

GRAVENSTEIN UNION SCHOOL DISTRICT  
3840 TWIG AVENUE  
SEBASTOPOL, CA 95472

**REGULAR GOVERNING BOARD**  
**MEETING AGENDA**

**Wednesday, Nov 14, 2018**  
**5:00 PM**  
**Gravenstein School, Rm. 13**

**I. CALL TO ORDER**

Jim Horn, President  
Steven Schwartz, Clerk  
Gregory Appling  
Alexander Kahn  
Jennifer Koelemeijer

**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. CONSENT AGENDA**

**ACTION ITEM**

- A. Approve agenda order
- B. Minutes of regular and special Board meetings Oct 10, Oct 30 and Nov 7, 2018
- C. Warrants/Payroll
- D. GASB 75 report from CSBA
- E. Set annual organizational meeting for GUSD Board-Regular Meeting, Dec 12, 2018
- F. Present final draft of updated BP/AR1230

Action taken/comments:

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

**IV. GENERAL**

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

The Board will be asked to approve the Single Plan for Student Achievement for the 2018-19 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 \_\_\_\_\_

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**B. Consider Delegate Nominations for CSBA**

The Board will consider CSBA's all-call for delegate nominations.

Action taken/comments:

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

**C. Approve Notice of Completion – Gravenstein Phase 3**

The Board will be asked to approve the Notice of Completion for Gravenstein Phase 3 Improvements, now that the project is done.

Action taken/comments:

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

**D. Approve Purchase of Chromebooks**

The Board will be asked to approve a purchase of Chromebooks to cover a need created by the new classroom at Gravenstein. At Hillcrest, Chromebooks are needed for the STREAM Lab, Spanish and Science classrooms. The total purchase amount of \$22,214 requires Board approval.

Action taken/comments:

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

**E. Dashboard Local Indicators – Discussion Item**

The Board will be asked to discuss the District's CA Dashboard "local indicators." Local indicators for each of the District schools are required by the CDE as part of the State's accountability program. The District will use local indicators to measure progress towards goals, as described in each school's LCAP.

Action taken/comments:

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

**F. Consider Change to BB9320**

The Board is asked to consider revising BB 9320 Board Bylaw Meetings And Notices to limit the length of regular Board meetings, as proposed by a Trustee.

Action taken/comments:

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

**G. Consider Breakfast Program**

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For the last few months, the Board has been analyzing the need for and requirements of offering a school breakfast program. The Board is asked to make a determination on whether to add such a program at this time.

Action taken/comments:

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

**H. Approve Resolution # 181114-1**

The Board is asked to approve the resolution to set aside \$915,067 for improvements to communications, technology, modernization, energy efficiency and other capital improvements.

Action taken/comments:

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

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

- Initial report on Nov 7. Full report expected Dec 12, 2018.
- Leadership Team will give report on work completed this year

Action taken/comments:

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

**V. REPORTS, AND ORAL COMMUNICATIONS**

- A. Gravenstein Union Teachers' Association
- B. School Site Council
  - I. Parent Rep voting completed
  - II. 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
  - II. Hillcrest Middle School Improvement Project update
    - 1. Increment #2 solar parking shelter
  - III. Gravenstein Elementary solar project
- F. Gravenstein Principal's report

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- G. Hillcrest Principal's report
- H. CBO Report
- I. Superintendent Report

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

**VII. CLOSED SESSION**

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

- 1) Public Employee –Hiring:
  - a. Beyond the Bell Assistant
  - b. Noon Duty Aide
  - c. Business Clerk
- 2) Conference with Labor Negotiator
  - District Negotiator: Jennifer Schwinn, Superintendent
  - Represented Employees: Gravenstein Union Teachers Assoc.
- 3) Student Discipline
- 4) Superintendent Evaluation

**VIII. OPEN SESSION**

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

**IX. FUTURE BOARD MEETINGS:**

**I. Next Regular Board Meeting: Dec 12, 2018— 5:00 PM**

**X. 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.



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

**Wednesday, October 10, 2018**  
**5:00 PM**

**I. CALL TO ORDER at 5:14 PM**

- Jim Horn, President (JH)
- Gregory Appling (GA)
- Steven Schwartz (SS)
- Jennifer Koelemeijer (JK)
- Vacant

**II. PUBLIC COMMENTS**

Public comment was received.

**III. CONSENT AGENDA**

**ACTION ITEM**

- A. Approve agenda order
- B. Minutes of regular Board meeting Sept 12, 2018
- C. Warrants/Payroll
- D. Williams Settlement Quarterly Report
- E. Communication
  - 1. Letter from Judy Thomson, Director of Fiscal Services at SCOE, indicating that Gravenstein USD's 2018-19 adopted budget is in compliance with requirements.
  - 2. RESIG's Public Self Insurers Annual Report

Action taken/comments: Consent agenda approved

Motion    JH    Second    GA    Vote    4-0   

**IV. REPORTS, AND ORAL COMMUNICATIONS**

- A. Gravenstein Union Teachers' Association
  - A written report was received
- B. School Site Council
  - I. Parent Rep voting in process; all parent rep slots filled.
  - II. Single Plan for Student Achievement
    - Wrapping goals at next meeting- 10/17/18
- C. GSF/MPF
  - GSF- Pres report- balance sheet provided, fundraiser report- roller-skating, movie night, funding instruments, teacher grants and supplies, bring back Wildcat field trip, read-a-thon over Spring Break, teacher supply allowance has gone to \$350 a year per teacher, hoping to add a script to bottom of forms saying that GSF is funding.

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- MPF- Brought back updated MOU
- D. Trustee Reports
- GA- Attended skate night, attending construction meetings
  - JK- Attended MPF and GSF meetings
  - JH- Attended construction and MPF meetings
  - SS- Attended movie night, wants to discuss breakfast in future
- E. Facilities Report
- I. Phase 3 –Gravenstein modernization update
    - 1. Gym & kitchen, Learning Lab, Staff Restrooms  
Project completion scheduled for mid-November
  - II. Hillcrest Middle School Improvement Project update
    - 1. Increment #1: Transformer/electrical system, ADA access to field  
All completed- Counterpoint provides a list of contingencies
    - 2. Increment #2 solar parking shelter  
Design/permitting in progress  
Gravenstein Elementary solar project— Design/permitting in progress
- F. Gravenstein Principal's report
- I. Gravenstein enrollment
  - II. 2018 CAASPP Score
  - III. Gravenstein Staff Meeting Agenda 10-3-18  
Discussed with staff of breakfast needs of students- they believe approx. 22 students who may need it—100% of teachers support families in need- data sheet handed to board-
- G. Hillcrest Principal's report
- I. Hillcrest enrollment
  - II. 2018 CAASPP Scores
  - III. Yosemite
  - IV. Paleolithic Day
  - V. Hillcrest TV/STREAM Lab
- H. CBO Report
- I. Analysis of possible breakfast service  
Additional staff support needed  
Includes numbers of free, reduced and paid lunch from last year  
38% participated in it- approx. 77 student used it  
50% of paid would buy breakfast- estimate  
What would it cost the district per year to do this?  
Formal or less formal program possible  
7 or 8 students use breakfast right now  
Ms. Pugno will bring a proposal next month
- I. Superintendent Report
- 1. Annual Board Calendar Template
  - 2. Communication update:
    - 1. New “mobile device friendly” Monday Message template  
Good feedback- used twice already

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2. New Schoolwise blast communication: events, absences, alerts  
Staff have received training  
Blasts are going out- working on what is being communicated and how it goes out and to whom
3. Good news notes  
Teachers write notes to kids to celebrate our students- both postcards and digital This is positive first contact
3. Safety Plan Update
  1. Window covering bids
    1. Trial installation continued:
      - a. Pull-across curtains sample in rm 10 expected Nov-Dec
      - b. Roller shades in rm 15 expected in Oct
      - c. Consider moving forward with honeycomb blinds at Hillcrest – good fit for needs
    2. Earthquake Safety Drill At Gravenstein - Oct 3  
Hillcrest is scheduling them now
    3. CPR training for classified & admin staff – Oct 5, 2018
    4. CPR training for certificated & admin staff – Dec 13, 2018

**V. GENERAL**

**A. Consider Applications for Trustee Appointment**

The Board interviewed two candidates, Merlin Hanauer and Alexander Kahn, to fill the remainder of former trustee Desiree Beck's term.

Motion to nominate Kahn:

Motion \_\_\_\_\_ JH \_\_\_\_\_ Second \_\_\_\_\_ JK \_\_\_\_\_ Vote \_\_\_\_\_ 3-0- 1 (GA abstain) \_\_\_\_\_

After the vote, President Horn administered the oath of office to Mr. Kahn, and he assumed his seat on the Board.

**B. Update on New Programmatic Developments**

Supt. Schwinn reviewed the expansion of educational opportunities provided to GUSD students, including plans for the future.

•Principal Pugno reported on Kindergarten Discovery! pilot and increased enrichment schedule in 2018-19.

Board asks questions about how TK is doing in K  
Behavior issues were discussed

•Leadership Team will give report next month on work completed this year  
Next meeting this Friday

Survey given to Elementary teachers

Principals will talk to staff and bring all feedback to the next meeting

No action taken.



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**C. Set Date for Board Retreat**

The Board agreed to hold a special “retreat” meeting to discuss next program steps on October 30<sup>th</sup> at 6:00 pm at JK’s house

Motion   JH   Second   SS   Vote   5-0  

**D. Approval of MOU w/ MPF for 2018-19**

The Board considered the proposed revised MOU with MPF for the 2018-19 school year.

Action taken/comments: Approve version 2 of the MOU

Motion   JH   Second   JK   Vote   5-0  

**E. Consider Updates to AR & BP 1230 – School Connected Organizations & BP 1260 Educational Foundation – Community Relations**

The Board considered updates to GUSD’s Board Policy and Administrative Regulations on School Based Organizations and Education Foundations.

Separate motions to approve revisions to AR 1230 and BP 1230 and rescind the existing policies.

AR Motion            JH    Second            GA    Vote            4-0  
BP Motion            JH    Second            JK    Vote            4-0

**VI. BUSINESS & FACILITIES**

**A. Update Facility Use Form**

The Board considered updates to the District’s Facility Use form to increase the amount of insurance needed when entities request to use the District facilities.

Action taken/comments: Motion to increase minimum insurance coverage to \$1 million per occurrence and \$2 million aggregate.

Motion   GA   Second   JK   Vote   4-0  

**B. Approve GASB 75**

The Board was asked to approve the GASB75 report that CSBA has prepared on behalf of the District. The report shows the District’s liability for future post-employment benefits.

Action taken/comments: Item Tabled

Motion   JH   Second   SS   Vote   5-0

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**C. Approve Renewal of Contract with SCOE Cooperative**

The Board was asked to renew a contract with SCOE's Small District Cooperative, which provides some business services support like submitting the Consolidated Application. The annual cost to the District is based on enrollment, which has not been captured yet, but last year the cost was \$1,792.46 The cost is likely to be similar again this year.

Action taken/comments: Contract renewed.

Motion GA Second JK Vote 5-0

SS left the meeting at 9:35 PM

**D. Approve Science Instruction Contract for 2018-19, Trimester 1**

The Board was asked to approve the contract with Mark Bradski to serve as the science/STEM enrichment instructor for the first trimester of the 2018-19 school year.

Action taken/comments: Contract approved.

Motion GA Second JK Vote 4-0

**VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION—None**

**VIII. CLOSED SESSION at 9:40 PM**

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

1) Public Employee –Hiring:

- a. Beyond the Bell Assistant
- b. Noon Duty Aide
- c. Business Clerk

2) Conference with Labor Negotiator

District Negotiator: Jennifer Schwinn, Superintendent  
Represented Employees: Gravenstein Union Teachers Assoc.

3) Student Discipline

4) Superintendent Evaluation

**IX. OPEN SESSION at 10:17 PM**

No reportable action taken

**X. FUTURE BOARD MEETINGS:**

**I. Next Regular Board Meeting: Nov 14, 2018— 5:00 PM**

Consider updates to BB 9320 and BB 9322

**XI. ADJOURNMENT at 10:17 PM**

GRAVENSTEIN UNION SCHOOL DISTRICT  
3840 TWIG AVENUE SEBASTOPOL, CA 95472  
SPECIAL GOVERNING BOARD MEETING—Tuesday, Oct 30, 2018  
Room 13, Gravenstein Elementary School

MINUTES

**I. CALL TO ORDER**

Called to order at 5:00 PM by President Horn, who noted the absence of a quorum and recessed the meeting until 6 PM. Meeting called to order at 6:03 PM.

Present: Jim Horn, President; Steven Schwartz, Clerk; Gregory Appling; Alexander Kahn; Jennifer Koelemeijer

**II. GENERAL**

**A. Plan for Public Listening Session on Nov 7, 2018**

The Board Members and Superintendent Schwinn met to plan the Board's public listening session on Nov 7, 2018, to be held at Hillcrest Middle School campus. The Board is planning the Nov 7 special Board meeting to facilitate receiving public feedback around programmatic developments throughout the District (e.g. Kindergarten Discovery!; STEAM; Traditional; Enrich!).

The Board discussed format and topic options for the public listening session. President Horn appointed Steve Schwarz and Gregory Appling to work with Superintendent Schwinn on final details for the meeting.

**III. CLOSED SESSION at 7:54 PM—no public comment**

**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.
- 2) Hiring: -Noon Duty Aide -Business Clerk - Beyond the Bell
- 3) Student Discipline
- 4) Superintendent Evaluation

**IV. OPEN SESSION at 8:44 PM**

No reportable action was taken..

**V. FUTURE BOARD MEETINGS:**

**I. Next Meeting of the Board – Special Meeting/Listening Session Nov 7, 2018 At Hillcrest Middle School**

**II. Next Regular Board Meeting: November 14, 2018—5 p.m.**

**VI. ADJOURNMENT at 8:44 PM**

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**SPECIAL GOVERNING BOARD**  
**MEETING MINUTES**

**Wednesday, November 7, 2018**  
**Hillcrest Hall**

**I. CALL TO ORDER at 6:05 PM**

Jim Horn, President  
Steven Schwartz, Clerk  
Gregory Appling  
Alexander Kahn (arrived approx. 6:20 PM)  
Jennifer Koelemeijer

**II. GENERAL**

**A. Listening Session with the Board**

The Board listened to public discussion of options for programs at both campuses next school year. Staff will summarize the comments and present them to the Board at the December regular meeting. No action taken.

**III. MEETING ADJOURNED at 7:31 PM**



Checks Dated 10/01/2018 through 10/31/2018

Board Meeting Date November 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1669587	10/03/2018	Advanced Security Systems	01-5830	Fire Alarm Monitoring 2018-19	7.56	
			03-5830	Fire Alarm Monitoring 2018-19	86.94	94.50
1669588	10/03/2018	B.T. Mancini Co., Inc.	14-5830	Repair Existing Kitchen Floor at Hillcrest		2,223.00
1669589	10/03/2018	Children's Museum of So. Co.	01-5826	1st Gr. FT on11/14/2018 - Dellosa and Candau	193.00	
			03-5826	1st Gr. FT on11/14/2018 - Dellosa and Candau	193.00	386.00
1669590	10/03/2018	J. Stanley Correia	01-5830	2018-19 Special Ed Psych Services	50.00	
			03-5830	2018-19 Special Ed Psych Services	600.00	
			04-5830	2018-19 Special Ed Psych Services	350.00	1,000.00
1669591	10/03/2018	Fitness Finders, Inc.	03-4310	Supplies for 4th Grade PE Unit	126.15	
				Unpaid Tax	8.65-	117.50
1669592	10/03/2018	Vision Service Plan	01-9574	Employee's Vision Plan Coverage 2018-19		1,859.00
1669593	10/03/2018	Michelle A. Sprinkle	03-4310	Kick and Fidget Bands		241.95
1669594	10/03/2018	ACSA Attn: Membership Department	01-5300	ACSA Supt Dues Yr 2018-19	64.13	
			03-5300	ACSA Supt Dues Yr 2018-19	769.50	
			04-5300	ACSA Supt Dues Yr 2018-19	448.87	1,282.50
1669595	10/03/2018	American Storage LLC	40-6200	Storage Container 8x20-Const. Phase 3		124.00
1669596	10/03/2018	CASBO	01-5200	CASBO CBO Symposium Registration 2018	58.50	
			03-5200	CASBO CBO Symposium Registration 2018	702.00	
			04-5200	CASBO CBO Symposium Registration 2018	409.50	1,170.00
1669597	10/03/2018	Jim Diedrich	04-5880	Girls Basketball Referee 9/14/2018		40.00
1669598	10/03/2018	Gopher Sport, Play With a Purpose	03-4310	Tetherballs For Playground	47.94	
			12-4390	Beyond the Bell game supplies-See attached	512.88	560.82
1669599	10/03/2018	Onel Lopez	04-5880	Flag Football 09/7/2018		40.00
1669600	10/03/2018	Robert Gerhold dba NorBay Consulting	40-6200	Grav. Phase III Mod. - Test & Consult-Additional		575.00
1669601	10/03/2018	Paleotechnics	04-5826	6th Grade Paleotechnics 10/2/2018 and 10/3/2018		1,500.00
1669602	10/03/2018	Ronald Lynn Ruiz	04-5880	Flag Football Referee 9/12/2018		40.00
1669603	10/03/2018	Safeway	12-4390	Daycare Supplies & Snacks for 2018-19		341.06
1669604	10/03/2018	School and College Legal	01-5823	Additional SCLS Retainer 2018-19	1,080.00	
			03-5823	Additional SCLS Retainer 2018-19	12,960.00	
			04-5823	Additional SCLS Retainer 2018-19	7,560.00	21,600.00

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.)

ESCAPE ONLINE

Checks Dated 10/01/2018 through 10/31/2018

Board Meeting Date November 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1669605	10/03/2018	Sonoma County Office Of Ed.	01-5202	SCOE Workshop- Counselor Network	2.50	
			03-5202	SCOE Workshop- Counselor Network	30.50	
			04-5202	SCOE Workshop- Counselor Network	17.00	50.00
1669606	10/03/2018	Rourke Theiller	04-5880	Referee for Basketball 09-17-2018		40.00
1669607	10/03/2018	Lonnie VanZandt	04-5880	Football Referee 9/14/2018		40.00
1669608	10/03/2018	Stephanie Barclay	03-5830	2018-19 Dance Enrichment Tri 1		900.00
1669609	10/03/2018	Monoprice Inc.	04-4440	Maker Select 3D Printers and Filament	691.95	
				Unpaid Tax	5.59-	686.36
1669610	10/03/2018	Office Depot	01-4359	Instructional Supplies for Grav Elem/Grav First	163.36	
			03-4310	Haas- Class supplies	60.51	
				Toner for Student Printers	595.51	
			04-4310	Class Supplies - Prunetti	151.27	970.65
1669611	10/03/2018	Marla Pedersen	03-5830	2018-19 Art Enrichment Tri 1		720.00
1669612	10/03/2018	Nancy Prebilich	03-5830	2018-19 Drama Enrichment Tri 1		1,160.00
1669613	10/03/2018	Nancy Ricciardi	03-5830	2018-19 Art Enrichment		4,390.00
1669614	10/03/2018	The Great Burro Studios	03-5830	2018-19 Music Enrichment Tri 1		1,199.88
1669615	10/03/2018	The Program, Youth Skill Dev	03-5830	2018-19 Athletic Enrichment Tri 1		2,128.00
1669616	10/03/2018	Verizon	01-5912	Sup't Phone & Tablet Service for 2018-19	5.31	
			03-5912	Sup't Phone & Tablet Service for 2018-19	63.66	
			04-5912	Sup't Phone & Tablet Service for 2018-19	37.13	106.10
1669617	10/03/2018	Weeks Drilling & Pump Co. Inc.	01-5530	Gravenstein Elem Water Service for 2018-19	18.40	
			03-5530	Gravenstein Elem Water Service for 2018-19	211.60	
			04-5530	Hillcrest Water Service for 2018-19	230.00	460.00
1670751	10/05/2018	Ally Technology Consulting LLC	01-5840	IT Consultant 2018-19	137.50	
			03-5840	IT Consultant 2018-19	1,650.00	
			04-5840	IT Consultant 2018-19	962.50	2,750.00
1670752	10/05/2018	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		129.50
1670753	10/05/2018	Ronald Lynn Ruiz	04-5880	Flag Football Referee 9/27/2018		40.00
1670754	10/05/2018	Rich Ruybalid	04-5880	Referee for Boys 8th Football 9/7/18 and 9/17/18		80.00
1670755	10/05/2018	Sonoma County Office Of Ed.	03-5200	Behavior Interventions and Supports		80.00
1670756	10/05/2018	Rourke Theiller	04-5880	Referee for Basketball 09-19-2018		40.00
1670757	10/05/2018	Justin Zuiderweg	04-5880	Flag football 9/20/2018		40.00
1671640	10/10/2018	Wanda L. Holden	01-5800	Reimb. Shredding	4.05	
			03-5800	Reimb. Shredding	48.60	

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.)

ESCAPE ONLINE



Checks Dated 10/01/2018 through 10/31/2018

Board Meeting Date November 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1671640	10/10/2018	Wanda L. Holden	04-5800	Reimb. Shredding	28.35	81.00
1671641	10/10/2018	All-Guard Alarm Systems, Inc	03-5800	Install/Rewire Motion Sensor at Grav.		223.61
1671642	10/10/2018	AXIA	40-6210	Gravenstein Modernization, Phase III (Part 2)		3,366.88
1671643	10/10/2018	Business Card	01-4362	District Fuel	14.49	
			01-4380	District Maint. Supplies	25.41	
			01-5869	Bank Fees	38.33	
			03-4362	District Fuel	172.31	
			03-4380	District Maint. Supplies	606.83	
			04-4350	Hillcrest Toner	95.25	
			04-4362	District Fuel	79.19	
			04-4380	District Maint. Supplies	24.76	1,056.57
1671644	10/10/2018	Counterpoint Construction Services, Inc.	40-9510	Gravenstein -Phase 3 Project Document Control	1,255.00	
				Hillcrest Middle-Increment 1 Project Doc. Control	800.00	2,055.00
1671645	10/10/2018	Dept Of Justice, Acctg Office	01-5862	Fingerprinting for staff 2018-19	5.65	
				Fingerprinting for volunteers 2018-19	23.15	
			03-5862	Fingerprinting for staff 2018-19	67.80	
				Fingerprinting for volunteers 2018-19	277.80	
			04-5862	Fingerprinting for staff 2018-19	39.55	
				Fingerprinting for volunteers 2018-19	162.05	576.00
1671646	10/10/2018	Isaac Kuster dba I.A. Kuster Const. Insp.	40-6230	DSA Class I Inspector Gravenstein Phase III		2,520.00
1671647	10/10/2018	Pacific Gas & Electric	01-5520	Electric and Gas for 2018-19 Gravenstein	162.93	
			03-5520	Electric and Gas for 2018-19 Gravenstein	1,875.42	
			04-5520	Electric and Gas for 2018-19 @ Hillcrest	3,380.94	
				Electric and Gas for 2018-19 Gravenstein	23.45	5,442.74
1671648	10/10/2018	Perma Bound Books	04-4210	6th Grade Perma bound Books-Kinman/Dexter		1,203.43
1671649	10/10/2018	SyTech Solutions	01-5830	Document Management Services 2018-19	12.52	
			03-5830	Document Management Services 2018-19	150.30	
			04-5830	Document Management Services 2018-19	87.68	250.50
1671650	10/10/2018	Justin Zuiderweg	04-5880	Flag football 9/19/2018 - 2 games 1 ref	80.00	
				Flag football 9/21/2018	40.00	120.00
1672548	10/12/2018	Suzanne M. Mattish	03-4390	Bucket Filler Stickers		41.24
1672549	10/12/2018	Barbara A. Oakley	03-4310	Reimb. for window coverings		52.89
1672550	10/12/2018	Kadie L. Clement	01-4310	Stacking drawers		164.36

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ESCAPE ONLINE

Checks Dated 10/01/2018 through 10/31/2018

Board Meeting Date November 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1672551	10/12/2018	ACSIG	01-9573	Employee's Dental Plan Coverage 2018-19		7,774.00
1672552	10/12/2018	AT&T Calnet 3	01-5911	Gravenstein AT&T CALNET 3 Charges 2018-19	23.84	
			03-5911	Gravenstein AT&T CALNET 3 Charges 2018-19	284.24	
			04-5911	Gravenstein AT&T CALNET 3 Charges 2018-19	141.67	449.75
1672553	10/12/2018	Banner Bank	40-6200	5% Retention for Gravenstein Phase III		19,886.21
1672554	10/12/2018	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		108.00
1672555	10/12/2018	GCCI INC.	40-6200	Gravenstein Elementary School Phase III		377,838.06
1672556	10/12/2018	Lattice Educational Services	01-5100	Special Ed Services	983.23	
			01-5810	Special Ed Services	1,478.01	2,461.24
1672557	10/12/2018	Really Good Stuff Inc.	03-4310	Instructional Supplies for Leaning Lab		431.32
1672558	10/12/2018	Recology Sonoma Marin	01-5560	Recology-Gravenstein	31.05	
			03-5560	Recology-Gravenstein	357.06	
			04-5560	Recology-Hillcrest	216.72	604.83
1672559	10/12/2018	The Rahun Institute	04-4440	STEAM Makers Lab		425.74
1672560	10/12/2018	Employment Development Dept.	01-9555	Unemployment Taxes for the year 2018-19		409.79
1673426	10/17/2018	Sarah Reidenbach	03-8699	Refund for Activity Fee		250.00
1673427	10/17/2018	ARC Alternatives	40-5830	Board Approved Prop 39 Consulting		1,515.00
1673428	10/17/2018	AXIA	40-6210	Modernization - Hillcrest Middle Improvements		17,757.75
1673429	10/17/2018	Mark Bradski	03-5830	Science/STEM Classes Instruction		5,300.00
1673430	10/17/2018	Darren Brookshire	04-5880	Flag football Referee 10/4/2018		70.00
1673431	10/17/2018	Castino Restaurant & Supply	13-4390	Probe wipes and stick on thermometer		45.46
1673432	10/17/2018	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		115.50
1673433	10/17/2018	Tony Corsello	04-5880	Girls Basketball Referee 10/2/2018		40.00
1673434	10/17/2018	John Imschweiler	04-5880	Girls Basketball Referee 10/1/2018		40.00
1673435	10/17/2018	Antuwan Smith-Vanzandt	04-5880	Flag Football 9/21/2018		40.00
1673436	10/17/2018	U.S. Bank Equipment Finance	01-5631	Copier Lease for Schools and DO for 2018-19	35.28	
			03-5631	Copier Lease for Schools and DO for 2018-19	423.38	
			04-5631	Copier Lease for Schools and DO for 2018-19	246.97	705.63
1673437	10/17/2018	UCCR/Web of Life Field School	03-5826	Grade 5 - FT to UCCR Web of Life 5/14-17/19		12,352.50
1673438	10/17/2018	Virco	01-4400	Table for Learning Lab - Grav	15.98	

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ESCAPE ONLINE

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Checks Dated 10/01/2018 through 10/31/2018

Board Meeting Date November 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1673438	10/17/2018	Virco				
1673439	10/17/2018	Justin Zuiderweg	03-4400	Table for Learning Lab - Grav	183.73	199.71
1674266	10/19/2018	Gopher Sport, Play With a Purpose	04-5880	Flag football 10/4/2018		70.00
1674267	10/19/2018	Office Depot	03-4310	Gravenstein Teacher PE Supplies		1,017.80
1674268	10/19/2018	Protech Projection Systems	04-4390	STEAM Supplies- Hillcrest		974.03
			03-4440	ELMO Teacher Special Bundle and Infocus Grav	1,349.40	
				Unpaid Tax	101.40-	1,248.00
1674953	10/24/2018	Accelerated Learning Inc.	04-4110	STEMscopes (Accelerated learning)		4,801.77
1674954	10/24/2018	All-Guard Alarm Systems, Inc	03-5800	Alarms-Hillcrest & Gravenstein 2018-19 SY	890.77	
			04-5800	Alarms-Hillcrest & Gravenstein 2018-19 SY	619.73	1,510.50
1674955	10/24/2018	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		168.00
1674956	10/24/2018	Tony Corsello	04-5880	Girls Basketball Referee 9/10/2018		40.00
1674957	10/24/2018	Gopher Sport, Play With a Purpose	12-4390	Beyond the Bell game supplies-See attached		5.67
1674958	10/24/2018	MCI Comm Service	12-5911	Daycare Phone Line for 2018-19		13.69
1674959	10/24/2018	Ray Morgan Company	01-4390	Staples for Copiers	16.71	
			01-5633	Copier Contract Charges 2018-19	1,452.05	
			03-4390	Staples for Copiers	192.14	1,660.90
1674960	10/24/2018	Gary Bruce Robb	04-5880	7th Grade Basketball Referee 10/9/2018		40.00
1674961	10/24/2018	Santa Rosa City Schools	13-4710	Lunch Program for 2018-19		6,450.00
1674962	10/24/2018	US Cutter Inc	04-4440	Stream Lab Equipment- McDowell	719.47	
				Unpaid Tax	5.12-	714.35
1674963	10/24/2018	Brian H. Sposato	04-4310	Supplies Hillcrest STREAM Lab		115.67
1674964	10/24/2018	California's Valued Trust	01-9572	Employee's CVT Health Plan Coverage 2018-19		44,237.00
1674965	10/24/2018	Fishman Supply Company	01-4370	Gravenstein Custodial Supplies	29.19	
			03-4370	Gravenstein Custodial Supplies	335.66	364.85
1674966	10/24/2018	Hanna Boys Center	01-5200	ACES Presentation on ERD	25.00	
			03-5200	ACES Presentation on ERD	300.00	
			04-5200	ACES Presentation on ERD	175.00	500.00
1674967	10/24/2018	Office Depot	01-4359	Instructional Supplies for Grav Elem/Grav First	56.52	
			04-4350	Hillcrest Secretary Supplies	105.52	162.04
1674968	10/24/2018	Ronald Lynn Ruiz	04-5880	Flag Football Referee 10/11/2018		70.00
1674969	10/24/2018	Sebastopol Ballet Nutcracker Vanessa Jasper	03-5826	4E! Sebastopol Ballet Brown/Sully		212.00
1674970	10/24/2018	Antuwan Smith-Vanzandt	04-5880	Flag Football 10/10/2018		40.00
1674971	10/24/2018	Sonoma County Office Of Ed.	01-4310	Dibels Next Forms - SCOE Print Shop	136.35	

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.)

ESCAPE ONLINE

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Checks Dated 10/01/2018 through 10/31/2018

Board Meeting Date November 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1674971	10/24/2018	Sonoma County Office Of Ed.	01-5812	Business Cards	2.19	
				Envelopes	10.88	
			03-4310	Dibels Next Forms - SCOE Print Shop	1,811.58	
			03-5812	Business Cards	26.11	
				Envelopes	130.56	
			04-5812	Business Cards	102.26	
				Envelopes	76.16	2,296.09
1674972	10/24/2018	Cheryl Wagner	03-5826	Story Teller Budderball the Clown (Dec)		125.00
1674973	10/24/2018	Justin Zuiderweg	04-5880	Flag football 10/12/2018		40.00
1674974	10/24/2018	U.S. Bank Corporate Payment	03-4390	Room 10 Wagon	59.46	
			03-4440	Tech Supplies	16.42	
				Tech Supplies G and H	215.90	
			04-4310	Instructional Materials Hillcrest	196.56	
				STREAM Lab Supplies	219.08	
			04-4440	Tech Supplies	16.42	
				Tech Supplies G and H	215.90	939.74
1676168	10/26/2018	Brian H. Sposato	01-4370	Carpet Shampoo-Gravenstein	2.78	
			01-4380	Siding Repair -Gravenstein	21.78	
			03-4370	Carpet Shampoo-Gravenstein	31.89	
			03-4380	Siding Repair -Gravenstein	250.34	
			04-4370	Hillcrest Stream Lab- Phone Cords	105.10	
			04-4380	Hillcrest Irrigation Parts	216.18	
				Hillcrest Wall Repair Supplies	28.83	
			04-4440	Hillcrest Printer Cable	29.22	686.12
1676169	10/26/2018	Analytical Sciences	01-5830	Water testing for Grav for 2018-19	5.74	
			03-5830	Water testing for Grav for 2018-19	76.26	
			04-5830	Water Testing @ Hillcrest for 2018-19	82.00	164.00
<b>Total Number of Checks</b>					<b>103</b>	<b>583,847.75</b>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	General Fund	33	60,837.52
03	Gravenstein Elementary Charte	49	59,057.46
04	Hillcrest Middle Charter	52	28,322.87
12	Child Development Fund	4	873.30
13	Cafeteria Fund	6	7,016.46

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.)

ESCAPE ONLINE

Checks Dated 10/01/2018 through 10/31/2018

Board Meeting Date November 14, 2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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**Fund Recap**

Fund	Description	Check Count	Expensed Amount
14	Deferred Maintenance Fund	1	2,223.00
40	Special Reserve-capital Proj	9	425,637.90
	Total Number of Checks	<b>103</b>	583,968.51
	Less Unpaid Tax Liability		120.76
	<b>Net (Check Amount)</b>		<b>583,847.75</b>

Includes checks for only Bank Account COUNTY

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.)



Gravenstein Union School District  
September Payroll Report

November 14, 2018 Regular Board Meeting

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**Certificated Salary & Benefits**

Regular: \$	446,772.58
Supplemental: \$	10,573.22

**Classified Salary & Benefits**

Regular: \$	88,627.89
Supplemental: \$	9,228.14

**Total Salary & Benefits**

\$	555,201.83
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III D



**Alternative Measurement Method Report  
for Gravenstein Union School District**

*Valuation Date:* July 1, 2017 (~~June 30, 2017~~)  
*Measurement Period:* July 1, 2016 to June 30, 2017  
*Reporting Period:* July 1, 2017 to June 30, 2018

October 24, 2018

**Gravenstein Union School District  
Alternative Measurement Method**

**Net OPEB Liability**

The District's Net OPEB Liability was measured as of June 30, 2017 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of July 1, 2017 (June 30, 2017). Standard actuarial update procedures were used to project/discount from valuation to measurement dates.

*Actuarial assumptions.* The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Salary increases	3.00 percent
Medical cost trend rate	6.00 percent for 2017; 5.00 percent for 2018; 5.00 percent for 2019; and 5.00 percent for 2020 and later years
Dental, vision and other cost trend rate	4.00 percent
Employer cap adjustment	0.00 percent
Age adjustment factor	4.00 percent
Percent married	50 percent

Pre-retirement mortality rates were based on the RP-2014 Employee Mortality Table for Males or Females, as appropriate, without projection. Post-retirement mortality rates were based on the RP-2014 Health Annuitant Mortality Table for Males or Females, as appropriate, without projection.

*Discount rate.* GASB 75 requires a discount rate that reflects the following:

- a) The long-term expected rate of return on OPEB plan investments – to the extent that the OPEB plan's fiduciary net position (if any) is projected to be sufficient to make projected benefit payments and assets are expected to be invested using a strategy to achieve that return;
- b) A yield or index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher – to the extent that the conditions in (a) are not met.

To determine a resulting single (blended) rate, the amount of the plan's projected fiduciary net position (if any) and the amount of projected benefit payments is compared in each period of projected benefit payments. The discount rate used to measure the District's Total OPEB liability is based on these requirements and the following information:

Reporting Date	Measurement Date	Long-Term Expected Return of Plan Investments (if any)	Municipal Bond 20-Year High Grade Rate Index	Discount Rate
June 30, 2018	June 30, 2017	3.13%	3.13%	3.13%



**Gravenstein Union School District  
Alternative Measurement Method**

The components of the net OPEB liability are as follows:

Total OPEB liability	2,070,966
Plan fiduciary net position	0
Net OPEB liability (asset)	\$2,070,966
Measurement date	June 30, 2017
Reporting date	June 30, 2018

	<i>Actives</i>	<i>Retirees</i>	<i>Total</i>
Employer present value of future benefits	4,213,007	24,364	4,237,371
Employer Total OPEB Liability	2,046,602	24,364	2,070,966
Employer Normal Cost	226,686	0	226,686



**Gravenstein Union School District  
Alternative Measurement Method**

*Schedule of Changes in Net OPEB Liability*

<b>Total OPEB Liability</b>	
Service Cost	226,972
Interest	56,501
Changes of benefit terms	0
Difference between expected and actual experience	0
Changes of assumptions	0
Benefit payments	(35,026)
<b>Net change in total OPEB liability</b>	<b>248,447</b>
<b>Total OPEB liability – beginning (a)</b>	<b>\$1,822,519</b>
<b>Total OPEB liability – ending (b)</b>	<b>\$2,070,966</b>
<b>Plan fiduciary net position</b>	
Contributions – employer	35,026
Net investment income	0
Benefit payments	(35,026)
Administrative expense	(0)
<b>Net change in plan fiduciary net position</b>	<b>0</b>
<b>Plan fiduciary net position – beginning (c)</b>	<b>\$0</b>
<b>Plan fiduciary net position – ending (d)</b>	<b>\$0</b>
<b>Net OPEB liability – beginning (c) – (a)</b>	<b>\$1,822,519</b>
<b>Net OPEB liability – ending (d) – (b)</b>	<b>\$2,070,966</b>

*Sensitivity of the net OPEB liability to changes in the discount rate.* The following presents the net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (2.13 percent) or 1-percentage-point higher (4.13 percent) than the current discount rate:

	1% Decrease (2.13%)	Discount Rate (3.13%)	1% Increase (4.13%)
Net OPEB liability (asset)	2,297,683	2,070,966	1,868,829

*Sensitivity of the net OPEB liability to changes in the healthcare cost trend rates.* The following presents the net OPEB liability, as well as what the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower (5.00 percent decreasing to 4.00 percent) or 1-percentage-point higher (7.00 percent decreasing to 6.00 percent) than the current healthcare cost trend rates:

	1% Decrease (5.00% decreasing to 4.00%)	Trend Rate (6.00% decreasing To 5.00%)	1% Increase (7.00% decreasing to 6.00%)
Net OPEB liability (asset)	1,807,871	2,070,966	2,384,368



**Gravenstein Union School District  
Alternative Measurement Method**

**Statement of Changes in Fiduciary Net Position**

<b>Additions</b>	
Employer contributions <sup>2</sup>	35,026
Investment income:	
Net increase in fair value of investments	0
Total additions	35,026
<b>Deductions</b>	
Trustee fees	0
Administrative expense	0
Benefit payments <sup>2</sup>	35,026
Total deductions	35,026
Net increase in net position	0
<b>Net position restricted for postemployment benefits other than pensions</b>	
Beginning of year	\$0
End of year	\$0

<sup>2</sup> Includes \$35,026 of pay-as-you-go contributions made from sources outside of trust.



**Gravenstein Union School District  
Alternative Measurement Method**

**Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB**

For the reporting year ended June 30, 2018, the District's deferred outflows of resources and deferred inflows of resources to OPEB from the following sources are:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience <sup>3</sup>	0	0
Changes in assumptions or other inputs <sup>3</sup>	0	0
Differences between projected and actual return investments <sup>3</sup>	0	0
<b>Total</b>	<b>\$0<sup>5</sup></b>	<b>\$0</b>

<sup>3</sup> Measured at June 30, 2017;

<sup>4</sup> Does not include District contributions after the measurement date, which will be recognized as a reduction of the Net OPEB Liability in the year ending June 30, 2019.

Amounts reported as deferred outflows and deferred inflows of resources will be recognized in OPEB expense as follows:

Year ended June 30:	Deferred Outflows of Resources	Deferred Inflows of Resources
2019	0	0
2020	0	0
2021	0	0
2022	0	0
2023	0	0
2024	0	0



**Gravenstein Union School District  
Alternative Measurement Method**

**Net OPEB Expense**

The District's Net OPEB expense was \$283,473.

Net OPEB Liability - beginning (a)	\$1,822,519
Net OPEB Liability – ending (b)	\$2,070,966
Change in Net OPEB Liability [(b)-(a)]	248,447
Change in Deferred Outflows	0
Change in Deferred Inflows	0
Employer Contributions	35,026
OPEB Expense	\$283,473

Service Cost	226,972
Interest Cost	56,501
Expected Return on Assets	0
Changes of benefit terms	0
Recognition of Deferred Outflows and Inflows	
Differences between expected and actual experience	0
Changes of assumptions	0
Differences between projected and actual investments	0
Total	0
Net OPEB Expense	\$283,473



**Gravenstein Union School District  
Alternative Measurement Method**

**Plan Description**

*Plan administration.* The District administers a single-employer defined benefit healthcare plan. The District currently provides retiree health benefits to eligible employees. Eligibility requirements vary by employee classification.

*Benefits provided.*

	Certificated	Retired Superintendent
Benefit Types Provided	Medical, Dental, Vision	Medical
Duration of Benefits	To age 65	Five years
Required Service	10 years	10 years
Minimum Age	55	55
Maximum Age	58	58
Dependent Coverage	Up to District cap	None
District Contribution	100%	100%
District Cap	Active Cap	\$5,000 per year

All contracts with District employees will be renegotiated at various times in the future and, therefore, costs and benefits are subject to change. Benefits and contribution requirements (both employee and employer) for the OPEB Plan are established by various labor agreements.

*Plan membership.* At July 1, 2017, membership consisted of the following:

Inactive plan members or beneficiaries currently receiving benefit payments	1
Active plan members	40





**Gravenstein Union School District  
Alternative Measurement Method**

**Actuarial Certification**

The results set forth in this supplement are based on our actuarial valuation of the health and welfare benefit plans of the Gravenstein Union School District as of July 1, 2017.

The valuation was performed in accordance with generally accepted actuarial principles and practices. We relied on census data for active employees and retirees provided to us by the District. We also made use of claims, premium, expense, and enrollment data, and copies of relevant sections of healthcare documents provided to us by the District, and (when applicable) trust statements prepared by the trustee and provided to us by the District.

The assumptions used in performing the valuation, as summarized in this report, and the results based thereupon, represent our best estimate of the actuarial costs of the program under GASB 74 and GASB 75, and the existing and proposed Actuarial Standards of Practice for measuring post-retirement healthcare benefits.

The undersigned actuary meets the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained in this report.

Certified by:



Carlos Diaz, ASA, EA, MAAA  
Actuary

Wanda Holden  
Chief Business Officer  
Gravenstein Union School District  
c/o California School Boards Association

# Gravenstein Union School District

## Board Policy

### School-Connected Organizations

BP 1230

#### Community Relations

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting the district's educational and extracurricular programs. The Board appreciates the contributions made by such organizations toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.

(cf. 0200 - Goals for the School District)

(cf. 6020 - Parent Involvement)

The Board desires to work cooperatively with the school connected organization in determining the purposes for which funds may be used to meet the changing needs of the District and its students. The Board recognizes that an educational foundation is a separate legal entity independent of the District. However, the foundation is encouraged to provide regular reports to the Board on the status of its work and to communicate ways that the District can support the foundations.

Persons proposing to establish a school-connected organization shall submit a request to the Board for authorization to operate within the district or at a district school.

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policies, administrative regulations, and any rules of the sponsoring school.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall establish appropriate rules for the relationship between school-connected organizations and the district.

A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a district school or the students at that school. (Education Code 51521)

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1330 - Use of School Facilities)

(cf. 3452 - Student Activity Funds)

A school-connected organization may consult with the principal to determine school needs and priorities.

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

(cf. 3260 - Fees and Charges)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

35160 Authority of governing boards

38130-38138 Civic Center Act, use of school property for public purposes

48931 Authorization for sale of food by student organization

48932 Authorization for fund-raising activities by student organization

49011 Student fees

49431-49431.7 Nutritional standards

51520 Prohibited solicitation on school premises

51521 Fund-raising project

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

12580-12599.7 Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lottery, raffle

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

15500 Food sales in elementary schools

15501 Food sales in high schools and junior high schools

15575-15578 Requirements for foods and beverages outside the federal meals program  
CODE OF REGULATIONS, TITLE 11  
300-312.1 Fundraising for charitable purposes  
UNITED STATES CODE, TITLE 20  
1681-1688 Discrimination based on sex or blindness, Title IX  
CODE OF FEDERAL REGULATIONS, TITLE 7  
210.11 Competitive food services  
220.12 Competitive food services  
COURT DECISIONS  
Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference

WEB SITES

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

California Office of the Attorney General, charitable trust registry:

<http://caag.state.ca.us/charities>

California State PTA: <http://www.capta.org>

Fiscal Crisis and Management Assistance Team (FCMAT); <http://www.fcmat.org>

(12/90 7/07) 5/16

**Adopted: October 10, 2018**

**Gravenstein Union School District  
Sebastopol, California**

# Gravenstein Union School District

## Administrative Regulation

### School-Connected Organizations

AR 1230

#### Community Relations

A school-connected organization's request for authorization to operate within the district or at a district school shall contain, as appropriate:

1. The name and purpose of the organization
2. The date of application
3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination

(cf. 0410 - Nondiscrimination in District Programs and Activities)

4. The names, addresses, and phone numbers of all officers
5. A list of specific objectives
6. An agreement to grant the district the right to audit at the District's expense the group's financial records by a certified public accountant, whenever any concern is raised regarding the use of the funds
7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds
8. The signature of the principal of the supporting school
9. Planned use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future
10. An agreement to provide evidence of liability and/or directors and officers insurance when and in the manner required by law

(cf. 1330 - Use of School Facilities)

When deemed necessary by the Board or the Superintendent or designee, the authorization for a school-connected organization to conduct activities in the district may be revoked at any time.

Each school-connected organization shall abide by the following rules:

1. The organization shall not act as an agent of the district or school.
2. The organization shall not use the district's tax-exempt status and identification number. It shall be responsible for its own tax status, accounting, internal controls, financial reporting, retention of records, and other operations.
3. The organization shall use a separate name and logo. Any use of a name or logo affiliated with the district, a district school, or a school team shall require the prior consent of the Superintendent or designee.
4. Funds of the school-connected organization shall not be co-mingled with district funds, including associated student body funds.
5. The organization shall not hire or directly pay any district employee. If a school-connected organization wishes to pay for additional and/or extracurricular services, the person to provide the services shall be hired through the district's personnel department, provided the Board approves the position. At their discretion, employees may volunteer to perform activities for school-connected organizations during nonworking hours.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

6. School connected organizations shall not give a district employee gratuities, gifts or favors whose totals exceeds \$200.00 in any calendar year or that might impair or appear to influence the employee's professional decisions or action.
7. Provide Superintendent with regular financial reports as they become available.
8. Organization provides Superintendent a public copy (with personal info redacted) of its IRS Form 990 within 30 days of IRS filing.

(12/90 7/07) 5/16

**Adopted: October 10, 2018**

**Gravenstein Union School District  
Sebastopol, California**





# The Single Plan for Student Achievement

for

## Gravenstein Union School District

CDS Code: 49-70714-6051742

Date of this revision: October 17, 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 11/14/18

## 2018-2019 Academic Goals for Gravenstein Elementary (SPSA)

**Grade: TK**

Teacher involved: Stephanie Tomsky

	English/Language Arts	Math	Science (NGSS)
<b>GOAL for 2018-2019</b> (This will be what is submitted to the board and included in the LPAC.)	Students will be able to write their name with appropriate cases using proper letter formation.	Students will be able to identify basic shapes.	Students will be able to identify five senses and what they are used for.
<b>Specific steps created to achieve goal</b>	Daily practice using whole group, small group and one-on-one time with teacher.	Students will engage in a variety of hands on shape activities during centers.	Experimentation through open-ended hands on activities.
<b>Timeline</b>	At the end of each unit, I will evaluate students' progress.	Students will participate in centers focused on shapes weekly.	Year long
<b>Staff responsible for monitoring goal progress</b>	Stephanie Tomsky	Stephanie Tomsky	Stephanie Tomsky
<b>Support needed</b>	Instructional aide/parent volunteers	Instructional aide/parent volunteers	NGSS training at SCOE for Early Learners
<b>Goal Progress</b> (To be recorded at each trimester.)	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-

*grade TK*

**2018-2019 Academic Goals for Gravenstein Elementary (SPSA)  
Grade: Kindergarten**

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

	<b>English/Language Arts</b>	<b>Math</b>	<b>Science (NGSS)</b>
<b>GOAL for 2018-2019</b> (This will be what is submitted to the board and included in the LPAC.)	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...)	Students will take risks through trial and error as they learn about the Scientific Method.
<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.	Experimentation through open-ended hands on activities.
<b>Timeline</b>	Year Long	Year Long	Year Long
<b>Staff responsible for monitoring goal progress</b>	Kindergarten Teachers	Kindergarten Teachers	Kindergarten Teachers
<b>Support needed</b>	Instructional assistance specifically for one on one assessments	Instructional assistance specifically for one on one assessments	District funded requisitions/POs
<b>Goal Progress</b> (To be recorded at each trimester.)	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-

grade K

**2018-2019 Academic Goals for Gravenstein Elementary School (SPSA)**  
**Grade: 1**

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

	<b>English/Language Arts</b>	<b>Math</b>	<b>Science (NGSS)</b>
<b>GOAL for 2018-2019</b> (This will be what is submitted to the board and included in the LPAC.)	1. CCSS.ELA-LITERACY.R L.1.1 Answer questions about key details in a text. 2. CCSS.ELA-LITERACY.W .1.8 With guidance and support from adults, gather information from provided sources to answer a question.	1. With guidance and support from adults, students will use objects, drawings, equations with symbols, and math vocabulary to explain their mathematical thinking and problem solving. 2. Students will improve their timed math fluency scores to 10 in addition and subtraction.	1. We will implement science lessons that align with NGSS for first grade, focusing on the 4 main topics (Organisms, Sound, Light, and Sun/Moon/Stars). 2. We will align these lessons with our ELA units.
<b>Specific steps created to achieve goal</b>	1. Strategies: Students will receive weekly instruction and practice with: -reading comprehension questions related to their core decodable books -locating and identifying text evidence to answer the comprehension questions -students will identify key words in the questions and locate those same words in the text - Students will locate the answer to the question	1. Students will receive weekly instruction and practice with: Explaining math thinking using a problem solving journal and the "PROVE IT" process to check their work 2. We will incorporate fluency fact practice during their computer time. -Students struggling will meet on a weekly basis to play a math game, focusing on fluency.	1. Creating science binders with NGSS aligned lessons on each of the main topics. 2. Putting together kits to go along with the lessons. 3. Utilizing Mystery Doug once a week.

	<p>and highlight the text evidence in their decodable book.</p> <p>2. Strategies: Students will receive weekly instruction and practice with:</p> <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> <p>3. Utilize Open Court games online, monitoring student progress as necessary.</p>	<p>3. Weekly fluency practice on the back of Spelling Tests.</p>	
<b>Timeline</b>	<p>At the end of each unit, 1st grade teachers will meet to compare and evaluate the grammar portion of the weekly Open Court 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>	<p>Once teachers have completed a unit, they will collaborate to discuss the successes of the lessons as well as ways to improve.</p>
<b>Staff responsible for monitoring goal progress</b>	<p>Kelley Lannon and Debbie Candau</p>	<p>Kadie Clement and Michelle Dellosa</p>	<p>All first grade teachers</p>

grade 1 B

<b>Support needed</b>	Subscription to education.com and some apps that target first grade grammar skills such as Raz Kids and Head Sprout.	Engaging apps that target addition and subtraction fluency to 10. 60 decks of playing cards for math games.	Materials for our science lessons as well as the books that align with the units.
<b>Goal Progress</b> (To be recorded at each trimester.)	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-

## 2018-2019 Academic Goals for Gravenstein Elementary (SPSA)

### Grade: 2

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

	English/Language Arts	Math	Science (NGSS)
<b>GOAL for 2018-2019</b> (This will be what is submitted to the board and included in the LPAC.)	<ul style="list-style-type: none"> <li>By the end of the school year, 75% of students will earn a passing score of 3 or 4 on their Unit Writing Assessments.</li> <li>By the end of the school year, 75% of students will achieve 80% or higher on the grammar portion of the Unit Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the school year, 75% of students will earn a passing score of 80% or higher on the Math Performance Tasks.</li> <li>By the end of the school year, 75% of students will earn an 80% or higher on the Telling Time Chapter Test and End of the Year Report Card Assessment.</li> </ul>	Integrate NGSS with our Language Arts Curriculum.
<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, checklist, and sample for weekly writing assessment.</li> <li>Use IXL to practice grammar on a weekly basis.</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> <li>Use IXL to practice telling time.</li> <li>Incorporate telling time in our morning math warm-up.</li> </ul>	<ul style="list-style-type: none"> <li>Use our science binders</li> <li>Incorporate Mystery Science</li> </ul>
<b>Timeline</b>	Weekly grammar and writing instruction and review. Unit Writing and Grammar	<ul style="list-style-type: none"> <li>Will review Math Performance Tasks after each Chapter Test.</li> </ul>	<ul style="list-style-type: none"> <li>Students will participate in hands-on science activities for each NGSS.</li> </ul>

*grade 2 A*

	Assessments will be given every 6 weeks.	<ul style="list-style-type: none"> <li>Daily warm-up review of telling time.</li> </ul>	
<b>Staff responsible for monitoring goal progress</b>	Classroom Teachers	Classroom Teachers	Classroom Teachers
<b>Support needed</b>	N/A	N/A	<ul style="list-style-type: none"> <li>Access to Mystery Science Online.</li> <li>Financial support for materials</li> </ul>
<b>Goal Progress</b> (To be recorded at each trimester.)	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-



## 2018-2019 Academic Goals for Gravenstein Elementary (SPSA)

### Grade: 3

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

	English/Language Arts	Math	Science (NGSS)
<b>GOAL for 2018-2019</b> (This will be what is submitted to the board and included in the LPAC.)	>75% of our students can support reading comprehension answers with text evidence	>75% of our students can correctly solve and explain multi-step word problems and Performance Tasks	Incorporate hands-on, STEM, activities to support the engineering and design standard
<b>Specific steps created to achieve goal</b>	<ol style="list-style-type: none"> <li>1. Open Court curriculum supports the goal in several ways including "Management Routine A: Handing Off" and "Reading and Responding" sections</li> <li>2. Digital Readworks</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily word problem practice during math lessons</li> <li>2. Critical Area Performance Tasks (1-5)</li> <li>3. MARS tasks (SCOE)</li> </ol>	<ol style="list-style-type: none"> <li>1. Mystery Science lessons and activities</li> <li>2. Mr. Science lessons</li> <li>3. ELA-Science cross-curricular activities in Open Court</li> </ol>
<b>Timeline</b>	By CAASPP testing with grade-level check-ins on results of Units 1-5 tests.	By CAASPP testing with grade-level check-ins in 6 week intervals near progress report times	Grade-level check-ins on early release days.
<b>Staff responsible for monitoring goal progress</b>	All third grade team	All third grade team	All third grade team
<b>Support needed</b>	None above what we already have	None above what we already have	Mystery Science digital subscription
<b>Goal Progress</b> (To be recorded at each trimester.)	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-

grade 3

**2018-2019 Academic Goals for Gravenstein Elementary School (SPSA)  
Grade: 4**

Teachers involved: Allie Brown, Lynn Martinez, Paul Carey, Petria Sully

	<b>English/Language Arts</b>	<b>Math</b>	<b>Science (NGSS)</b>
<b>GOAL for 2018-2019</b> (This will be what is submitted to the board and included in the LPAC.)	<b>Continuing to work on ELA Listening Claim.</b>	<b>Critical thinking and communication claim, in addition to reasoning claim.</b>	<b>Working on understanding NGSS thoroughly. Familiarizing team with language and standards.</b>
<b>Specific steps created to achieve goal</b>	Readworks audio online, Interim audio assessments	Complete MARS Tasks/Performance Tasks Weekly, Interim performance task assessments.	<b>Working with Mystery Science/ Mr. Science/Weekly team meetings/NGSS Standards</b>
<b>Timeline</b>	Evaluate data monthly as a team	Evaluate monthly as a team	Evaluate monthly as a team
<b>Staff responsible for monitoring goal progress</b>	4th Grade Team	4th Grade Team	4th Grade Team
<b>Support needed</b>	Time to collaborate	Time to collaborate	Time to collaborate
<b>Goal Progress</b> (To be recorded at each trimester.)	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-

grade 4

## 2018-2019 Academic Goals Grade: 5

Teachers involved: Megan Gorman, Ani Hansen, Alexis Grimm, Alex Squires

	English/Language Arts	Math	Science (NGSS)
<p><b>GOAL for 2018-2019</b> (This will be what is submitted to the board and included in the Local Control Accountability Plan, LCAP.)</p>	<p><b>(Listening)</b> 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><b>(Communicating Reasoning)</b> 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>	<p>*Incorporate more lab and hands on experiments that align with NGSS. *Inquiry/Discovery based learning *Team work, especially with engineering based.</p> <ul style="list-style-type: none"> <li>● STEAM based experiments that align for 6th grade.</li> </ul> <p>*Use more Mystery Science labs * We need to review previous curriculum before taking the CAST next year. * review communicating reasoning and data applications</p>
		<p><b>(Problem Solving and Modeling and Data Analysis)</b> Students will continue to work on calculating accurately and efficiently, 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 Tests</li> <li>● CAASPP Practice Tests</li> </ul>	

grade 5 A

<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> Open Court curriculum &amp; In-depth novel study listening to the stories out loud</p> <p><b>Guided Practice-</b> Open Court and Science/Social Studies listening to the book and focus on verbal understanding</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Weekly Selection and Unit Assessments</li> <li>2. Open Court: 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 along with open dialogue and “Math Talk”</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, more time for group “math talk”</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Prerequisite Skill Inventory Assessment</li> <li>2. Think Central chapter quizzes and tests</li> <li>3. Mid-year assessment</li> <li>4. End-of-the-Year assessment</li> </ol>	<p>Use Mystery Science as a resource to provide additional support and hands on experiments.</p>
<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</p>	<p><b>1st Trimester:</b> Prerequisite Skill Inventory Assessment, Beginning of the year Test, Mid-Chapter Checkpoints, Chapter Tests, weekly fact fluency quizzes</p>	<p><b>1st Trimester:</b> Assessments (comprehension of material, vocabulary, and how systems work) Labs, STREAM experiments</p> <p><b>2nd Trimester:</b> Assessments</p>

	<p>Year Benchmark, Unit Assessment, Weekly Selection Tests</p> <p><b>3rd Trimester:</b> End of the Year Benchmark, Unit Assessment, Weekly Selection Tests, 2017-2018 CAASPP</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 Checkpoints, Chapter Tests, weekly fact fluency quizzes, 2017-2018 CAASPP</p>	<p>(comprehension of material, vocabulary, and how systems work) Labs, STREAM experiments</p> <p><b>3rd Trimester:</b> Assessments (comprehension of material, vocabulary, and how systems work) Labs, STREAM experiments</p>
<b>Staff responsible for monitoring goal progress</b>	Classroom teacher	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	Learning Lab support for students below grade level, as needed afternoon support pull outs
<b>Goal Progress</b> (To be recorded at each trimester.)	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-	Trimester 1- Trimester 2- Trimester 3-

**Hillcrest Middle School**  
**Academic Goal Setting for 2018-2019**  
 Developed on August 14, 2018 (Staff Development Day)

Grade level: 6

Teachers involved: Dexter, Helton, Kinman, Rich

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>2018 CAASPP , results from other local assessments</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- 2018 CAASPP	We are aiming at moving <i>Standard Not Met</i> and <i>Standard Nearly Met</i> students to <i>Standard Met</i> students
2	Math- Other assessments	Homework scores, IXL Skills, Unit assessments, End of 6th Grade Math Assessment
1	Language Arts- 2018 CAASPP	Analysis of 2018 CAASP results indicated areas for improvement were in writing conventions and listening skills. It also appears there is a general weakness in writing conventions.
2	Language Arts- other assessments	Oral comprehension assessment, grammar, and writing mechanics lesson assessments.

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

## 2018-2019 Academic Goals

	English/Language Arts	Math	NGSS
<b>GOAL for 2018-2019</b>	Increased focus on language conventions to increase students from standards not met or nearly met or to standards met	A. Make sense of problems and persevere in solving them	A. Deliver an integrated 6th grade curriculum with earth, physical, and life sciences
<b>Specific steps created to achieve goal (Please list how each subject can support the goal)</b>	<p>A:</p> <ol style="list-style-type: none"> <li>1. Review CAASPP testing practices form writing conventions.</li> <li>2. Implement Study Sync tools and administer interim written assessments to determine growth.</li> <li>3. Differentiate use of specific IXL writing topics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily practice of higher order thinking questions</li> <li>2. Emphasize growth mindset when faced with challenge</li> <li>3. Organization skills and attending to precision</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be given tools necessary plan, gather materials, and evaluate curriculum to develop strategies to acheive desired outcome.</li> </ol>
<b>Timeline</b>	2018-2019 school year	2018-2019 school year	2018-2019 school year
<b>Staff responsible for monitoring goal progress</b>	Dexter, Kinman	Rich, Helton	Rich, Helton

<b>Support needed</b>	Technological support with resources (Study Sync, IXL) and writing assessment materials.	A. Go Math 6th Grade curriculum (online and text) B. IXL C. Supplemental resources from TPT, etc.	A. STEMScopes online curriculum B. Supplemental resources from TPT, etc. C. Training needed
<b>Progress monitoring (please give specific examples with approx. dates)</b>	A. End of unit assessments through Study Sync B. Review of student written work using rubrics.	End of trimesters corresponding with report cards	End of trimesters corresponding with report cards



Grade level: 7

Teachers involved: Julia Garson, John Collins, Colleen Clements, Sergio Blanco, Jackie Jex-Lewis, April McDonald

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- 2018 CAASPP	Listening - how well do students understand spoken information?
2	Language Arts- other assessments	Research and Inquiry - how well can students find and present and information about a topic
1	Science -	Prepare students to answer claim-based questions.
2	Science -	Integration with math.

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

## 2018-19 Academic Goals

	English/Language Arts	Math	Science
<b>GOAL for 2018-2019</b>	A: Improve Listening for Content and Comprehension Skills; continue implementation from 2017-2018.	Develop and improve student communication of mathematical reasoning	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 goal</b>	<p>A:</p> <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, without transcripts.</li> <li>3. Use collaborative listening activities with the objective of communicating content without notes or written support.</li> <li>4. Daily Mindfulness Practice to improve listening skills in a calming context.</li> </ol> <p>B: Develop arguments, claims, and/or explanatory writing using credible</p>	<ol style="list-style-type: none"> <li>1. Review CAASPP scores and identify areas in need of improvement (for whole group as well as individuals)</li> <li>2. Incorporate more writing into the weekly class routine. "Wordy Wednesdays" for focusing on word problems as well as making up our own.</li> <li>3. Daily warm-ups followed by think-pair-share to communicate the solution and the process to finding the solution.</li> <li>4. Graded assignments based on Performance Tasks (use Illustrative</li> </ol>	Begin with discriminating information, then answer simple questions, identify appropriate support, construct and organize the argument including a thesis.

	<p>sources, logical reasoning, relevant facts, concrete details and definitions.</p> <ol style="list-style-type: none"> <li>1. Utilize PBS learning media lessons to discern reliable from unreliable sources and how to compare quality between two reliable sources.</li> <li>2. Close reading of informative texts to model culling relevant facts to form an argument, claim, or explanation.</li> </ol>	<p>mathematics, Mars Tasks, etc.) These assignments will be more complex in solving and the students will need to show/explain the steps taken to finding the solution.</p>	
<b>Timeline</b>	2018-2019 school year	2018-2019 school year	Ongoing throughout the school year.
<b>Staff responsible for monitoring goal progress</b>	Garson, Clements, Collins	Jex-Lewis, McDonald	Science teachers in collaboration with Language Arts.
<b>Support needed</b>	A: Technological support with non-fiction listening resources (Study Sync, Podcasts) and comprehension assessment materials.	Attend conferences/workshops that focus on communicating reasoning in mathematics Possible subscription to "Scholastic Math" for students	Self directed planning time during ERDs, professional development as appropriate

	B: PBS Learning Media for distinguishing credible sources.	Time to research/develop grade appropriate assignments based on Performance Tasks	
<b>Progress monitoring</b>	<p>Trimester benchmarks based on writing units:</p> <p>Trimester 1: Narrative focus address listening goals. Pre and post test.</p> <p>Trimester 2: Opinion writing unit address research and inquiry goals. Trimester 3: Research writing unit address research and inquiry goals.</p>	Classroom teachers design same assignments and compare assessments.	Measure growth with benchmark developed by science department.

Grade level: 8

Teachers involved: David Cole, Kelly Sporrer, Heather Johnson, Jackie Jex-Lewis, April McDonald, Sergio Blanco.

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- 2018 CAASPP	Listening - how well do students understand spoken information?
2	Language Arts- other assessments	Research and Inquiry - how well can students find and present and information about a topic
1	Science -	Integration with math - Roller coaster yearly project.
2	Science -	Cross cutting concepts - 3 Dimension implementation

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

## 2018-2019 Academic Goals

	English/Language Arts	Math	Science
<b>GOAL for 2018-2019</b>	Listening - how well do students understand spoken information? - We want to reduce the amount of "Near Standards" to "At" or "Above"	Communicate Reasoning in Problem Solving	Roller coaster yearly project. Science and math integration. Standards alignments include: MS-PS3-2, MS-PS2-4, MS-PS2-5. Cross Cutting Concepts covered: CCC-1, CCC-2, CCC-4, CCC-5. Engineering practices: SEP-1, SEP-2, SEP-3, SEP-4, SEP-5, SEP-6.
<b>Specific steps created to achieve goal</b>	Implement Study Sync tools monthly with students and have students complete a Listening SBAC Interim Assessment once a trimester	"Think tasks" that tackle bigger problems with a portion focused on explaining how the problem was solved and open response questions built into bi-monthly tests	Trimestral building steps: -1st trimester: planning. Creation of of a blueprint. (Understanding interactions between potential-kinetic energy) -2nd trimester: preparation. Contact with materials, cutting and starting stages of assembling. (Engineering structures, gravity and center of gravity, structural integrity) -3rd trimester: construction. Final stages and assembling of the project. (Mass-acceleration-force interaction, flow, structural integrity)
<b>Timeline</b>	Monthly and once a trimester	Weekly discussion in the class, with a written component 2-3 times/month.	Hands-on activities implemented during early release days.
<b>Staff responsible for monitoring goal</b>	Each classroom LA and teacher	Each classroom teacher	Science and math teachers

<b>progress</b>			
<b>Support needed</b>	StudySync resource support and common planning time to research and implement with ELA teachers and then students	Scholastic Magazine subscription?	Different materials to build structures. Cardstock with different colors, tape, and cardboard bases. Chromebooks to test and practice using different online virtual labs.
<b>Progress monitoring</b>	Informal and formal assessment	Classroom teachers design same assignments and compare assessments.	<ul style="list-style-type: none"> <li>- Informal and formal assessments.</li> <li>- Goal completions at the end of each trimester. (rubrics)</li> <li>- Project completion.(rubric)</li> </ul>

Goals should be created using the SMART format--

**S** - specific, significant, stretching

**M** - measurable, meaningful, motivational

**A** - agreed upon, attainable, achievable, acceptable, action-oriented

**R** - realistic, relevant, reasonable, rewarding, results-oriented

**T** - time-based, time-bound, timely, tangible, trackable

## **School Culture Goals for 2018-19**

- Gravenstein's goal will be to build a minimum of one Buddy Bench for each yard (TK-2 and 3-5). Construction and installation will be coordinated by district personnel and the goal will be to include all students with the decoration.

- Hillcrest's goal will be to create a minimum of three grade-level raised beds.

A second goal will be to create a proposal for a schoolwide mural.

Goals approved by Site Council at the Oct 17, 2018 meeting.



### 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 <u>Purpose:</u> 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	\$39,926
<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	\$7,244
<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	\$4,952.50
<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	\$52, 122.50
Total amount of state and federal categorical funds allocated to this school	\$174,667.50

<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.

## Form D: School Site Council Membership

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>2</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jennifer Schwinn/Keri Pugno/Will Deeths	X				
Dan Dexter		X			
Beth Hass		X			
Stephanie Tomsky		X			
Brian Sposato			X		
Amy Gloeckner				X	
Jessica Rasmussen				X	
Juan Valdovinos				X	
Bonnie Russell Larrain				X	
Christine Connelly				X	
Numbers of members of each category	1	3	1	5	

<sup>2</sup> At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Form E: Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 10/17/18.

Attested:

Jennifer Schwinn  
Typed name of District Supt.

Jennifer Schwinn - 11/8/18  
Signature of District Supt. Date

Dan Dexter  
Typed name of SSC chairperson

Dan Dexter 11-8-18  
Signature of SSC chairperson Date



October 26, 2018

**MEMORANDUM**

To: CSBA Member Boards  
From: Mike Walsh, CSBA President  
Re: Call for Nominations to CSBA's Delegate Assembly

**DEADLINE: Monday, January 7, 2019**  
**IF NOMINATING, BOARD ACTION REQUIRED**  
Please deliver to all governing board members. See envelope label for Region/Subregion number or visit <https://www.csba.org/About/Leadership/CSBARegions>

Each year, member boards elect representatives to the California School Boards Association's Delegate Assembly. The Delegate Assembly is a vital link in the Association's governance and sets the general policy direction. Working with member boards, the Board of Directors, and Executive Committee, Delegates ensure that the Association promotes the interests of California's school districts and county offices of education.

Nomination and candidate biographical sketch forms for CSBA's Delegate Assembly are now being accepted until **Monday, January 7, 2019**. Nomination instructions are listed below:

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion.
- A member board may nominate as many individuals as it chooses, but only one nomination form per nominee.
- All nominees must serve on a CSBA member boards and must give their approval prior to being nominated.
- All nominees must submit a **one-page, single-sided**, candidate biographical sketch form.
- An optional one-page, one-sided résumé may also be submitted, but cannot be substituted for the biographical sketch form.
- It is the nominee's responsibility to confirm that all nomination materials have been received deadline. Late submissions will not be accepted.
- The nomination form, candidate biographical sketch form, and optional resume may be returned by Monday, January 7, 2019, via the following methods. Please choose only one method:
  - E-mail to [nominations@csba.org](mailto:nominations@csba.org) by 11:59 p.m.
  - Fax to (916) 371-3407 by 11:59 p.m.
  - Postmarked by U.S.P.S. no later than January 7, 2019.

Elected Delegates serve a two-year term beginning April 1, 2019 through March 31, 2021. There are two required Delegate Assembly meetings each year. In 2019, the dates are May 18-19 in Sacramento and November 4-5 in San Diego. *District eligible to appoint a member of their board to the Delegate Assembly will receive a separate communication from CSBA.* However, districts that appoint may also nominate board members to run for the Delegate Assembly.

The nomination form and current list of CSBA Delegates with their expiration terms are attached. Terms that end in 2019 are up for election. All materials related to the nomination process for elected Delegates are available to download at [www.csba.org/ElectionToDA](http://www.csba.org/ElectionToDA). For more information, please contact the Executive Office at (800) 266-3382. Thank you.

Enclosures: Nomination Form, Candidate Biographical Sketch Form, Delegate Assembly Roster  
S:\EO\Nominations & Elections\DA\For 2019 elections\Nominations\nominations memo.docx



## 2019 Delegate Assembly Nomination Form

### *DUE Monday, January 7, 2019*

E-mail to [nominations@csba.org](mailto:nominations@csba.org) or, fax (916) 371-3704 or, Mail to: CSBA Exec. Office | 3251 Beacon Bl., W. Sacramento, 95691.

CSBA Region/subregion # \_\_\_\_\_

The Board of Education of the \_\_\_\_\_ voted to  
(Nominating District)  
nominate \_\_\_\_\_ The nominee is a member of the  
(Nominee)  
\_\_\_\_\_, which is a member of the California  
(Nominee's Board)  
School Boards Association.

- The nominee has consented to this nomination.
- Attached is the nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé, if submitted.
- The nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé, if submitted, will be sent by Monday, January 7, 2019.

\_\_\_\_\_  
*Board Clerk or Board Secretary (signed)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Board Clerk or Board Secretary (printed)*

**PLEASE NOTE:** This nomination form and nominee's candidate biographical sketch form are both due Monday, January 7, 2019. They may be emailed to [nominations@csba.org](mailto:nominations@csba.org), or faxed to (916) 371-3407 by 11:59 p.m., or mailed to CSBA, Attn: Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95691, postmarked by the U.S.P.S. no later than **Monday, January 7, 2019**. *It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office by the due date. Late submissions cannot be accepted.* Please contact CSBA's Executive Office (800) 266-3382, should you have any questions. Thank you.



## 2019 Delegate Assembly Candidate Biographical Sketch Form

***DUE: Monday, January 7, 2019 – no late submissions accepted***

Please complete, sign, and date this required ONE-page candidate biographical sketch form. An optional, ONE-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state “see résumé” and do not re-type this form. It is the candidate’s responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

***Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.***

***Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

Name: \_\_\_\_\_ CSBA Region & subregion #: \_\_\_\_\_

District or COE: \_\_\_\_\_ Years on board: \_\_\_\_\_

Profession: \_\_\_\_\_ Contact Number (please V  Cell  Home  Bus.): \_\_\_\_\_

\*Primary E-mail: \_\_\_\_\_

(\*Communications from CSBA will be sent to primary email)

Are you an incumbent Delegate?  Yes  No | If yes, year you became Delegate: \_\_\_\_\_

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

*E-mail: [nominations@csba.org](mailto:nominations@csba.org), or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.*



**REGION 1 – 4 Delegates (4 elected)**

Director: Jennifer Owen (Fort Bragg USD)

**Subregion 1-A (Del Norte, Humboldt)**

Donald McArthur (Del Norte County USD), 2019

Lisa Ollivier (Eureka City SD), 2020

**Subregion 1-B (Lake, Mendocino)**

Sandy Tucker (Middletown USD), 2020

**Region 1 County:**

David Browning (Lake COE), 2019

**REGION 2 – 4 Delegates (4 elected)**

Director: Sherry Crawford (Siskiyou COE)

**Subregion 2-A (Modoc, Siskiyou, Trinity)**

Gregg Gunkel (Siskiyou Union HSD), 2019

**Subregion 2-B (Shasta)**

Teri Vigil (Fall River Joint USD), 2019

**Subregion 2-C (Lassen, Plumas)**

Dwight Pierson (Plumas County & USD), 2020

**Region 2 County:**

Brenda Duchi (Siskiyou COE), 2020

**REGION 3 – 8 Delegates (8 elected)**

Director: A.C. (Tony) Ubalde (Vallejo City USD)

**Subregion 3-A (Sonoma)**

Ron Kristof (Santa Rosa City Schools), 2019

Jeremy Brott (Bennett Valley Union SD), 2020

**Subregion 3-B (Napa)**

Indira Lopez (Calistoga Joint USD), 2019

**Subregion 3-C (Solano)**

Diane Ferrucci (Benicia USD), 2019

David Isom (Fairfield-Suisun USD), 2019

Michael Kitzes (Vacaville USD), 2020

**Subregion 3-D (Marin)**

Barbara Owens, (Tamalpais Union HSD) 2020

**Region 3 County**

Herman Hernandez (Sonoma COE), 2019

**REGION 4 – 8 Delegates (8 elected)**

Director: Paige Stauss (Roseville Joint Union HSD)

**Subregion 4-A (Glenn, Tehama)**

Rod Thompson (Red Bluff Jt. Union HSD), 2020

**Subregion 4-B (Butte)**

Judith Peters (Paradise USD), 2019

**Subregion 4-C (Colusa, Sutter, Yuba)**

Jim Flurry (Marysville Joint USD), 2020

Vacant, 2019

**Subregion 4-D (Nevada, Placer, Sierra)**

Julann Brown (Auburn Union ESD), 2019

Linda Campbell (Nevada Joint Union HSD), 2019

Renee Nash (Eureka Union SD), 2020

**Region 4 County**

June McJunkin (Sutter COE), 2020

**REGION 5 – 10 Delegates (7 elected/3 appointed ♦)**

Director: Alisa MacAvoy (Redwood City ESD)

**Subregion 5-A (San Francisco)**

Emily Murase (San Francisco County USD) ♦, 2019

Rachel Norton (San Francisco County USD) ♦, 2019

Vacant (San Francisco County USD) ♦, 2020

**Subregion 5-B (San Mateo)**

Davina Drabkin (Burlingame ESD), 2019

Carrie Du Bois (Sequoia Union HSD), 2019

Amy Koo (Belmont-Redwood Shores SD), 2020

Clayton Koo, (Jefferson ESD), 2020

Kevin Martinez (San Bruno Park ESD), 2019

Kalimah Salahuddin (Jefferson Union HSD), 2020

**Region 5 County**

Beverly Gerard (San Mateo COE), 2019

**REGION 6 – 19 Delegates (12 elected/7 appointed ♦)**

Director: Darrel Woo (Sacramento City USD)

**Subregion 6-A (Yolo)**

Jackie Wong (Washington USD), 2020

**Subregion 6-B (Sacramento)**

Michael A. Baker (Twin Rivers USD) ♦, 2019

Pam Costa (San Juan USD) ♦, 2019

Craig DeLuz (Robla ESD), 2020

John Gordon (Galt Joint Union ESD), 2019

Jay Hansen (Sacramento City USD) ♦, 2019

Susan Heredia (Natomas USD), 2019

Lisa Kaplan (Natomas USD), 2019

Ramona Landeros (Twin Rivers USD), 2020

Crystal Martinez-Alire (Elk Grove USD) ♦, 2019

Mike McKibbin (San Juan USD) ♦, 2020

Christina Pritchett (Sacramento City USD) ♦, 2020

JoAnne Reinking (Folsom-Cordova USD), 2020

Rebecca Sandoval (Twin Rivers USD), 2019

Edward (Ed) Short (Folsom-Cordova USD), 2019

Bobbie Singh-Allen (Elk Grove USD) ♦, 2020

**Subregion 6-C (Alpine, El Dorado, Mono)**

Misty diVittorio (Placerville Union ESD), 2020

Suzanna George (Rescue Union ESD), 2019

**Region 6 County**

Shelton Yip (Yolo COE), 2020

**REGION 7 – 20 Delegates (15 elected/5 appointed ♦)**

Director: Yolanda Peña Mendrek (Liberty Union HSD)

**Subregion 7-A (Contra Costa)**

Elizabeth (Liz) Bettis (Walnut Creek ESD), 2019

Elizabeth Block (West Contra Costa USD) ♦, 2020

Laura Canciamilla (Pittsburg USD), 2020

Madeline Kronenberg (West Contra Costa USD), 2020

Linda K. Mayo (Mt. Diablo USD) ♦, 2019

Marina Ramos (John Swett USD), 2019

Richard Severy (Moraga ESD), 2019

Raymond Valverde (Liberty Union HSD), 2020

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**Subregion 7-B (Alameda)**

Valerie Arkin (Pleasanton USD), 2020  
Ann Crosbie (Fremont USD)◇, 2019  
Beatriz Leyva-Cutler (Berkeley USD), 2019  
Jody London (Oakland USD)◇, 2019  
William McGee (Hayward USD), 2019  
Amy Miller (Dublin USD), 2020  
Diana J. Prola (San Leandro USD), 2019  
Nina Senn (Oakland USD)◇, 2020  
Nancy Thomas (Newark USD), 2019  
Annette Walker (Hayward USD), 2020  
Anne White (Livermore Valley Joint USD), 2020

**Region 7 County**

Fatima Alleyne (Contra Costa COE), 2019

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**REGION 8 – 14 Delegates (12 elected/2 appointed)◇**

Director: Matthew Balzarini (Lammersville Joint USD)

**Subregion 8-A (San Joaquin)**

Kathleen Garcia (Stockton USD)◇, 2019  
Kathy Howe (Manteca USD), 2020  
George Neely (Lodi USD), 2019  
Christopher (Kit) Oase (Ripon USD), 2019  
Angela Phillips (Stockton USD)◇, 2020  
Stephen J. Schluer (Manteca USD), 2020  
Jenny Van De Pol (Lincoln USD), 2020

**Subregion 8-B (Amador, Calaveras, Tuolumne)**

Zerrall McDaniel (Calaveras USD), 2019

**Subregion 8-C (Stanislaus)**

Faye Lane (Ceres USD), 2020  
Cynthia (Cindi) Lindsey (Sylvan Union ESD), 2019  
Paul Wallace (Neman-Crows Landing USD), 2019

**Subregion 8-D (Merced)**

Adam Cox (Merced City ESD), 2019  
John Medearis (Merced Union HSD), 2020

**Region 8 County**

Juliana Feriani (Tuolumne COE), 2020

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**REGION 9 – 8 Delegates (8 elected)**

Director: Tami Gunther (Atascadero USD)

**Subregion 9-A (San Benito, Santa Cruz)**

Phil Rodriguez (Soquel Union ESD), 2020  
Deborah Tracy-Proulx (Santa Cruz City Schools), 2020  
George Wylie (San Lorenzo Valley USD), 2019

**Subregion 9-B (Monterey)**

Lila Cann (Salinas Union HSD), 2019  
Rita Patel (Carmel USD), 2020

**Subregion 9-C (San Luis Obispo)**

Mark Buchman (San Luis Coastal USD), 2020  
Vicki Meagher (Lucia Mar USD), 2019

**Region 9 County**

Janet Wohlgemuth (Monterey COE), 2019

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**REGION 10 – 15 Delegates (11 elected/4 appointed)◇**

Director: Susan Markarian (Pacific Union ESD)

**Subregion 10-A (Madera, Mariposa)**

Barbara Bigelow (Chawanakee USD), 2019

**Subregion 10-B (Fresno)**

Daniel Babshoff (Kerman USD), 2019  
Connie Brooks (Kings Canyon Joint USD), 2020  
Darrell Carter (Washington USD), 2020  
Gilbert Coelho (Firebaugh-Las Deltas USD), 2020  
Valerie Davis (Fresno USD)◇, 2019  
Brian Heryford (Clovis USD)◇, 2019  
William (Bill) Johnson (Clay ESD), 2019  
Marcy Masumoto (Sanger USD), 2019  
Carol Mills (Fresno USD)◇, 2020  
Elizabeth (Betsy) Sandoval (Clovis USD)◇, 2020  
Norman Saude (Sierra USD), 2020  
Kathy Spate (Caruthers USD), 2019

**Subregion 10-C (Kings)**

Teresa Carlos-Contreras (Kings River-Hardwick Union ESD), 2020

**Region 10 County**

Sara Wilkins (Madera COE), 2020

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**REGION 11 – 9 Delegates (9 elected)**

Director: Suzanne Kitchens (Pleasant Valley SD)

**Subregion 11-A (Santa Barbara)**

Jack C. Garvin (Santa Maria Joint Union HSD), 2020  
Luz Reyes-Martin (Goleta Union SD), 2019

**Subregion 11-B (Ventura County and Las Virgenes USD)**

William Daniels (Simi Valley USD), 2020  
Vianey Lopez (Hueneme ESD), 2020  
Veronica Robles-Solis (Oxnard SD), 2020  
Kelsey Stewart (Santa Paula USD), 2020  
Christina (Tina) Urias (Santa Paula USD), 2019  
John Walker (Ventura USD), 2019

**Region 11 County**

Mark Lisagor (Ventura COE), 2019

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**REGION 12 – 14 Delegates (11 elected/3 appointed)◇**

Director: Bill Farris (Sierra Sands USD)

**Subregion 12-A (Tulare)**

Peter Lara, Jr. (Porterville USD), 2020  
Cathy Mederos (Tulare Joint Union HSD), 2019  
Dean Sutton (Exeter USD), 2019  
Lucia Vazquez (Visalia USD), 2020

**Subregion 12-B (Kern)**

Pamela (Pam) Baugher (Bakersfield City SD), 2019  
Jeff Flores (Kern Union HSD)◇, 2019  
Pamela Jacobsen (Standard SD), 2020  
Tim Johnson (Sierra Sands USD), 2019  
Phillip Peters (Kern Union HSD)◇, 2020  
Geri Rivera (Arvin Union SD), 2019  
Gaby Schmidt (Lakeside Union ESD), 2020  
Lillian Tafoya (Bakersfield City SD)◇, 2020  
Keith Wolaridge (Panama-Buena Vista Union SD), 2019

**Region 12 County**

Donald P. Cowan (Kern COE), 2020

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**REGION 15 – 26 Delegates (18 elected/8 appointed)◇**

Director: Meg Cutuli (Los Alamitos USD)

**County: Orange**

Alfonso Alvarez (Santa Ana USD)◇, 2019

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**Delegate Assembly List as of 10-15-18**

Dana Black (Newport-Mesa USD), 2020  
Lauren Brooks (Irvine USD), 2020  
Carrie Buck (Placentia-Yorba Linda USD), 2019  
Bonnie Castrey (Huntington Beach Union HSD), 2019  
Jeff Cole (Anaheim ESD), 2019  
Ian Collins (Fountain Valley ESD), 2019  
Lynn Davis (Tustin USD), 2020  
Karin Freeman (Placentia-Yorba Linda USD), 2019  
Ira Glasky (Irvine USD)◇, 2020  
Patricia Holloway (Capistrano USD)◇, 2019  
Al Jabbar (Anaheim Un. HSD), 2019  
Candice (Candi) Kern (Cypress ESD), 2020  
Martha McNicholas (Capistrano USD)◇, 2020  
Lan Nguyen (Garden Grove USD)◇, 2020  
John Palacio (Santa Ana USD)◇, 2020  
Annemarie Randle-Trejo (Anaheim Union HSD)◇, 2020  
Teri Rocco (Garden Grove USD)◇, 2019  
Rosemary Saylor (Huntington Beach City ESD), 2020  
Francine Scinto (Tustin USD), 2020  
Michael Simons (Huntington Beach Union HSD), 2020  
Robert A. Singer (Fullerton Joint Union HSD), 2019  
Suzie R. Swartz (Saddleback Valley USD), 2019  
Sharon Wallin (Irvine USD), 2020  
Dolores Winchell (Saddleback Valley USD), 2019

**Region 15 County**

John (Jack) Bedell (Orange COE), 2019 ◇

**REGION 16 – 20 Delegate (15 elected/5 appointed)◇**

Director: Karen Gray (Silver Valley USD)

**Subregion 16-A (Inyo)**

Susan Patton (Lone Pine USD), 2019

**Subregion 16-B (San Bernardino)**

Christina Cameron-Otero (Needles USD), 2020  
Tom Courtney (Lucerne Valley USD), 2019  
Barbara J. Dew (Victor Valley Union HSD), 2020  
Gwen Dowdy-Rodgers (San Bernardino City USD)◇, 2019  
Barbara Flores (San Bernardino City USD)◇, 2020  
Peter Garcia (Fontana USD)◇, 2019  
Cindy Gardner (Rim of the World USD), 2020  
Margaret Hill (San Bernardino City USD), 2019  
Shari Megaw (Chaffey Joint Union HSD), 2019  
Jim O'Neill, (Redlands USD), 2020  
Sylvia Orozco (Chino Valley USD)◇, 2019  
Caryn Payzant (Alta Loma ESD), 2020  
Barbara Schneider (Helendale SD), 2020  
Matt Slowik (Fontana USD)◇, 2020  
Wilson So (Apple Valley USD), 2019  
Mark Sumpter (San Bernardino COE), 2020  
Eric Swanson (Hesperia USD), 2019  
Kathy A. Thompson (Central ESD), 2019  
Donna West (Redlands USD), 2020

**Region 16 County**

Laura A. Mancha (San Bernardino COE), 2020

**REGION 17 – 24 Delegates (18 elected/6 appointed)◇**

Director: Katie Dexter (Lemon Grove SD)

**County: San Diego**

Elvia Aguilar (South Bay Union SD), 2020

**Delegate Assembly List as of 10-15-18**

Barbara Avalos (National SD), 2020  
Richard Barrera, (San Diego USD)◇, 2019  
Leslie Ray Bunker (Chula Vista ESD), 2019  
Brian Clapper (National SD), 2020  
Eleanor Evans (Oceanside USD), 2020  
Al Guerra (Alpine Union SD), 2019  
Beth Hergesheimer (San Dieguito Union HSD), 2019  
Laurie Humphrey (Chula Vista ESD), 2020  
Claudine Jones (Carlsbad USD), 2020  
Michael McQuary (San Diego USD)◇, 2020  
Tamara Otero (Cajon Valley Union SD), 2019  
Dawn Perfect (Ramona USD), 2019  
Barbara Ryan (Santee SD), 2019  
Elva Salinas (Grossmont Union HSD), 2020  
Debra Schade (Solana Beach ESD), 2020  
Nicholas Segura (Sweetwater Union HSD)◇, 2020  
Charles Sellers (Poway USD)◇, 2019  
Louis Smith (Coronado USD), 2019  
Arturo Solis (Sweetwater Union HSD)◇, 2019  
Marla Strich (Encinitas Union ESD), 2020  
Cipriano Vargas, (Vista USD), 2020  
Sharon Whitehurst-Payne (San Diego USD)◇, 2019

**Region 17 County**

Guadalupe Gonzalez (San Diego COE), 2019 ◇

**REGION 18 – 21 Delegates (16 elected/5 appointed)◇**

Director: Wendy Jonathan (Desert Sands USD)

**Subregion 18-A (Riverside)**

Alfredo Andrade (Banning USD), 2019  
Kenneth Dickson (Murrieta Valley USD), 2019  
Robert Garcia (Jurupa USD), 2019  
Madonna Gerrell (Palm Springs USD), 2019  
Blanca T. Hall (Coachella Valley USD), 2020  
Tom Hunt (Riverside USD)◇, 2019  
Cleveland (CJ) Johnson (Moreno Valley USD)◇, 2019  
Marla Kirkland (Val Verde USD), 2020  
Susie Lara (Beaumont USD), 2020  
Patricia Lock-Dawson (Riverside USD)◇, 2020  
David Nelissen (Perris Union HSD), 2020  
Bill Newberry (Corona-Norco USD)◇, 2020  
Kristi Rutz-Robbins (Temecula Valley USD), 2019  
Victor Scavarda (Hemet USD), 2020  
Susan (Sue) Scott (Lake Elsinore USD), 2020  
Mary Helen Ybarra (Corona-Norco USD)◇, 2019  
Vacant, 2019

**Subregion 18-B (Imperial)**

Ralph Fernandez (Brawley Union HSD), 2019  
Diahna Garcia-Ruiz (Heber ESD), 2019  
Gloria Santillan (Brawley ESD), 2020  
**County:** Wendel W. Tucker (Riverside COE), 2020

**REGION 20 – 12 Delegates (11 elected/1 appointed)◇**

Director: Albert Gonzalez (Santa Clara USD)

**County: Santa Clara**

Frank Biehl (East Side Union HSD), 2020  
Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD), 2020  
Danielle Cohen (Campbell Union SD), 2019  
Pamela Foley (San Jose USD)◇, 2019

Bonnie Mace (Evergreen ESD), 2019  
Joe Mitchner (Mountain View-Los Altos Un. HSD), 2020  
Jodi Muirhead, (Santa Clara USD), 2020  
Reid Myers (Sunnyvale SD), 2019  
Andres Quintero (Alum Rock Union ESD), 2019  
George Sanchez (Franklin-McKinley ESD), 2019  
Vacant, 2019  
*County:* Rosemary Kamei (Santa Clara COE), 2020

**REGION 21 – 7 Delegates (0 elected/ 7 appointed) ♦**  
Director: Kelly Gonez (Los Angeles USD) ♦, 2022

*County: Los Angeles*

Monica Garcia (Los Angeles USD) ♦, 2021  
George McKenna (Los Angeles USD) ♦, 2020  
Nick Melvoin (Los Angeles USD) ♦, 2022  
Ref Rodriguez (Los Angeles USD) ♦, 2020  
Scott Schmerelson (Los Angeles USD) ♦, 2020  
Richard Vladovic (Los Angeles USD) ♦, 2020

**Region 18 County**

Douglas Boyd (Los Angeles COE) ♦, 2020

**REGION 22 – 6 Delegates (6 elected)**  
Director: Keith Giles (Lancaster ESD)

*Los Angeles County: North Los Angeles*

John Curiel (Westside Union ESD), 2019  
Steven DeMarzio (Westside Union ESD), 2020  
Stacy Dobbs (Castaic Union SD), 2020  
R. Michael Dutton (Antelope Valley Union HSD), 2019  
Nancy Smith (Palmdale ESD), 2020  
Steven M. Sturgeon (William S. Hart Union HSD), 2019

**REGION 23 – 15 Delegates (13 elected/2 Appointed) ♦**  
Director: Helen Hall (Walnut Valley USD)

*Los Angeles County: San Gabriel Valley & East Los Angeles*

**Subregion 23-A**

Suzie Abajian (South Pasadena USD), 2019  
Adele Andrade-Stadler (Alhambra USD), 2019  
Kimberly Kenne (Pasadena USD), 2020  
Gregory Krikorian (Glendale USD), 2020  
Gary Scott (San Gabriel USD), 2020

**Subregion 23-B**

Jessica Ancona (El Monte City SD), 2019  
Anthony Duarte (Hacienda La Puente USD), 2020  
Gino (J.D.) Kwok (Hacienda La Puente USD) ♦, 2020  
Larry Redinger (Walnut Valley USD), 2019

**Subregion 23-C**

Cory Ellenson (Glendora USD), 2020  
Steven Llanusa (Claremont USD), 2020  
Christina Lucero (Baldwin Park USD), 2019  
Eileen Miranda Jimenez (West Covina USD), 2019  
Roberta Perlman (Pomona USD) ♦, 2019  
Paul Solano (Bassett USD), 2020

**REGION 24 – 16 Delegates (14 elected/2 Appointed) ♦**  
Director: Donald E. LaPlante (Downey USD)

*Los Angeles County: Southwest Crescent*

Darryl Adams (Norwalk-La Mirada USD), 2019  
Leighton Anderson (Whittier Union HSD), 2020  
Jan Baird (South Whittier ESD), 2019  
Maggie Bove-LaMonica (Hermosa Beach City ESD), 2020  
Diana Craighead (Long Beach USD) ♦, 2020  
Paul Gardiner (East Whittier City ESD), 2020  
Vivian Hansen (Paramount USD), 2019  
Megan Kerr (Long Beach USD) ♦, 2019  
Eugene Krank (Hawthorne SD), 2020  
Jose Lara (El Rancho USD), 2019  
Sylvia V. Macias (South Whittier ESD), 2020  
Karen Morrison (Norwalk-La Mirada USD), 2020  
Ann M. Phillips (Lawndale ESD), 2020  
Jesse Urquidi, (Norwalk-LaMirada USD), 2020  
Ana Valencia (Norwalk-La Mirada USD), 2019  
Satra Zurita, (Compton USD), 2019



IV C

**Recording Requested By:**  
Gravenstein Union School District  
3840 Twig Avenue,  
Sebastopol, CA 95472

**When Recorded Return to:**  
Gravenstein Union School District  
3840 Twig Avenue,  
Sebastopol, CA 95472

**NOTICE OF COMPLETION**

Civil Code § 8182, 8184, 9204, and 9208

Exempt from recording fees pursuant to Government Code section 27383

NOTICE IS HEREBY GIVEN that the Board of Trustees of the **Gravenstein Union School District**, owner, authorized that the following project be constructed: **Gravenstein Elementary School Phase III Project** ("Project"); that the general contractor for the Project is **GCCI, INC.** and that:

1. The date of completion of the work of the Project was: November 14, 2018;
2. The work of improvement is located at: **3840 Twig Avenue, Sebastopol, CA 95472**. The District has a fee interest in the subject property.
3. The Owner's address is **3840 Twig Avenue, Sebastopol, CA 95472**.

*Verification*

I, \_\_\_\_\_, state that I am a duly authorized agent of the District and I make this verification on behalf of the Governing Board. I have read the foregoing Notice of Completion and know the contents thereof. The same is true of my own knowledge, except as to those matters stated on information and belief and, as to those matters, I believe them to be true.

Executed in **Sonoma** County, California. I declare under penalty of perjury under the laws of the State of California that the above is true and correct.

\_\_\_\_\_  
Authorized Agent of Owner

\_\_\_\_\_  
Date

Name: Jennifer Schwinn  
Title: Superintendent  
District: Gravenstein Union School District

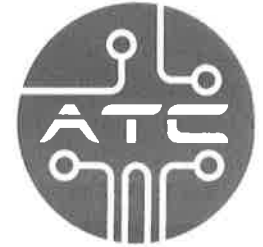




IV D

**Ally Technology Consulting LLC**

(707) 992-5797  
chris@allytechconsulting.net  
www.allytechconsulting.net



Ally Technology Consulting

# ESTIMATE

**ADDRESS**

Jennifer Schwinn  
GUSD  
3840 Twig Ave  
Sebastopol, CA 95472  
United States

**ESTIMATE #** OP-1057

**DATE** 10/03/2018

**EXPIRATION DATE** 11/30/2018

ACTIVITY	QTY	RATE	AMOUNT
<b>Computer Hardware:3PD95UT#ABA</b> SMART BUY CHROMEBOOK 14 G5 SYST N3350 4GB 16GB 14IN BT CHROME Product stocked by manufacturer. Delivery times vary.	45	286.25	12,881.25T
<b>Accessories:Tripp Lite CS32ACW</b> -Port AC Charging Cart Storage Station - White	1	949.99	949.99T
<b>License:Chrome for Work EDU</b> GOOGLE CHROME FOR EDU ACAD CHROMEOS MANAGEMENT SVC ONLY PERPETUAL LICs TERM	45	26.00	1,170.00
<b>LABOR</b> Labor to configure and inventory Chromebooks and set up cart.	45	5.00	225.00
<b>Recycle Fee:Less Than 15"</b>	45	5.00	225.00
<b>Shipping</b> Estimate on shipping to location requiring lift-gate and no dock. Outdoor delivery.	1	215.00	215.00

SUBTOTAL	15,666.24
TAX (8.125%)	1,123.79
<b>TOTAL</b>	<b>\$16,790.03</b>

Accepted By

Accepted Date

**Ally Technology Consulting LLC**

(707) 992-5797  
chris@allytechconsulting.net  
www.allytechconsulting.net



Ally Technology Consulting

# ESTIMATE

**ADDRESS**

Jennifer Schwinn  
GUSD  
3840 Twig Ave  
Sebastopol, CA 95472  
United States

**ESTIMATE #** OP-1060

**DATE** 10/10/2018

**EXPIRATION DATE** 11/30/2018

ACTIVITY	QTY	RATE	AMOUNT
<b>Computer Hardware:3NU63UT#ABA</b> SMART BUY CHROMEBOOK 14 G5 SYST N3350 4GB 16GB 14IN BT CHROME	24	245.00	5,880.00T
<b>License:Chrome for Work EDU</b> GOOGLE CHROME FOR EDU ACAD CHROMEOS MANAGEMENT SVC ONLY PERPETUAL LIC TERM	24	26.00	624.00
<b>LABOR</b> Labor to configure and inventory Chromebooks and set up cart.	24	5.00	120.00
<b>Recycle Fee:Less Than 15"</b>	24	5.00	120.00

SUBTOTAL	6,744.00
TAX (8.125%)	477.75
<b>TOTAL</b>	<b>\$7,221.75</b>

Accepted By

Accepted Date

Bids updated  
New total = \$ 24,011.78

16,790.03+  
7,221.75+  
24,011.78\*



## State LCAP Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). **(Priority 1)**

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for All students, including English learners. **(Priority 2)**

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. **(Priority 7)**

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. **(Priority 9)**

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. **(Priority 10)**

### B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. **(Priority 4)**

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. **(Priority 8)**

### C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. **(Priority 3)**

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. **(Priority 5)**

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school-connectedness. **(Priority 6)**



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Priorities

Priority 1 ✓

Priority 2

Priority 3

Priority 6

Priority 7

Finalize

# Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \***

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \***

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \***

## Criteria:

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

- Met
- Not Met
- Not Met For Two or More Years

***Optional:* Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

Submit Responses

Reset Form

Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

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Sacramento, CA 95814



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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3

Priority 6

Priority 7

Finalize

# Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

## Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency’s progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

## Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

English Language Arts – Common Core State Standards for English Language Arts

1  2  3  4  5

English Language Development (Aligned to English Language Arts Standards)

1  2  3  4  5

Mathematics – Common Core State Standards for Mathematics

1  2  3  4  5

Next Generation Science Standards



1  2  3  4  5

#### History-Social Science

1  2  3  4  5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

#### English Language Arts – Common Core State Standards for English Language Arts

1  2  3  4  5

#### English Language Development (Aligned to English Language Arts Standards)

1  2  3  4  5

#### Mathematics – Common Core State Standards for Mathematics

1  2  3  4  5

#### Next Generation Science Standards

1  2  3  4  5

#### History-Social Science

1  2  3  4  5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

#### English Language Arts – Common Core State Standards for English Language Arts

1  2  3  4  5

#### English Language Development (Aligned to English Language Arts Standards)

1  2  3  4  5

#### Mathematics – Common Core State Standards for Mathematics

1  2  3  4  5

#### Next Generation Science Standards

1  2  3  4  5

#### History-Social Science

1  2  3  4  5

## Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

#### Career Technical Education

1  2  3  4  5

#### Health Education Content Standards

1  2  3  4  5

#### Physical Education Model Content Standards

1  2  3  4  5

#### Visual and Performing Arts

1  2  3  4  5

#### World Language

1  2  3  4  5

## Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

Identifying the professional learning needs of groups of teachers or staff as a whole

1  2  3  4  5

Identifying the professional learning needs of individual teachers

1  2  3  4  5

Providing support for teachers on the standards they have not yet mastered

1  2  3  4  5

# Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

- Met
- Not Met
- Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Submit Responses

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Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

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Optional Narrative

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Priorities

Priority 1



Priority 2



Priority 3



Priority 6

Priority 7

Finalize

## Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

### Option 1: Survey

**If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:**

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

## Option 2: Local Measures

### Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

#### A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

#### B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

•Parents participate monthly shared leadership via in Site Council, and represent unduplicated groups at Site Council also.  
•A parent survey was conducted in the 2017-18 school year to gain parent feedback on programming.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met  
 Not Met  
 Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for parent engagement.

Text limit is 1500 characters

Submit Responses

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Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

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Sacramento, CA 95814

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## School Climate (Priority 6)

Home

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Optional Narrative

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

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Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Priorities

Priority 1



Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and

Priority 2



connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student

Priority 3



groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of

Priority 6

specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

Priority 7

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Finalize

Text is limited to 3000 characters

•In 2017-18, the CA Healthy Kids Survey (CHKS) was not issued due to the disruption of the CA firestorms in October 2017. However, the CHKS was conducted with 5th and 7th grade students in the fall of 2018.

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met
- Not Met
- Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Submit Responses

Reset Form

Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (<mailto:lcff@cde.ca.gov>)

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Sacramento, CA 95814

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## School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

•In 2017-18, the CA Healthy Kids Survey (CHKS) was not issued due to the disruption of the CA firestorms in October 2017. However, the CHKS was conducted with 5th and 7th grade students in the fall of 2018.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met
- Not Met
- Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

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## Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

**Evidence:** The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

- The master schedule ensures that all students are able to receive instruction in all core academic subjects including: ELA, math, science, social study, PE, and a variety of enrichment courses in performing and visual arts.
- Enrollment and attendance numbers demonstrate that students are engaged in academic programming in a broad

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

- The master schedule demonstrates that students qualifying for RSP services receive pull out instruction in ELA and Math at the same time that their general education counterparts receive instruction in those subjects, so they do not miss alternate subjects while in the Learning Lab.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

No barriers identified.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

When the LEA considers changes to the bell schedule or master schedule care is taken to ensure that no students miss essential core instruction.

Text is limited to 3000 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met
- Not Met
- Not Met For Two or More Years



**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.**

Text is limited to 1500 characters

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# Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

**Standard:** Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

**Instructions:** Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \***

0

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \***

0

**Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \***

0

## Criteria:

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

- Met
- Not Met
- Not Met For Two or More Years

***Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.***

Text limit is 1500 characters

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# Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

## Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

## Option 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

English Language Arts – Common Core State Standards for English Language Arts

1  2  3  4  5

English Language Development (Aligned to English Language Arts Standards)

1  2  3  4  5

Mathematics – Common Core State Standards for Mathematics

1  2  3  4  5

Next Generation Science Standards

1  2  3  4  5

History-Social Science

1  2  3  4  5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts

1  2  3  4  5

English Language Development (Aligned to English Language Arts Standards)

1  2  3  4  5

Mathematics – Common Core State Standards for Mathematics

1  2  3  4  5

Next Generation Science Standards

1  2  3  4  5

History-Social Science

1  2  3  4  5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

***Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts

1  2  3  4  5

English Language Development (Aligned to English Language Arts Standards)

1  2  3  4  5

Mathematics – Common Core State Standards for Mathematics

1  2  3  4  5

Next Generation Science Standards

1  2  3  4  5

#### History-Social Science

1  2  3  4  5

## Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

#### Career Technical Education

1  2  3  4  5

#### Health Education Content Standards

1  2  3  4  5

#### Physical Education Model Content Standards

1  2  3  4  5

#### Visual and Performing Arts

1  2  3  4  5

#### World Language

1  2  3  4  5

## Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

Identifying the professional learning needs of groups of teachers or staff as a whole

1  2  3  4  5

Identifying the professional learning needs of individual teachers

1  2  3  4  5

Providing support for teachers on the standards they have not yet mastered

1  2  3  4  5

# Criteria:

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

- Met
- Not Met
- Not Met For Two or More Years

***Optional:* Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

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# Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

## Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K-5, 6-8, 9-12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Empty text input area for the survey summary.

## Option 2: Local Measures

### Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

#### A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

#### B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

- Parents participate monthly shared leadership via in Site Council, and represent unduplicated groups at Site Council also.
- A parent survey was conducted in the 2017-18 school year to gain parent feedback on programming.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met
- Not Met
- Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for parent engagement.

Text limit is 1500 characters

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## School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

•Superintendent Schwinn met with representatives from Student Council to review the LCAP goals and receive their feedback. The comments of students were included in the LCAP.

•In 2017-18, the CA Healthy Kids Survey (CHKS) was not issued due to the disruption of the CA firestorms in

## Criteria:

**Please assess the local educational agency performance on meeting the standard by designating the following:\***

- Met
- Not Met
- Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text is limited to 1500 characters

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# Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

## Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

•The master schedule ensures that all students are able to receive instruction in all core academic subjects including: ELA, math, science, social study, PE, and a variety of enrichment courses in performing and visual arts.  
•Enrollment and attendance numbers demonstrate that students are engaged in academic programming in a broad

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

•The master schedule demonstrates that students qualifying for RSP services receive pull out instruction in ELA and Math at the same time that their general education counterparts receive instruction in those subjects, so they do not miss alternate subjects while in the Learning Lab.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

No barriers identified.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

When the LEA considers changes to the bell schedule or master schedule care is taken to ensure that no students miss essential core instruction.

Text is limited to 3000 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met
- Not Met
- Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.**

Text is limited to 1500 characters

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# Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \***

0

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \***

0

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \***

0

## Criteria:

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

- Met
- Not Met
- Not Met For Two or More Years

***Optional:* Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

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# Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

## Option 1: Narrative Summary

**In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.**

**Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:**

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

## Option 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)



1  2  3  4  5

**Mathematics – Common Core State Standards for Mathematics**

1  2  3  4  5

**Next Generation Science Standards**

1  2  3  4  5

**History-Social Science**

1  2  3  4  5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

**English Language Arts – Common Core State Standards for English Language Arts**

1  2  3  4  5

**English Language Development (Aligned to English Language Arts Standards)**

1  2  3  4  5

**Mathematics – Common Core State Standards for Mathematics**

1  2  3  4  5

**Next Generation Science Standards**

1  2  3  4  5

**History-Social Science**

1  2  3  4  5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

**English Language Arts – Common Core State Standards for English Language Arts**

1  2  3  4  5

**English Language Development (Aligned to English Language Arts Standards)**

1  2  3  4  5

**Mathematics – Common Core State Standards for Mathematics**

1  2  3  4  5

**Next Generation Science Standards**

1  2  3  4  5

**History-Social Science**

1  2  3  4  5

## Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

Career Technical Education

1  2  3  4  5

Health Education Content Standards

1  2  3  4  5

Physical Education Model Content Standards

1  2  3  4  5

Visual and Performing Arts

1  2  3  4  5

World Language

1  2  3  4  5

## Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

Identifying the professional learning needs of groups of teachers or staff as a whole

1  2  3  4  5

Identifying the professional learning needs of individual teachers

1  2  3  4  5

Providing support for teachers on the standards they have not yet mastered

1  2  3  4  5

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

- Met
- Not Met
- Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Submit Responses

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

Priorities finalized on Nov  
12, 2018

## Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

### Option 1: Survey

**If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:**

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

## Option 2: Local Measures

### Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

#### A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

#### B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

- Parents participate monthly shared leadership via in Site Council, and represent unduplicated groups at Site Council also.
- A parent survey was conducted in the 2017-18 school year to gain parent feedback on

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met  
 Not Met  
 Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for parent engagement.

Text limit is 1500 characters

Submit Responses

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

Priorities finalized on Nov  
12, 2018

## School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

• Superintendent Schwinn met with representatives from Student Council to review the LCAP goals and receive their feedback. The comments of students were included in the LCAP.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met

- Not Met
- Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text is limited to 1500 characters

Submit Responses

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

Priorities finalized on Nov 12, 2018

## Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

**Evidence:** The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

•The master schedule ensures that all students are able to receive instruction in all core academic subjects including: ELA, math, science, social study, PE, and a variety of enrichment courses in performing and visual arts.  
•Enrollment and attendance numbers demonstrate that students are engaged in academic programming in a broad

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

•The master schedule demonstrates that students qualifying for RSP services receive pull out instruction in ELA and Math at the same time that their general education counterparts receive instruction in those subjects, so they do not miss alternate subjects while in the Learning Lab.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

No barriers identified.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

When the LEA considers changes to the bell schedule or master schedule care is taken to ensure that no students miss essential core instruction.

Text is limited to 3000 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- Met
- Not Met



⊗ Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.**

Text is limited to 1500 characters

Submit Responses

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### **Local Indicators:**

**New local indicators are required for the CA Dashboard and tied to the Local Control Accountability Plan for priority areas 3, 6, and 7.**

**Priority #3 - Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special needs subgroups.**

#### **Gravenstein Elementary**

- Parents participate monthly shared leadership via in Site Council, and represent unduplicated groups at Site Council also.
- A parent survey was conducted in the 2017-18 school year to gain parent feedback on programming.
- A sign-in binder tracks the parent volunteers who work on campus each day.
- The Superintendent sends a weekly newsletter to all stakeholders to encourage engagement.
- A standing item is kept on the monthly GUSD Board agenda to encourage parent input on programming.

#### **Hillcrest Middle School**

- Parents participate monthly shared leadership via in Site Council, and represent unduplicated groups at Site Council also.
- A parent survey was conducted in the 2017-18 school year to gain parent feedback on programming.
- A sign-in binder tracks the parent volunteers who work on campus each day.
- The Superintendent sends a weekly newsletter to all stakeholders to encourage engagement.
- A standing item is kept on the monthly GUSD Board agenda to encourage parent input on programming.

#### **District Schools: Gravenstein First & Community Day**

- Parents participate monthly shared leadership via in Site Council, and represent unduplicated groups at Site Council also.
- A parent survey was conducted in the 2017-18 school year to gain parent feedback on programming.
- A sign-in binder tracks the parent volunteers who work on campus each day.
- The Superintendent sends a weekly newsletter to all stakeholders to encourage engagement.
- A standing item is kept on the monthly GUSD Board agenda to encourage parent input on programming.

**Priority #6 – School Climate: pupil suspension rates, pupil expulsion rates, other local measures including survey of pupils, parents and teachers on the sense of safety and school connected ness.**

### Gravenstein Elementary

- Superintendent Schwinn met with representatives from Student Council to review the LCAP goals and receive their feedback. The comments of students were included in the LCAP.
- In 2017-18, the CA Healthy Kids Survey (CHKS) was not issued due to the disruption of the CA firestorms in October 2017. However, the CHKS was conducted with 5<sup>th</sup> and 7<sup>th</sup> grade students in the fall of 2018.

### Hillcrest Middle School

- Superintendent Schwinn met with representatives from Student Council to review the LCAP goals and receive their feedback. The comments of students were included in the LCAP.
- In 2017-18, the CA Healthy Kids Survey (CHKS) was not issued due to the disruption of the CA firestorms in October 2017. However, the CHKS was conducted with 5<sup>th</sup> and 7<sup>th</sup> grade students in the fall of 2018.

### District Schools: Gravenstein First & Community Day

- Superintendent Schwinn met with representatives from Student Council to review the LCAP goals and receive their feedback. The comments of students were included in the LCAP.
- In 2017-18, the CA Healthy Kids Survey (CHKS) was not issued due to the disruption of the CA firestorms in October 2017. However, the CHKS was conducted with 5<sup>th</sup> and 7<sup>th</sup> grade students in the fall of 2018.

**Priority #7 - Course Access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210.**

### Gravenstein Elementary

- The master schedule ensures that all students are able to receive instruction in all core academic subjects including: ELA, math, science, social study, PE, and a variety of enrichment courses in performing and visual arts.
- The master schedule demonstrates that students qualifying for RSP services receive pull out instruction in ELA and Math at the same time that their general education counterparts receive instruction in those subjects, so they do not miss alternate subjects while in the Learning Lab.
- Enrollment and attendance numbers demonstrate that students are engaged in academic programming in a broad course of study.

### Hillcrest Middle School

- The master schedule ensures that all students are able to receive instruction in all core academic subjects including: ELA, math, science, social study, PE, and a variety of enrichment courses in performing and visual arts.

- The master schedule demonstrates that students qualifying for RSP services receive pull out instruction in ELA and Math at the same time that their general education counter parts receive instruction in those subjects, so they do not miss alternate subjects while in the Learning Lab.

- Enrollment and attendance numbers demonstrate that students are engaged in academic programming in a broad course of study.

#### **District Schools: Gravenstein First & Community Day**

- The master schedule ensures that all students are able to receive instruction in all core academic subjects including: ELA, math, science, social study, PE, and a variety of enrichment courses in performing and visual arts.

- The master schedule demonstrates that students qualifying for RSP services receive pull out instruction in ELA and Math at the same time that their general education counter parts receive instruction in those subjects, so they do not miss alternate subjects while in the Learning Lab.

- Enrollment and attendance numbers demonstrate that students are engaged in academic programming in a broad course of study.



**Board Bylaw**  
**Meetings And Notices**

Proposed  
changes

BB 9320  
**Board Bylaws**

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

- (cf. 9321 - Closed Session Purposes and Agendas)
- (cf. 9321.1 - Closed Session Actions and Reports)
- (cf. 9322 - Agenda/Meeting Materials)
- (cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

\*\*\*Note: The Brown Act prohibits serial meetings, defined under Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business. However, Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member. Thus, Superintendent briefings involving less than a majority of the Board are allowed, but participants must ensure that the comments or positions of one member are not shared with other members. \*\*\*

\*\*\*Note: This prohibition against serial meetings also applies to communications via technology. Email exchanges, chat room threads, or comments posted on a blog that result in a majority of the Board "discussing" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. See BB 9012 - Board Member Electronic Communications. \*\*\*

\*\*\*Note: In 84 Ops.Cal.Atty.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the district's web site, and (3) distributed at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, "in

public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate. \*\*\*

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

\*\*\*Note: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (42 USC 12132) and implementing regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

#### Regular Meetings

\*\*\*Note: Education Code 35140 and Government Code 54954 mandate the Board to fix the time and place for its regular meetings by rule and regulation.

**The Board shall hold at least 1 regular meeting each month. Regular meetings shall be begin at 5 p.m., and end no later than 9 p.m. on the 2<sup>nd</sup> Wednesday (day) of the month and be held at Gravenstein Elementary School. The Board may vote by majority to extend the time of the meeting for Emergency or unforeseen circumstances that require immediate attention.**

\*\*\*Note: Pursuant to Government Code 54954.2, the agenda for a regular meeting must be posted at least 72 hours prior to the meeting, at a location that is freely accessible to the public. As amended by AB 1344 (Ch. 692, Statutes of 2011), Government Code 54954.2 also requires that the agenda be posted on the district's Internet web site, if it has one. Any district that does not have a web site should delete the reference to it in the following paragraph. \*\*\*

Proposed per J.K.

\*\*\*Note: The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda must also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. The Attorney General also opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week. \*\*\*

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

\*\*\*Note: Pursuant to Government Code 54957.5, the agenda must list any address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular meeting; see BB 9322 - Agenda/Meeting Materials. In addition, pursuant to the California Public Records Act (Government Code 6252-6270), agenda materials related to an open session of a Board's regular meeting are "public records" and are subject to the inspection of any member of the public. For a list of documents subject to disclosure by the district, see BP/AR 1340 - Access to District Records. \*\*\*

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

### Special Meetings

\*\*\*Note: Education Code 35144 and Government Code 54956 allow the Board to hold special meetings to address any matter that requires timely action. For example, the Board may hold a special meeting to discuss the need for an emergency state apportionment when the district is in financial distress; see AR 3460 - Financial Reports and Accountability. However, pursuant to Government Code 54956, as amended by AB 1344 (Ch. 692, Statutes of 2011), certain specified matters, as described below, may not be addressed in a special meeting. \*\*\*

Special meetings of the Board may be called at any time by the presiding officer or a



majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

\*\*\*Note: Pursuant to Government Code 54956, written notice of a special meeting may be delivered personally or by other means, including email or fax. AB 1344 (Ch. 692, Statutes of 2011) amended Government Code 54956 to require any district that has its own Internet web site to also post the notice on its web site. Any district that does not have its own web site should delete reference to it in the following paragraph. \*\*\*

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

### Emergency Meetings

\*\*\*Note: Government Code 54956.5 authorizes a closed session during emergency meetings, as long as two-thirds of the members present at the meeting agree on the need for the closed session. See BB 9321 - Closed Session Purposes and Agendas and E 9323.2 - Actions by the Board. \*\*\*

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

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

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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

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

#### Adjourned/Continued Meetings

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

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

#### Study Sessions, Retreats, Public Forums, and Discussion Meetings

\*\*\*Note: The following section is optional and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board must still comply with the 72 hours

public notice requirement when holding a study session, retreat, public forum or other such meeting. \*\*\*

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)  
(cf. 2111 - Superintendent Governance Standards)  
(cf. 9000 - Role of the Board)  
(cf. 9005 - Governance Standards)  
(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

#### Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program:  
(Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are

not subject to the Brown Act. (Government Code 54952.2)

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(cf. 0410 - Nondiscrimination in District Programs and Activities)

Meetings shall be held within district boundaries, except to do any of the following:  
(Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

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A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

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Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

\*\*\*Note: In 84 Ops.Cal.Atty.Gen. 181 (2001), the Attorney General opined that a city is not required under the Americans with Disabilities Act to provide, as an accommodation for a disabled city council member who was unable to attend a regularly scheduled meeting, a teleconference connection to the member's house where the public would not be permitted to be present. According to the Attorney General, Government Code 54953 requires that members of the public be permitted to be present at any teleconference location. \*\*\*

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:

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- 35143 Annual organizational meeting, date, and notice
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- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 3511.1 Local agency executives
- 11135 State programs and activities, discrimination
- 54950-54963 The Ralph M. Brown Act, especially:
  - 54953 Meetings to be open and public; attendance
  - 54954 Time and place of regular meetings
  - 54954.2 Agenda posting requirements, board actions
  - 54956 Special meetings; call; notice
  - 54956.5 Emergency meetings

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 Effective communications
- 36.303 Auxiliary aids and services

COURT DECISIONS

- Wolfe v. City of Fremont, (2006) 144 Cal.App. 544

ATTORNEY GENERAL OPINIONS

- 88 Ops.Cal.Atty.Gen. 218 (2005)
- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 30 (2001)
- 79 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

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

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

California Attorney General's Office: <http://www.ag.ca.gov>

Institute for Local Government: <http://www.ca-ilg.org>  
League of California Cities: <http://www.cacities.org>

**Adopted: March 14, 2012**

**Gravenstein Union School District  
Sebastopol, California**

(3/08 11/08) 11/11

# CSBA Sample

## Board Bylaw

### Meetings And Notices

BB 9320

#### Board Bylaws

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

\*\*\*Note: The Brown Act prohibits serial meetings, defined under Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business. However, Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member. Thus, Superintendent briefings involving less than a majority of the Board are allowed, but participants must ensure that the comments or positions of one member are not shared with other members. \*\*\*

\*\*\*Note: This prohibition against serial meetings also applies to communications via technology. Email exchanges, chat room threads, or comments posted on a blog that result in a majority of the Board "discussing" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. See BB 9012 - Board Member Electronic Communications. \*\*\*

\*\*\*Note: In 84 Ops.Cal.Atty.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the district's web site, and (3) distributed at the next meeting. Although the Attorney General recognized that those three conditions would allow the



deliberations to be conducted, to some extent, "in public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate. \*\*\*

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

\*\*\*Note: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (42 USC 12132) and implementing regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials. \*\*\*

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

### Regular Meetings

\*\*\*Note: Education Code 35140 and Government Code 54954 mandate the Board to fix the time and place for its regular meetings by rule and regulation. \*\*\*

The Board shall hold \_\_\_\_\_ regular meeting(s) each month. Regular meetings shall be held at \_\_\_\_\_ p.m. on the \_\_\_\_\_ (day) at the \_\_\_\_\_.

\*\*\*Note: Pursuant to Government Code 54954.2, the agenda for a regular meeting must be posted at least 72 hours prior to the meeting, at a location that is freely accessible to the public. As amended by AB 1344 (Ch. 692, Statutes of 2011), Government Code 54954.2 also requires that the agenda be posted on the district's Internet web site, if it has one. Any district that does not have a web site should delete the reference to it in the following paragraph. \*\*\*

\*\*\*Note: The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a

regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda must also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. The Attorney General also opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week. \*\*\*

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

\*\*\*Note: Pursuant to Government Code 54957.5, the agenda must list any address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular meeting; see BB 9322 - Agenda/Meeting Materials. In addition, pursuant to the California Public Records Act (Government Code 6252-6270), agenda materials related to an open session of a Board's regular meeting are "public records" and are subject to the inspection of any member of the public. For a list of documents subject to disclosure by the district, see BP/AR 1340 - Access to District Records. \*\*\*

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

### Special Meetings

\*\*\*Note: Education Code 35144 and Government Code 54956 allow the Board to hold special meetings to address any matter that requires timely action. For example, the Board may hold a special meeting to discuss the need for an emergency state apportionment when the district is in financial distress; see AR 3460 - Financial Reports and Accountability. However, pursuant to Government Code 54956, as amended by AB 1344 (Ch. 692, Statutes of 2011), certain specified matters, as described below, may not be addressed in a special meeting. \*\*\*

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

\*\*\*Note: Pursuant to Government Code 54956, written notice of a special meeting may be delivered personally or by other means, including email or fax. AB 1344 (Ch. 692, Statutes of 2011) amended Government Code 54956 to require any district that has its own Internet web site to also post the notice on its web site. Any district that does not have its own web site should delete reference to it in the following paragraph. \*\*\*

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

#### Emergency Meetings

\*\*\*Note: Government Code 54956.5 authorizes a closed session during emergency meetings, as long as two-thirds of the members present at the meeting agree on the need for the closed session. See BB 9321 - Closed Session Purposes and Agendas and E 9323.2 - Actions by the Board. \*\*\*

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

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

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may

endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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

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

#### Adjourned/Continued Meetings

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

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

#### Study Sessions, Retreats, Public Forums, and Discussion Meetings

\*\*\*Note: The following section is optional and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board must still comply with the 72 hours public notice requirement when holding a study session, retreat, public forum or other such meeting.\*\*\*

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)  
(cf. 9000 - Role of the Board)  
(cf. 9005 - Governance Standards)  
(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

#### Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

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League of California Cities: <http://www.cacities.org>

(3/08 11/08) 11/11







# Breakfast Program

\*also see CBO Report

IV G.

Wanda Holden <wholden@grav.k12.ca.us>

## Universal Breakfast

Jennifer Koelemeijer <jkoelemeijer@grav.k12.ca.us>

Tue, Oct 23, 2018 at 11:42 AM

To: Wanda Holden <wholden@grav.k12.ca.us>, Jennifer Schwinn <jschwinn@grav.k12.ca.us>, Steve Schwartz <sschwartz@grav.k12.ca.us>

Hi Wanda

According to the new regulations for Universal Breakfast " September 20, 2018, Governor Jerry Brown signed AB 3043, which added Section 49550.5 to California *Education Code (EC)*. EC Section 49550.5 authorizes SFAs to provide Universal Breakfast beginning with School Year 2019–20. Universal Breakfast is an option that allows SFAs participating in the School Breakfast Program (SBP) to provide a nutritionally adequate breakfast at no charge to all students regardless of their eligibility for free or reduced-price meals."

Can you please address the following questions in the next Board meeting:

1. What is the cost per child per day?
2. If we factor in the new Universal Free Breakfast reimbursement, how will these calculations change?
3. I thought I understood you to say that Grab and Go options were not possible, but according to the attached fact sheet and what I have seen they seem to be possible under the Universal Breakfast Program. Can you provide some additional information about what limitations you are finding?
4. According to most research, providing a breakfast option increases participation. Can you run the numbers based on the following assumptions:
  - Grab and go option only
  - Same number of children eating lunch eat breakfast

Thank you for all your continued work on this!

Jennifer Koelemeijer

Also, please include the article below and attached in Board Packet

## Universal Free Breakfast

### How Does Universal Free Breakfast Work?

When Universal Free Breakfast is offered, breakfast is available at no charge to all students, regardless of their household income. It is usually offered at schools that have a high percentage of students that qualify for free or reduced price meals and often goes hand in hand with breakfast in the classroom, although this is not mandatory. Breakfast is given free to any student who wants it that day; however, the school claims the federal reimbursement at the correct income category for that student. This data is obtained from the students' lunch applications.

Universal Free Breakfast can be offered with any other serving method – traditional breakfast in the cafeteria before the bell rings, in the classroom, Grab 'n Go, or as a Mid-Morning Nutrition Break. The serving method depends on the needs of the school. Menus depend on the serving style, but are offered as reimbursable meals

Many schools find that Universal Free Breakfast increases participation so drastically that they do not actually experience a loss from otherwise paying students. Some schools combine Universal Free Breakfast with

Provision 2 or 3, which decreases the paperwork involved with offering breakfast in schools with minimal growth from year to year.

### **Why Serve Universal Free Breakfast?**

Most importantly, when you offer Universal Free Breakfast, more students eat breakfast.

Universal Free Breakfast reduces the stigma attached to eating breakfast at school. It makes breakfast available to those students who may not want to participate in the program for fear of being labeled "poor." It also provides breakfast for those students who cannot afford the cost of a reduced price breakfast and lunch. In addition, children who participate in Universal Free Breakfast tend to have improved attendance, less tardiness, and increased test scores. The quality of their diets also improves. While serving Universal Free Breakfast may increase labor needs, the overall labor costs per meal are actually less with Universal Free Breakfast than with traditional service methods.

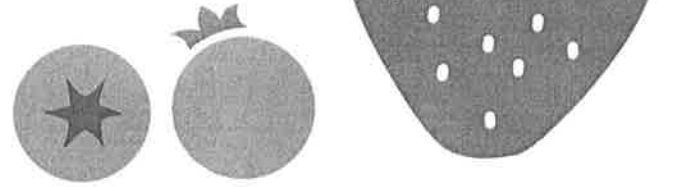
### **When Does Universal Free Breakfast Work Best?**

Universal Free Breakfast works well in schools with greater than 70% of students eligible for free and reduced price meals. However, schools with fewer eligible students have operated the program successfully. If the following situations are present in your school, Universal Free Breakfast is likely to be a success for you:

- Stigma appears to be a factor in low participation rates.
- The percent of students eating free and reduced price breakfast is much lower than expected.
- Teachers are supportive of breakfast and realize its importance to learning.
- Cafeteria space can accommodate increased participation or breakfast in the classroom is an alternate option.

 **SBPfactsheet.pdf**  
106K

# THE SCHOOL BREAKFAST PROGRAM



## 1. What is the School Breakfast Program?

The School Breakfast Program (SBP) is a federally assisted meal program operating in public and non-profit private schools and residential child care institutions. The SBP started in 1966 as a pilot project, and was made a permanent entitlement program by Congress in 1975.

Participation in the SBP has slowly but steadily grown over the years: 1970: 0.5 million children; 1980: 3.6 million children; 1990: 4.0 million children; 2000: 7.5 million children; 2010: 11.67 million children; and 2016: 14.57 million children.

## 2. Who administers the SBP?

The Food and Nutrition Service (FNS) of the United States Department of Agriculture (USDA) administers the Program at the Federal level. At the State level, the Program is administered by State agencies, which operate the SBP through agreements with local school food authorities. State agency contact information is available at: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.

## 3. How does the Program work?

The SBP is generally operated by public or non-profit private schools of high school grade or below. Public or non-profit private residential child care institutions may also participate in the SBP, and charter schools may participate in the SBP as public schools. School districts and independent schools that choose to participate in the Program must serve breakfast meals meeting Federal nutrition requirements, and offer free or reduced

price breakfasts to all eligible children. In exchange, participating institutions receive cash subsidies from the USDA for each reimbursable meal served.

## 4. What are the nutrition requirements for school breakfasts?

All school breakfasts must meet Federal nutrition requirements, though decisions about the specific foods to serve and how the foods are prepared are made by local school food authorities. Information about the SBP meal pattern requirements may be found on the School Meals website: <https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>.

## 5. How can children qualify for free or reduced price school breakfast?

Children may be determined "categorically eligible" for free meals through participation in certain Federal Assistance Programs, such as the Supplemental Nutrition Assistance Program, or based on their status as a homeless, migrant, runaway, or foster child. Children enrolled in a federally-funded Head Start Program, or a comparable State-funded pre-kindergarten program, are also categorically eligible for free meals. Children can also qualify for free or reduced price school meals based on household income and family size. Children from families with incomes at or below 130 percent of the Federal poverty level are eligible for free meals.

**SCHOOL BREAKFAST**  
PROGRAM



Can you please address the following questions in the next Board meeting:

1. What is the cost per child per day? The cost to GUSD for a breakfast from SRCS is \$1.50 each. We estimate that the amount that we would need to charge to students to cover the excess cost of adding a breakfast program would be approximately \$4.00 per breakfast in order for the program to be self-sustaining as intended.
2. If we factor in the new Universal Free Breakfast reimbursement, how will these calculations change? This is impossible to calculate because there are too many variables. The reimbursement rates are: Free is \$1.79, Reduced is \$1.49, and for full pay \$0.31. The reimbursements for breakfast would be the same regardless of how much it costs the District to provide it.
3. I thought I understood you to say that Grab and Go options were not possible, but according to the attached fact sheet and what I have seen they seem to be possible under the Universal Breakfast Program. Can you provide some additional information about what limitations you are finding? We receive our meals from SRCS. They do not provide a grab and go option for us to purchase and SRCS will not be participating in the Universal Breakfast program next year.
4. According to most research, providing a breakfast option increases participation. Can you run the numbers based on the following assumptions:
  - o Grab and go option only – not currently available
  - o Same number of children eating lunch eat breakfast – This was provided in my earlier report, which was based on prior year actual sales. An average of 68 Free and Reduced eligible students and an average of 42 full pay students per day participated in the lunch program.



Home / Learning Support / Nutrition / School Nutrition

## Universal Breakfast

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### Nutrition Services Division Management Bulletin

**Purpose:** Policy, Beneficial Information

**To:** All School Nutrition Program Operators

**Number:** SNP-17-2018

**Attention:** Food Service Directors, Chief Business Officials, and District Superintendents

**Date:** September 2018

**Reference:** *Education Code* Section 49550.5

**Subject:** Universal Breakfast

---

This management bulletin provides guidance related to recent legislation that allows school food authorities (SFA) to offer breakfast at no cost to students.

#### Universal Breakfast

On September 20, 2018, Governor Jerry Brown signed AB 3043, which added Section 49550.5 to California *Education Code (EC)*. *EC* Section 49550.5 authorizes SFAs to provide Universal Breakfast beginning with School Year 2019–20. Universal Breakfast is an option that allows SFAs participating in the School Breakfast Program (SBP) to provide a nutritionally adequate breakfast at no charge to all students regardless of their eligibility for free or reduced-price meals. A nutritionally adequate breakfast complies with federal meal pattern requirements and, as a result, qualifies for reimbursement under the federal SBP. Under *EC* Section 49550.5 SFAs can use the cafeteria fund to offset operational costs associated with providing Universal Breakfast. The cafeteria fund is the nonprofit school food service account (i.e., Fund 13) as defined in Title 7, *Code of Federal Regulations*, Section 210.2. To read *EC* Section 49550.3, visit the California Legislative Information web page at [http://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB3043](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB3043).

**While all participating students receive a free breakfast under Universal Breakfast, SFAs must still claim each breakfast according to the number of breakfast meals served to free, reduced-price, and paid students.** SFAs can use cafeteria funds to support Universal Breakfast; however, the SFA's cafeteria fund must be reimbursed with nonfederal funds if the cafeteria fund alone cannot support Universal Breakfast.

Universal Breakfast is not available to school sites that are operating Provision 1, 2, 3, or the Community Eligibility Provision.

#### Application to Participate in Universal Breakfast

*EC* Section 49550.5 requires SFAs that want to participate in Universal Breakfast to submit an application on or before July 1 of each school year to the California Department of Education for approval before implementing Universal Breakfast. The application for Universal Breakfast is available in the Download Forms section of the Child Nutrition Information and Payment System (CNIPS), Form ID SNP 70.

#### Contact Information

If you have any questions regarding this subject, please contact your School Nutrition Programs (SNP) County Specialist. The SNP County Specialist list is available in the Download Forms section of CNIPS, Form ID Caseload. You can also contact the SNP Office Technician, by phone at 916-322-3005 to be directed to your SNP County Specialist.



Wanda Holden &lt;wholden@grav.k12.ca.us&gt;

**Breakfast Menu**

8 messages

**Scott, Denise** <dscott@srcs.k12.ca.us>  
To: Wanda Holden <wholden@grav.k12.ca.us>

Thu, Aug 16, 2018 at 10:07 AM

Hi Wanda,

Here is our September Breakfast menu. It is a two week cycle.

Thank you,

Denise Scott

Production Operations Supervisor

Child Nutrition Services

Santa Rosa City Schools

(707) 528-5623

 **Breakfast Sept 2018.docx**  
14K

**Wanda Holden** <wholden@grav.k12.ca.us>  
To: "Scott, Denise" <dscott@srcs.k12.ca.us>

Thu, Aug 16, 2018 at 10:20 AM

Thank you!

[Quoted text hidden]

Wanda Holden  
Chief Business Officer  
Gravenstein Union School District  
707-823-7008

**Wanda Holden** <wholden@grav.k12.ca.us>  
To: "Scott, Denise" <dscott@srcs.k12.ca.us>

Wed, Oct 24, 2018 at 12:06 PM

Hi Denise,

I have a Board member who would like me to research the option of having a "Grab and Go Breakfast" program. She provided me with the attached flyer. Can you let me know if this is something that Santa Rosa City Schools will be doing in the coming year? We have a relatively low Free and Reduced population (about 24%) and of those students, we only have about 38% participation, so I'm not sure if CDE will approve an application for us for this program, but please share anything that you know that may help me answer her question as to whether or not it would be an option in the future.

[Quoted text hidden]

 **SBPfactsheet.pdf**  
106K

**Scott, Denise** <dscott@srcs.k12.ca.us>  
To: Wanda Holden <wholden@grav.k12.ca.us>

Thu, Oct 25, 2018 at 8:32 AM



Hi Wanda,

We offer breakfast, but it is not grab and go. You could bag them up at your sites and make them grab and go.

Thank you,

Denise

**From:** Wanda Holden [mailto:wholden@grav.k12.ca.us]  
**Sent:** Wednesday, October 24, 2018 12:06 PM  
**To:** Scott, Denise <dscott@srcs.k12.ca.us>  
**Subject:** Re: Breakfast Menu

[Quoted text hidden]

---

**Wanda Holden** <wholden@grav.k12.ca.us>  
To: "Scott, Denise" <dscott@srcs.k12.ca.us>

Thu, Oct 25, 2018 at 9:05 AM

Thank you Denise!

Just to confirm, the menu items would be the same either way, (bag or not) and SRCS won't be participating in the Universal Breakfast program next year.

[Quoted text hidden]

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**Scott, Denise** <dscott@srcs.k12.ca.us>  
To: Wanda Holden <wholden@grav.k12.ca.us>

Thu, Oct 25, 2018 at 10:56 AM

Same menu, and no we won't be participating in universal breakfast.

Thanks

Denise

**From:** Wanda Holden [mailto:wholden@grav.k12.ca.us]  
**Sent:** Thursday, October 25, 2018 9:06 AM

[Quoted text hidden]

[Quoted text hidden]

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**Wanda Holden** <wholden@grav.k12.ca.us>  
To: "Scott, Denise" <dscott@srcs.k12.ca.us>

Thu, Oct 25, 2018 at 11:15 AM

Thanks again!

[Quoted text hidden]

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**Wanda Holden** <wholden@grav.k12.ca.us>  
To: Jennifer Schwinn <jschwinn@grav.k12.ca.us>

Thu, Oct 25, 2018 at 11:18 AM

Hi Jennifer,

I am forwarding my conversation with Denise Scott from SRCS. Let me know if you can't read the whole thing.

[Quoted text hidden]

# Breakfast

## September 2018

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
	Mini Cinnis Cinnamon Flakes Cereal String Cheese Fruit Juice Apple Milk	Ham & Cheese Croissant Mini Wheats Craisins Fresh Orange Milk	Frudel Cheerios Cereal Fruit Cup Yogurt Banana Milk	Nutrigrain Cereal Bar Cinnamon Flakes Cereal String Cheese Raisins Pear Milk
10	11	12	13	14
Waffle Mini's. Cheerios Cereal Applesauce Peach Sunflower Seeds Milk	Bagel/Cream Cheese Cinnamon Flakes Cereal String Cheese Fruit Juice Pear Milk	Waffle Bites Mini Wheats Yogurt Craisins Apple Milk	Mini Pancakes Pillsbury Cheerios Cereal Sunflower Seeds Banana Fruit Cup Milk	Breakfast Bun Cinnamon Flakes Cereal String Cheese Raisins Fresh Orange Milk
17	18	19	20	21
French Toast Sticks Cheerios Cereal Applesauce Sunflower Seeds Peach Milk	Mini Cinnis Cinnamon Flakes Cereal String Cheese Fruit Juice Apple Milk	Ham & Cheese Croissant Mini Wheats Craisins Fresh Orange Milk	Frudel Cheerios Cereal Fruit Cup Yogurt Banana Milk	Nutrigrain Cereal Bar Cinnamon Flakes Cereal String Cheese Raisins Pear Milk
24	25	26	27	28
Waffle Mini's. Cheerios Cereal Applesauce Peach Sunflower Seeds Milk	Bagel/Cream Cheese Cinnamon Flakes Cereal String Cheese Fruit Juice Pear Milk	Waffle Bites Mini Wheats Yogurt Craisins Apple Milk	Mini Pancakes Pillsbury Cheerios Cereal Sunflower Seeds Banana Fruit Cup Milk	Breakfast Bun Cinnamon Flakes Cereal String Cheese Raisins Fresh Orange Milk

**RESOLUTION TO ESTABLISH COMMITTED FUND BALANCES  
RESOLUTION #181114-1**

At a regular meeting of the Gravenstein School District Board of Trustees held on November 14, 2018, on a motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_, the Board adopts the following resolution:

**WHEREAS**, the district currently has unallocated funds available; and

**WHEREAS**, the improvements to communications, technology, modernization, energy efficiency and other capital improvements estimate is \$915,067.

**WHEREAS**, Proposition 39, Energy Efficiency allocation is \$252,560.00 for Hillcrest Middle School, \$253,970 for Gravenstein Elementary, and \$75,458 for Gravenstein First, and this funding has been received from the State of California.

**WHEREAS**, the available balance of the Proposition 39, Energy Efficiency allocations is \$543,200.50.

**WHEREAS**, the District is required to contribute additional funds to the Prop 39 energy efficiency projects.

**WHEREAS**, the District has approved projects for communications, technology, modernization, energy efficiency and other capital improvements which were not included in previous construction estimates or transfers to Fund 40.

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees hereby **COMMITTS** funds in Fund 40 (Special Reserve Fund for Capital Outlay Projects) as provided in Attachment A in order to maintain fiscal solvency and address facilities needs of the District.

The above Resolution is adopted this  
14th day of November, 2018

Roll Call Vote:

Trustee Horn: \_\_\_\_\_  
Trustee Kahn: \_\_\_\_\_  
Trustee Appling: \_\_\_\_\_  
Trustee Schwartz: \_\_\_\_\_  
Trustee Koelemeijer: \_\_\_\_\_

\_\_\_\_\_  
Jim Horn, President

\_\_\_\_\_  
Steve Schwartz, Board Clerk

Attachment A

Fund 40 Analysis

<b>\$ 2,119,018</b>	<b>Transfer from Fund 01 Gravenstein Modernization Phase III</b>		
	This included a cost estimate of	\$1,630,014	
	and a 30% set aside	\$ 489,004	
<b>\$ 2,012,719</b>	<b>Transfer from Fund 01 Phase IV</b>		
	Phase IV cost estimate	\$ 2,252,204	
	minus Prop 39 funds	\$ (239,485)	
<b>\$ 4,131,737</b>	<b>Total Transferred from Fd 01 for Phase III and Phase IV</b>		

**Expenses & Encumbrances - Grav Phase III**

\$ 189,967	Axia services
\$ 10,434	Axia reimbursable expenses
\$ 2,102,554	GCCI LLB
\$ 110,661	Banner Bank - GCCI Retention
\$ 23,400	Isaac Kuster
\$ 15,000	Counterpoint Construction (LLB Consulting)
\$ 6,000	Counterpoint Construction (doc control)
\$ 1,019	American Storage
\$ 35,525	DGS Div/State Architect
\$ 1,385	INDOOR AIR SCIENCES INC.
\$ 3,960	Consolidated Engineering Labs
\$ 4,175	NorBay Consulting (concrete moisture)
<b>\$ 2,504,080</b>	

**Expenses & Encumbrances - Hillcrest Phase IV**

\$ 196,687	Axia services
\$ 50,362	PG&E Contract for Hillcrest Improvements
\$ 1,667	Axia reimbursable expenses
\$ 1,400,089	GCCI LLB
\$ 1,000	GCCI PreConstruction
\$ 73,689	Banner Bank - GCCI Retention
\$ 10,800	Isaac Kuster
\$ 7,200	Miller Pacific
\$ 22,513	DGS Div/State Architect
\$ 36,433	Independent Electric Supply (Switchboard)
\$ 1,500	Counterpoint Construction (LLB Consulting)
\$ 6,000	Counterpoint Construction (doc control)
\$ 3,600	California Geological Survey School Review Unit
\$ 5,000	Brelje & Race Consulting Engin (Topo)
\$ 2,054	Subtronic (utility survey)
\$ 818	Advance Security (fire alarm)
\$ 11,558	SIGNET Special Testing
<b>\$ 1,830,969</b>	

**Other Construction Expenses**

\$ 64,377	NSP3 - Park Associates (Shade Structure)
\$ 57,784	Ally Technology (Hillcrest Networking Licenses & Equipment)
\$ 3,570	Ally Technology (Hillcrest Labor to configure Networking Licenses & Equipment)
\$ 78,829	Ally Technology (Gravenstein Networking Licenses & Equipment)
\$ 5,680	Ally Technology (Gravenstein Labor to configure Networking Licenses & Equipment)
\$ 39,545	Trope Group, Inc.
\$ 45,000	ARC Alternatives Prop 39 Consultant
\$ 50	County of Sonoma CEQA - Modernization Application
\$ 15,130	Isaac Kuster added for Phase II
\$ 5,708	Jack Schreder & Associates, Inc.
\$ 1,170	Isaac Kuster added for Shade Structure
\$ 270	Advance Security (fire alarm)
\$ 46,743	Windsor Telcom Computer Sv
\$ 15,130	Increased Cost for Isaac Kuster for Phase II
<b>\$ 378,985</b>	

**\$ (582,297) Total Increase/Decrease for Modernization & Improvements**

**Needed Transfer to Fund 40**

\$ 582,297.00	Modernization & Improvements
\$ 332,769.50	Prop 39 Projects
<b>\$ 915,066.50</b>	

**Prop 39 Funding and Expenses**

SITE	Award	Consulting ARC Alternatives	2018-19 Beginning Balance	Prop 39 Reported Efficiency Measures to date	Future Efficiency Measures	Prop 39 Share of Future Eff.	Fd 40 Share of Future Eff.	Solar Expense	Prop 39 Share of Solar	Fd 40 Share of Solar	TFR to Fd. 40
Trad	\$ 75,458.00	\$ 12,842.65	\$ 62,615.35	\$ 17,535.00	\$ 154,603.00	\$ 45,080.35	\$ 109,522.65	\$ -	\$ -	\$ -	\$ 91,987.65
Grav Ch.	\$ 253,970.00	\$ 12,967.35	\$ 241,002.65	\$ 85,904.00	\$ 54,410.00	\$ 54,410.00	\$ -	\$ 213,000.00	\$ 100,688.65	\$ 112,311.35	\$ 26,407.35
Hillcrest	\$ 252,560.00	\$ 12,977.50	\$ 239,582.50	\$ 9,412.00	\$ 91,957.00	\$ 91,957.00	\$ -	\$ 362,000.00	\$ 138,213.50	\$ 223,786.50	\$ 214,374.50
	\$ 581,988.00	\$ 38,787.50	\$ 543,200.50	\$ 112,851.00	\$ 300,970.00	\$ 191,447.35	\$ 109,522.65	\$ 575,000.00	\$ 238,902.15	\$ 336,097.85	\$ 332,769.50

# Gravenstein Union School District

Sunworks United Inc.

## Design, Installation, Operations, and Maintenance of Solar Photovoltaic Systems Exhibit F - Proposal Pricing Forms

Instructions: Please fully complete each row in the table below. Input cells are highlighted in green. O&M pricing should be for services consistent with the requirements in Exhibit C and include any escalation (i.e., bid as an annual fee). Include pricing for the initial 5-year term of the O&M agreement, plus the first optional 5-year extension period. Performance Guarantee pricing should be for the entire period of each 5-year Performance Guarantee term, as the District will be paying for the guarantee in a lump sum. Pricing for energy storage should be submitted separately on a form provided by Proposer.

System Information	Gravenstein Elementary School	Hillcrest Middle School	Total
Size (kWdc)	71.00	102.00	173.00
First Year Production (kWh)	106,000.00	142,900.00	248,900.00
Yield (kWh/kWdc)	1,484.00	1,399.40	2,883.40
Annual Degredation Rate	0.005	0.005	
25-Year Production (kWh)	2,496,931.00	3,366,145.00	5,863,076.00

### Direct Purchase Pricing

Bid Line Item	Gravenstein Elementary School	Hillcrest Middle School	Total
<b>Capital Costs</b>			
Project Management	\$ 23,000.00	\$ 23,000.00	\$ 46,000.00
Engineering and Design (including permitting fees)	\$ -	\$ 23,000.00	\$ 23,000.00
Construction/Installation	\$ 39,500.00	\$ 41,000.00	\$ 80,500.00
Testing	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00
Training	\$ 500.00	\$ 500.00	\$ 1,000.00
PV Modules	\$ 58,500.00	\$ 84,000.00	\$ 142,500.00
Inverters	\$ 22,500.00	\$ 12,500.00	\$ 35,000.00
PV Structures	\$ 7,000.00	\$ 131,000.00	\$ 138,000.00
Balance of System (all other components)	\$ 61,000.00	\$ 46,000.00	\$ 107,000.00
<b>Subtotal Capital Costs</b>	<b>\$ 213,000.00</b>	<b>\$ 362,000.00</b>	<b>\$ 575,000.00</b>
<b>O&amp;M Agreement - Initial 5-Year Term</b>			
Year 1	\$ 1,400.00	\$ 2,150.00	\$ 3,550.00
Year 2	\$ 1,442.00	\$ 2,214.50	\$ 3,656.50
Year 3	\$ 1,485.26	\$ 2,280.94	\$ 3,766.20
Year 4	\$ 1,529.82	\$ 2,349.36	\$ 3,879.18
Year 5	\$ 1,575.71	\$ 2,419.84	\$ 3,995.56
<b>Subtotal O&amp;M Agreement - Initial 5-Year Term</b>	<b>\$ 7,432.79</b>	<b>\$ 11,414.64</b>	<b>\$ 18,847.43</b>
<b>O&amp;M Agreement - First Extension</b>			
Year 6	\$ 1,622.98	\$ 2,492.44	\$ 4,115.42
Year 7	\$ 1,671.67	\$ 2,567.21	\$ 4,238.89
Year 8	\$ 1,721.82	\$ 2,644.23	\$ 4,366.05
Year 9	\$ 1,773.48	\$ 2,723.56	\$ 4,497.03
Year 10	\$ 1,826.68	\$ 2,805.26	\$ 4,631.94
<b>Subtotal O&amp;M Agreement - First Extension</b>	<b>\$ 8,616.64</b>	<b>\$ 13,232.70</b>	<b>\$ 21,849.34</b>
<b>Performance Guarantee Costs</b>			
Guarantee Cost, Years 1 - 5	\$ 500.00	\$ 500.00	\$ 1,000.00
Guarantee Cost, Years 6-10	\$ 500.00	\$ 500.00	\$ 1,000.00
<b>Subtotal Performance Guarantee Costs</b>	<b>\$ 1,000.00</b>	<b>\$ 1,000.00</b>	<b>\$ 2,000.00</b>
<b>Total Cost</b>	<b>\$ 230,049.43</b>	<b>\$ 387,647.34</b>	<b>\$ 617,696.77</b>

Add notes here.



**Facility Report for November**

**Window Coverings Update**

**Gravenstein School**

1) At Gravenstein Installed Trial roller shades at Classroom 15. Work done by Creative Window Fashions.

2) Scheduling trial pull shade/curtain installation at Classroom 10 at Gravenstein and at windows at Gravenstein MPR. Work to be done by Drapes and More.

**Costs Comparisons** For Duettes, Roller shades and pull curtain drapery.

All test rooms have same window layout to best compare costs and use effectiveness

**Duettes at rm 13** Material cost \$5,656.00 Install Cost \$210.00 **Total \$6,325.55 w/ tax**

**Roller Shades at rm 15** Material Cost \$2,195.00 Install Cost \$210.00 **Total \$2,583.56 w/tax**

**Pull shades at Rm 10** (Projected estimated cost) **Total \$5,351.29 w/ tax**  
(Includes drape rods)

**Projected Estimate for Pull Shade Drapery at Gravenstein MPR**  
(using existing drapery rods and hangers) **\$7,580.60 w/tax**

**Summary Narrative**

At Gravenstein we have 16 classrooms remaining with similar finger joint window layouts like rm 13. These rooms would reflect the bulk of the cost due for Gravenstein due to the amount of windows to be covered in each.

One the reasons we are doing test rooms is that we are trying to find a product that is easy to use, can be deployed quickly, will hold up over time(for cleanliness, repair/maintenance) and performs the room darkening effect for graphic and video presentation instruction. In this approach we are trying to reduce the number of sections of windows that need controls. Example in classrooms, that have up to 11 or 12 windows we are trying make each section of span window covering as wide as possible, That way the teacher would not be needing to go all twelve windows to deploy window coverings up and down. In doing this we are finding that we can reduce controls to six sections for roller shades, and four sections for duettes and pull shades. Another part of the challenge for the Gravenstein classrooms is that we are dealing with windows that open into the classroom and electrical outlets that are run in wire mold that run over the top of the interior window trim. With this we have to provide a clearance to give room for the function of the windows, and outlets, while providing the function and limit the ability to see in.

In addition to the sixteen classrooms, we would finish the admin building windows, learning lab, and modulars including TK and classrooms 19-25.

Rough estimated projected to to duettes at Gravenstein \$120,000.00



Rough estimated projected to do roller-shades at Gravenstein \$65,000.00

Rough estimated projected to do pull shades at Gravenstein  
(note pull shades would be only practical at the Gravenstein classrooms with the finger-joint window layouts 16 remaining classrooms)  
\$85,000.00

### **Hillcrest Window Coverings**

At Hillcrest Duette cost for Classroom 2 was \$4,242.57

We have 11 classrooms like classroom 2 at Hillcrest.  
In addition we would have some misc windows at areas such as the school Office, principal's Office, end rooms, and modulars. Bidding all together would give us a projected volume discount plus installation costs savings.

Rough projected estimate for Hillcrest for duette blinds \$61,000.00

Rough projected estimate for Hillcrest for roller shades \$40,000.00

Pull shade option not practical due to window layouts.

### **Prop 39 Lighting upgrades for Gravenstein and Hillcrest.**

In addition, to our upcoming solar projects another component of the prop 39 scope is upgrading to energy efficient lighting both interior and exterior lights.

Working with Curtis Schmitt of ARC Alternatives, The district has issued an RFP to upgrade our remaining classrooms that currently have fluorescent lights, This includes the majority of the classrooms at Hillcrest and the modulars at Gravenstein with LED lighting.

Also, included will be replacing existing HID lighting with LED lighting at the Hillcrest gym, and other existing non led exterior light fixtures at both campuses.

In addition to using less energy, these upgrades will provide a better consistent light, and reduce the need to change out ballasts and bulbs.

The bids will be opened on November 19th, and the proposed low bidder contract will be up in for board approval at the December regular board meeting.

Facility Report from AXIA  
RE: Construction Projects  
Board Meeting 11-14-18

Hillcrest Middle School – Solar

Design is ongoing. We are currently working on potential conflict between the existing storm drain in the parking lot and the proposed solar canopy footings.

Gravenstein Elementary School - Solar

Working through design changes to tilt system for production. This has caused a new set of calculations and a revision of the layout. Coordinating with structural and solar to get the package finalized and in to DSA.

Gravenstein Elementary School – Phase 3

Final Punch Walk will occur on Tuesday, 11/13, with an additional walk on 11/14 after the construction meeting is over should any items be hanging. Ideally the building will be turned over to the school the week of 11/19, pending the punch walk.

**Drew Weigl, AIA, NCARB, LEED AP BD+C**

**A X I A architects**  
250 D Street, Suite 210  
Santa Rosa, CA 95404  
707.542.4652  
[www.axiaarchitects.com](http://www.axiaarchitects.com)

Gravenstein Union School District  
**Gravenstein Elementary School, Phase 3 Multi-Use Modernization**  
**Construction Manager's Monthly Report**  
 Period Ending – October 31, 2018

Approved Change Orders:

PCO 016	Cost for added electrical and lighting revisions per RFP 014	\$1,546.00
---------	--	------------

Total Approved PCO's (thru October 31, 2018): \$37,541.00 / 18.66% Contingency Used  
 Remaining Contingency: \$163,660.00 / 81.34% unused

\*\*\* Pending \*\*\*

PCO 015	Cost for new gutter and downspout per RFP 013	\$9,864.00
PCO 011.1	Electrical changes per RFP 009	\$3,340.00

The above "pending" PCO's are in the review stage with the construction team.

Gravenstein Union School District  
**Gravenstein Elementary School, Phase 3 Multi-Use Modernization**  
**Construction Manager's Monthly Report**  
 Period Ending – October 31, 2018

Approved Change Orders:

COR 016	Cost for added electrical and lighting revisions per RFP 014	\$1,546.00
---------	--	------------

Total Approved PCO's (thru October 31, 2018): \$37,541.00 / 18.66% Contingency Used  
 Remaining Contingency: \$163,660.00 / 81.34% unused

\*\*\* Pending \*\*\*

COR 015	Cost for new gutter and downspout per RFP 013	\$9,864.00
COR 011.1	Electrical changes per RFP 009	\$3,340.00

The above "pending" PCO's are in the review stage with the construction team.



**Board Report**  
**November 2018**

**Hillcrest Counseling Update-** In just under 60 school days, Ms. Gloeckner has individually seen approximately 122 students at least 249 times, including schedule changes and quick check ins during breaks, before and after school. She has participated in Student Study Team meetings, IEP meetings, Parent Conferences, and consultations with staff regarding students and issues. She makes all schedule changes in SchoolWise, creates classes when needed, and troubleshoots scheduling issues. Ms. Gloeckner has organized the following community resources and classroom / group presentations:

- a. Social Advocates for Youth running a Grief Group at Hillcrest**
- b. Forestville Teen Center to present the Sexual Health Education in November**
- c. The Sonoma Sheriff Department to present a Digital Safety class to 6th graders**
- d. Meet the Counselor” presentation**
- e. Drug and Alcohol Prevention Presentation and Activity**
- f. Mix it Up Lunch Activity**
- g. Suicide Prevention and Mental Health Presentation**
- h. Sexual Harassment Prevention Presentation**

**Ms. Gloeckner has provided individual sessions, groups sessions, classroom presentations and large group activities that includes some of the following topics: coping skills, time management, conflict resolution, communication, study skills, career exploration, challenging negative beliefs, positive self talk, avoiding self harm, advocating for oneself, regulating emotions, recognizing cognitive distortions, suicidal thoughts and resources, grief, friendship issues, and gender identity. Ms. Gloeckner has also started meeting with all 8th graders to determine high school and career goals to help plan a future Career Cafe.**

**6th grade math support-** Starting the week of 29th, a group of approximately 15 6th grade students will be joining a new math support class taught by April McDonald. This will be an additional math period to support these struggling students in order for them to gain the skills to access grade level standards. The

**students will be missing their electives for these periods but one they have reached grade level standard they will return to their regular schedule.**

**Mix It Up Day- On Monday October 29th Gravenstein School District Counselor Ms. Gloeckner held a Mix It Up Day for the Hillcrest Hawks! Students were randomly assigned to lunch tables and had a chance to meet and get to know students they may have never had a chance to interact with before.**

**STREAM Lab- Students in our STREAM lab used their Engineering and Coding skills to make music! STREAM lab teacher Mr. McDowell, had his students design and decorate their own cardboard guitars. They then jumped on the computer and programmed their Microbit, a pocket sized programmable computer, to play a song! The following week put their Coding skills to use with Ozobots! Ozobots are tiny codable robots that students “teach” to move around a color coded map. Students used their coding skills to make their Ozobots do a variety of different actions that challenged both new and experienced coders!**

**7<sup>th</sup> grade students at Hillcrest will joined 7<sup>th</sup> graders all over the state in taking the California Healthy Kids Survey. The Survey looks at school climate and safety, student wellness, and youth resiliency. The survey is anonymous and was taken on Chromebooks during their ELA class. We will get data back in a few weeks that we can use as to better support our students and make our campus safer.**

**The Comprehensive Sexual Health & HIV Prevention Education was presented to 7th and 8th graders at Hillcrest. The California Healthy Youth Act (CHYA) requires that California public schools teach medically accurate, age-appropriate, LGBTQ-inclusive, comprehensive sexual health and HIV prevention education to middle school students. Experienced specialists from Forestville Teen Health Clinic will visit Hillcrest during the month of November 2018 over four class periods and provide this information for our students.**





### Universal Breakfast

In researching the Universal Breakfast option for Gravenstein USD, I found out that Santa Rosa City Schools will not be participating in the Universal Breakfast Program next year. They can supply breakfast, but the menus will be similar to the one for September 2018. **They do not supply grab and go breakfasts.** I learned from my contact at CDE that although the District would be supplying breakfast for free through the Universal Breakfast Program, **the reimbursement rate for the District wouldn't change from that of the regular breakfast program.** Current reimbursement rates are \$1.79 for Free, \$1.49 for Reduced, and .31 for Paid. The cost of a meal from SRCS is \$1.50.

As I showed in the previous meeting, the total estimated cost to the District for adding the breakfast program without the grab and go breakfast is \$32,958.

This includes the addition of staff at both sites:

3.25 hours a day for additional custodial staffing at each site, \$14,228

6.50 hours a day for additional food service staffing at each site, \$26,826

The projected increase in revenue of \$8,096 from State breakfast reimbursements.

In 2017-18 there were 177 students in the District that were socioeconomically disadvantaged. Only 38% of the National School Lunch Program Free and Reduced eligible students participated in our lunch program. This works out to about 68 students per day. The **District General Fund contribution to the Cafeteria Fund has been \$19,766 for the last two years.** The program is supposed to be self-sustaining. If the Breakfast Program were to be implemented, the **General Fund contribution would likely increase to \$38,496.** This does not include the additional custodial expense to the District.

## **Resolution 181114-1**

The Board has previously committed funds to Fund 40 based on specific estimates for modernization and improvements provided by AXIA Architects and by Counterpoint Construction. Since that time, there have been several changes in scope for these projects, and there have been a variety of other projects that were approved by the Board but a transfer to Fund 40 had not been set up to cover the expense. I worked with Drew from AXIA Architects and with Curtis from ARC Alternatives to identify expenses that have been or will be incurred by the District that were not included in previous estimates or transfers to Fund 40 from the General Fund. I have provided an itemized list of the projects and an estimate for the amount needed to be transferred to Fund 40.

## **GASB 75**

Due to new legislation, the District is required to generate the GASB 75 Report for fiscal years beginning after June 15, 2017. The District has contracted with the California School Board Association to generate this report. This GASB 75 is necessary for the completion of the 2017-18 Audit. The GASB 75 replaces the GASB 45 Report, and shows a much higher District unfunded liability than the GASB 45. I checked with our auditor, Stephen Roatch and he confirmed that, ***“The increase is expected due to the fact that under the new GASB Statement, the entire computed obligation will now be recorded on the District's financial statements instead of being recognized over a period of years, and the required change in the method used to compute the liability, which results in a larger obligation.”***

CBO Report - GASB 75

Item	Current Funding	GASB 43, 45 and 57	GASB 74 and 75
<b>Plan liability</b>	AAL - Actuarial Accrued Liability	OPEB Liability	TOL - Total OPEB Liability
<b>Unfunded liability</b>	UAAL - Unfunded Actuarial Accrued Liability	Net OPEB Liability	NOL - Net OPEB Liability
<b>Actuarial Cost Method</b>	Choice of methods (Entry Age Normal is the most common)	Same as funding	Pure Entry Age Normal
<b>Current service</b>	Normal Cost	Same	now called Service Cost
<b>Discount rate</b>	Expected return on assets	Same	A blended rate of expected return and the return on municipal bond index (20 years, AA or better). Requires a Depletion Date Asset and Liability projection
<b>Asset Value</b>	Market value or smoothed (Actuarial) value	Market Value	Market Value now called Plan Net Fiduciary Position
<b>Amortization of Unfunded Obligation at implementation</b>	Usually 30 years or less	Same	Immediate for implementation date NPL. Immediate for subsequent plan amendments.
<b>Amortization of investment Gain or Loss</b>	Usually 30 years or less	Same, but best practice is shorter amortization	5 years, applied separately for each measurement period
<b>Amortization of Experience Gain or Loss</b>	Usually 30 years or less	Same, but best practice is shorter amortization	Spread over average work life counting both active employees and nonactives (retirees). Typically 5 to 7 years.
<b>Amortization of benefit changes (plan amendments)</b>	Usually 30 years or less	Same, but best practice is shorter amortization	Fully recognized in current year
<b>What is put on the balance sheet</b>	NA	Cumulative deficiency, if any, of employer contributions relative to funding policy	Entire NOL (i.e., the Unfunded Actuarial Liability)



Class Enrollment 2018-19

November 2018	TK	K	1	2	3	4	5	6	7	8	Totals
Teachers	TK	K	1	2	3	4	5	6	7	8	Totals
Tomsky	21										21
Trivunovic		20									20
Redfern		20									20
Crandall		20									20
Briggs		20									20
Dellosa			18								18
Clement			18								18
Candau ENRICH!			18								18
Lannon ENRICH!			18								18
Otterson				18							18
Sprinkle				19							19
DeBolt ENRICH!				20							20
Basque ENRICH!				21							21
Barrera					15						15
Haas					16						16
Mattish ENRICH!					24						24
Nordstrom ENRICH!					24						24
Martinez						19					19
Carey						21					21
Sully ENRICH!						22					22
Brown ENRICH!						21					21
Grimm							22				22
Squires							22				22
Gorman ENRICH!							26				26
Hansen ENRICH!							24				24
Helton								11			11
Kinman								12			12
Dexter ENRICH!								24			24
Rich ENRICH!								23			23
McDowell									21		21
Sotiras									20		20
Collins ENRICH!									27		27
Clements ENRICH!									25		25
Parsons CDS				1					1		2
Cole										20	20
Jex-Lewis										5	5
Blanco										24	24
Johnson ENRICH!										20	20
Sporrer ENRICH!										17	17
Gravenstein	21	80	72	78	79	83	94				507
Hillcrest Campus								70	93	86	249
Community Day School				1					1		2
<b>November 2018</b>	<b>21</b>	<b>80</b>	<b>72</b>	<b>79</b>	<b>79</b>	<b>83</b>	<b>94</b>	<b>70</b>	<b>94</b>	<b>86</b>	<b>758</b>
November 2017	21	59	72	80	84	87	75	86	89	76	729
November 2016	12	74	79	77	80	78	74	78	87	80	719
November 2015	6	94	75	83	68	77	75	88	83	84	733
November 2014		90	78	66	69	68	74	72	83	111	711
November 2013		98	65	70	66	70	62	73	101	107	712
November 2012		73	68	69	61	68	67	85	111	101	703
November 2011		78	69	59	67	62	84	88	92	79	678
November 2010		66	55	58	52	82	72	83	78	92	638

2017
478
251
729



