018	School Nurse Supply, Inc	04-4390	Lunch Program for 2017-18		6,195.00
1621552	02/16/2018	School Services Of California	01-5200	Health Supplies- Hillcrest	21.50	97.32
			03-5200	Governor's Budget Workshop Registration	262.30	

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Checks Dated 02/01/2018 through 02/28/2018

Board Meeting Date March 14, 2018

Check Number	Check Date	Pay to the Order of	Fund Object	Comment	Expensed Amount	Check Amount
1621552	02/16/2018	School Services Of California	04-5200	Governor's Budget Workshop Registration	146.20	430.00
1621553	02/16/2018	ACSIG	01-9573	Employee's Dental Plan Coverage 2017-18		6,814.74
1621554	02/16/2018	Children's Creativity Museum	04-5826	Children's Creativity Museum- Sporrer/Johnson		800.00
1621555	02/16/2018	DPR c/o Fort Ross SHP	03-8698	17-18 Fort Ross Trip EI 4-Sully- 2 more		80.00
1621556	02/16/2018	Jack Schroeder & Associates, In c.	40-5830	January 2018 - Modernization Eligibility		1,556.25
1621557	02/16/2018	School and College Legal	01-5200	Workshop-Sexual Harassment Prevention	1.50	
			03-5200	Workshop-Sexual Harassment Prevention	18.30	
			04-5200	Workshop-Sexual Harassment Prevention	10.20	30.00
1621558	02/16/2018	Sonoma County Regional Parks	03-5826	Tolay Regional Park- 1st EI		210.00
1621559	02/16/2018	Sonoma Media Investments, LLC	04-5825	Hillcrest Advertising Open House 2018		2,511.00
1621560	02/16/2018	Vision Service Plan	01-9574	Employee's Vision Plan Coverage 17-18		1,830.40
1622216	02/21/2018	DGS Div/State Architect	40-6240	DSA Filing Fee for HMS Improvements Phase IV		22,512.50
1622217	02/21/2018	Kadie L. Clement	01-4310	Reimbursement Headphone pouches		47.96
1622218	02/21/2018	Jennifer P. Schwinn	01-5200	Reimbursement for Expenses	2.36	
			03-5200	Reimbursement for Expenses	28.76	
			04-5200	Reimbursement for Expenses	16.03	47.15
1622219	02/21/2018	Office Depot	03-4310	Ms. Brown - Class project materials	64.02	
				Ms. Grimm Classroom Supplies	105.25	169.27
1622220	02/21/2018	Pitney Bowes	01-5950	Postage for Postage Meter	2.00	
			03-5950	Postage for Postage Meter	24.38	
			04-5950	Postage for Postage Meter	13.60	39.98
1622221	02/21/2018	Safeway	12-4390	Daycare Supplies & Snacks for 2017/18		268.58
1622222	02/21/2018	Ally Technology Consulting LLC	01-5840	IT Consultant 2017-18	130.00	
			03-5840	IT Consultant 2017-18	1,677.50	
1622223	02/21/2018	Clover-Stormetta Farms Inc.	04-5840	IT Consultant 2017-18	942.50	2,750.00
1622224	02/21/2018	Dept Of Justice, Accty Office	13-4700	Milk Purchases 2017-18		34.00
			01-5862	Fingerprinting for staff & volunteers	20.80	
				Fingerprinting for staff & volunteers	253.76	
				Fingerprinting for staff & volunteers	141.44	416.00
1622225	02/21/2018	MCI Comm Service	12-5911	Daycare Phone Line for 2017-18		13.62
1622226	02/21/2018	Office Depot	01-4350	District office supplies	7.43	
			03-4350	District office supplies	90.63	
			04-4310	Instructional Supplies	57.14	

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. (limited to Checks issued from the COUNTY bank account.)

020 - Gravenstein Union School District

Generated for Wanda Holden (WLHOLDEN), Mar 7 2018 8:43AM



Checks Dated 02/01/2018 through 02/28/2018

Board Meeting Date March 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1622226	02/21/2018	Office Depot	04-4350	District office supplies	68.49	
1623261	02/23/2018	Analytical Sciences	04-4359	Instructional Supplies	.86	224.55
1623262	02/23/2018	Georgia Churchill	03-5830	Water testing for Grav 2017/18	164.00	
1623263	02/23/2018	Clover-Stornetta Farms Inc.	04-5830	Water testing @ Hillcrest 2017-18	82.00	246.00
1623264	02/23/2018	Granger Inc.	03-5826	Storjeller Grade 4 Ms. Davis-Georgia Churchill		260.00
			13-4700	Milk Purchases 2017-18		67.50
			01-4380	Furnace replacement and door sweeps	13.97	
			03-4380	-Gravenstein Furnace replacement and door sweeps		185.64
1623265	02/23/2018	Tallulan Kuula	04-5880	-Gravenstein Referee for Volleyball 1/23/2018		25.00
1623266	02/23/2018	Onel Lopez	04-5880	8th Grade Basketball 02/13/2018		25.00
1623267	02/23/2018	Don Madronich	04-5880	7/8 Boys Basketball 2/8/2018		70.00
1623268	02/23/2018	Quill Corp	04-4350	Hillcrest Office Ink Cartridge		121.67
1623269	02/23/2018	Counterpoint Construction Services, Inc.	40-6210	Fee for Services - Gravenstein Modernization Phs 2		3,075.00
<b>Total Number of Checks</b>					<b>81</b>	<b>121,693.12</b>

Includes checks for only Bank Account COUNTY

Cancel	Count	Amount
	1	98.17
Net Issue		121,594.95

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	26	10,955.31
03	Gravenstein Elementary Charte	31	14,893.71
04	Hillcrest Middle Charter	49	13,829.37
12	Child Development Fund	3	382.20
13	Cafeteria Fund	7	6,546.00
21	Building	1	6,836.83
40	Special Reserve-capital Proj	4	68,151.53

75

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. (limited to Checks issued from the COUNTY bank account.)

ReqPay12c

Board Report

Board Meeting Date March 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	80		121,594.95	
		Less Unpaid Sales Tax Liability			.00	
		<b>Net (Check Amount)</b>			<b>121,594.95</b>	

76

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: (Limited to Checks issued from the COUNTY bank account.)

020 - Gravenstein Union School District

ESCAPE ONLINE





Executive Report – Prepared by Supt. Schwinn  
Re: Update on programmatic developments  
March 14, 2018

Since the beginning of my tenure at Gravenstein Union School District, a year and a half ago, the GUSD Board and Administration have expanded the offerings to students in the District in the following ways:

- The Board approved a “Leadership Committee” to research and advise on the dual program system; including a review of demographics between the programs, presented to the Board at the December 2016 regular meeting.
- We have increased Art lessons with Nanci Ricciardi for Traditional students.
- All 1st-5<sup>th</sup> grade Gravenstein students now have a PE teacher. 1<sup>st</sup>-5<sup>th</sup> grade students in both Traditional and Enrich! programs receive two PE sessions each week.
- We have a new Kindergarten Discovery! model starting in 18-19, which provides one academic program with daily enrichment activities for all kindergarten students.
- We have developed and approved a STEAM model for all 6th grade students next year.
- Hillcrest staff will move classrooms this summer, so in 18-19 classrooms will be grouped by grade level, not program, thus improving social integration of students in both programs.
- We have expanded field trip opportunities for Traditional students, so now they are participating in nearly all the same field trips as Enrich! students (with the exception of one additional over-night in the 4th grade; 6<sup>th</sup> grade, and 7th grade Enrich! program).
- The rest of the grade level field trips are the same now, including going to Yosemite together and for the same length of time in 8th grade; and 5th grade overnight camp for all 5th grade. The overnight Pepperwood was offered to all 3rd graders (though the October fires interfered with some field trips, which was beyond our control).
- We have a proposal to add an additional enrichment per week next year for Traditional 1-5th grade students. (Just finalizing negotiations w/ GUTA.)
- Additionally, there have been NO reduction in field trips, enrichments, and services for students in the Enrich! program over the last year and a half.
- Moreover, the District has increased financial support of programming for Enrich! students, commensurate with the expansion of programming for Traditional students, alleviating the need for some of the financial contributions that MPF provided previously. As a result, MPF is no longer running a deficit budget (as they had for the previous five years).

# The Single Plan for Student Achievement

for

## Gravenstein Union School District

CDS Code: 49-70714-6051742

Date of this revision: February 28, 2018

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jennifer Schwinn

Position: Superintendent

Telephone Number: (707) 823-7008

Address: 3840 Twig Ave., Sebastopol, CA 95472

E-mail Address: jschwinn@grav.k12.ca.us

## Gravenstein Union School District

The District Governing Board approved this revision of the School Plan 3/14/18

**Gravenstein Union School District**  
**Student Achievement in English Language Arts**  
**2017-18**

SMART Goals: Please see attached ELA grade level goals

<p><b>Actions:</b> Coherent actions you will take to put your theory into practice and solve the problem you have identified.</p>	<p><b>Results Indicators:</b> Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results</p>	<p><b>Resources:</b> People/Time/Money</p>	<p><b>Funding Source:</b> Title 1, SIP, Title II Title III, other</p>
<p>Assessment/Data Analysis</p> <ul style="list-style-type: none"> <li>•Test results</li> <li>•Verbal check in/CFU</li> <li>•Choral response</li> <li>•Anecdotal observation</li> <li>•Student performance on homework and class work</li> <li>•Writing portfolios</li> <li>•District benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>•Test results show increase in student proficiency in writing strategies</li> <li>•District benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>• State sponsored standardized tests</li> <li>•Teachers</li> <li>•Administration</li> <li>•TAs</li> <li>•Parents</li> <li>•Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>•State sponsored standardized tests</li> <li>•LCFF</li> </ul>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>•Writing fluency activities</li> <li>•Writers' workshop</li> <li>•Display great examples of student writing</li> <li>•Display vocabulary on classroom walls</li> <li>•Non-fiction reading materials, incl. magazines, Science &amp; SS weekly &amp; monthly publications, ReadWork.org.,</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher &amp; TA observation of students</li> <li>•Holistic writing prompt results</li> <li>•Writing portfolio holds evidence from the writing process with multiple drafts to show growth</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers</li> <li>•Administration</li> <li>•TAs</li> <li>•Parents</li> <li>•Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>•Title 1</li> <li>•Tier III</li> <li>•Special Education</li> <li>•General Fund</li> <li>•Private donations</li> <li>•MPF</li> <li>•GSF</li> </ul>
<p>Instructional Strategies</p> <p>Teachers use supplemental materials such as:</p> <ul style="list-style-type: none"> <li>•IXL</li> <li>•Linda Mood Bell</li> <li>•<i>Imagine It</i> K-5<sup>th</sup> gr.</li> <li>•<i>Study Sync</i> 6-8<sup>th</sup> gr.</li> </ul>	<ul style="list-style-type: none"> <li>•Writing produced from supplemental materials</li> <li>•Reading &amp; Writing for information &amp; developing viable arguments</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers</li> <li>•Administration</li> <li>•TAs</li> <li>•Parents</li> <li>•Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>•Title 1</li> <li>•SIP</li> <li>•Special Education</li> <li>•General Fund</li> <li>•Private donations</li> </ul>
<p>Intervention</p> <ul style="list-style-type: none"> <li>•Mini-lessons</li> <li>•1:1 w/teacher or TA</li> <li>•Parent conference</li> <li>•Learning Lab</li> <li>•Homework Club/Beyond the Bell</li> </ul>	<ul style="list-style-type: none"> <li>•Mini-lessons</li> <li>•1:1 w/ teacher or TA</li> <li>•Parent involvement</li> <li>•Learning Lab</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers</li> <li>•Administration</li> <li>•TAs</li> <li>•Parents/volunteers</li> </ul>	<ul style="list-style-type: none"> <li>•Title 1</li> <li>•SIP</li> <li>•Special Education</li> <li>•Private donations</li> <li>•Child Development Fund</li> </ul>

**Gravenstein Union School District**  
**Student Achievement in Mathematics**  
**2017-18**

SMART Goals: Please see attached Math grade level goals

<b>Actions:</b> Coherent actions you will take to put your theory into practice and solve the problem you have identified.	<b>Results Indicators:</b> Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results	<b>Resources:</b> People/Time/Money	<b>Funding Source:</b> <b>Title 1, SIP, Title II Title III, other</b>
Assessment/Data Analysis •Test results •Verbal check-in •Choral response •Anecdotal observation •Student performance on homework and class work •MARS Tasks/Journal practice •Go Math assessments	•Test scores in target areas increase in proficiency level •Ed Results technology tools break down data •Data Quest data •Benchmark tests	• State sponsored standardized tests •Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations •LCFF
Instructional Strategies e.g. •Direct instruction •Guided practice •Partner work-think, pair, share •1:1 instruction •Homework practice •Small group •Classroom displays •MARS Tasks	•Teacher and TA observation of students' success & participation •Improvement in benchmark testing •Improvement in class work and homework accuracy	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations •MPF •GSF
Instructional Strategies •Tutoring •Math journals •IXL •Kahn Academy •Prodigy •CAASPP interim assessments	•Students more able to work independently with accuracy •Use pretest & re-teach lesson concepts •Accuracy in math journals •Task performance programs	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations
Intervention •Learning Lab •1:1 instruction •Go Math intervention •Homework Club/Beyond the Bell	•Benchmark testing shows improvement •Intervention record-keeping in students' individual journals •Kids track their own progress	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations •Child Development Fund

**Gravenstein Union School District  
Culture & Context**

**School environment, norms and behaviors of school community (e.g. risk taking, collaboration, problem-solving, Professional Learning Communities, pacing guides, etc.) necessary to implement student achievement goals.  
2017-18**

Smart goals: Build community and care for our Earth, beautiful schools, and grounds by developing a recycling program that increases the sorting of trash on campus and reduces trash going to the landfill.

<p align="center"><b>Actions:</b></p> <p>Coherent actions you will take to put your theory into practice and solve the problem you have identified.</p>	<p align="center"><b>Results Indicators:</b></p> <p>Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results</p>	<p align="center"><b>Resources:</b></p> <p>People/Time/Money</p>	<p align="center"><b>Funding Source:</b></p> <p><b>Title 1, SIP, Title II Title III, other</b></p>
<p>Assessment/Data Analysis Planning: -Staff mtgs -GSF meetings -In classrooms -Family Outreach -Parent survey</p>	<p>-Staff mtg agenda shows recycling topic for discussion/instruction -Custodians notice properly sorted trash</p>	<p>Staff Students GSF Board Community Members</p>	<p>Donations Fundraising •LCFF</p>
<p>Instructional Strategies Implementation/Communication: -Post signage w/ sorting guidelines -Monday Messages -Hillcrest Bulletin -Instruct staff and students about sorting trash -Create system for recycle pick up in classrooms</p>	<p>Parent survey</p>	<p>All of above resources</p>	<p>Donations Fundraising •MPF •GSF</p>
<p>Instructional Strategies : -Provide supervision for sorting -Teachers and Principal help communicate plan -Obtain recycle bins from waste management company. -Provide sorting stations</p>	<p>Same as above</p>	<p>All of above resources</p>	<p>Donations Fundraising</p>
<p>Intervention: -Families help out -Consider recognizing students who help with recycling program</p>		<p>All of above resources •Seek donations •Other fundraisers</p>	<p>Donations Fundraising</p>

**Gravenstein Elementary School**  
**Academic Goal Setting for 2017-2018 (SPSA-TK)**  
 Developed on November 9, 2017 (ERD)

Grade level: **Transitional Kindergarten**  
 Teachers involved: Stephanie Tomsy

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

<b>Assessments used:</b> <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1 Math-flash cards, teacher assessment, notes/checklists taken during centers	
2	
1 Language Arts-flash cards, teacher assessment, notes/checklists taken during centers	
2	

(Add more rows if necessary to reflect the multiple methods used to gather data.)



## 2017-2018 Academic Goals (SPSA-TK)

	English/Language Arts	Math
<b>GOAL for 2017-2018</b>	Students recognize 85% upper/lower case alphabet letters	Students recognize numbers to 0-10 with 100% accuracy
<b>Specific steps created to achieve goal</b>	Continue working with World of Wonders program, letter of the week sharing, letter of the week notebooks	Use math centers with guides from World of Wonders program, themed guided centers during morning work time
<b>Timeline</b>	All year	All year
<b>Staff responsible for monitoring goal progress</b>	Stephanie Tomsky	Stephanie Tomsky
<b>Support needed</b>	*still working on observing World of Wonders program in another TK classroom at another school	*still working on observing World of Wonders program in another TK classroom at another school
<b>Goal Progress</b> (To be recorded at each month's staff meeting.)	November-We have learned 7 of 26 letters in depth. December-We have learned 10 of 26 letters in depth. January-We have learned 14 of 26 letters in depth. February-We have learned 16 of 26 letters in depth. March- April- May-	November-Introduced numbers 1-5 in whole class time. December-Introduced numbers 0-5 during morning centers. January-Introduced numbers 0-8 in morning centers. February-Introduced numbers 0-10 in morning centers and with one-on-one volunteers. March- April- May-

**Gravenstein Elementary School**  
**Academic Goal Setting for 2017-2018 (SPSA-K)**  
 Developed on November 9, 2017 (ERD)

Grade level: **Kindergarten**

Teachers involved: Kory Briggs, Kate Crandall, Sally Redfern, Beth Trivunovic

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

<b>Assessments used:</b> <i>(i.e. 2017 CAASPP, program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1 Math- Teacher generated pre-tests	Students are not familiar with math vocabulary pertaining to addition and subtraction symbols and/or problem solving key phrases. (i.e. how many more, less...)
2 Math-	
1 Language Arts- Writing Journals	Correct usage of capitals at the beginning of sentences and ending with correct punctuation.
2 Language Arts- Handwriting Workbooks	Correct letter and number formation using a correct pencil grip. **Special attention to reversals.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

## 2017-2018 Academic Goals

	English/Language Arts	Math
<b>GOAL for 2017-2018</b>	Students will have correct usage of capitals at the beginning of sentences, and ending with correct punctuation. Students will demonstrate correct letter and number formation using a correct pencil grip. Special attention to reversals.	Students will be familiar with math vocabulary pertaining to addition and subtraction symbols and/or problem solving key phrases. (i.e. how many more, less...)
<b>Specific steps created to achieve goal</b>	Daily handwriting practice. Writing Journals for free and structured writing practice and editing routines. Dictation with editing practice.	Anchor charts highlighting addition and subtraction signs, words, pictures, etc.
<b>Timeline</b>	Year long	Year long
<b>Staff responsible for monitoring goal progress</b>	Kindergarten Teachers	Kindergarten Teachers
<b>Support needed</b>	Mr. Ray Ms. Jenn	Mr. Ray Ms. Jenn
<b>Goal Progress</b> (To be recorded at each month's staff meeting.)	November-Reviewed and set new goals December-Homework included direction for parents to assist with correcting letter and number formation, and correct use of capitals. January-Practice in Zaner-Bloser handwriting books, dictation to practice correct capitalization. February-Discussed report card assessment tools. Looked at Open Court materials for next year. Discussed how structured play could match Lesson/Unit themes. May need to look online for intervention and/or small group instruction to better meet individual needs next year. March-	November-Reviewed and set new goals December-Homework included math word problems for addition. January-Whole group and independent practice with addition sentences and terminology. February-Discussed report card assessment tools, and looked into supplemental Math materials online for next year. We compared our current resources to those available online looking at curriculum that supports small group, engaging student centered learning, intervention, CCSS assessments, etc. March-

**Gravenstein Elementary School**  
**Academic Goal Setting for 2017-2018 (SPSA- 1)**  
 Developed on November 9, 2017 (ERD)

Grade level: **First grade**

Teachers involved: Debbie Candau, Kadie Clement, Michelle Dellosa, Kelley Lannon

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

<p><b>Assessments used:</b>  <i>(i.e. 2017 CAASPP, program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i></p>	<p><b>Analysis of Assessment results:</b>  <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i></p>
<p>1 Math-Go Math Performance Tasks</p>	<p>We will continue analyzing scores from each chapter performance task.</p>
<p>2 Math-Weekly Timed Test for Math Fact Fluency, Addition and Subtraction up to 10.</p>	<p>We will be watching for growth in addition and subtraction fluency.</p>
<p>1 Language Arts-Open Court Assessments</p>	<p>Assessments broken down by section (i.e. comprehension, phonics, spelling, sight words, and grammar). We will be focusing on the grammar section.</p>

(Add more rows if necessary to reflect the multiple methods used to gather data.)

## 2017-2018 Academic Goals (SPSA- 1 cont)

	English/Language Arts	Math
<p><b>GOAL for 2017-2018</b></p>	<ol style="list-style-type: none"> <li>1. CCSS.ELA-LITERACY.RL.1.1 Answer questions about key details in a text.</li> <li>2. CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, gather information from provided sources to answer a question.</li> </ol>	<ol style="list-style-type: none"> <li>1. With guidance and support from adults, students will use objects, drawings, equations with mathematical thinking and problem solving.</li> <li>2. Students will improve their timed math fluency scores to 10 in addition and subtraction.</li> </ol>
<p><b>Specific steps created to achieve goal</b></p>	<ol style="list-style-type: none"> <li>1. Strategies: Students will receive weekly instruction and practice with:                             <ul style="list-style-type: none"> <li>-reading comprehension questions related to their core decodable books</li> <li>-locating and identifying text evidence to answer the comprehension questions</li> <li>-students will identify key words in the questions and locate those same words in the text -</li> </ul>                             Students will locate the answer to the question and highlight the text evidence in their decodable book.                         </li> <li>2. Strategies: Students will receive weekly instruction and practice with:                             <ul style="list-style-type: none"> <li>-Rephrasing questions in order to answer in complete sentences that are precise and thoroughly address and answer the question posed</li> <li>-Students will respond to questions in writing using complete sentences that include: question rephrasing, correct spelling, capitalization, ending punctuation, and provide text evidence</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students will receive weekly instruction and practice with:                             <ul style="list-style-type: none"> <li>Explaining math thinking using "Explain It to the Martians" worksheets and the "PROVE IT" process to check their work</li> </ul> </li> <li>2. We will incorporate fluency fact practice during their computer time.                             <ul style="list-style-type: none"> <li>-Students struggling will meet on a weekly basis to play a math game, focusing on fluency.</li> </ul> </li> </ol>
<p><b>Timeline</b></p>	<p>Prior to each staff meeting, 1st grade teachers will meet to compare and evaluate the grammar portion of the weekly Wonders Assessments as well as reading comprehension through the Decodables. Teachers will share resources that have proven successful.</p>	<p>Prior to each staff meeting, 1st grade teachers will meet to share the math fluency scores.</p>



<b>Staff responsible for monitoring goal progress</b>	Kelley Lannon and Debbie Candau	Kadie Clement and Michelle Dellosa
<b>Support needed</b>	Subscription to education.com and some apps that target first grade grammar skills.	Engaging apps that target addition and subtraction fluency to 10. 60 decks of playing cards for math games.
<b>Goal Progress</b> (To be recorded at each month's staff meeting.)	November- December- January- February- March- April- May-	November- December- January- February- March- April- May-

**Gravenstein Elementary School**  
**Academic Goal Setting for 2017-2018 (SPSA- 2)**

Developed on November 9, 2017 (ERD)

Grade level: **Second grade**

Teachers involved: Aimee Otterson, Michelle Sprinkle, Nicole Basque, Shannon DeBolt

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

<b>Assessments used:</b> <i>(i.e. 2017 CAASPP, program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1 Math- Performance Tasks	Students struggled to understand that each question builds upon the previous questions.
2 Math- Chapter Tests	Students are unable to independently set up and solve word problems.
1 Language Arts- Weekly Writing Assessment	Students struggled to effectively cite sources in Weekly Writing Assessments.
2 Language Arts- Unit Writing Assessment	Students struggled to provide title of the article and cite one example from each passage in Unit Writing Assessment.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

## 2017-2018 Academic Goals

	English/Language Arts	Math
<b>GOAL for 2017-2018</b>	Cite text evidence effectively when comparing two passages	Improve student ability to effectively set up and solve word problems
<b>Specific steps created to achieve goal</b>	<ul style="list-style-type: none"> <li>• Set aside time each week to review the previous week's writing assessment.</li> <li>• Student access to rubric and checklist for weekly writing assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Math on the Spot to guide instruction</li> <li>• Set aside time to review Math Performance Tasks once students have finished</li> </ul>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>• Writing assessments will be reviewed on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Will review Math Performance Task after each Chapter</li> <li>• Math on the Spot</li> </ul>
<b>Staff responsible for monitoring goal progress</b>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> </ul>
<b>Support needed</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent internet connection</li> </ul>
<b>Goal Progress</b> (To be recorded at each month's staff meeting.)	<p><b>November-</b> Set Goal</p> <p><b>December-</b> Developed rubric that could be used for writing each week.</p> <p><b>January-</b> Switched to new ELA Program, researched new rubric. Students are performing better on writing assessments in Open Court because they are able to reference the text and show text evidence.</p> <p><b>February-</b></p> <p><b>March-</b></p> <p><b>April-</b></p> <p><b>May-</b></p>	<p><b>November-</b> Set Goal</p> <p><b>December-</b> More time is needed to see the impact of reviewing Performance Tasks, as we only had one in December.</p> <p><b>January-</b> Internet sometimes doesn't work for showing Math on the Spot during Math Block.</p> <p><b>February-</b></p> <p><b>March-</b></p> <p><b>April-</b></p> <p><b>May-</b></p>

**Gravenstein Elementary School**  
**Academic Goal Setting for 2017-2018 (SPSA-3)**  
 Developed on November 9, 2017 (ERD)

Grade level: **Third grade**

Teachers involved: Suzi Mattish, Vanessa Nordstrom, Beth haas, Alicia Barrera

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

<b>Assessments used:</b> <i>(i.e. 2017 CAASPP, program diagnostic assessment, grade level Prerequisite inventory, unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1 Math- CAASPP	No incoming data for CAASPP.
2 Math- Chapter Assessments	Goal of 70% or above for all of our student on chapter tests.
1 Language Arts- CAASPP	No incoming data for CAASPP
2 Language Arts- Digital Readworks and ELA Performance Task in Feb	Goal of all students scoring 3s or above on Performance Task.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

## 2017-2018 Academic Goals

	<b>English/Language Arts</b>	<b>Math</b>
<b>GOAL for 2017-2018</b>	Supporting reading comprehension answers with text evidence	Multi-step word problems
<b>Specific steps created to achieve goal</b>	<ol style="list-style-type: none"> <li>1. Open Court "Accessing Complex Texts" and "Developing Vocabulary" sections that have in text references.</li> <li>2. Digital Readworks</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily practice during math lessons</li> </ol>
<b>Timeline</b>	By CAASPP testing with grade-level check-ins in 6 week intervals. January Performance Task Results	By CAASPP testing with grade-level check-ins in 6 week intervals
<b>Staff responsible for monitoring goal progress</b>	Vanessa Nordstrom	Vanessa Nordstrom
<b>Support needed</b>	None above what we already have	None above what we already have
<b>Goal Progress</b> (To be recorded at each month's staff meeting.)	November- n/a December- n/a January- goals modified for Open Court February- March- April- May-	November- n/a December- n/a January- n/a February- March- April- May-



**Gravenstein Elementary School**  
**Academic Goal Setting for 2017-2018 (SPSA - 4)**  
 Developed on November 9, 2017 (ERD)

Grade level: **Fourth grade**  
 Teachers involved: Petria Sully, Allie Brown, Marianne Davis, Lynn Martinez

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

<b>Assessments used:</b> <i>(i.e. 2017 CAASSP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1 Math - End of Chapter Tests	Strengths - computation and skill-based understanding Weakness - multi-layered problem solving, problems that build on one another
2 Math - Mars Tasks and Performance Tasks (Go Math)	Strengths - helping students think critically about problem solving Weakness - finding the time to really dig in, complete, and analyze
1 Language Arts - Selection Assessment	Strengths - straightforward comprehension of basic literary elements Weakness - no writing component
2 Language Arts - Weekly Assessment	Strengths - The questions are challenging and require critical thought. The online format is aligned to the CCSS format, and there is a writing component that is tied well to writing about comparative text requiring text evidence support. Weakness - some questions are vague and need more direction or support, so we are needing to edit /rewrite several questions. In addition, the questions do not always align to the weekly content or practice.
3 Fluency each Trimester 119/139/152 (75th percentile)	Strengths-Provides a clear picture of our students and their reading capabilities--See link between low fluency/low CAASSP scores

(Add more rows if necessary to reflect the multiple methods used to gather data.)

## 2017-2018 Academic Goals

	English/Language Arts	Math
<b>GOAL for 2017-2018</b>	Continue to work on Listening Claim	<b>Critical Thinking and Communication Claim</b>
<b>Specific steps created to achieve goal</b>	Readworks audio online, Wonders Multimedia library - incorporate a listening component in every weekly practice and as an assessment in every unit assessment. Interim Listening assessments	<b>Complete MARS Tasks/Performance Tasks Weekly, Interim performance task assessments.</b>
<b>Timeline</b>	Evaluate data monthly as a team	<b>Evaluate monthly as a team</b>
<b>Staff responsible for monitoring goal progress</b>	4th Grade Team	<b>4th Grade Team</b>
<b>Support needed</b>	Time to collaborate and discuss modifications needed to make Wonders content and assessments easily accessible for all students. Student Log-Ins for CAASPP	<b>Student Log-Ins for CAASPP</b>
<b>Goal Progress</b> (To be recorded at each month's staff meeting.)	November-Set our goals December- January- February- March- April- May-	November-Set our goals December- January- February- March- April- May-

## Gravenstein Elementary School

### Academic Goal Setting for 2017-2018 (SPSA-5)

Developed on November 9, 2017 (ERD) Updated: December 14, 2017 (ERD); February 8, 2014 (ERD)

Grade level: **Fifth grade**

Teachers involved: Alexis Grimm, Ani Hansen, Christina Urmini

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

Grade 4 Mathematics			
78 Students Tested -- Average Scale Score 2508±8			
% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
15	22	29	33

96

1	<p><b>Math- Communicative Reasoning</b></p>	<p><b>Assessments used:</b> <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i></p>	<p><b>Analysis of Assessment results:</b> <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i></p> <p>Students will continue to work on explaining to themselves the meaning of a problem and looking for entry points to its solution. Students will be able to understand the approaches of others to solving complex problems and identify correspondences between different approaches. Students will continue to work on clearly expressing their problem solving process and approach in writing.</p> <ul style="list-style-type: none"> <li>● Short answer Math Tests</li> <li>● Oral in class discussions</li> </ul>
2	Math-		Students will continue to work on calculating accurately and efficiently,

Attention to Precision/Problem Solving	<p>They will express numerical answers with a degree of precision appropriate for the problem context. Students will work on developing carefully formulated explanations to each other and in writing.</p> <ul style="list-style-type: none"> <li>• Weekly fact fluency quizzes</li> <li>• Demonstrating computation accuracy in chapter tests</li> <li>• Short answer Math T tests</li> <li>• CAASPP Practice Tests</li> </ul>
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(Add more rows if necessary to reflect the multiple methods used to gather data.)

## 2017-2018 Academic Goals (SPSA- 5 cont)

	English/Language Arts	Math
<p><b>GOAL for 2017-2018</b></p>	<p>Students will write well-developed multi-paragraph essays exhibiting proper organization, structure, and English conventions.</p>	<p>All students achieve 70% mastery on chapter quizzes and tests.</p>
<p><b>Specific steps created to achieve goal</b></p>	<p>Our strategies for reaching this goal are to review and reinforce the grade-level standards through: direct instruction, guided practice, and independent practice.</p> <p><b>Direct Instruction-</b> Wonders curriculum &amp; In-depth novel study</p> <p><b>Guided Practice-</b> Wonders and Science/Social Studies extended writing assignments/research projects</p> <p><b>Independent Practice-</b> ixl for practice of conventions, rubrics and structured outlines</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Genre theme essays</li> <li>2. Novels: Response to Literature Essays</li> <li>3. Weekly Selection and Unit Assessments</li> <li>4. Wonders: Beginning of the Year Diagnostic Assessment, Benchmark Assessments: Middle of the Year &amp; End of the Year</li> </ol>	<p>Our strategies for reaching this goal will be achieved through: direct instruction, guided practice, and independent practice.</p> <p><b>Direct Instruction-</b> Go Math! Curriculum and students taking notes in a Math Notebook</p> <p><b>Guided Practice-</b> Think Central online assignments and teacher-created worksheets and activities</p> <p><b>Independent Practice-</b> Go Math! Provided homework; IXL chapter-specific skills</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Prerequisite Skill Inventory Assessment</li> <li>2. Fact Fluency (weekly time test)</li> <li>3. Think Central chapter quizzes and tests</li> <li>4. Mid-year assessment</li> <li>5. End-of-the-Year assessment</li> </ol>
<p><b>Timeline</b></p>	<p><b>1st Trimester:</b> Diagnostic Assessments (Comprehension, Vocabulary, Phonics, and Fluency), Unit Assessment, Weekly Selection Tests</p> <p><b>2nd Trimester:</b> Middle of the Year Benchmark, Unit Assessment, Weekly Selection Tests</p> <p><b>3rd Trimester:</b> End of the Year Benchmark, Unit</p>	<p><b>1st Trimester:</b> Prerequisite Skill Inventory Assessment, Mid-Chapter Checkpoints, Chapter Tests, weekly fact fluency quizzes</p> <p><b>2nd Trimester:</b> Middle of the Year Test, Mid-Chapter Checkpoints, Chapter Tests, weekly fact fluency quizzes</p> <p><b>3rd Trimester:</b> End of the Year Assessment, Mid-Chapter</p>



## Grade 4 ELA/Literacy

78 Students Tested -- Average Scale Score 2524±9			
% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
8	15	27	50

<p><b>Assessments used:</b> (i.e. 2017 CAASPP, program diagnostic assessment; grade level Prerequisite Inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</p>	<p><b>Analysis of Assessment results:</b> (Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</p>
<p>1 Language Arts- CAASPP: Listening and Speaking</p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> <li>• Listening to teacher read aloud novels</li> <li>• Listening to audio for weekly Wonders texts</li> <li>• Responding to comprehension questions based on what was read/listen aloud</li> </ul>
<p>2 Language Arts- CAASPP: Research and Inquiry</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• Monthly Literature Responses on novels</li> <li>• Cross-curricular research projects on units of study</li> </ul>

100

	Assessment, Weekly Selection Tests, 2017-2018 CAASPP	Checkpoints, Chapter Tests, weekly fact fluency quizzes, 2017-2018 CAASPP
<b>Staff responsible for monitoring goal progress</b>	Classroom teacher	Classroom Teacher
<b>Support needed</b>	Learning Lab support for students below grade level, as needed afternoon support pull outs	Learning Lab support for students below grade level, as needed afternoon support pull outs
<b>Goal Progress</b> (To be recorded at each month's staff meeting.)	<p><b>August-</b> Placement and Diagnostic Assessment, review of 4th grade CAASPP scores</p> <p><b>September-</b> weekly selection assessment, unit narrative</p> <p><b>October-</b> Began <i>Secret Garden</i>, completed (1) Response to Literature Essay, Unit Narrative, Science Periodic Table Essays, Ancient Civilization summaries, Completed Unit 1 of Wonders</p> <p><b>November-</b> setting up goals, completing (1) Response to Literature Essays, Explorer Research Report, completed reading Novel: <i>Secret Garden</i>, completed Unit 2 of Wonders</p> <p><b>December-</b> Started Open Court pilot Unit 3; Novel Study: <i>Blood on the River</i> (Grimm), <i>Woodrunner</i> (Hansen), <i>Mrs. Frisby and the Rats of NIMH</i> (Urmini); Science Cellular Respiration Summary, poetry/figurative language</p> <p><b>January-</b> Wrapped up Unit 3 of Open Court, Unit Heritage/Culture Project/Essay; Science Summary of Photosynthesis and Plant Systems; Social Studies start State Report Research and Outline; Response to Literature on classroom Novel Study; Start Unit 4 of Open Court</p> <p><b>February-</b> Unit 4 of Open Court, Novel reading/comprehension of <i>My Brother Sam is Dead</i> (all classes), Begin ELA Unit Writing persuasive writing assignment on Energy Sources/Conservation, Science compare and contrast writing on Life Cycle of Trout and Salmon</p>	<p><b>August-</b> Prerequisite Skill Inventory Assessment</p> <p><b>September-</b> Mid-Chapter 1 Quiz, Chapter 1 Test</p> <p><b>October-</b> Mid-Chapter 2 Quiz, Chapter 2 Test, Mid-Chapter 3 Quiz</p> <p><b>November-</b> setting up goals, Chapter 3 Test, Mid-Chapter 4 Quiz</p> <p><b>December-</b> Chapter 4 Test, Mid-Chapter 5 Quiz, Chapter 5 Test, 4th grade Fraction Review</p> <p><b>January-</b> Mid-Chapter 6 Checkpoint Quiz, Additional Fraction reinforcement practice, Chapter 6 Test</p> <p><b>February-</b> Mid Chapter 7 Checkpoint Quiz, Fraction/Percentage Math for Valentine's Day, Chapter 7 Test, CAASPP Practice/<i>ThinkSmarter</i> WKBK assignments</p> <p><b>March-</b> Mid Chapter 8 Checkpoint Quiz, Pi Day Math Activities, Chapter 8 Test, CAASPP Practice/<i>ThinkSmarter</i> WKBK assignments</p> <p><b>April-</b></p> <p><b>May-</b></p>

**Hillcrest Middle School**  
**Academic Goal Setting for 2017-2018**

Developed on November 9, 2017 (ERD)

Grade level: 6

Teachers involved:

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	<b>Assessments used:</b> <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math- 2017 CAASPP	We are aiming at moving near standard students to above standard students
2	Math- Unit Assessments	
1	Language Arts- 2017 CAASPP	We are aiming at moving near standard students to above standard students
2	Language Arts- Monthly assessments	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

**2017-2018 Academic Goals**

	<b>English/Language Arts</b>	<b>Math</b>
<b>GOAL for 2017-2018</b>	Students will understand spoken information in collaborative conversations.	Communicate reasoning by making decisions about how to approach problems and identify relationships and patterns.
<b>Specific steps created to achieve goal</b>	StudySync collaborative conversations videos and lessons	Identify and analyze unit assessments challenge questions
<b>Timeline</b>	May 2018	May 2018
<b>Staff responsible for</b>	6th grade teachers	6th grade teachers

<b>monitoring goal progress</b>		
<b>Support needed</b>	None	None
<b>Progress monitoring</b>	Beginning/Middle/End Assessments	Formal/informal assessments

## Hillcrest Middle School Academic Goal Setting for 2017-2018

Developed on November 9, 2017 (ERD)

Grade level: 7

Teachers involved: Clements, Garson, Collins,

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	<b>Assessments used:</b> <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math- CAASPP Results 16-17	Communicate Reasoning
2	Math- Module Tests	Attention to precision
1	Language Arts- CAASPP Results 16-17	
2	Language Arts-	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

### 2017-2018 Academic Goals

	<b>English/Language Arts</b>	<b>Math</b>
<b>GOAL for 2017-2018</b>	Improve Listening for Content and Comprehension Skills	Communicate Reasoning in Problem Solving
<b>Specific steps created to achieve goal</b>	<ol style="list-style-type: none"> <li>1. Review CAASPP testing practices for listening assessments.</li> <li>2. Incorporate listening activities, specifically content recall activities, at or above grade level, without transcripts.</li> <li>3. Use collaborative listening activities with the objective of communicating content without</li> </ol>	"Think tasks" that tackle bigger problems with a portion focused on explaining how the problem was solved.



	notes or written support. 4. Daily Mindfulness Practice (3-5 min.)	
<b>Timeline</b>	Weekly listening activity with practice CAASPP assessments starting in January 2018.	Weekly discussion in the class, with a written component 2-3 times/month.
<b>Staff responsible for monitoring goal progress</b>	Garson, Clements, Collins	Each classroom teacher
<b>Support needed</b>	Technological support with non-fiction listening resources (Study Sync, Podcasts) and content comprehension assessment materials.	Additional time for writing - language arts block?  Scholastic Magazine subscription?
<b>Progress monitoring</b>	Weekly	Classroom teachers design same assignments and compare assessments.

## Hillcrest Middle School Academic Goal Setting for 2017-2018

Developed on November 9, 2017 (ERD)

Grade level: 8

Teachers involved:

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	<b>Assessments used:</b> <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	<b>Analysis of Assessment results:</b> <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math-CAASPP 2016-2017	Communicate Reasoning
2	Math- Module Tests	Attention to Precision
1	Language Arts-CAASPP 2016-2017	Listening - how well do students understand spoken information?
2	Language Arts-CAASPP 2016-2017	Research and Inquiry - how well can students find and present and information about a topic
1	Science -	
2	Science -	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

### 2017-2018 Academic Goals

	<b>English/Language Arts</b>	<b>Math</b>	<b>Science</b>
<b>GOAL for 2017-2018</b>	Research and Inquiry - how well can students find and present and information about a topic	Communicate Reasoning in Problem Solving	Prepare students to be able to write a claim-based answer to a complex scientific question, that includes appropriate support and evidence.
<b>Specific steps created to achieve</b>	Research Inquiry- Trimester Social Studies project, smaller, using Primary Sources in Social Studies	"Think tasks" that tackle bigger problems with a portion focused on explaining how the problem was solved.	Begin with discriminating information, then answer simple questions, identify appropriate support,

<b>goal</b>	each Chapter and Language Arts to extrapolate pertinent information		construct and organize the argument including a thesis.
<b>Timeline</b>	Continually (at least once a week)	Weekly discussion in the class, with a written component 2-3 times/month.	Ongoing throughout the school year.
<b>Staff responsible for monitoring goal progress</b>	Each classroom LA and Social Studies teacher	Each classroom teacher	Science teachers in collaboration with Language Arts.
<b>Support needed</b>	For other Language Arts teachers, communication between Language Arts and Social Studies teachers	Additional time for writing - language arts block?  Scholastic Magazine subscription?	Self directed planning time during ERDs, professional development as appropriate
<b>Progress monitoring</b>	Informal and formal assessment	Classroom teachers design same assignments and compare assessments.	Measure growth with benchmark developed by science department.

### Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students to succeed in school.	\$0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$24,409 in LCFF
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$0
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$0
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$3,598 in LCFF
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$0

<input type="checkbox"/>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$67,481 in LCFF
<input type="checkbox"/>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$7,990 in LCFF
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$0
<input type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$19,067
Total amount of state categorical funds allocated to this school *Categorical funds have rolled into LCFF		\$122,545



Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$40,996
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$8,401
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$6,728
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$0
Total amount of federal categorical funds allocated to this school	\$56,125
Total amount of state and federal categorical funds allocated to this school	\$178,670

<sup>1</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.