

GRAVENSTEIN UNION SCHOOL DISTRICT

3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Board of Education Regular Meeting Agenda

DATE: Thursday, January 9, 2020
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Steve Schwartz, President
Gregory Appling, Clerk
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee
Patrick Lei, Trustee

I. CALL TO ORDER AT 5:00 PM

II. ADOPTION AND APPROVAL OF THE AGENDA

A. Approval of the agenda for January 9, 2020 (2 min.)

III. REPORTS, AND ORAL COMMUNICATIONS

A. (p. 1) Gravenstein Principal Report (5 min.)

B. (p. 3) Hillcrest Principal Report (5 min.)

C. Gravenstein Union Teachers' Association (5 min.)

D. District Site Council (0 min.)

E. (p. 4) Gravenstein Parent Association, GPA (5 min.)

1. Financial Reports

F. Trustee Reports (5 min.)

G. Climate Committee (0 min.)

H. (p. 15) Facilities Report (5 min.)

I. CBO Report (5 min.)

J. Superintendent Report/District Correspondence

1. (p. 16) Complaint response update (5 min.)

IV. PUBLIC COMMENT (15 min.)

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.

V. CONSENT AGENDA (5 min.)

ACTION ITEM

- A. (p. 18) Approval of Minutes from the Regular Board Meetings of November 14, 2019 and December 12, 2019, and the Special Board Meeting of December 8, 2019**
- B. (p. 44) Warrants**
- C. (p. 51) Payroll**
- D. (p. 52) Williams Report for October - December, 2019**

Action taken/comments:

Motion _____ Second _____ Vote _____

VI. GENERAL ACTION ITEMS

- A. (p. 55) Board Position Statement regarding student use of personal electronic devices (25 min.)**

The Board will consider adopting a Position Statement regarding student use of personal electronic devices.

Action taken/comments

Nomination _____ Second _____ Vote _____

- B. (p. 60) Second Reading for Board Policy 5131, Conduct (5 min.)**

The Board will consider adopting Board Policy 5131, Conduct.

Action taken/comments

Motion _____ Second _____ Vote _____

- C. (p. 66) Second Reading for Board Policy 5145.12, Search and Seizure (5 min.)**

The Board will consider adopting Board Policy 5145.12, Search and Seizure.

Action taken/comments

Motion _____ Second _____ Vote _____

- D. (p. 75) Facility Inspection Tool (FIT) Reports (5 min)**

The Board will consider accepting the Facility Inspection Tool (FIT) Reports for Gravenstein Elementary, Gravenstein First, Hillcrest Middle, and Gravenstein Community Day Schools.

Action taken/comments

Motion _____ Second _____ Vote _____

E. (report not in packet, available at GUSD 1/7/20) Acceptance and Certification of June 30, 2019, Fiscal Year Financial Audit (15 min)

The Board will be asked to approve the Financial Audit report prepared by Roatch Accountancy.

Action taken/comments

Motion _____ Second _____ Vote _____

F. (p. 99) Acceptance and Certification Governmental Accounting Standards Board(GASB) Number 75 for fiscal year ending on June 30 (5 min)

The Board will be asked to approve the GASB 75 report for the Gravenstein Union School District.

Action taken/comments:

Motion _____ Second _____ Vote _____

G. (p. 112) Approve District's School Accountability Report Cards (SARC) (5 min)

The Board is asked to approve the School Accountability Report Cards for the District's schools: Gravenstein Elementary, Gravenstein First, Hillcrest Middle School, and Community Day. The SARC must be shared with the school board prior to posting for public viewing on the CDE and District websites by February 1st each year.

Action taken/comments:

Motion _____ Second _____ Vote _____

H. (p. 158) Adopt Resolution #200109-01 Regarding Core Subject Teacher Authorization (5 min)

The Board will consider adoption of Resolution #200109-01 regarding the authorization of a teacher assignment.

Action taken/comments:

Motion _____ Second _____ Vote _____

I. (p. 159) Adopt Resolution #200109-02 Regarding Core Subject Teachers Authorization (2 min)

The Board will consider adoption of Resolution #200109-02 regarding the authorization of a three teaching assignments.

Action taken/comments:

Motion _____ Second _____ Vote _____

J. (p. 160) Approve Notice of Completion – Hillcrest Middle School Improvements (Increments 1 and 2) (5 min.)

The Board will be asked to approve the Notice of Completion for Hillcrest Middle School Improvement, now that the project is done.

Action taken/comments:

Motion _____ Second _____ Vote _____

K. (p. 161) Adoption of Board Handbook (5 min)

The Board will consider adopting the Board Handbook for GUSD drafted at the Board retreat on December 8, 2019.

Action taken/comments

Motion _____ Second _____ Vote _____

VII. DISCUSSION/INFORMATION ONLY

A. (p. 183) First Reading for Board Policy 3550, Food Service/Child Nutrition Program (5 min.)

The Board will be asked to perform a first reading of Board Policy and Administrative Regulation 3550, Food Service/Child Nutrition.

B. (p. 194) Review Board & Staff Committee Descriptions and Membership (5 min.)

The Board will consider Board & Staff Committees initially discussed at the Board retreat on December 8, 2019.

VIII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

IX. ADJOURNMENT TO CLOSED SESSION (10 min.)

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

- 1.0 Student Discipline
- 2.0 Pending litigation
- 3.0 Administrator Performance Updates
- 4.0 Conference with Negotiations team:
GUTA negotiations update

X. RECONVENE TO OPEN SESSION (if necessary)

XI. ACTION ON ITEMS HEARD IN CLOSED SESSION (if necessary) (5 min.)

Action taken/comments

Motion _____ Second _____ Vote _____

XII. PUBLIC REPORT OF ACTION TAKEN IN CLOSED SESSION (if necessary)

XIII. FUTURE BOARD MEETINGS

- A. February 13, 2020 at 5pm**
- B. March 12, 2020 at 5pm**

XVII. 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 Dave Rose, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.



Gravenstein Elementary School Principal's Report- January 2020

Keri Pugno

Enrollment Report

	TK	K	1	2	3	4	5	Total
2019-2020 on 1-6-20	18	75	81	76	77	84	86	497
2018-2019 on 1-7-19	20	80	74	78	78	82	94	506

Attendance Report for the past month/December:

Average Attendance for "Month 5" (12/2/19 - 12/27/19): 94.33%

Mark Your Calendar:

- Saturday, 1/25/20- TK/K Open House
 - Event kicks off in MPR. Keri presents 15-20 minute slideshow while students play outside with Mr. Carey. Then students and parents explore all 4 kindergarten classrooms on a scavenger hunt.

Grade Level/Department Reports

- TK/Kindergarten slideshow available on District website

Campus Events/Highlights

- **Kindergarten Winter Performance**
All four classes came together to perform multiple holiday songs in front of a packed parent audience. The songs were led by the classroom teachers and Mr. Pulley.



- **Winter Concerts, grades 1-5**

It was a packed house that listened to our grade 1-5 students perform on 12/16. As is tradition, grades 1/2 entertained the crowd with engaging songs, grade 3 impressed with their beginning recorder skills, and the 4/5 band wowed everyone with the clear, smooth notes. A new tradition was the inclusion of 4/5 Chorus. Amazing work by both students and our Music Instructors- Mr. Pulley and Mr. Burrows.



- **Grade 1 culminating “Holidays Around the World” Feast**

All of the grade 1 classes came together to celebrate cultural awareness by hosting “Holidays Around the World” feast. Parents and teachers decorated the MPR and presented multiple holiday traditions and treats from a variety of cultures.



- **Student Name Placards for Afternoon**

Pick-up

We continue to look for ways to improve our afternoon pick-up and will be implementing student/teacher name placards for parents to display in the pick-up circle



- **Community Service**

- Grade 3 classes visited local Senior Centers and presented crafts, sang carols, and played their recorders.
- Grade 4 classes worked to create flannel blankets for local animal shelters. Students met teachers over the Winter Break to deliver the gifts to different shelters.



Field Trips

grade	Field trips already attended this year (Bold events occurred within the last month)
K	Armstrong Woods, in-school Scribbles and Giggles
1	Children's Creativity Museum
2	WasteWater Treatment Plant
3	CalSkate STEM activities, Laguna Learning Center, Lawrence Hall of Science, Brookdale Senior Living Center
4	Joe Rodota/Julliard Park 14-mile bike ride, Martin Griffin Preserve (for 2 classes only as it was a reschedule from 2018-2019), Marin Museum of American Indians
5	Armstrong Woods, Sugarloaf Hike and Observatory overnight, Life on Barbary Coast (Balclutha ship), Willowcreek Watershed

Donations

- Acknowledged at prior GUSD Board meetings: Purple Air, iSonoma, Donors Choose, GPA, and Rotary Club
- Donors Choose grant awarded to Ani Hansen for Lego Robotics program- \$7,500
- Personal Donation to Gravenstein from Jaime and Lisa Bayan “in honor of all Special Education children”.- \$500

Professional Development

- STEAM Conference in Anaheim (12/9/19 - 12/10/19)
- Data Analysis and Using Dashboard (hosted by SCOE on 12/10/19)
- English Learners Leadership Conference (1/10/20)



HILLCREST

Middle School

GUSD January Board Report

Enrollment- as of 1/6/2020 - () = 18/19 :

6th	7th	8th	Total
113 (69)	82 (92)	86 (87) (+3 since 11/19)	281 (248)

Attendance- December 2019:
Overall Attendance Rate- 93.88%

Grade Level / Department / Student Reports:
September- 6th Grade trip to Alliance Redwoods
October- Yearbook Class Updates
November- Leadership Class Updates
December - Hillcrest Band Program
January- NONE

Field Trips / Events- December 2019:
NONE

Professional Development / Staff Work:

California STEAM Symposium- At the start of December, Principal Deeths traveled to Anaheim with four of our teachers, Ms. Mattish & Mr. Carey from Gravenstein and Ms. Helton and Mr. Blanco from Hillcrest, to the annual California STEAM Symposium. Thousands of educators from all over the country attended this two day Symposium to learn about the latest advances in STEAM educational practices, research and methods.



GPA Meeting Agenda
October 22, 2019 6:00pm Hillcrest STREAM lab

Mission and Vision Statement:

GPA is the non-profit foundation dedicated to supporting and enhancing the ENRICH! Program. GPA does this by providing volunteers, direction and funding for these programs in cooperation with the GUSD school board, administration, teachers and staff.

Meeting Called to Order: 6:05 PM

Present:

Megan Kaun (President)
Amy Gloekner (Vice President)
Ben Kaun - via phone conference (in person at 6:39) (Treasurer)
Katie Palilow (Secretary)
Sarah Tendall
Erin Hillmer
Christine Connoly
Mike Bollinger
Bill Nolan

Not Present:

Beth Dawson

Faculty Present:

Keri Pugno, Gravenstein Principal
Will Deeths, Hillcrest Principal
Dave Rose, Gravenstein District Superintendent

Guests Present:

Jeri McNeil
Robbin Hobbins
Erin Hanauer
Lori Jones

A. Public Comment on Non Agenda Matters

None at this time

B. Fundraising Subcommittee

1. Jog A Thon report - While not fully accounted for, as to date there has been over \$35,000 pledged so far, and the paper entries still need to be accounted for. There will be an option to order Jog A Thon gear as extra fundraising potential and for parents and siblings to support Gravenstein Spirit. The use of parents who have opted to volunteer time as a means to support GPA could be utilized for help with data entry for entries made and for shirt orders.
2. Skate Night - not at this time
3. Movie Night - not at this time
4. Sees Candy - The fundraiser is under way for the November Holiday, forms will be turned in November 25, 2019 and the purchased items will be dispersed before the Winter Holiday (December 16, 2019)
5. Boots & Bourbon - The date for this event has been set for March 28, 2020. We are asking that each board member could solicit at least 5 different businesses for auction items to sell at the event. Once a business has been solicited the solicitor is asked to please add their business to a list so that they are not asked more than once. There is also an option for businesses to strictly donate as a sponsor for the event.
6. System for reimbursements - not at this time
7. Holiday Pancake Breakfast - Scheduled for December 7, 2019. We will be auctioning off classroom baskets. Lori Jones has commented we are in need of gas griddles to be donated for use; Katie Pahlow has one that can be used for the event. We are expecting to feed 500+ people if we are to match last year.

C. Communications Subcommittee

1. General update - GPA is still sending monthly newsletters on the first Wednesday of each month. An update to the communications is that the newsletters will need to add gravstaff@grav.k12.ca.us and hillstaff@grav.k12.ca.us to cover ALL Gravenstein District staff and not just the teachers and principals.
2. Hillcrest pledge form drive - Hillcrest has assembled a Monday Morning Messages in the Duck Pond for a push for students to remind them to turn in their pledge forms and what their incentives will be.
3. New Students - GPA will make sure to add the pledge packets into any new student/mid year student registration forms.

D. Finance Subcommittee

1. Profit & Loss and Income Statement review - Ben Kaun provided a Profit and Loss Statement, and a Balance sheet for GPA expenditures and income. As time provides, a newer and more refined and clear statement will become available in order to be as transparent as possible for GUSD.
2. Donation Review - Bill Nolan has supplied a recapped list of donations per grade level as of September 2019 to help understand what may be needed in the future as per donations to help the program succeed.

E. Secretary's Report

1. Approval of September 30 minutes

Amy Gloekner Motions to Approve the Minutes.

Mike Bollinger Seconds the Motion

All In Favor, Motion Passed to Approve the September 30, 2019 Minutes

2. Next meeting
 - a. November 19th, 6pm, Hillcrest STREAM lab

F. Governance Subcommittee

1. Report out from Oct 10th GUSD board meeting - Both Megan and Ben Kaun attended the meeting and stated it went well and the intent to keep communication open between the two boards as positive.

G. Principal's Reports

Keri Pugno - Wanted to state the overall success of the jogathon and thank you to the GPA for putting on the event, as well as an applause to the DJ hired for the event, which definitely made it more enjoyable and upbeat, and to the success of all the many parent volunteers who came out to help and support their children, our students.

Will Deaths - Stated that Wednesday enrichment programs have been running very smoothly and successfully. All the students really seem to be enjoying them; Disc Golf was a huge success of students signing up; the vinyl sticker program has been creating and leaving positive messages on the Hillcrest bathroom stalls for students to view; and for choir, Mr. Burrows encouraged the students to write their own composed song, and there will be a student showcased at the Winter Concert who has done just that. It's been a fabulous year so far.

H. Superintendent's Report

Dave Rose would like to echo the sentiments of the Jogathon which went very smoothly. One of the missions of the District is to support the pledge of GPA as much as possible. Commenting, as well, the fact that GPA to make sure the items budgeted for enrichments versus regular school curriculum is calculated in order to make sure the funding goes just where it needs to, and that the district will pay for the costs that anything traditional school would pay for. Mr. Rose would also like to make sure that GPA let student parents know exactly what the funding is for, so the District can be sure to help support the GPA by reminding parents what their students are receiving as part of their enrichments on top of their traditional school education programs.

I. Adjourn

Erin Hillmer Moves the motion to adjourn the meeting;
Amy Gloekner Seconds the Motion.

Meeting Adjourned - 7:39 PM



GPA Meeting

November 19, 2019 6:00pm Hillcrest STREAM lab

Mission and Vision Statement:

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Meeting Called to Order at 6:05PM

Members Present:

Megan Kaun (President)
Amy Gloekner (Vice President)
Ben Kaun (Treasurer)
Katie Pahlow (Secretary)
Sarah Terdall
Christina Connelly
Erin Hillmer
Bill Nolan
Mike Bollinger

Guests Present:

none

Faculty Present:

Dave Rose (District Superintendent)
Will Deeths (Hillcrest Principal)
Keri Pugno (Gravenstein Principal)

A. Public Comment on Non Agenda Matters

None at this time

B. Communications Subcommittee

1. General update - We are doing well on Instagram and Facebook for all events. There has been positive feedback on the newsletter being sent out. We have a report that can show many people can see the newsletter. And there has been a huge spike in the

class baskets for the pancake breakfast because of the newsletter and Monday Messages.

2. Hillcrest pledge form drive - There has been positive feedback from parents and students. The pledges are due by Friday November 22nd, and with the addition of creating a challenger per class/grade level, it has made students excited about getting their parents reminded to turn in their sheets. Homeroom teachers have been keeping an accounting of the percentage received for an accurate reading.

C. Finance Subcommittee

1. Financial report review - Treasurer Ben Kaun provided updated Balance Sheet and Profit Loss Sheets from July up through October 21, 2019. Independent Contractors are slightly ahead of what is expected, and we would like to make a change to the budget as "per year" instead of "to date" to share with the GUSD. Overall GPA has accrued close to our projected income for the year to date and budget, and have a more clear balance sheet as to our equity.
2. MPF and GSF is still in "operation" and with it's expense needs to be dissolved as per its costs. Megan Kaun will write a letter to Lori Jones and Steve (GUSD President) with a CC to District Superintendent Dave Rose.
3. Review contribution levels - Bill Nolan has gone through the working numbers of cost versus donations analysis and provided an insight as to where GPA made need to balance our cost to run versus payments received and proposed to receive. Per discussion from all present at this meeting from board members - Having a stronger form of marketing beginning next school year, possibly a flyer to hand out to new incoming parents and in the school packet. Information is needed to supply parents and potential parents about what exactly is needed to make the program continue to run and how they can help. Photos of the students having fun during their enrichments, what exactly funding is going for, especially since this seems to be the biggest concern as to what people are donating towards. The District Website should also be updated, with information about how the school is funded and the curriculum is designed. As well, we need to have the option and ability to pay on the enrollment website for easier and more accurate sign ups, plus less paper. Public image is one of the first starts to begin with, and be strategic in the way of forms, the Enrichment program is "a program that needs financial support in order to continue."
4. Independent contractors, fire week pay discussion - Amy Gloekner motions to approve the payment to Independent Contractors who were out during the mandatory evacuations and shut offs from the Kincaid Fire in the total of \$3,320.00. Ben Kaun seconds the motions. All approve.

D. Fundraising Subcommittee

1. JAT recap (update and volunteer needed) - We have made \$46,000 so far, with pledgestar bringing in the most amount for donations; checks are still coming in. Next school year there will be a need for a larger committee to take on different roles for the

committee, i.e., sorting shirts, jogathon spirit wear orders, sorting and itemizing monetary donations.

2. Pancake Breakfast - everything is prepared, the classroom baskets are filling up for auction, and with just a little help needed in a couple of grades, the link for donations will go out on the Facebook website. Tickets will begin selling the week after the return from Thanksgiving break. There will be a raffle table as well for the last half of the year parking spot at Gravenstein, for small baskets that have been donated, and for Nutcracker Tickets performed by the Sebastopol Ballet. Mr Pully's Jazz Band will play at the event as well.
3. Holiday shopping - to be launched after Thanksgiving, remind people to shop using their "Amazon Smile" accounts to support their schools
4. Adult only auction & rib dinner - There was discussion about not allowing the serving of Hard Alcohol to beer and wine only, so changing the name to Beer and Bubbles Rib Dinner; Along with Ribs there will be a Vegetarian option offered. (Per discussion via email on 12/2/2019, we have found that hard alcohol may be served, so the name will remain "Boots and Bourbon")
5. Read A Thon - is in need of a new chair, so we will be on the lookout for someone who would like to lead this.
6. Hillcrest shed - Members went through the shed, some items were moved into the shed and some removed, there is a need for itemization and organization of the items.

E. Secretary's Report

1. Approval of October 22 minutes (not at this time; will review before December Meeting)
2. Next meeting
 - a. December 17th, 6pm, Hillcrest STREAM lab

F. Principal's Reports

Keri Pugno - Discussed the Kindergarten Open House scheduled for Saturday January 25, 2020 from 10am-11am. There has been a great first impression with new and incoming families about the enrichment program and what it offers, and the Open House would be a great place to have some GPA presence to help offer parents an insight as to how the program is run and what is required to keep it running. Keri also handed out a scheduled Trimester 2 schedule of Enrichments for Gravenstein students by grade.

Will Deeths - Would like to give a shout out to all the success of the enrichment programs happening at Hillcrest - specifically to the set designers for the Hillcrest play "Once Upon A Mattress) is going extremely well. As well as very excited to see all the student interest in all the different offerings this semester which include - History of Rap, Rock and Soul; Gardening; Vinyl Sticker Making; Tech Squad; Disc Golf; Yoga: Creating is Doing Graphic Novels; Movies, Books and More; Lego Robotics; and finally TShirt Making is creating the Tshirts for the Teacher Vs. Student Football Game Happening Monday November 25th at 2:15!

G. Superintendent's Report

Dave Rose - There is a Board Retreat rescheduled from 10/27 to 12/8/2019 to go over direction of the district and work on team building. Their focus would like to be on 2 areas - One being all students participating in Enrichments, and second is the sustainability of the district supporting the Enrichment program, with all students meeting at grade level or above standards.

Dave would also like to thank the leadership team for the communications during the Kincaid Fires, letting parents and students know in a timely matter; as well as identifying minor issues and solving them quickly and efficiently. Maintenance Staff worked tirelessly around the clock to make sure they could bring us back to working standards ASAP.

Amy Gloekner Moves to Adjourn the Meeting

Mike Bollinger seconds the motion.

Meeting Adjourned 7:45 PM

11:51 AM
12/11/19
Accrual Basis

Gravenstein Parent Association
Balance Sheet
As of November 30, 2019

	<u>Nov 30, 19</u>
ASSETS	
Current Assets	
Checking/Savings	
Exchange Bank Checking	92,981.82
Exchange Bank Savings	256,862.93
Paypal	2,041.03
Venmo	209.00
Total Checking/Savings	<u>352,094.78</u>
Other Current Assets	
Prepaid expenses	1,246.00
Total Other Current Assets	<u>1,246.00</u>
Total Current Assets	<u>353,340.78</u>
TOTAL ASSETS	<u><u>353,340.78</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	15,712.58
Total Accounts Payable	<u>15,712.58</u>
Total Current Liabilities	<u>15,712.58</u>
Total Liabilities	15,712.58
Equity	
32000 - Retained Earnings	252,959.32
Net Income	84,668.88
Total Equity	<u>337,628.20</u>
TOTAL LIABILITIES & EQUITY	<u><u>353,340.78</u></u>

11:52 AM

12/11/19

Accrual Basis

Gravenstein Parent Association Profit & Loss Budget Performance

November 2019

	Nov 19	Budget	\$ Over Budget	Jul - Nov 19	YTD Budget	\$ Over Budget	Annual Budget
Ordinary Income/Expense							
Income							
Parent Donations	22,591.84	20,000.00	2,591.84	108,401.08	80,537.00	17,864.08	208,537.00
Special Fundraising Inc							
AmazonSmile	82.64	50.00	12.64	115.70	250.00	-134.30	600.00
Book Fair	0.00	0.00	0.00	0.00	0.00	0.00	5,621.00
Boots, Beer and Bubbly Event	0.00	0.00	0.00	0.00	0.00	0.00	13,600.00
Box Tops	0.00	21.00	-21.00	0.00	105.00	-105.00	250.00
Color Run	0.00	0.00	0.00	0.00	0.00	0.00	8,700.00
Escrip	17.50	49.00	-31.50	332.67	245.00	87.67	585.00
Jog a Thon	16,469.70	0.00	16,469.70	52,517.75	43,924.00	8,593.75	43,924.00
Movie Night	837.15	0.00	837.15	837.15	319.00	518.15	319.00
Pancake Breakfast	0.00	0.00	0.00	0.00	0.00	0.00	8,200.00
Parking Space Raffle	0.00	0.00	0.00	0.00	750.00	-750.00	750.00
Read-a-Thon	100.00	0.00	100.00	100.00	0.00	100.00	13,172.00
See's Candy	0.00	0.00	0.00	0.00	0.00	0.00	14,000.00
Skate Night	0.00	0.00	0.00	854.00	100.00	754.00	400.00
Spirit Wear	11.00	185.00	-184.00	1,190.00	975.00	215.00	2,336.00
Total Special Fundraising Inc	17,497.99	315.00	17,182.99	55,947.27	46,868.00	9,279.27	110,457.00
Corporate Matching	0.00	233.34	-233.34	0.00	1,166.70	-1,166.70	2,800.00
Interest Income	0.00	83.00	-83.00	25.29	415.00	-389.71	1,000.00
Other Donations	0.00	333.34	-333.34	0.00	1,666.70	-1,666.70	4,000.00
Total Income	40,089.83	20,964.68	19,125.15	164,373.64	140,453.40	23,920.24	326,794.00
Gross Profit	40,089.83	20,964.68	19,125.15	164,373.64	140,453.40	23,920.24	326,794.00
Expense							
General & Admin Expense							
Bank Fees	703.06	21.00	682.06	3,301.27	105.00	3,196.27	250.00
Bookkeeping	2,282.58	2,000.00	282.58	8,971.33	10,000.00	-1,028.67	24,000.00
General Liability	0.00	171.00	-171.00	1,004.00	856.00	149.00	2,050.00
Lawyers Fees	0.00	21.00	-21.00	0.00	105.00	-105.00	250.00
Merchant Fees	0.00	125.00	-125.00	0.00	625.00	-625.00	1,500.00
Misc. Expense	0.00	42.00	-42.00	0.00	210.00	-210.00	500.00
Newsletter	0.00	42.00	-42.00	0.00	210.00	-210.00	500.00
Office Supplies	0.00	83.00	-83.00	70.86	415.00	-344.32	1,000.00
Postage	0.00	17.00	-17.00	109.00	85.00	24.00	200.00
Printing	0.00	125.00	-125.00	570.86	625.00	-54.04	1,500.00
Tax Return Preparation	0.00	0.00	0.00	810.00	0.00	810.00	0.00
Taxes	0.00	425.00	-425.00	3,675.00	2,125.00	1,550.00	5,100.00
Website	0.00	83.00	-83.00	0.00	415.00	-415.00	1,000.00
Total General & Admin Expense	2,985.64	3,155.00	-169.36	18,512.24	15,775.00	2,737.24	37,850.00
Independent Contractors							
Art	2,040.00	2,577.00	-537.00	9,520.00	9,018.00	502.00	24,480.00
Athletics	3,250.00	3,000.00	250.00	11,100.00	10,500.00	600.00	28,500.00
Chorus	2,700.00	3,158.00	-458.00	12,300.00	11,052.00	1,248.00	30,000.00
Drama	1,440.00	1,053.00	387.00	4,080.00	3,982.00	98.00	10,000.00
Science	4,000.00	4,547.00	-547.00	14,400.00	15,918.00	-1,518.00	43,200.00
Independent Contractors - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00

13

11:52 AM

12/11/19

Accrual Basis

Gravenstein Parent Association Profit & Loss Budget Performance November 2019

	Nov 19	Budget	\$ Over Budget	Jul - Nov 19	YTD Budget	\$ Over Budget	Annual Budget
Total Independent Contractors	13,430.00	14,335.00	-905.00	51,400.00	50,170.00	1,230.00	136,180.00
School Support Expenses							
8th Grade Dinner	0.00	417.00	-417.00	0.00	2,085.00	-2,085.00	5,600.00
Kinder Kick Off Event	0.00	21.00	-21.00	0.00	105.00	-105.00	250.00
Staff Appreciation Luncheon	0.00	625.00	-625.00	0.00	3,125.00	-3,125.00	7,500.00
Staff Water Delivery-Alhambra	418.24	250.00	168.24	418.24	1,250.00	-831.76	3,000.00
Teacher Mini Grants-\$500 Max	0.00	417.00	-417.00	3,037.24	2,085.00	952.24	5,000.00
Teacher Support \$360@48 Teacher	0.00	1,400.00	-1,400.00	0.00	7,000.00	-7,000.00	16,800.00
Teacher/Staff Appreciation Week	0.00	0.00	0.00	0.00	0.00	0.00	7,500.00
Total School Support Expenses	418.24	3,130.00	-2,711.76	3,455.48	15,650.00	-12,194.52	45,050.00
Special Fundraising							
Book Fair Expense	0.00	0.00	0.00	0.00	0.00	0.00	5,523.00
Boots, Beer and Bubbly Expense	0.00	0.00	0.00	4,600.00	0.00	4,600.00	8,600.00
Color Run Expense	0.00	0.00	0.00	0.00	0.00	0.00	960.00
Jog-a-Thon Expense	102.99	0.00	102.99	1,097.99	3,480.00	-2,382.01	3,480.00
Misc Promotional	0.00	0.00	0.00	0.00	65.00	-65.00	65.00
Movie Night Expense	0.00	0.00	0.00	400.00	747.00	-347.00	747.00
Pancake Breakfast Expense	222.06	1,244.00	-1,021.94	222.06	1,244.00	-1,021.94	1,244.00
Read a Thon Expense	0.00	0.00	0.00	0.00	0.00	0.00	91.00
Sea's Candy Expense	0.00	0.00	0.00	0.00	0.00	0.00	6,600.00
Skate Night Expense	0.00	0.00	0.00	16.99	25.00	-8.01	100.00
Spirit Wear Expense	0.00	202.17	-202.17	0.00	1,010.85	-1,010.85	2,426.00
Total Special Fundraising	325.05	1,446.17	-1,121.12	6,337.04	6,571.85	-234.81	29,836.00
Total Expense	17,158.93	22,036.17	-4,907.24	78,704.76	88,166.85	-8,462.09	248,916.00
Net Ordinary Income	22,930.90	-1,101.49	24,032.39	84,668.88	52,286.55	32,382.33	77,878.00
Net Income	<u>22,930.90</u>	<u>-1,101.49</u>	<u>24,032.39</u>	<u>84,668.88</u>	<u>52,286.55</u>	<u>32,382.33</u>	<u>77,878.00</u>

14

Facilities Report
January 9th, 2020
Prepared by Brian Sposato

Gravenstein

Gravenstein Solar: Solar tie-in to main switchboard occurred December 23rd as planned. Now waiting on PTO (Permission to Operate) from PG&E and onsite inspection from PG&E.

Hillcrest

Hillcrest Solar: PG&E has granted the Permission to Operate and solar is now ready for use! Notice of completion is ready to be approved.

Hillcrest IT Infrastructure Upgrades: E-Rate has funding has been approved for this project. We are waiting on getting an approved and signed contract with KS Telecom who will be the contractor performing the work. This project will likely occur in the summer 2020. Improvements will include upgrading to single mode fiber (for better bandwidth). Additionally, we will be adding category 6 data drops to classrooms, and providing wifi access to reach the Hillcrest Gym. The end result will provide better IT reliability and performance for the campus.

Winter break work

With school out it allowed us to catch up on some cleaning and overall grounds cleanup at both sites. In addition to cleaning up the interiors of classrooms, we did some additional work, highlights included replacing an old in ground picnic table at Hillcrest and installing a new one. Repainted all hardie-panels of the exterior of the science and music rooms at Hillcrest. Continued repainting fascia around Hillcrest.

December 13, 2019

Erin Hanauer
1249 Bing Tree Way
Sebastopol, CA 95472

SUBJECT: Addendum to Investigation of Formal Complaint received October 10, 2019

In my first letter you had a concern. I want to capture your concern from my first letter here as I quote the email you sent. You wrote:

“You stated that my statement that my daughter has been exposed to inappropriate internet content is false. This is incorrect. She has been exposed and seen Facebook and Tik Tok on campus. These sites are not recommended or appropriate for her ages at said exposure (10 and 11). I stated that she is being exposed to this inappropriate content which can and does harbor violence and sexually explicit material (not that she has seen that yet on Hillcrest grounds).”

I think your words here clarify that she has yet to see explicit content, but she has seen websites on other student’s phones that are considered inappropriate for her age group.

I believe the worry and therefore your complaint is that it is possible to be on campus and view these websites and whatever explicit content these sites might have. And this is what you want the School Board to take action on.

Another part of your concern with my first letters is as follows:

“Second you reference safeguards to keep kids off inappropriate sites but there is none for individual devices. This is conflicting.”

On the second part, the District has filters that block explicit content on the District wired and wireless (Wifi) access. This is required and they are doing that. But anyone on campus, or off campus, that has cell phone access through a commercial company could have access to any material of their choosing.

The District is in compliance with their legal responsibility. The Board and the District employees have not done anything wrong here. I think you are asking the Board to create a more restrictive cell phone policy which would guide a stricter rule at the school level. That ultimately will be a Board decision.

I hope I have captured a fair sense of your complaint. My recommendations are the same.

Recommendations:

- The Board should consider creating a position statement on this issue.
- That will then pave the way for the Board to create Board Policy on student possession and use of electronics.

- This will then guide the staff to draft an Administrative Regulation.
- This will then guide staff to review and revise the existing rule in the handbook.
- The School Board has hired Mr. Rose to implement Policy and also to be their guide, therefore they can and should continue to solicit and use his input.

In speaking with Mr. Rose, it is my understanding that the Board will be working on policy for this area.

Sincerely,

A handwritten signature in cursive script, appearing to read "Eric Hoppes".

Eric Hoppes

cc:

Steve Schwartz, GUSD Board President

Dave Rose, GUSD Superintendent

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Board of Education
Regular Meeting Agenda

DATE: Thursday, November 14, 2019
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Steve Schwartz, President
Gregory Appling, Clerk
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee
Patrick Lei, Trustee

Called to order at 5:01pm
All trustees in attendance

I. CALL TO ORDER AT 5:00 PM

II. ADOPTION AND APPROVAL OF THE AGENDA

A. Approval of the agenda for October 10, 2019

GA Motion to approve
AK 2nd
Passes 5 - 0

III. REPORTS, AND ORAL COMMUNICATIONS

A. Kincade Fire update

A report was given to the trustees. DR was impressed with the staff and their communication with each other, and with the teachers to the students. Keeping track of where our resources were and what we could do to help out. Also kept in touch with the other superintendents of the county. We had some allstars Brian, Will, Keri and Wanda, going above and beyond the call of duty. Teachers reaching out to students to offer a comforting voice and possible activities for the kids.

We had a meeting that involved staff. They discussed things we can do differently in the future. Had a chance to go through the emergency backpacks.

An idea that is being discussed by Sonoma County Schools and Superintendents, is to maybe not be open the last two weeks of October.

SS asked about the closure on Thursday Oct. 31st...did any of the other schools open on that Thursday?

Answer: No, no other schools opened on that day. There were too many things that had to be done at the schools to be sure that they would be clear and safe for the kids.

DR - Before going to Principal reports, I'd like to point out that the teachers and admin staff are constantly evaluating the new program "Enrich for all"

B. (p. 1) Gravenstein Principal/Teachers Report

Report included in packet.

Keri wants to mention the considerable donations and grants that the teachers have received. They are listed on the 2nd page of the report..

Other than two trips that were cancelled last year and thus done this year the number of field trips are consistent for all grades.

SS - is the (EL) redesignation number up?

Answer: The redesignation means they are no longer English Learners, they are now English proficient.

C. (p. 5) Hillcrest Principal/Teachers Report

Biggest change for this trimester was the bell schedule. Changed to all 8 classes on Mondays, Tues. and Thurs. always Blue days Periods 1, 3, 5 and 7, Weds and Fri, always Gold days Periods 2, 4, 6 and 8.

SS - first heard about the bell change through students and is happy that this is happening without coming to the board.

GA doesn't have an issue with this, but at the same time doesn't want to be blindsided by anything.

Students: Austin Look & Noa Schwartz do a presentation about Leadership Elective. This is one of the electives that they have every other day. You have to apply for it and lead other kids in the school. Learning different ways of leadership from other schools and trying to make their school a better place.

Showed a video with some of the things they have done at school - Inspiration Posters - murals - decals - buddy program - Student Body - Dances - Spirit days

WD This class has been a fabulous addition and has really made a change in the air around campus.

SS asked if any boys have signed up yet and if not, why?
LB girls are born leaders
WD it is very common for leadership classes to be more girls than boys

D. Gravenstein Union Teachers' Association

Report was handed out. Thanked the board for reaching out during fires.

Read the #WeStandWithWSCTA letter which is also in the report.

Thank you for supporting GUTA, we appreciate it.

E. District Site Council

Really pleased Site Council started off with strong numbers. Have been discussing a couple of things in council. Wants to mention the "Dash Board" this evening. Relatively new term for looking at schools data. There is a report that will be discussed at the Board Retreat. This is an easy format for parents to look at and use.

Caschooldashboard.org to get information about schools. If the box is gray it is because our numbers are too low to score. want to get as close to blue as possible.

Very user friendly. Can do reports by school or district. We are using this and shifting much more towards it for reports. Looking at reports helps us identify where we need to do more work to help our students.

WD - this is really for the parents who are shopping for a school for their kids. Gets rid of a lot of the educational jargon and makes it easy for the parents to see.

SS is this automatic...does it not cause more work for the principals.

WD no of course not. Really the amount of work that is needed is worthwhile.

DR - looking at academics, attendance and discipline.

Jeri McNeil - Just looked it up on her computer. She gets four results that are Gravenstein, which looks a little confusing.

KP unfortunately we don't have control over that, but would like to point out that there is a button to translate everything to Spanish

F. (p. 7) Gravenstein Parent Association, GPA

Jeri is here to announce the Pancake breakfast.

BT - Candy sales are due 11/25

KP - Jog-a-thon monies are still coming in. Definitely a great event and I know they are really proud of that. Also pointed out that GPA is doing a great job with communication.

JK do we need to approve the letter to GPA

SS - answer - GPA did not sign the MOU. Instead they did a letter and this letter is the response, but this letter has not yet been sent.

Can't vote on it because it is not an actionable item

DR - We can bring this back in December for voting, but his thought was just that this was a response to their letter thanking them for their letter and reiterating what we understand.

G. Trustee Reports

GA attending the Climate Committee, but nothing to report

PL same

AK and JK nothing to report

SS went to state assembly - surprised by who was/was not in attendance.

H. Climate Committee

WD happy to see who attended PL, GA, BSposato, DR. Parent who is professor of Climate Sciences also in attendance. Trying to get a couple of students to be apart of it as well

PL - Because it is a Climate Action - when we have mandate we don't want it to fall on two few staff. It could take quite a bit of time.

WD absolutely. Looking at small steps we can take on a daily basis. Definitely seeing a change already. We started with just one compost bag and now collecting as many as three.

AK feels there are some other items that maybe the Climate Committee could link up with like transportation.

SS are you looking for students from both campuses

WD yes

I. Facilities Report

1. (p. 9) Facilities Committee

Report included. 11/27 is the date to try and tie in the Solar.

GA reports, good talk with Jack Shrader and Assoc. We have an opportunity to get some money back on some facility items. We have to pay up front, but we could get 40 to 50% back depending on the items.

WH on page 9 there was an error. the letter received was not a 90 day letter. But we are in the works.

JK would like to throw her hat in for Facilities Committee.

SS that is great, but, per discussion with DR, we probably shouldn't nail anything down until after the Board retreat.

Next facility meeting probably won't happen before Board Retreat.

SS asked what GA said about committees.

GA says Board Pres. has to assign committees to Board members.

J. CBO Report

Talking about resolutions coming up. Wanted to give an idea of how that will play out. The modernizations have already happened. Last 5 years we have spent almost 12 million dollars, 6 from gen fund and the rest from bond. This is just to make board be aware of how expensive these improvements can get. Hoping to meet requirements to transfer money from fund 40 to 35.

DR those transfers will have to have board approval.

GA short question, we've spent money and now hoping to get some of it back

WH yes we spent the money without knowing if we would get it back and now we are working on it.

SS - wants to restate it with a little less technical terms. a couple of years ago we saw we had x amount of monies for improvements and we spent it with the hopes that it would be back filled.

GA thinks we should have a discussion about the monies we hope to get back and how we should spend it. Thinks this is a bigger discussion about how this money can be used.

SS remembers the discussion being that we spent the funds with the hope of back filling it.

WH - We did not have the thought to transfer the funds back to the general fund.

JK - thinks she understood that we could receive 40% of the 12 mil back.

DR says take out the 6 mil from the fund 40

JK the 2.6 is 40% of the 5.8 mil.

WH said we received, just today, a letter that says we received the \$45,000 from e-rate funding. As part of the application we already have a company to do that.

JK what is e-rate

DR it is

JK is this also a back fill

WH no in order to receive the monies we had to show the needs the school has.

GA we got the money before we did the work

WH we didn't get the money, we got the approval for the money

JK what improvements

WH technology improvements at HC

WD Stream lab phase 2 and more

K. Superintendent Report/District Correspondence

- 1. CAASPP Scores**
- 2. Complaint response update**

We received a complaint from a parent. There is not a pending issue. In the rest of the letter there is a complaint against DR and so he can not follow the usual complaint procedural investigation. So he has contracted Mr. Hoppes to do the investigation.

Initial wording was my child is being exposed, but the investigation revealed that it hasn't happened it is something that could possibly happen.

IV. PUBLIC COMMENT

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.

Cali Hario - student - I was here at last board meeting to talk about year book and mistakenly talked about cell phones. That was not the correct time and place, so I have come tonight to speak about cell phones - I have a few reasons why we should keep cell phones. A big reason is if you take cell phones away kids will lose contact with parents. Parents can use apps such as family apps. Parents can look at the phones to see if they are abusing their phones. We recently had fires and there have been school shootings, how are these children supposed to get in contact with their parents if they don't have cell phones. They should be able to use their cell phones to contact parents to be able to let them know where they can be picked up or if the parent should stay away to be safe.

JK - So one of the proposals was to create a waiting area where they could use their phones. How would kids feel about that?
CH thinks the kids will be okay with that. She does not see a lot of kids going on social media.

Merlin Hanauer Parent - complimented Cali - wants to discuss the current policy for cell phones. Would argue that at this point it is riddled with inconsistencies and pretty unclear. As a result it has led to an ad hoc policy. In one sentence it says "cell phones are not to be seen on campus" then another says "they shouldn't be turned on during school hours". Then there are sentences about no mp3 players. Phones are no longer phones, they have other programs as well that makes them a part of the items that shouldn't be allowed. Feels the policy was probably written when cell phones were much less technically advanced. Really feels the policy needs to be rewritten. Our district would end up on the wrong side of history if we don't make changes. Points out that Cali makes a good point about the safety issue. He doesn't feel that we need to ban phones, but need to have policy change.

SS - because policy is inconsistent - it is unclear to who?

MH - to the staff

EH - also said Cali did a good job.

Also making another complaint. Says her child was secretly videoed. She was chased and words were said to her. Wants the board to look at research. She says there are 5 schools that have rules against phones in use except to contact parents. Understands that teachers may use them in classes, but have the teachers asked for the items they need so that they don't have to use phones. Also talked about the ban of phones somewhere in 2018. Read a statement from the person. Wanted to bring a petition

from the parents to the board and of the 30 people she approached she got 25 signatures, but life got in the way and she was not able to complete it. After thought, she hopes that the board will make a decision not based on popularity.

SS - does that constitute another complaint.

DR it has already been submitted.

SS thinks the plan is still to get the retreat planned soon and discuss this.

Jeri - barring some kind of tech apocalypse, barring the phones does not teach the children how to use the tech properly instead of abusing. They need to learn how to use tech and software. Signing a pact with the students who are allowed to bring cell phones. She can provide research that also shows scores going up because of tech instead of down.

Move to DR Office at 6:28

V. CONSENT AGENDA

ACTION ITEM

- A. (p. 10) Approval of Minutes from the Regular Board Meetings of September 10, 2019 and October 10, 2019**
- B. (p. 27) Warrants**
- C. (p. 34) Payroll**

Action taken/comments:

SS wants to pull Minutes from Consent Agenda

JK moves
SS seconds
passes 4 - 0

Page 5 of minutes page 22 of packet - wants more info about "we have a sight - we have approval - we need a driver"

Trustee reports change part of SS report.

GA wants to add the statement from the other parent.

SS moves to approve the minutes as amended.
GA 2nds
passes 4 - 0

Motion _____ Second _____ Vote _____

VI. GENERAL ACTION ITEMS

A. (p. 35) Adopt Resolution #191114-01 Supporting the Designation of District Representatives and Authorization to File Applications For the School Facility Program

The Board will consider adoption of Resolution #191114-01 regarding the designation and authorization of staff to file applications for the School Facility Program.

Action taken/comments

WH this was a resolution that was prepared for us and then we tweaked it for our district. Came from Jack Shrader. The authorization to File application so that we have our ducks in a row.

JK moves to adopt
PL 2nds
passes 4 - 0

Motion _____ Second _____ Vote _____

B. (p. 41) Adopt Resolution #191114-2 acknowledging five certifications required to submit modernization and new construction funding applications to the Office of Public School Construction

The Board will consider adoption of Resolution #191114-2 regarding the acknowledgement of certifications required to submit modernization and new construction funding applications.

Action taken/comments

WH basically same thing as above. Need this to meet requirements

JK moves to adopt
PL 2nds
passes 4 - 0

Motion _____ Second _____ Vote _____

C. (p. 43) Approve Individual Service Agreement (ISA) for a Special Education Student at Greenacre Homes

The Board will consider approval of a service agreement for a student attending and receiving services at Greenacre Homes.

Action taken/comments:

DR as we move forward this is something we would have in the consent agenda because we don't really have a say in this. This is a student who lives in our district, but his educational needs can not be met in a public educational setting. We will occasionally have a student who will need these kinds of settings.

SS where is Greenacre Homes and will we see this every year.

DR yes we will see this every year.

WH says SELPA negotiates with these schools to get best price.

SS moves for approval

GA 2nds

passes 4 - 0

Motion _____ Second _____ Vote _____

VII. DISCUSSION/INFORMATION ONLY

A. (p. 44) First Reading for Amended Board Policy 3551, Food Service Operations/Cafeteria Fund

Senate Bill 265 became law as of October 12, 2019, and requires changes in board policy. The Board will consider the amendments to Board Policy 3551, Food Service Operations/Cafeteria Fund.

GA points out that it says not shaming the child, but it does not talk about collecting old balances. So parents could not ever pay.

WH that is the point of the law. They want to be sure the students are fed.

PL says it does say we can't go after the child, but we can go after the parent.

WH says we currently have \$19,000 participation. The more participation we have, the more we will have to offset the bad debt. We will have to share the new law with the parents.

DR once this has been mulled over and discussions have been made we can bring this back for approval.

B. (p. 56) First Reading for Amended Board Policy and Administrative Regulation 3553, Free and Reduced Price Meals

Senate Bill 265 became law as of October 12, 2019, and requires changes in board policy. The Board will consider the amendments to this associated Board Policy and Administrative Regulation 3553, Free and Reduced Price Meals.

DR wants the principals to be able to see who is on the Free and Reduced Price Meals to help identify those who may fall in the 2nd tier.

WD this is something principals have been wanting for years and years.

SS asks wouldn't it be helpful for teachers to know this info as well?

DR says no - we just need to identify that these students are in need, but don't need to know that they are on the free and reduced program.

***DR big picture this is a protocol that he would like to introduce to board. Put items like this on the agenda as a discussion item only. This way the public knows about and can give input and the board can study them before next meeting.

VIII. ADJOURN TO STUDY SESSION

A. Multi Tiered System of Supports (MTSS) Presentation

The Board will adjourn to the District Office for the Study Session. In preparation for the Board Retreat discussion of vision, missions, goals, and activities, Superintendent Rose will present the MTSS work plan structure for GUSD.

This is stuff DR has discussed with staff. we don't want these items to be in isolation. As we've looked at that we would like to present this to you.

Starts with multi tier of support. When we talk about multi tier of support there is a universal program in place. When we look at what is in place here now it is

incredible. This program is working for approx 80% of our students. Next space is intervention for kids performing at lower level (15%). Top tier is where there needs to be intensive intervention (5%). It would be wrong for us to change our entire way of teaching for the few students. We need to make some changes just for those students.

Starbucks is set up to with a menu which works for most customers, but occasionally they have a customer that asks for something different. The barista needs to be set up for those customers. Then there are the customers who are hanging out and looking over shoulders for passwords, this is where the manager steps in. The base set up is for the majority of customers that walk through the door.

There is not one program that works for all students. If there were, we would all be using it. Once we get to the 15% we need to look at those individuals, does it have to do with attendance, family life, English learner, etc. We need to tailor a program for them. We need to be strategic about keeping our base program. When we get to second tier we need to be ready for them. We want to avoid our students getting to top tier. We want to keep our students out of there. When should we start doing tier 2 stuff. Performance triangle - One side is attendance (needs to be positive - needs to be here at least 95% of time) - one side is academics - we want a GPA of at least 2.0 - Third side is behavior - student needs to build social skills - they need to know the rules and follow them - they will break a rule at some point and will then get a redirect, that should bring them back. If we suspend, there is a likelihood that the child will become a dropout. Not advocating that we never use suspension, but we need to make sure we understand the impact and repercussions. Students start out learning rules as well as academics. The first 7 years are critical. As students go through, there will be outside influences, friends - family dynamics - fires - substance abuse - etc.

7th and 8th now you have a more difficult academics, cell phones,

high school even more stressers

All grades are building blocks for the all important 12th grade. we want to have a stable performance triangle. We want to be sure we are in prevention mode. Talking with staff about trauma in life.

GA be sure that you explain that trauma is not necessarily a violent thing that has happened. I have ADHD and that is a trauma.

We now have kids that will have Fall as a trauma event because of the fires we have experienced in the last few years.

Before we start spending money, let's make sure we are spending it on the items that will actually help the students. We should have a group ready to meet with family with attendance

issues. We should have a partnership with law enforcement if we feel they need to go into a home.

Performance triangle will also help them once they are in college and then again in their life after school - at work.

I have some drafts and mission statements to share with the board members to get their input.

SS - wants clarification - got stuck a little grade level and above for k - 5 what about later grades.

DR With a GPA of 2.00 or less is below grade level and this is the red flag.

20 to 30% of our students are below grade level and we need to discover why.

JK on this tier where do GATE students fall.

DR GATE doesn't mean that there isn't an attendance problem or behavioral problem. GATE doesn't automatically say this is what is going to fix this student. We still need to discover what is not working for them.

Jeri - her experience is that teachers with accelerated students feel empowered.

Keri would like to add that 5 years ago an instructional assistant would be considered for targeted use, but not any more. Got an email from a parent today how nice it was to see an IA helping an accelerated group.

AK asked about percentages for Universal triangle - are we looking to change those numbers.

DR - those numbers are kind of generic, but yes he does want to change those numbers.

GA wants to understand JK concern. Is her concern that this model will not support our advanced kids.

JK no - not at all. she is wondering what kind of support we are offering for the GATE students.

DR world for the last 15 years has been the 5% kids of the Universal triangle.

GA we have kids in all three of those categories from out of district specifically for our program. We have a lot of programs for the accelerated kids. Knows there is a teacher giving up her lunch to provide a program for some accelerated kids.

AK thinks the point JK is making is that we have to have good optics that we are still offering strong academics. Strong academics should be the base.

JK we don't have GATE at middle school.

BTriv we are in the process

SS thought this was very interesting. this takes me back to the interviews when DR applied for SIntendent. He indicated that he had already used this model. Kind of curious when he brings this model when are other professionals going to be brought in.

DR some of those professionals are sitting behind you Beth Triv, A. Otterson, KP and WD.

GA wants to remind the board, remember at the beginning of last year there was the question of the graphing of the kinder group, but at the end of the year it was looking better. This plan will help even more to improve those graphs.

SS thinks we are going to move on...but would like to add, DR's concern as we talk about board priorities, members have pet projects, this is important to DR and is his priority.

DR - People will have input and sometimes we will be able to incorp into plan, but some items will have to be parked, but kept an eye on. We need to do much more prevention and much less response.

GA one of the next steps talks about goals. Is the talk where DR would approach the board with goals or the development of goals.

DR - right now he is looking at vision and mission. Once we have that in place, what can we look at to ensure we are reaching those goals set by the vision and mission.

Adjourn for 5 minutes at 7:25 pm.

AK leaves at 7:25pm

Back in session at 7:33

DR would like to table CAASPP scores to Dec.

SS asks about Ind Contractors during Fires. They didn't work and so didn't get paid.

DR says that they have discussed with GPA and they will leave it up to them if they are going to be paid.

SS feels we have made some commitments in the past to getting some stakeholder input about enrichment program and wants to be sure we are doing that.

DR says the input is coming from their feet. They are coming to school. Enrollment is up as is attendance. We got a couple of emails in the beginning of the year, but nothing since.

GA remembers that we were looking for feedback from staff not from parents. But we would do something regarding the Cell Phones.

JK remembers the same.

SS so you see LCAP as a way of getting input.

DR yes we will be looking to LCAP for ways to get input where needed.

Jeri McNeill suggests that we get feedback at the end of the year.

DR says that is logical, but for our initial push it is going to be something we do in Spring.

WD if there are changes that need to be made we really need to get the input sooner rather than later.

IX. RECONVENE TO OPEN SESSION

X. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

No public comment.

Adjourn to close session at 8:03pm

XI. ADJOURNMENT TO CLOSED SESSION

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

- 1.0 Pending litigation
- 2.0 Administrator Performance Updates
- 3.0 Conference with Negotiations team:
GUTA negotiations update

XII. RECONVENE TO OPEN SESSION (if necessary)

XIII. ACTION ON ITEMS HEARD IN CLOSED SESSION (if necessary)

XIV. PUBLIC REPORT OF ACTION TAKEN IN CLOSED SESSION (if necessary)

XV. FUTURE BOARD MEETINGS

- A. December 12, 2019 at 5pm
- B. January 9, 2020 at 5pm

XVII. 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 Dave Rose, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Board of Education
Regular Meeting Minutes

DATE: Thursday, December 12, 2019
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Steve Schwartz, President
Gregory Appling, Clerk
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee
Patrick Lei, Trustee

I. CALL TO ORDER AT 5:00 PM

Called to order at 5:01pm all board members present.

II. ADOPTION AND APPROVAL OF THE AGENDA
A. Approval of the agenda for December 12, 2019 (2 min.)

Board consented to the agenda as written. Time listed for each item was noted as guidelines for discussion purposes

III. REPORTS, AND ORAL COMMUNICATIONS
A. (p. 1) Gravenstein Principal/Teachers Report (10 min.)

Report included in packet. KP following up on CAASPP reports, that was included in the November board packet provided a presentation. Numbers for the CAASPP reports represent the 2018-2019 school year. Discussion followed covering concerns related to testing to the test and a decrease in attendance during the last couple months as noted in the packet. KP mentioned we are teaching the standards and state approve curriculum. Attendance decrease during this time could be a factor of cold season, fires, and community related issues. It would be hard to note the exact issue but it is being watched by staff. Presentation and scores will be uploaded to the website. DR noted that the next steps are to identify students within the target area (below grade level) and focus on exact needs and develop plans to support the students and bring them up to grade level.

B. (p. 3) Hillcrest Principal/Teachers Report (10 min.)

Report included in packet. WD introduced Band instructor Nick Pulley to present on status of music at Gravenstein and the winter concert. Presentation was given including video shot by Hillcrest students. NP noted that with the change to offer students the choice of band or chorus,

he has noted an increase in student enthusiasm for band as well as creating a better sound ing band. Moving on from sickness to something better. Anyone who got the chance to see the concert last night. Nick Pulley is hands down best band instructor. Fantastic performance last night. One complication with the current setup is band and chorus are offered at the same times so students can not do both but administration will be looking into the logistic around trying to make it possible for students to do both at Gravenstein.

C. Gravenstein Union Teachers' Association (5 min.)

GUTA report was provided at the meeting. Teachers wanted to show their appreciation for the Beyond the Bell program, thanks to GPA for their hard work raising money for the distickt and the very successful pancake breakfast fundraiser, the STEM training and are looking forward to the beginning of the Site Advisor meetings.

D. District Site Council (0 min.)

Nothing to report at this time.

E. Gravenstein Parent Association, GPA (5 min.)

No presentation by GPA at this time. DR noted that GPA will work with the subcontractors to provide funding during the shutdown due to fires. The pancake fundraiser was a success.

F. Trustee Reports (10 min.)

JK reported on the recent Trustee Retreat and that is was a successful event. SS reports Turkey Bowl was a lot of fun.

G. Climate Committee (0 min.)

Next meeting is December 19, 2019 at 3:30

H. (p. 4) Facilities Report (5 min.)

Report included in the packet. Action items related to facilities are on the agenda.

I. CBO Report (5 min.)

1. (p. 5) Benefits

Report included in the packet. Noted the GUTA requested healthcare comparisons and details are included in the packet. GUTA is still evaluating the new healthcare program and will inform administration of their findings hopefully during the second trimester.

2. (p. 6) Audit

Due to an audit finding related to data entry we have requested an extension on the audit to provide time to correct the finding. There is no financial impact.

J. Superintendent Report/District Correspondence

- 1. CAASPP Scores (10 min.)
- 2. (p. 7) Complaint response update (15 min.)

Written response from Eric Hoppes was included in the packet. EH is communicating with the parent. The parent still had some questions, which he is answering. There are some recommendations being made by EH. At this time the parent has additional questions and corrections related to statements made in the report so this will be referred back to EH for further investigation and reporting of findings with recommendations.

IV. PUBLIC COMMENT (15 min.)

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.

Staff member from SCOE attended the meeting to observe and support the district as needed.

John says he is here to support the district.

No other public content.

V. CONSENT AGENDA (5 min.) _____ **ACTION**
ITEM

- A. (p. 11) Warrants
- B. (p. 16) Payroll
- C. (p. 17) Requests For Allowance of Attendance Due to Emergency Conditions, J13A due to the Kincade Fire

Action taken/comments:

Motion to approve consent agenda

Motion __ GA __ Second __ AK __ Vote __ 5-0 __

VI. GENERAL ACTION ITEMS (5 min.)

- A. (p. 50) Adoption of Board Vision and Mission Statements

The Board will consider adopting the Vision and Mission statements for GUSD drafted at the Board retreat on December 8, 2019.

Action taken/comments

AK provided summarization of the items in the document. Vision and Mission was developed during the retreat facilitated by Dr. Paul Porter and DR. Dr provided next steps if/when approved.

Motion to adopt the Vision and Mission statements.

Motion JK Second PL Vote 5-0

B. (p. 51) Annual Organization Actions (25 min.) Meeting opened at 6:29pm

1. The Board will consider the election of a trustee for the position of Board President for the upcoming year.

Action taken/comments

Nomination of SS for Board President for 2020.

Nomination JK Second PL Vote 5-0

2. The Board will consider the election of a trustee for the position of Board Clerk for the upcoming year.

Action taken/comments

Nomination of GA for Board Clerk for 2020

Nomination JK Second SS Vote 5-0

3. The Board will consider appointing a Voting Representative on the Sonoma County Committee on School District Organization.

Action taken/comments:

Nomination of JK as Voting Representative for 2020

Nomination GA Second SS Vote 5-0

4. The Board will consider appointing an Alternate Representative on the Sonoma County Committee on School District Organization.

Action taken/comments

Nomination of PL as Alternate Representative for 2020

Nomination SS Second JK Vote 5-0

5. The Board will adopt a calendar of dates for Board Meetings for the upcoming calendar year.

Action taken/comments

GA Motions to approve schedule with addition of June 18, 2020 as a meeting date, changing the December meeting from the 19th to the 17th.

SS makes friendly amendment to the motion to change the August meeting to the 13th. Friendly amendment was accepted by GA

Motion GA Second JK Vote 5-0

Annual Organization meeting closed at 6:40pm

C. (p. 57) Second Reading for Amended Board Policy 3551, Food Service Operations/Cafeteria Fund (5 min.)

The Board will consider adopting the amendments to Board Policy 3551, Food Service Operations/Cafeteria Fund.

Action taken/comments

Discussion related to the legal aspects of the BP related to the recently passed law governing school districts food services.

Motion to approve

Motion SS Second JK Vote 5-0

D. (p. 66) Second Reading for Amended Board Policy 3553, Free and Reduced Price Meals (5 min.)

The Board will consider adopting the amendments to Board Policy 3553, Free and Reduced Price Meals.

Action taken/comments

Discussion related to the legal aspects of the BP related to the recently passed law governing school districts food services. Discussion focused on who the board can authorize to see the information.

Motion to approve

Motion AK Second GA Vote 5-0

E. (p. 78) Adopt Resolution #191212-01 Regarding Accounting of Development Fees for 2018-2019 Fiscal Year for Fund 25, Capital Facilities Fund (10 min.)

The Board will consider adoption of Resolution #191212-01 regarding the accounting protocols for the Capital Facilities Fund (Fund 25) used for development fees for the 2018-2019 fiscal year.

Action taken/comments

Motion to adopt resolution

Motion JK Second GA Vote 5-0

Adjourn at 7:05 for brief break

Reconvene at 7:12

F. (separate attachment) First Interim Report for 2019-20 School Year (15 min.)

The Board will receive information regarding the financial status of the District as of October 31, 2019 (the first interim period). The Board will be asked to give a positive certification, meaning that the District is able to meet its financial obligations this year and for two subsequent years.

Action taken/comments

Report was provided in the packet. WH provided a PowerPoint presentation which had been sent out previously to the Board. Discussion followed.

Motion that to positively certify the First Interim Report for 2019-2020

Motion GA Second PL Vote 5-0

G. (p. 85) Approve Notice of Completion – Gravenstein Phase 3 (5 min.)

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 to approval Notice of Completion for Gravenstein Phase

VII. DISCUSSION/INFORMATION ONLY**A. (p. 86) First Reading for Board Policy 5131, Conduct (5 min.)**

The Board will consider the adoption of Board Policy 5131, Conduct.

This would help us to be able to enforce Ed Code 48900. Adopting this would inform staff of Boards directions related to the Administrative Regulations to be written.

Board raised concerns about not having the AR to review at the same time as the BP and the decision to change the AR approval process. DR has noted that the AR's do not need to be approved by the Board and that they are written by Administration. This would be a change from the Boards current and pass practice. Further discussion will be needed around that issue.

B. (p. 92) First Reading for Amended Board Policy and Administrative Regulation 5145.12, Search and Seizure (5 min.)

The Board will consider the adoption of Board Policy and Administrative Regulation 5145.12, Search and Seizure. DR noted this is in the conduct policy. It provides Administration with guidelines on if and when we can do a search and seizure.

Board requested that the AR be provided at the same time this comes back before the board.

VIII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

GUTA asked about the meaning of "Campus Climate" as listed in closed session. SS noted that this is related to items that might happen on campus and Administration needs to inform the board about but does not need a vote.

Moved to close session at 8:23pm

IX. ADJOURNMENT TO CLOSED SESSION (20 min.)**A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6**

1.0 Pending litigation

2.0 Administrator Performance Updates

3.0 Conference with Negotiations team:
GUTA negotiations update
Compensation for Maintenance Staff - Kincade Fire Work

Action taken/comments

Motion for Maintenance Staff to receive an additional three vacation days related to work performed during the fires to prepare the schools for the return of staff and students.

Motion AK Second PL Vote 5-0

4.0 Campus Climate

X. RECONVENE TO OPEN SESSION (if necessary)

Returned to open session at 8:49pm

XI. ACTION ON ITEMS HEARD IN CLOSED SESSION (if necessary) (5 min.)

Action taken/comments

Motion for Maintenance Staff to receive an additional three vacation days related to work performed during the fires to prepare the schools for the return of staff and students.

Motion AK Second PL Vote 5-0

XII. PUBLIC REPORT OF ACTION TAKEN IN CLOSED SESSION (if necessary)

XIII. FUTURE BOARD MEETINGS

- A. **January 9, 2020 at 5pm**
- B. **February 13, 2020 at 5pm**

XVII. ADJOURNMENT

SS motions to adjourn at 8:51pm Second GA Vote 5-0

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 Dave Rose, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Board of Education
Special Meeting Minutes

DATE: Sunday, December 8, 2019
TIME: 10:00 AM
LOCATION: 6105 Fredericks Road

I. CALL TO ORDER

Steve Schwartz, President
Gregory Appling, Clerk
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee
Patrick Lei, Trustee

Meeting called to order at 10:17am all members present with Dr. Paul Porter assisting with the special study session.

II. ADOPTION OF THE AGENDA

III. 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.

No public comments

IV. ANNUAL ORGANIZATIONAL MEETING ACTION ITEM

 A. The Board shall discuss and adopt the date and topic(s) for the annual organizational meeting.

DR noted that there are issues around the annual organizational meeting being prior to the second Friday of December. Plan is to proceed this year with a note regarding it being early and will plan for future meetings to be after the second Friday of December doing forward.

Motion to make the December meeting the annual organizational meeting

Action taken/comments:

Motion SS Second JK Vote 5-0

V. SPECIAL STUDY SESSION

A. Board Retreat

The Board and superintendent will meet, facilitated by Dr. Paul Porter, to draft a Board Handbook and to update vision, mission, goals, and activities for the 2019-2020 school year.

SS turned the meeting over to Dr. Paul Porter to facilitate the board retreat discussion and development of material. Presentation and "Hints for Board Members" handout was passed out. All other items were included in the packet. Discussion was held related to the roles of trustees as individuals and as a board. Discussion lead to the need to draft a Governance Handbook with an example provided by DR. Changes to the draft was discussed with the goal of a public review in January and adoption in February. Discussion was held around setting "term limits" for the board president position and criteria related to the position. Final details will be included in the Governance Handbook.

Discussion transitioned to the Vision, Mission, and Goals. The Board focused on the Vision and Mission and the "big picture" around Goals and directed administration to provided discrete goals with timelines for review by the board.

Vision

By providing a rigorous and engaging education, GUSD will prepare students academically and social-emotionally for excelling in secondary education and beyond.

Mission

1. GUSD will provide a rigorous and innovative educational environment that gives every student all the tools necessary for annual academic and social emotional growth.
2. The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.
3. The GUSD Board and leadership will work together with the community to provide outstanding staff attractive , safe schools, and to maintain a position of fiscal strength.

Board discussed a "wish list" of projects and possible committees going forward. No final decision have been made on the majority of the committees and projects. DR will review the suggested projects list and compare to administration planned items.

Committees assigned at this time:

Master Plan Facilities Committee: JK and PL
Construction Implementation Committee: GA
Negotiations Committee: GA

Regarding DR's Performance and Development Review, SS and JK with work with DR. Porter on goals and deliverables for the review and bring back to the full board for final approval.

Discussion was held around the cellphone usage on campus rule and the formal complaint received October 10, 2019 related to DR. Further discussion will be need to review the rule and set Board Policy. The Board feels that GUSD should provide the resources for students in the classroom to remove the use of personal cellphone devices. There is a need to clarify the rules going forward.

VI. FUTURE BOARD MEETINGS

A. December 12, 2019 at 5pm

B. January 9, 2020 at 5pm

VII. ADJOURNMENT

Meeting was adjourned at 2:35pm

ReqPay12d

Board Report

Board Meeting Date January 9, 2020

Checks Dated 12/01/2019 through 12/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
						165.05
1756603	12/04/2019	Baird, Elizabeth A	04-4310	Reimb.E! Elective	119.79	
1756604	12/04/2019	Young, Meggan R	12-4390	Reimb. BTB Craft Supplies	46.25	166.04
				Reimb. BTB Items	2.56	
1756605	12/04/2019	Alpha Analytical Laboratories,	01-5830	Water testing for Gravenstein	29.44	32.00
			03-5830	Water testing for Gravenstein		1,372.50
			40-5830	Board Approved Prop 39 Consulting		25.50
1756606	12/04/2019	ARC Alternatives	13-4700	Milk Purchases 2019-20		45.00
1756607	12/04/2019	Clover-Stornetta Farms Inc.	04-5630	HC Musical Instrument Repair for 19-20		146.71
1756608	12/04/2019	Dave's Music Workshop	04-4350	School Secretary Supplies-Hillcrest		
1756609	12/04/2019	Office Depot	01-5950	Postage for postage machine	41.05	
1756610	12/04/2019	Pitney Bowes Postage By Phone	03-5950	Postage for postage machine	492.59	
			04-5950	Postage for postage machine	287.35	820.99
			04-4310	Senor Wooly - "Me llamo Victor"	235.05	
1756611	12/04/2019	Senor Wooly LLC		Unpaid Tax	17.91-	217.14
						223.87
1756612	12/04/2019	Sonoma Design Apparel & Promo	04-4310	Cross County Shirts-Hillcrest	935.00	
1756613	12/04/2019	West Sonoma County Union High	01-5830	MOU for Nurse Services for 2019-20 School Year	11,220.00	44
			03-5830	MOU for Nurse Services for 2019-20 School Year	6,545.00	18,700.00
			04-5830	MOU for Nurse Services for 2019-20 School Year		8,738.00
1756614	12/04/2019	ACSIG	01-9573	Employee's Dental Plan Coverage 2019-20		106.00
1756615	12/04/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2019-20		
1756616	12/04/2019	Office Depot	01-4350	School Secretary/Lunch Supplies- Grav	11.30	
			01-4359	Instructional Supplies for Grav Elem/Grav First	119.45	
			01-4440	Printer ink for Superintendent	18.43	
			03-4310	Class Supplies - Basque	90.91	
			03-4350	School Secretary/Lunch Supplies- Grav	129.98	
			03-4440	Printer ink for Superintendent	221.13	
			04-4310	Instructional Supplies for Hillcrest 2019-20	143.71	
			04-4440	Printer ink for Superintendent	129.00	
			13-4390	School Secretary/Lunch Supplies- Grav	141.27	1,005.18
1756617	12/04/2019	Business Card	01-4362	Fuel for Dist.	14.47	
			01-4380	Dist Maint. Supplies	53.31	
			01-4400	Grav Tech Supplies	5.06	
			03-4362	Fuel for Dist.	173.63	
			03-4380	Dist Maint Supplies	615.90	

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.

Checks Dated 12/01/2019 through 12/31/2019

Board Meeting Date January 9, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1756617	12/04/2019	Business Card	03-4400 Grav. Tech Supplies		58.13	
			03-5830 Monkey Survey		37.00	
			04-4362 Dist Fuel		101.28	
			04-4380 Dist Maint.		551.29	
1756618	12/04/2019	ACSIG	04-4400 HMS Tech Supplies		30.28	1,640.35
1756619	12/04/2019	Joel Aguayo	01-9573 Employee's Dental Plan Coverage 2019-20			17,486.60
1756620	12/04/2019	Ally Technology Consulting LLC	04-5880 Referee for Flag Football 11/23/2019			50.00
			01-5840 IT Consultant 2019-20		162.50	
			03-5840 IT Consultant 2019-20		1,950.00	
1756621	12/04/2019	CalPERS Cash & Payment Processing Unit	04-5840 IT Consultant 2019-20		1,137.50	3,250.00
1756622	12/04/2019	Clover-Stornetta Farms Inc.	01-9572 Employee's CalPERS Health Plan Coverage 2019-20			40,601.72
1756623	12/04/2019	Dept Of Justice, Acctg Office	13-4700 Milk Purchases 2019-20			75.50
			01-5862 Fingerprinting for volunteers 2019-20		12.80	
			03-5862 Fingerprinting for volunteers 2019-20		153.60	
1756624	12/04/2019	Jack Schreder & Associates, In c.	04-5862 Fingerprinting for volunteers 2019-20		89.60	256.00
1756625	12/04/2019	Lakeshore Learning Materials	40-5830 October 2019 - School Facilities Program			2,942.50
1756626	12/04/2019	Don Madronich	01-4310 Classroom Supplies-Dellosa			103.49
1756627	12/04/2019	Pacific Gas & Electric	04-5880 Basketball 9/19/2019			40.00
			01-5520 Light Poles at Grav Elem 2019-20		1.36	
1756628	12/04/2019	Redwood Pediatric Therapy Asso	03-5520 Light Poles at Grav Elem 2019-20		15.60	16.96
1756629	12/04/2019	Rich Ruybalid	03-5811 OT/PT Svcs for Student WS			790.28
1756630	12/04/2019	Safeway	04-5880 Referee for Boys Flag Football 10/7/2019			70.00
			04-4310 Halloween Dance Supplies		102.71	
1756631	12/04/2019	Sonoma County Office Of Ed.	12-4390 Daycare Supplies & Snacks for 2019-20		327.47	430.18
			01-5862 Fingerprinting for parent volunteers for 2019-20		14.70	
			03-5862 Fingerprinting for parent volunteers for 2019-20		176.40	
			Fingerprinting for staff 2019-20		28.00	
			04-5862 Fingerprinting for parent volunteers for 2019-20		102.90	322.00
1756632	12/04/2019	Vision Service Plan	01-9574 Employee's Vision Plan Coverage 2019-20			2,002.00
1756633	12/04/2019	J. Stanley Correia	01-5830 2019-20 Special Ed Psych Services		22.32	
			03-5830 2019-20 Special Ed Psych Services		6,196.50	
			04-5830 2019-20 Special Ed Psych Services		6,531.18	12,750.00
1758433	12/11/2019	Carey, Paul R	01-4310 Reimb. Science Enrichment		7.01	
			03-4310 Reimb. Science Enrichment		80.61	87.62

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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.

ReqPay12d

Board Report

Board Meeting Date January 9, 2020

Checks Dated 12/01/2019 through 12/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1758434	12/11/2019	AT&T Calnet 3	04-5911	Hillcrest AT&T CALNET 3 Charges 2019-20		61.18
1758435	12/11/2019	AXIA	40-6210	Gravenstein Modernization, Phase III (Part 2)		3,972.22
1758436	12/11/2019	CASBO	01-5200	CASBO- Accounts Payable	30.50	
			03-5200	CASBO- Accounts Payable	366.00	
			04-5200	CASBO- Accounts Payable	213.50	610.00
			13-4700	Milk Purchases 2019-20		39.00
1758437	12/11/2019	Clover-Stornetta Farms Inc.	04-4310	Band T-Shirts-Hillcrest		1,266.95
1758438	12/11/2019	Custom Ink	04-4310	Band T-Shirts-Hillcrest		505.34
1758439	12/11/2019	Gopher Sport, Play With a Purpose	04-4310	Hillcrest PE Equipment-24 Player Set Lax Sticks		3,436.02
1758440	12/11/2019	Greenacre Homes, Inc	01-5810	2019-20 ISA		100.00
1758441	12/11/2019	Museum of the American Indian	03-5826	Museum of the American Indian		74.01
1758442	12/11/2019	Office Depot	04-4310	Instructional Supplies for Hillcrest 2019-20		
1758443	12/11/2019	Pacific Gas & Electric	01-5520	Electric and Gas for 2019-20 Gravenstein	155.17	
			03-5520	Electric and Gas for 2019-20 Gravenstein	1,784.48	
			04-5520	Electric and Gas for 2019-20 @ Hillcrest	1,911.02	3,850.67
			04-4400	Instrument repair and supplies 2019-20		1,260.52
1758444	12/11/2019	Stanroy Music Center Inc.	01-4390	Playground equipment	9.37	
1758445	12/11/2019	U.S. Bank Corporate Payment		Supplies for Board	3.78	
			01-4440	Tech Equipment	13.65	
			01-5620	School Safety	37.93	
			03-4310	Class Supplies	38.90	
				NGSS Supplies-Grimm	42.10	
			03-4390	School Supplies	209.54	
				Supplies for Board	45.32	
			03-4440	Grav Tech	156.95	
			03-5620	School Safety	436.19	
			04-4310	Class supplies	262.77	
				Class Supplies -Parson	212.03	
				Class Supply	131.38	
			04-4390	Board Supplies	26.44	
			04-4400	Enrichment Elective Supply	37.87	
			04-4440	Elective Supplies	29.30	
				Tech Supplies	28.02	
			13-4700	Kitchen Supplies	53.06	1,774.60
			01-5200	STEAM Conference 2019	93.75	
1753446	12/11/2019	Californians Dedicated to Educ	03-5200	STEAM Conference 2019	1,125.00	
			04-5200	STEAM Conference 2019	656.25	1,875.00

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

ESCAPE ONLINE Page 3 of 7

Checks Dated 12/01/2019 through 12/31/2019

Board Meeting Date January 9, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1758447	12/11/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2019-20		95.00
1758448	12/11/2019	Oriental Trading Company	03-4310	Classroom Supplies- Crandall		
1758449	12/11/2019	Pitney Bowes Global Financial	01-5600	Postage Machine Lease Rental 2019-20	7.99	119.43
			03-5600	Postage Machine Lease Rental 2019-20	87.86	
1758450	12/11/2019	U.S. Bank Equipment Finance	04-5600	Postage Machine Lease Rental 2019-20	63.90	159.75
			01-5631	Copier Lease for Schools and DO for 2019-20	35.28	
			03-5631	Copier Lease for Schools and DO for 2019-20	423.37	
			04-5631	Copier Lease for Schools and DO for 2019-20	246.98	705.63
1759474	12/13/2019	Barrera, Alicia E	03-4310	Reimb. Holiday Supplies		26.99
1759475	12/13/2019	Aarrestad-Gjervik Consulting	04-5830	E-Rate 2019-20 year Consulting Services		2,254.00
1759476	12/13/2019	Alpha Analytical Laboratories,	01-5830	Water testing for Gravenstein	2.56	
			03-5830	Water testing for Gravenstein	29.44	
1759477	12/13/2019	Fishman Supply Company	04-5830	Water testing for Hillcrest	32.00	64.00
			01-4370	District Wide Custodial Supplies	6.71	
			03-4370	District Wide Custodial Supplies	80.47	
1759478	12/13/2019	Office Depot	04-4370	District Wide Custodial Supplies	46.94	134.12
			01-4359	Instructional Supplies for Grav Elem/Grav First	115.28	
			04-4310	Hillcrest-Elective/Class Supplies	156.96	
1759479	12/13/2019	Recology Sonoma Marin		Instructional Supplies for Hillcrest 2019-20	141.89	414.13
			01-5560	Recology-Gravenstein	31.05	
			03-5560	Recology-Gravenstein	357.06	
1759480	12/13/2019	SyTech Solutions	04-5560	Recology-Hillcrest	216.72	604.83
			01-5830	Document Management Services 2019-20	12.52	
			03-5830	Document Management Services 2019-20	150.30	
1759481	12/13/2019	US Cutter Inc	04-5830	Document Management Services 2019-20	87.68	250.50
1759482	12/13/2019	Weeks Drilling & Pump Co. Inc.	04-4310	Stream Lab Supplies - Deaths		333.21
			01-5530	Gravenstein Elem Water Service for 2019-20	38.00	
			03-5530	Gravenstein Elem Water Service for 2019-20	437.00	
1759483	12/13/2019	West County Transportation	04-5530	Hillcrest Water Service for 2019-20	487.33	962.33
1761508	12/20/2019	Mattish, Suzanne M	01-5804	Special Ed Transportation 2019-2020 Quarter 1		8,056.30
			03-5202	Reimb STEAM Conf Exp		71.26

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Checks Dated 12/01/2019 through 12/31/2019						Board Meeting Date January 9, 2020	
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	
1751509	12/20/2019	Rich, Allison T	04-5202	Mileage for Conference	105.03		
				Mileage Reimbursement	91.99		
				Reimb. Mileage	200.68		397.70
1751510	12/20/2019	Carey, Paul R	03-5202	Reimb STEAM Conf Exp			33.00
1751511	12/20/2019	Deeths, William H	04-5202	Reimb STEAM Conf Exp			1,794.01
1751512	12/20/2019	Wittenberg, Rachel R	04-5202	Reimb.Travel Expence			28.51
1751513	12/20/2019	Dept Of Justice, Acctg Office	01-5862	Fingerprinting for volunteers 2019-20	3.20		
			03-5862	Fingerprinting for volunteers 2019-20	38.40		
			04-5862	Fingerprinting for volunteers 2019-20	22.40		64.00
			01-5862	Fingerprinting for parent volunteers for 2019-20	1.40		
1751514	12/20/2019	Sonoma County Office Of Ed.	03-5862	Fingerprinting for parent volunteers for 2019-20	16.80		
			04-5862	Fingerprinting for parent volunteers for 2019-20	9.80		28.00
			03-4310	Reimb. Class Supplies	1.15		
1752246	12/27/2019	Redfern, Sally R		Reimb.Class Supplies	46.45		47.60
1752247	12/27/2019	Helton, Linda M	04-5200	Reimb. Parking Airport			33.00
1752248	12/27/2019	Trivunovic, Beth	03-4310	Reimb. Class Project	163.16		
				Reimb.Holidays World	295.38		458.54
1752249	12/27/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2019-20			106.00
1752250	12/27/2019	J. Stanley Correia	01-5830	2019-20 Special Ed Psych Services	2.42		
			03-5830	2019-20 Special Ed Psych Services	668.22		
			04-5830	2019-20 Special Ed Psych Services	704.36		1,375.00
			01-5100	Special Ed Services	3,129.53		
1752251	12/27/2019	Lattice Educational Services	01-5810	Special Ed Services	3,186.80		6,316.33
			01-4359	Instructional Supplies for Grav Elem/Grav First	104.16		
1752252	12/27/2019	Office Depot	04-4310	Class Supplies - Cole	322.38		
				Instructional Supplies for Hillcrest 2019-20	45.01		381.53
1752253	12/27/2019	Ray Morgan Company	01-5633	Copier Contract Charges 2019-20			1,439.18
1752254	12/27/2019	Santa Rosa City Schools	13-4710	Lunch Program for 2019-20			7,623.00
1752255	12/27/2019	Stephen Roatch Accountancy	01-5821	2018-19 Audit Contract	76.00		
			03-5821	2018-19 Audit Contract	912.00		
			04-5821	2018-19 Audit Contract	532.00		1,520.00
			01-5830	Water testing for Gravenstein	7.68		
1752256	12/27/2019	Alpha Analytical Laboratories,	03-5830	Water testing for Gravenstein	88.32		
			04-5830	Water testing for Hillcrest	173.00		269.00

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Checks Dated 12/01/2019 through 12/31/2019

Board Meeting Date January 9, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1762257	12/27/2019	AT&T	04-5620	Maintenance Contract for Hillcrest Phone System		1,365.12
1762258	12/27/2019	Castino Restaurant & Supply	13-4390	Probe wipes and Detergent		92.20
1762259	12/27/2019	Horizon	04-4380	Irrigation Repair Parts for Hillcrest		637.82
1762260	12/27/2019	Jack Schreder & Associates, In c.	40-5830	November 2019 - School Facilities Program		371.25
1762261	12/27/2019	Pitney Bowes	01-5950	Postage for Postage Meter	1.50	
			03-5950	Postage for Postage Meter	17.99	
1762262	12/27/2019	SWRCB Accounting Office Drinking Water Program Fees	04-5950	Postage for Postage Meter	10.50	29.99
			01-5530	Gravenstein Water Sys Fees 2019-20	70.05	
			03-5530	Gravenstein Water Sys Fees 2019-20	805.55	
1762263	12/27/2019	Trivunovic, Beth	04-5530	Hillcrest Water Sys Fees 2019-20	635.80	1,511.40
1762264	12/27/2019	Reed, Julia A	03-4310	Reimb. Ed.com		160.00
1762265	12/27/2019	Jeniece Aragon	04-4310	Reimb.GSA Supplies		34.24
1762266	12/27/2019	California Asscciation of Director of Activities	04-5880	Sports Referee HMS		70.00
1762267	12/27/2019	California School Boards Assoc	04-5200	CADA Conference		700.00
			01-5830	GASB AMM Report 2017-18	75.00	
			03-5830	GASB AMM Report 2017-18	900.00	
1762268	12/27/2019	Clover-Stornetta Farms Inc.	04-5830	GASB AMM Report 2017-18	525.00	1,500.00
1762269	12/27/2019	MCI Comm Service	13-4700	Milk Purchases 2019-20		39.50
1762270	12/27/2019	MVP Disc Sports, LLC	12-5911	Daycare Phone Line for 2019-20		14.25
1762271	12/27/2019	Redwood Pediatric Therapy Asso	04-4400	Disc Sports Equipment		370.83
1762272	12/27/2019	Safeway	03-5811	OT/PT Svcs for Student WS		499.55
			04-4310	Balloons for Dance	70.20	
1762273	12/27/2019	Marquesa Weigel	12-4390	Daycare Supplies & Snacks for 2019-20	366.68	436.88
1762274	12/27/2019	West County Athletic League	04-5880	Volleyball Referee		15.00
			04-5300	Athletic Fees and Dues Fall 2019-20		535.00
Total Number of Checks					95	178,053.60

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Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	41	90,535.91
03	Gravenstein Elementary Chartr	40	33,193.33
04	Hillcrest Middle Charter	58	36,413.33
12	Child Development Fund	4	874.44

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.

Checks Dated 12/01/2019 through 12/31/2019

Board Meeting Date January 9, 2020

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
13	Cafeteria Fund	11	8,396.03
40	Special Reserve-capital Proj	4	8,658.47
Total Number of Checks		95	178,071.51
Less Unpaid Tax Liability			17.91
Net (Check Amount)			<u>178,053.60</u>

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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.

Gravenstein Union School District
December Payroll Report

January 9, 2020 Regular Board Meeting

Certificated Salary & Benefits


Regular: \$	495,472.48
Supplemental: \$	7,728.83

Classified Salary & Benefits

Regular: \$	152,727.67
Supplemental: \$	7,151.00

Total Salary & Benefits

\$	663,079.98
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Williams Settlement Quarterly Uniform Complaint Report - October 1, 2019 - December 31, 2019

Education Code §35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

* Required

Name of District *

Gravenstein Union

Name and Title of Person Reporting *

Renee Lott

Phone Number *

707-823-7653

Email Address *

rlott@grav.k12.ca.us

INSTRUCTIONAL MATERIALS *

- There were 0 complaints received during this quarter.
- YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

TEACHER VACANCY AND/OR MISASSIGNMENT *

- There were 0 complaints received during this quarter
- YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

FACILITIES *

- There were 0 complaints received during this quarter
- YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

CAHSEE Intensive Instruction and Services *

- There were 0 complaints received during this quarter
- YES, there were complaints, there were complaints resolved/and or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

INSTRUCTIONAL MATERIALS

Complaint Details

Worksheet



TEACHER VACANCY AND/OR MISASSIGNMENT

Complaint Details

Your answer

FACILITIES

Complaint Details

Your answer

CAHSEE Intensive Instruction and Services

Complaint Details

Your answer

SUBMIT

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Google Forms



Gravenstein Union School District
Board of Trustees Position Statement
Student Use of Electronic Devices

DRAFT

Currently, the Gravenstein Union School District (GUSD) does not have a Board Policy (BP) or Administrative Regulation (AR) that specifically addresses student use of personal electronic devices on campus. ~~Furthermore, BP and AR are not intended as the forum for the creation of school rules.~~ BP adopted by the Board is in place to provide guidance for staff to create protocol, processes, guidelines and rules to support safe and productive campuses. The ~~verbiage~~ ~~verbiage~~ ~~verbiage~~ for the vast majority of BP is driven by the tenets of law, typically the California Education Code. Administrative regulations are detailed directions developed with Board guidance by the superintendent and staff to put policy into practice. BP/AR 5144.1 (Student Suspension/Expulsion) and BP/AR 6163.4 (Student Use of Technology) provide staff with guidance in the creation and implementation of rules regarding conduct and student use of district-provided technology in general, but do not specifically address personal devices.

New legislation, Senate Bill (SB) 272, signed into law on July 1, 2019, provided amended legislation to existing law regarding the student use of cell phones on campus: ~~expanding the conditions under which a student cannot be prohibited from using a personal communication device such as a cell phone or a smartphone.~~

Existing law authorizes the governing board of a school district or its designee to regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, attending school-sponsored activities, or under the supervision or control of school district employees.

This bill would explicitly authorize the governing body of a school district, a county office of education, or a charter school to adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The bill would, however, specify circumstances in which a pupil could not be prohibited from possessing or using a smartphone.

Bill Text - ~~BILL TEXT~~ - THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares all of the following:

(a) There is growing evidence that unrestricted use of smartphones by pupils at elementary and secondary schools during the schoolday interferes with the educational mission of the schools, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

(b) In September 2018, France adopted a nationwide smartphone ban in all primary and middle schools in order to promote pupil achievement and healthy social development.

(c) The London School of Economics and Political Science published a May 2015 study that found that test scores improved significantly at schools that banned mobile phone use, and that the most significant gains in pupil performance were made by the most disadvantaged and underachieving pupils. The study concluded that “schools could significantly reduce the education achievement gap by prohibiting mobile phone use in schools.”

(d) Dr. Jean Twenge, who is a professor of psychology at San Diego State University, published a book in 2017 entitled “iGen,” which presents evidence of an increase in depression and suicide among American teenagers that may be caused by increased mobile device screen time and social media use. According to Dr. Twenge, 8th grade pupils who spend 10 or more hours per week on social media are 56 percent more likely to describe themselves as unhappy than those who devote less time to social media. Moreover, teenagers who spend three hours per day or more on electronic devices are 35 percent more likely to demonstrate risk factors for suicide, such as suicidal ideation, and teenagers who spend five or more hours per day on their devices are 71 percent more likely to demonstrate a risk factor for suicide.

SEC. 2. Section 48901.7 is added to the Education Code, to read:

48901.7. (a) The governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

(b) Notwithstanding subdivision (a), a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

(1) In the case of an emergency, or in response to a perceived threat of danger.

(2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

(3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

(4) When the possession or use of a smartphone is required in a pupil's individualized education program.

In our GUSD Student/Parent Handbook, we currently have the following:

Cell Phones/Electronics: *The Cell Phone policy is currently under review by District Administration and Staff. Any changes made to the policy will be shared with all students and parents. At this time, our current policy remains: **Cell phones and personal electronics for students are not allowed at school** except with parent request and administrative written approval. Even when this exception is granted, cell phones are not to be seen or used in the classroom or around campus. They are **NOT** to be turned on or brought out during school hours. **Violation of this rule will end the allowance of the cell phone to be on campus at any time.** Personal electronics (portable game players, iPods, MP3 players, e-readers, etc.) are NOT allowed at school. In the event the above mentioned items are brought to school, the school is NOT responsible for the loss/damage to any of the above mentioned items. (Education Code 48901.5)*

Clearly, the use of the word "policy" in this section is incorrect, and the phrasing of this passage can be confusing and contradictory. The GUSD Board is directing staff to draft a new BP that addresses student use of personal electronic devices on campus for their consideration. This BP will then provide direction for staff in drafting AR and a handbook rule with greater clarity that adheres to the guidance provided by current BP and California Education Code, and SB 272.

The GUSD Board is concerned regarding the potential for distraction and inappropriate behavior from social media interactions and the risk of long term impacts of excessive screen time, including cell phone use. Additionally, the Board also recognizes that technological resources used in a safe, responsible, and proper manner support the instructional program, the advancement of student learning, and the preparation of students for a broader use of electronic devices in high school, college, and in the world of work. Equity is another factor that must be considered as we develop a district guideline in regards to electronic device use. Awareness that many of our students on campus do not possess a device, due to parent choice or financial restrictions, must factor into our discussions. At this time, the Board has directed staff to identify and purchase technology tools for classroom use that ~~avoids~~ removes the need of students using personal devices for classroom lessons. The Board is committed to eliminating any possible barriers to instruction for students that do not have access to personal technology devices, and is mandating that staff not create or implement any class activities that would require students to provide and use their own personal electronic device.

As district staff and the Board endeavor to articulate a best practice guideline regarding student electronic device use on campus, other factors must be considered. Middle school is a pivotal time in the development of life skills, particularly Self Regulation, as the onset of puberty and the

increase in risk taking behaviors occurs. GUSD strives to create conditions that support the development of self regulation and provides opportunities to practice and strengthen this life skill. From planner use, homework/project completion, and an environment with a less regimented structure to a task as simple as independently getting to class on time, middle school provides opportunities to practice and acquire self regulation skills. As our students matriculate to high school, and then to college and/or the world of work, the development of self regulation is the most critical life skill a student can develop. In high school, college, and in the world of work, responsible use of technology/electronic devices is an important skill and is becoming more and more prevalent. Middle school instruction becomes a forum to practice and build that skill.

Our guideline will retain a restrictive nature as we endeavor to support a positive campus climate with minimal distractions. As a result, our guideline will not allow unrestricted personal electronic device use. During the school day (or during school activities), students will not be allowed to use their device without permission from a staff member, pursuant to Education Code 48901.7(b)(2).

In addition, electronic devices shall not be used. ~~The additional guidance from the Board to staff is that permission is not to be granted~~ for classroom lessons. Typically, permission will only be granted to contact a parent or guardian. However, SB 272 and Education Code 48901.7 specify instances where a student **cannot be prohibited** from using their device; these exceptions must be allowed by law (listed above).

Parent engagement on this issue is very important as well. A student cannot bring a cell phone to school without written permission from their parent or guardian; that gives each individual parent the ability to prohibit their child from bringing a cell phone to school, ultimately putting the control in the hands of parents. Many of our students live a significant distance away from our school; if a parent believes that it is appropriate for their child to possess a device at school, that parent can grant permission. Students with parental permission to possess a cell phone are not allowed to use their cell phone without prior permission from a staff member during the school day (with the exceptions listed in Education Code 48901.7). Violation of this rule will lead to a series of increasing consequences up to and including a prohibition from bringing a cell phone to school. This protocol also gives parents the opportunity to work with their child on the development of self regulation regarding cell phone use by monitoring usage.

Internet access for student devices will be subject to our internet filter which restricts student access to inappropriate material. If a student has inappropriate material in the memory of their device or attempts to bypass the filter, appropriate consequences will be imposed based upon the behavior. If a student at any time possesses, shares or shows any inappropriate material in any medium any time they are on campus or at a school event, including after school hours, that student will be subject to consequences as stipulated in Education Code 48900 and our Student/Parent Handbook.

At this time, our school rules follow current law as well as giving parents/guardians the opportunity and responsibility for making the decision regarding their child's cell phone use. GUSD staff will continue to provide parent resources regarding the possible impacts of electronic device use and screen time on the developing brain. This allows us as a team to be mindful of the potential harm that can result from student electronic device use and place restrictions on this behavior, similar to our approach to the myriad of other potentially harmful behaviors in which our youth could engage.

Proposed Student/Parent Handbook revision:

Cell Phones/Electronics: *This rule regarding the student use of electronic devices is subject to review by District Administration and Staff. Any changes made to the rule will be shared with all students and parents.* **Cell phones and personal electronics for students are not allowed at school except with parent request and administrative written approval.** Student use of cell phones or other electronic devices is only allowed: 1) after school in the designated area in front of the school, 2) with approval from staff to contact a parent/guardian, or 3) pursuant to the exceptions noted in Education Code 48901.7. Personal devices are **NOT** to be used as part of classroom lessons or brought out during school hours. **Violation of this rule will result in progressive steps of discipline up to and including student loss of privilege to possess a cell phone or electronic device on campus at any time.** If a student does have permission to bring an electronic device to school, the school is NOT responsible for the loss/damage to any student electronic device. (Education Code 48901.5)

Gravenstein Union School District

Board Policy

Conduct

BP 5131

Students

~~***Note: The following optional policy may be revised to reflect district practice.***~~

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.1 - Bus Conduct)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

~~***Note: The district may modify, delete, or add to the items below to reflect district practice. Also see AR 5144.1 - Suspension and Expulsion/Due Process for conduct that constitutes grounds for suspension or expulsion.***~~

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

~~***Note: Penal Code 417.27 prohibits students from possessing laser pointers on school premises, unless the pointer is used for valid instructional or other school-related purpose, as provided in item #8 below. Penal Code 417.25 states that aiming or pointing a laser scope (i.e., a portable device capable of projecting a laser light on objects at a distance) at another person in a threatening manner, whether or not the laser scope is attached to a firearm, may be a misdemeanor if intended to cause a person fear of bodily harm.***~~

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

~~***Note: Pursuant to Education Code 48901.5, the district may regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves. However, student use of such devices may not be prohibited if essential for a student's health.***~~

~~***Note: Additionally, Education Code 48901.7, as added by AB 272 (Ch. 42, Statutes of 2019), authorizes the Governing Board to limit or prohibit student use of smartphones while at school or while under the supervision and control of an employee of the district, except under specified circumstances. See BP 5131.8 - Mobile Communication Devices.***~~

9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy

(cf. 5131.8 - Mobile Communication Devices)
(cf. 6163.4 - Student Use of Technology)

Such devices shall be turned off in class and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

A pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

- (1) In the case of an emergency, or in response to a perceived threat of danger.*
- (2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.*
- (3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.*
- (4) When the possession or use of a smartphone is required in a pupil's individualized education program. (Education Code 48901.7)*

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

(cf. 5132 - Dress and Grooming)
(cf. 5136 - Gangs)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)
(cf. 5113.12 - District School Attendance Review Board)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

~~***Note: When school officials want to search a student or a student's belongings (e.g., backpack, purse, cell phone or other mobile communication device, or computer) as part of an investigation of suspected student misconduct, the legality of the search will depend on whether the search is "reasonable" (New Jersey v. T.L.O.); see BP/AR 5145.12 Search and Seizure. The "reasonableness" of a search depends on (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. It is recommended that the district consult with legal counsel as appropriate.***~~

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

~~***Note: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, the courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or~~

~~presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities. In addition, courts have analyzed the reasonableness of the district's policy and whether the disciplinary action taken by the district was in proportion to the student's misbehavior.***~~

~~***Note: Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges); see BP-5131.2 Bullying.***~~

~~***Note: In adopting policy related to off-campus conduct, districts should consult with legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. Also see BP-5145.2 Freedom of Speech/Expression.***~~

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving
CODE OF REGULATIONS, TITLE 5
300-307 Duties of students
UNITED STATES CODE, TITLE 42
20 USC 1681-1688 Title IX, 1972 Education Act Amendments
COURT DECISIONS
J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675
New Jersey v. T.L.O. (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

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

Center for Safe and Responsible Internet Use:

<http://www.ewa.org/organization/center-safe-and-responsible-internet-use>

National School Safety Center: <http://www.schoolsafety.us>

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

(3/10 3/12) 10/19

Gravenstein Union School District

Board Policy

Search And Seizure

BP 5145.12

Students

~~***Note: The following optional policy and accompanying administrative regulation should be modified to reflect district practice.***~~

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515 - Campus Security)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 5131 - Conduct)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 5145.3 - Nondiscrimination/Harassment)

~~***Note: As discussed below, the law surrounding student searches is complex. Therefore, it is recommended that the district work with legal counsel to provide training for employees conducting searches on behalf of the district.***~~

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

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

Individual Searches

~~***Note: The Fourth Amendment of the U.S. Constitution which prohibits unreasonable search and seizure also applies to students in the school setting. In *New Jersey v. T.L.O.*, the U.S. Supreme Court held that the legality of a search of a student and/or his/her belongings depends on whether the search is "reasonable."***~~

~~***Note: The "reasonableness" of a search depends on two factors: (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction.***~~

~~***Note: The law regarding searches of students' cellular phones, personally owned computers, or other personal communications devices is still developing. It is especially difficult to determine whether the school can impose discipline in circumstances where the behavior, such as sending a threatening message, occurs off-campus; see BP 5131—Conduct. When the student brings an electronic device onto school grounds, it may be searched by school officials, but the search is subject to the same legal standards as a search of other student property, such as a backpack or purse. Therefore, when searching a student's personally owned electronic device, the district must have individualized suspicion that the search will lead to evidence that the student is violating a specific law or school rule and the scope of the search must be reasonably related to that violation. For example, searching a student's phone for evidence against another student or searching text messages extending well beyond the period of time of the alleged violation would likely be considered excessive in scope and thus unlawful. These standards for personally owned items are not applicable to a district's right to monitor a student's use of district-owned computer equipment or networks, subject to the district's acceptable use agreement; see BP/E 6163.4—Student Use of Technology.***~~

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

~~***Note: In *Redding v. Safford Unified School District*, the 9th Circuit Court of Appeals held that a strip search of a student (permissible in Arizona schools) was beyond the scope and overly intrusive in light of the seriousness of the student's alleged violation (i.e., possession of ibuprofen), the lack of immediate danger, and the lack of justification for the search given that the basis of the search was an uncorroborated tip from a fellow student. Although the specific type of search discussed in the court decision is not permissible in California schools pursuant to Education Code 49050, the factors considered by the court are applicable to an analysis as to whether a search is reasonable in scope, as specified below.***~~

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Searches of Multiple Student Lockers/Desks

~~***Note: Like other student belongings, individual lockers and desks may be searched when there is reasonable, individualized suspicion, subject to the limits discussed in the above section entitled "Individual Searches." An argument could be made that, because lockers and desks are the property of the district, a student does not have an expectation of privacy and thus school officials could search them at any time, without individualized suspicion. However, because California courts have not ruled on this issue, the state of the law is unclear and districts that wish to develop policy authorizing searches of lockers and desks at any time, without individualized suspicion, should consult legal counsel.***~~

~~***Note: The following optional paragraph is for districts that conduct regular, announced inspections of multiple student lockers and/or desks. Because such searches are random and announced in advance, individualized suspicion is not required.***~~

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Use of Metal Detectors

~~***Note: An Attorney General opinion (75 Ops. Cal. Atty. Gen. 155 (1992)) states that the reasonable use of metal detectors to deter the presence of weapons in schools is appropriate without individualized suspicion. The Attorney General recommends that the Governing Board~~

make a specific finding identifying the rationale for the use of metal detectors. This finding need not be based on a specific weapons incident, but rather may be based on the need for metal detectors in response to the general harm caused by weapons and the need to provide a safe learning environment. The following optional paragraph should be modified to reflect the district's rationale for the use of metal detectors.***

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

Note: The Board should consider where and when metal detectors will be used, such as on a permanent basis at certain sites, rotated among sites, during regular school hours, and/or during special events such as athletic events or dances. To ensure that a metal detector search is reasonable, the Attorney General recommends that an administrative plan be established which contains uniform, established procedures and adequate safeguards against arbitrary and capricious enforcement by school officials. For example, the plan may specify that metal detectors be used at randomly selected schools or that students will be searched on a random basis (e.g., every fifth student entering). The key is to ensure that neutral criteria are applied so that the persons conducting the search do not exercise discretion in determining whether specific persons are targeted or selected for the search. The Attorney General's opinion also recommends that the district's use of metal detectors be incorporated into the district and/or school site safety plan; see BP/AR 0450 Comprehensive Safety Plan. See the accompanying administrative regulation for other safeguards identified by the Attorney General.

The Superintendent or designee shall use metal detectors at district schools as necessary to help provide a safe learning environment. He/she shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

Use of Contraband Detection Dogs

Note: The following optional section is for districts that use trained dogs for random and unannounced inspections for contraband. Prior to instituting such a program, districts wishing to conduct these types of "sniff searches" should make specific findings as to the need for the program and consult legal counsel.

***Note: Legally, problems arise when individual persons are sniffed and when students are separated from their belongings so that the belongings can be sniffed. In *B.C. v. Plumas*, the 9th Circuit Court of Appeals concluded that the random and suspicionless dog sniff of a student as he walked by the dog while exiting the room was unreasonable. The court found compelling the fact that there were not specific findings of a serious drug problem at the school that would necessitate the need for the use of the dogs. This court did not rule on whether sniffs of inanimate objects (such as automobiles or lockers) in a school setting are legal. However, courts outside of California (*Zamora v. Pomeroy* and *Horton v. Goose Creek Independent School District*) have indicated that dog sniffing around lockers and cars would probably not be deemed a "search" and thus would be permissible on a random basis without individualized suspicion. If

~~the dog then alerts on a particular car or locker, this alert could then constitute the reasonable suspicion needed in order to conduct a search.***~~

~~***Note: The law is unclear as to whether the district can conduct random and unannounced use of dogs whereby students are asked or required to leave their belongings so that the dog can sniff those belongings. An Attorney General opinion (83 Ops. Cal. Atty. Gen. 257 (2001)) states that, unless exigent circumstances exist (e.g., supporting data of a known drug problem), requiring students to leave their belongings behind in the classroom (e.g., backpacks, purses, jackets) in order to conduct random, unannounced and neutral sniff tests on students' personal belongings would be unreasonable and therefore unconstitutional. Whether the district can "ask" students to leave their belongings behind is also questionable since such a request might be considered an unconstitutional "seizure." Districts that wish to institute either type of policy should consult legal counsel and have specific data demonstrating the need for such a policy. Although Attorney General opinions are not law, they are generally afforded deference by the courts. See the accompanying administrative regulation.***~~

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans
35160 Authority of governing boards
35160.1 Broad authority of school districts
48900-48927 Suspension and expulsion
49050-49051 Searches by school employees
49330-49334 Injurious objects

PENAL CODE

626.9 Firearms
626.10 Dirks, daggers, knives or razor

CALIFORNIA CONSTITUTION

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

COURT DECISIONS

Redding v. Safford Unified School District, (9th Cir. 2008) 531 F.3d 1071
B.C. v. Plumas, (9th Cir. 1999) 192 F.3d 1260
Jennings v. Joshua Independent School District, (5th Cir. 1989) 877 F.2d 313
O'Connor v. Ortega, (1987) 480 U.S. 709
New Jersey v. T.L.O., (1985) 469 U.S. 325
Horton v. Goose Creek Independent School District, (5th Cir. 1982) 690 F.2d 470

Zamora v. Pomeroy, (10th Cir. 1981) 639 F.2d 662
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 257 (2001)
75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

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

WEB SITES

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

California Attorney General's Office: <http://caag.state.ca.us>

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

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

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Gravenstein Union School District

Administrative Regulation

Search And Seizure

AR 5145.12

Students

Use of Metal Detectors

~~***Note:—The following optional section is for use by districts that use metal detectors; see the accompanying Board policy. In 75 Ops.Cal.Atty.Gen. 155 (1992), the Attorney General suggests several safeguards to minimize the intrusion of student privacy. The following list reflects these safeguards and should be revised to reflect district practice and the type(s) of metal detectors that will be used.***~~

~~The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:~~

- ~~1. — Before walk through, students shall be asked to empty their pockets and belongings of metallic objects.~~
- ~~2. — If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.~~
- ~~3. — If a second activation occurs, a hand held metal detector shall be used.~~
- ~~4. — If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another district employee.~~

~~***Note:—The Attorney General recommends that, upon activation of the metal detector, any subsequent search be limited to the detection of the metal that caused the activation in the first place. For example, a school official should not use the activation to search a container which obviously could not hold a weapon.***~~

- ~~5. — The search shall be limited to the detection of the cause of the activation.~~

Use of Contraband Detection Dogs

~~***Note:—The following optional section is for districts that use trained dogs for random and unannounced inspections for contraband. An Attorney General opinion (83 Ops.Cal.Atty.Gen. 257 (2001)) states that students cannot be required to leave their belongings behind before exiting the classroom. The law is unclear whether students can be "asked" to leave their~~

~~belongings and whether such a request would result in an unconstitutional "seizure" of their property. Districts that wish to institute such a procedure should consult legal counsel, as appropriate; see the accompanying Board policy.***~~

Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Notifications

~~***Note: The following optional section should be modified to reflect district practice. Districts that have not established a contraband dog detection and/or metal detector program should delete items #2 and 3 below.***~~

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks
2. The district's contraband dog detection program

~~***Note: To further minimize the privacy intrusion resulting from metal detector scans, the Attorney General recommends, in 75 Ops. Cal. Atty. Gen. 155 (1992), giving advance notice of metal detector searches. Because no court decisions yet indicate whether prior notice to parents at the beginning of the year would be sufficient without giving separate notice for each search, the district, with legal counsel, should decide on a case-by-case basis whether a search will be announced or unannounced.***~~

- ~~3. The use of metal detector scans~~

~~In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.~~

(3/00 3/01) 11/08

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	No Deficiency - Good Repair: Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly
Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights.
Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- Restrooms are maintained and cleaned regularly.
- Restrooms are fully operational.
- Restrooms are stocked with toilet paper, soap, and paper towels.
- Restrooms are open during school hours.
- Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- Drinking fountains are accessible.
- Water pressure is adequate.
- A leak is not evident.
- There is no moss, mold, or excessive staining on the fixtures.
- The water is clear and without unusual taste or odor.
- Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- Emergency alarms appear to be functional. (X)
- Emergency exit signs function as designed, exits are unobstructed. (X)
- Fire extinguishers are current and placed in all required areas.
- Fire alarms pull stations are clearly visible.
- Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- Paint is not peeling, chipping, or cracking.
- There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- Severe cracks are not evident. (X)
- Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- Roofs, gutters, roof drains, and down spouts are free of visible damage.
- Roofs, gutters, roof drains, and down spouts are intact.
- Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- Significant cracks, trip hazards, holes and deterioration are not found.
- Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- Seating tables, and equipment are functional and free of significant cracks.
- There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- There is no exposed broken glass accessible to pupils and staff. (X)
- Exterior doors and gates are functioning and do not pose a security risk. (X)
- Windows are intact and free of cracks.
- Windows are functional and open, close, and lock as designed unless there is a valid reason they should not function as designed.
- Doors are intact.
- Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- Gates and fences appear to be functional.
- Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- Other

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Gravenstein Charter

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room TK	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Built 2009. Received LED lighting retrofit in 2019. Play area received new poured in place playground surfacing in fall of 2019.														
Rm 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of modernization in 2016, included new restroom, Lighting, hvac, restrained casework, new entryway tile. Fire Alarm. New carpet added summer 2019.														
Rm 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of modernization in 2016. New restroom, roofing, Lighting, hvac, restrained casework, Fire Alarm. New carpet added 2019.														
Rm 3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 summer 2015 modernization. Part of modernization phase II in 2016 included lighting, roofing, hvac, new sink, refinished cabinets, fire alarm. New carpet added 2019.														
Rm 4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of modernization phase II in 2016 included lighting, roofing, hvac, new sink, refinished cabinets, fire alarm. New carpet added 2019.														
Rm 5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Last full modernization 2007. Fire alarm updated 2016. Received new LED lighting in phase 3 modernization in summer 2018. Rear door replaced summer 2019.														
Rm 6	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization in summer 2015. Modernization phase II in 2016, included new lighting, roofing, hvac, new sink, refinished cabinets, fire alarm														
Rm 7	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of modernization phase II in 2016, included new lighting, roofing, hvac, new sink, refinished cabinets, fire alarm														
Rm 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of modernization in 2016 phase II new LED Lighting, hvac, new sink, refinished cabinets, fire alarm														
Rm 9	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 summer 2015. Part of modernization in 2016. Lighting, hvac, new sink, refinished cabinets, fire alarm. Rear door replaced summer 2019.														
Rm 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Part of phase II modernization in 2016 including new LED Lighting, roof, hvac, new sink, refinished cabinets, fire alarm. New carpet installed summer 2018.														
Rm 11	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Part of phase II modernization in 2016 including new Lighting, roofing, hvac, sink, refinished cabinets, fire alarm,														
Rm 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Part of phase II modernization in 2016 including new lighting, roofing, hvac, sink, refinished cabinets, fire alarm,														

PART II: EVALUATION DETAIL		Date of Inspection: 12/27/19				School Name: Gravenstein Charter										
CATEGORY	AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECHANICAL	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/BROWN INFESTATION	ELECTRICAL	RESTROOM	ENVIRONMENTAL EQUIPMENTS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	POLYURETHANE FOAM/CEILING PANELS	WINDOVS/DOORS/GATEWAYS
Rm 13	COMMENTS:	Part of phase II modernization in 2016, included new lighting, roofing, hvac, new sink, refinished cabinets, fire alarm														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	✓	✓
Rm 14	COMMENTS:	Received new fire alarm for modernization. Last full modernization in 2007. New carpet installed summer 2017. New LED lighting installed summer 2018 PHASE 3 modernization. Exterior sink appears not to drain. (to be repaired) Needs exterior painting. (to be done)														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 15	COMMENTS:	Received new fire alarm for modernization. Last modernized in 2007. Received new carpet in 2016. New LED Lighting installed summer 2018. Exterior needs painting. (to be done).														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 16	COMMENTS:	Received new fire alarm for phase I modernization. Last modernized in 2007. Received carpet in 2016. New LED lighting installed summer 2013 P-HASE III														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 17	COMMENTS:	Received new fire alarm for modernization. Last modernized in 2007. Received new carpet in 2016. New LED Lighting installed summer 2018 Phase III. New rear door replaced summer 2019. Outside needs painting.														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 18	COMMENTS:	Received new fire alarm for modernization. Last modernized in 2007. New carpet installed summer 2017. New siding added to exterior summer 2018. Back door replaced 2019. Outside needs painting.														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 19	COMMENTS:	Modular dated 2011. Received new fire alarm for modernization in 2016. Received new LED lighting in 2019. part of prop 39.														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 20	COMMENTS:	Modular dated 2011. Received new fire alarm for modernization in 2016. Received LED lighting part of prop 39 in 2019.														
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rm 21	COMMENTS:	Modular dated 2013. Received new fire alarm for modernization in 2016. Received new LED lighting part of prop 39 project														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 22	COMMENTS:	Modular dated 2013. Received new fire alarm for modernization in 2016. Received new LED lighting part of prop 39 project.														
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rm 23	COMMENTS:	Modular built in 2016. Received new LED lighting part of prop 39 project 2019.														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 24	COMMENTS:	Modular built in 2016. Received new LED lighting part of prop 39 project 2019.														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Rm 25	COMMENTS:	Modular built in 2016. Received new LED lighting part of prop 39 project 2019.														
	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Gravenstein Charter

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES
<i>Primary Restrooms</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Restrooms completely remodeled in 2016 with new fixtures, tile, partitions, lighting, paint														
<i>Intermediate Restrooms</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Restrooms completely remodeled in 2016 with new fixtures, tile, partitions, lighting, paint. New door for PE shed installed														
<i>MPR</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received modernization including new roof, windows, flooring, pocket tables, lighting, paint, insulation in walls, new HVAC, new wheelchair lift. Exterior siding done in 2019.														
<i>Admin</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Admin Building Remodel completed in 2017. New lighting, HVAC, Windows, Fire Alarm, Flooring, Paint, restrooms														
<i>Learning Lab</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	2018, part of phase III modernization new roof, new carpet, staff restrooms, lighting, paint, HVAC, new windows, ceiling grid, and fire alarm. New exterior siding added 2019.														
<i>Primary Playground</i>	NA	NA	NA	NA	✓	✓	NA	NA	✓	✓	✓	✓	NA	D	✓
COMMENTS:	New s-hooks and swing chains installed. Ball wall needs repainting.														
<i>Intermediate Playground</i>	NA	NA	NA	NA	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓	✓
COMMENTS:	New shade structure for outdoor eating area added 2017. Swingset assemblies replaced 2019. Add additional playground bark yearly. New climber added in summer 2019.														
<i>Rm K</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Part of phase II modernization in 2016, including new lighting, new sink, new hvac, fire alarm, remodeled restroom.														
<i>Kitchen</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received complete remodel summer 2018 part of phase III. New HVAC, floor, casework, paint, lighting, sinks, fire alarm. Roofing.														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Gravenstein 1st

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room TK	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Built 2009. Received LED lighting retrofit in 2019 part of prop 39. Received new poured in place playground surfacing in fall of 2019.														
Rm 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of modernization phase II in 2016. New restroom, Lighting, hvac, restrained casework, new entryway tile Fire Alarm. New carpet added summer 2019.														
Rm 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of modernization in 2016 including new restroom, roofing, Lighting, hvac, restrained casework, Fire Alarm. New carpet added 2019.														
Rm 3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase modernization 1 summer 2015. Part of phase II modernization in 2016. Lighting, roofing, hvac, new sink, refinished cabinets, fire alarm. New carpet added 2019.														
Rm 4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of phase II modernization in 2016, included new lighting, roofing, hvac, new sink, refinished cabinets, fire alarm. New carpet added 2019.														
Rm 5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Last full modernization 2007. Fire alarm updated 2016. Received new LED lighting in phase 3 modernization in summer 2018. Rear door replaced summer 2019.														
Rm 6	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of phase II modernization in 2016, including new lighting, hvac, new sink, refinished cabinets, fire alarm														
Rm 7	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of phase II modernization in 2016 including lighting, hvac, new sink, refinished cabinets, fire alarm														
Rm 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 modernization summer 2015. Part of phase II modernization in 2016. LED Lighting, hvac, new sink, refinished cabinets, fire alarm														
Rm 9	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Roofing done phase 1 summer 2015. Part of modernization in 2016. Lighting, hvac, new sink, refinished cabinets, fire alarm. Rear door replaced summer 2019.														
Rm 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Part of modernization in 2016. LED Lighting, hvac, new sink, refinished cabinets, fire alarm, New carpet installed summer 2018.														
Rm 11	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Part of modernization in 2016. New Lighting, hvac, sink, refinished cabinets, fire alarm.														
Rm 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Part of modernization in 2016. New Lighting, hvac, sink, refinished cabinets, fire alarm.														

PART II: EVALUATION DETAIL		Date of Inspection: 12/27/19					School Name: Gravenstein 1st									
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Rm 13		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Part of modernization in 2016. Lghting, hvac, new sink, refinished cabinets, fire alarm														
Rm 14		✓	✓	✓	✓	D	✓	✓	NA	D	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new fire alarm for modernization. Last modernized in 2007. New carpet installed summer 2017. New LED lighting installed summer 2018 PHASE 3. Exterior sink appears not to drain. (to be repaired) Needs exterior painting. (to be done)														
Rm 15		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new fire alarm for modernization. Last modernized in 2007. Received new carpet in 2016. New LED Lighting installed summer 2018. Exterior needs painting. (to be done).														
Rm 16		✓	✓	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new fire alarm for phase II modernization. Last modernized in 2007. Received carpet in 2016. New LED lighting installed summer 2018 PHASE III														
Rm 17		✓	✓	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new fire alarm for modernization. Last modernized in 2007. Received new carpet in 2016. New LED Lighting installed summer 2018 Phase III. New rear door replaced summer 2019. Outside needs painting.														
Rm 18		✓	✓	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new fire alarm for modernization. Last modernized in 2007. New carpet installed summer 2017. New siding added to exterior summer 2018. Back door replaced 2019. Outside needs painting.														
Rm 19		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular dated 2011. Received new fire alarm for modernization in 2016. Received new LED lighting in 2019.														
Rm 20		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular dated 2011. Received new fire alarm for modernization in 2016. Received LED lighting part of prop 39 in 2019.														
Rm 21		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular dated 2013. Received new fire alarm for modernization in 2016. Received new LED lighting part of prop 39 project														
Rm 22		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular dated 2013. Received new fire alarm for modernization in 2016. Received new LED lighting part of prop 39 project.														
Rm 23		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular built in 2016. Received new LED lighting part of prop 39 project 2019.														
Rm 24		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular built in 2016. Received new LED lighting part of prop 39 project 2019.														
Rm 25		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular built in 2016. Will be receiving new led lighting part of prop 39														

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Gravenstein 1st

AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES
Primary Restrooms		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Restrooms completely remodeled in 2016 with new fixtures, tile, partitions, lighting, paint														
Intermediate Restrooms		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Restrooms completely remodeled in 2016 with new fixtures, tile, partitions, lighting, paint. New door for PE shed installed														
MPR		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received modernization including new roof, windows, flooring, pocket tables, lighting, paint, insulation in walls, new HVAC, new wheelchair lift. Exterior siding done in 2019.														
Admin		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Admin Building Remodel completed in 2017. New lighting, HVAC, Windows, Fire Alarm, Flooring, Paint, restrooms														
Learning Lab		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received modernization new roof, new carpet, staff restrooms, lighting, paint, HVAC, new windows, ceiling grid in summer 2018 part of Phase III. New exterior siding added 2019.														
Primary Playground		NA	NA	NA	NA	✓	✓	NA	NA	✓	✓	✓	✓	NA	D	✓
	COMMENTS:	New s-hooks and swing chains installed. To add additional playground bark yearly. Ball wall needs repainting.														
Intermediate Playground		NA	NA	NA	NA	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓	✓
	COMMENTS:	New shade structure for outdoor eating area added 2017. Swingset assemblies replaced 2019. New climber added in summer 2019.														
Rm K		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Part of phase II modernization in 2016. Lighting, new sink, new hvac, fire alarm, remodeled restroom. Re-roofed phase I modernization summer 2015.														
Kitchen		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received complete remodel summer 2018 part of phase III. New HVAC, floor, casework, paint, lighting, sinks, fire alarm.														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Hillcrest Middle School Charter

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOF	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room 1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received LED lighting part of prop 39 in 2019														
Room 2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received LED lighting in 2019 part of prop 39 in 2019														
Room 3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 5 Stream Lab	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Receive new LED lighting through prop 39 in 2019														
Room 6 Stream Lab/Library	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 7	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Last Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Will be receiving new LED lighting through prop 39 in 2019.														
Room 9	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019. Concrete by exterior classroom is uneven from redwood tree roots to be repaired.														
Room 11	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	D
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Receive new LED lighting through prop 39 in 2019														
Room 15 Staff Room	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received new LED lighting in summer 2016.														

PART II: EVALUATION DETAIL		Date of Inspection: <u>12/27/19</u>					School Name: <u>Hillcrest Middle School Charter</u>									
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
A-wing work room /school office		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new LED Lighting and ceiling grid part of Hillcrest School Improvements summer 2018. New paint in school office summer 2018.														
B-wing lockerroom hallway end office		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new LED Lighting and ceiling grid part of Hillcrest School Improvements summer 2018														
C-wing Community Day		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new LED Lighting and ceiling grid part of Hillcrest School Improvements summer 2018														
Principal's Office		✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Received new LED lighting in summer 2017. No hardwired heater in room														
Gym		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS:	Gym constructed in 2000. Received new LED lighting both inside and outside part of prop 39 improvements. Small roof leak detected at attic space in gym (to be repaired) fascia needs to be painted on west side.														
Kitchen		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Kitchen constructed in 2000. Received LED lighting part of prop 39 in 2019.														
P1		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular built 2012. Received new LED lighting part of prop 39 improvements.														
P2		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modular built 2012. To be receiving new LED lighting part of prop 39 improvements.														
Room 16 Science Room		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Built in 2015. Received new LED lighting part of prop 39. Roots removed from slow draining drain inlet summer 2019.														
Room 17 Music Room		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Built in 2015. Received new LED lighting part of prop 39 improvements.														
Portable Classroom Rm 18		✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Built in 1997. Received new led lighting retrofit prop 39. New TPO roof and new gutter and downspouts in summer 2019.														
A building restrooms		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modernized in 2007. New LED lighting to be added part of prop 39. New exterior drinking fountains installed 2018														
B building restrooms		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Modernized in 2007. New LED lighting added part of prop 39 in 2019.														

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Hillcrest Middle School Charter

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CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Playground	NA	NA	NA	NA	✓	✓	NA	NA	NA	✓	✓	✓	NA	D	✓
COMMENTS:	New accessible pathway constructed in summer 2018. Playground could use updating. Border on playground has become seperated.														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Gravenstein Union School District		COUNTY Sonoma	
SCHOOL SITE Hillcrest Middle School Charter		SCHOOL TYPE (GRADE LEVELS) 6-8th	NUMBER OF CLASSROOMS ON SITE 18
INSPECTOR'S NAME Brian Sposato	INSPECTOR'S TITLE Facilities Manager	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION 12/27/2019	WEATHER CONDITION AT TIME OF INSPECTION overcast 50 degrees		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/SHVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES
	Number of "V"s:	27	25	26	25	27	27	26	3	26	27	27	27	24	24	26
	Number of "D"s:	0	1	0	1	0	0	0	0	0	0	0	0	2	3	1
27	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "NA"s:	0	1	1	1	0	0	1	24	1	0	0	0	1	0	0
Percent of System in Good Repair Number of "V"s divided by (Total Areas - "NA"s")		100.00%	96.15%	100.00%	96.15%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	92.31%	88.69%	96.30%
Total Percent per Category (average of above)*		98.72%			96.15%	100.00%		100.00%	100.00%		100.00%		96.16%		92.60%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category"

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → 97.95% **SCHOOL RATING**** → **GOOD**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: Much of the campus received a modernization in 2007, which included new windows, heaters, sinks and casework. Campus wide Fire alarm upgraded in 2015 in conjunction with the construction of the science and performing arts building. New main electrical switchgear, new led lighting in hallways and accessibility improvements to soccerfield done in summer 2018. New fence enclosures for utility mains. Prop 39 project to incorporate new LED in all classrooms. New Solar parking structure constructed in summer 2019. New rollershades installed at all classrooms. While no leaks are present, tar and gravel roofs over buildings A and B were last done in 1988, consider for future replacement. Work order system in place to correct items that need attention or repair.

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Hillcrest Community Day

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room 1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received LED lighting part of prop 39 in 2019														
Room 2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received LED lighting in 2019 part of prop 39 in 2019														
Room 3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 5 Stream Lab	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Receive new LED lighting through prop 39 in 2019														
Room 6 Stream Lab/Library	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 7	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Last Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Will be receiving new LED lighting through prop 39 in 2019.														
Room 9	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019.														
Room 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019. Concrete by exterior classroom is uneven from redwood tree roots to be repaired.														
Room 11	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	D
COMMENTS:	Modernized in 2007. Received new LED lighting through prop 39 in 2019														
Room 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. Receive new LED lighting through prop 39 in 2019														
Room 15 Staff Room	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received new LED lighting in summer 2016.														

PART II: EVALUATION DETAIL Date of Inspection: **12/27/19** School Name: **Hillcrest Community Day**

CATEGORY	Date of Inspection: 12/27/19														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GASLEAKS	MECHANICAL	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMINAL INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	RESILIENT MATERIALS	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOF	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/SCREENS
A-wing work room /school office	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received new LED Lighting and ceiling grid part of Hillcrest School Improvements summer 2018. New paint in school office summer 2019.														
B-wing locker room hallway end office	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received new LED Lighting and ceiling grid part of Hillcrest School Improvements summer 2018														
C-wing Community Day	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received new LED Lighting and ceiling grid part of Hillcrest School Improvements summer 2018														
Principal's Office	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Received new LED lighting in summer 2017. No hardwired heater in room														
Gym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Gym constructed in 2000. Received new LED lighting both inside and outside part of prop 39 improvements. Small roof leak detected at attic space in gym (to be repaired) fascia needs to be painted on west side.														
Kitchen	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Kitchen constructed in 2000. Received LED lighting part of prop 39 in 2019.														
P1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modular built 2012. To be receiving new LED lighting part of prop 39 improvements.														
P2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modular built 2012. Received LED lighting part of prop 39 improvements.														
Room 16 Science Room	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Built in 2015. Received LED lighting part of prop 39. Roots removed from slow draining drain inlet summer 2019.														
Room 17 Music Room	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Built in 2015. Received LED lighting part of prop 39 Improvements.														
Portable Classroom Rm 18	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Built in 1997. Received LED lighting part of prop 39. TPO roof and new gutter and downspouts added in summer 2019.														
A building restrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. LED lighting retrofit added part of prop 39. New exterior drinking fountains installed 2018.														
B building restrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Modernized in 2007. New LED lighting added part of prop 39 in 2019.														

PART II: EVALUATION DETAIL

Date of Inspection: 12/27/19

School Name: Hillcrest Community Day

Page 5 of 6

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Playground	NA	NA	NA	NA	✓	✓	NA	NA	NA	✓	✓	✓	NA	D	✓
COMMENTS:	New accessible pathway constructed in summer 2018. Playground could use updating. Border on playground has become seperated.														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Gravenstein Union School District		COUNTY Sonoma
SCHOOL SITE Hillcrest Middle School-Community Day		SCHOOL TYPE (GRADE LEVELS) 6-8th
INSPECTOR'S NAME Brian Sposato		NUMBER OF CLASSROOMS ON SITE 19
INSPECTOR'S TITLE Facilities Manager		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
TIME OF INSPECTION 12/27/2019		WEATHER CONDITION AT TIME OF INSPECTION overcast 50 degrees

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTALS BY NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES
27	Number of "+"s:	27	25	26	25	27	27	26	3	26	27	27	27	24	24	25
	Number of "0"s:	0	1	0	1	0	0	0	0	0	0	0	2	3	1	
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Number of "NA"s:	0	1	1	1	0	0	1	24	1	0	0	0	1	0	0
Percent of System in Good Repair Number of "+"s divided by (Total Areas - "NA"s)		100.00%	96.15%	100.00%	96.15%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	92.31%	88.89%	96.30%	
Total Percent per Category (average of above)*		98.72%			96.15%	100.00%		100.00%	100.00%		100.00%		96.16%		92.60%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	97.95%	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: Much of the campus received a modernization in 2007, which included new windows, heaters, sinks and casework. Campus wide Fire alarm upgraded in 2015 in conjunction with the construction of the science and performing arts building.

New main electrical switchgear, new led lighting in hallways and accessibility improvements to soccerfield done in summer 2018. New fence enclosures for utility mains.

Prop 39 project to incorporate new LED lighting in many of the classrooms. New Solar parking structure constructed in summer 2019. New rollershades installed in 2019.

While no leaks are present, tar and gravel roofs over buildings A and B were last done in 1988, consider for future replacement. Work order system in place to correct items that need attention or repair.



GASB Statement No. 75
Supplemental Schedules
for Gravenstein Union School District

Reporting Period: July 1, 2018 to June 30, 2019
Measurement Period: July 1, 2017 to June 30, 2018
Valuation Date: July 1, 2017

December 4, 2019

**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

**Notes to the Financial Statements
For the Year Ended June 30, 2019**

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

Contributions. The contribution requirements of Plan members and the District are established and amended by the District. The required contribution is based on projected pay-as-you-go financing requirements.



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

Net OPEB Liability

The District's Net OPEB Liability was measured as of June 30, 2018 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of July 1, 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
Inflation rate	3.00 percent
Healthcare cost trend rate	5.00 percent for 2018 and later years

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.

Actuarial assumptions used in the July 1, 2017 valuation were based on a review of plan experience during the period July 1, 2015 to June 30, 2017.

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 enough 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	4.00%	3.13%	3.13%
June 30, 2019	June 30, 2018	4.00%	3.62%	3.62%



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

The components of the net OPEB liability were as follows:

Total OPEB liability	2,253,126
Plan fiduciary net position	0
Net OPEB liability	\$2,253,126
Measurement date	June 30, 2018
Reporting date	June 30, 2019
Covered payroll	\$3,505,475
Net OPEB liability (asset) as a percentage of covered payroll	64.27%
Plan fiduciary net position as a percentage of the total OPEB liability	0.00%

Schedule of Changes in Net OPEB Liability (June 30, 2017 to June 30, 2018)

Total OPEB Liability	
Service Cost	233,780
Interest	64,744
Changes of benefit terms	0
Difference between expected and actual experience	0
Changes of assumptions	(111,364)
Benefit payments	(5,000)
Net change in total OPEB liability	182,160
Total OPEB liability – June 30, 2017 (a)	\$2,070,966
Total OPEB liability – June 30, 2018 (b)	\$2,253,126
Plan fiduciary net position	
Contributions – employer	5,000
Net investment income	0
Benefit payments	(5,000)
Trustee fees	0
Administrative expense	0
Net change in plan fiduciary net position	0
Plan fiduciary net position – June 30, 2017 (c)	\$0
Plan fiduciary net position – June 30, 2018 (d)	\$0
Net OPEB liability – June 30, 2017 (c) – (a)	\$2,070,966
Net OPEB liability – June 30, 2018 (d) – (b)	\$2,253,126



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

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 (2.62 percent) or 1-percentage-point higher (4.62 percent) than the current discount rate:

	1% Decrease (2.62%)	Discount Rate (3.62%)	1% Increase (4.62%)
Net OPEB liability (asset)	2,487,079	2,253,126	2,044,273

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 (4.00 percent) or 1-percentage-point higher (6.00 percent) than the current healthcare cost trend rates:

	1% Decrease (4.00%)	Trend Rate (5.00%)	1% Increase (6.00%)
Net OPEB liability (asset)	1,966,569	2,253,126	2,594,674



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

Statement of Changes in Fiduciary Net Position

Additions	
Employer contributions	5,000
Investment income	
Net increase in fair value of investments	0
Total additions	5,000
Deductions	
Trustee fees	0
Administrative expense	0
Benefit payments	5,000
Total deductions	5,000
Net increase in net position	0
Net position restricted for postemployment benefits other than pensions	
Beginning of year – June 30, 2017	\$0
End of year – June 30, 2018	\$0



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

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

At June 30, 2019, 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 ^{1,2}	0	0
Changes in assumptions or other inputs ^{1,2}	0	100,000
Differences between projected and actual return investments ^{1,2}	0	0
Total	\$0³	\$100,000

¹ Measured at June 30, 2018;

² See Schedule of Deferred Outflows and Inflows of Resources for additional information;

³ Does not include District contributions (plus associated implicit subsidy) made after the measurement, which will be recognized as a reduction of the Net OPEB Liability in the year ending June 30, 2020.

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

Fiscal Year ending June 30	Deferred Outflows of Resources	Deferred Inflows of Resources
2020	0	(11,364)
2021	0	(11,364)
2022	0	(11,364)
2023	0	(11,364)
2024	0	(11,364)
2025	0	(11,364)
2026	0	(11,364)
2027	0	(11,364)
2028	0	(9,088)
2029	0	0
2030	0	0
2031	0	0
2032	0	0
2033	0	0
2034	0	0
2035	0	0
2036	0	0
2037	0	0
2038	0	0
2039	0	0



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

Schedule of Deferred Outflows and Inflows of Resources

Year	Type	Category	Initial Base	Amortization Period	Current Balance
2018	Deferred Outflow	Difference between expected and actual experience	0	0.0	0
2018	Deferred Outflow	Changes in assumptions	0	0.0	0
2018	Deferred Outflow	Net difference between projected and actual earnings on plan investments	0	0.0	0
2019	Deferred Outflow	Difference between expected and actual experience	0	9.8	0
2019	Deferred Outflow	Changes in assumptions	0	9.8	0
2019	Deferred Outflow	Net difference between projected and actual earnings on plan investments	0	5.0	0
Total					0

Year	Type	Category	Initial Base	Amortization Period	Current Balance
2018	Deferred Inflow	Difference between expected and actual experience	0	0.0	0
2018	Deferred Inflow	Changes in assumptions	0	0.0	0
2018	Deferred Inflow	Net difference between projected and actual earnings on plan investments	0	0.0	0
2019	Deferred Inflow	Difference between expected and actual experience	0	9.8	0
2019	Deferred Inflow	Changes in assumptions	111,364	9.8	100,000
2019	Deferred Inflow	Net difference between projected and actual earnings on plan investments	0	5.0	0
Total					100,000



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

Net OPEB Expense

The District's Net OPEB expense was \$287,160.

Net OPEB Liability – beginning (a)	\$2,070,966
Net OPEB Liability – ending (b)	\$2,253,126
Change in Net OPEB Liability [(b)-(a)]	182,160
Change in Deferred Outflows	0
Change in Deferred Inflows	100,000
Employer Contributions	5,000
Net OPEB Expense – June 30, 2017 to June 30, 2018	\$287,160

Service Cost	233,780
Interest Cost	64,744
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	(11,364)
Differences between projected and actual investments	0
Total	(11,364)
Net OPEB Expense – June 30, 2017 to June 30, 2018	\$287,160



**Gravenstein Union School District
Post-Employment Medical Benefits Plan**

GASB 75 Disclosure Information

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.

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

Certified by


Molly McGee, ASA, MAAA
Actuary


Carlos Diaz, ASA, EA, MAAA
Actuary



Cravenstein Union School District
c/o California School Boards Association

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include current School Contact Information for your school.

School Name	Gravenstein Union Community Day
Street	725 Bloomfield Road
City, State, Zip	Sebastopol, Ca, 95472-5750
Phone Number	707-823-5361
Principal	William Deeths
E-mail Address	wdeeths@grav.k12.ca.us
School Website	http://www.grav.k12.ca.us
CDS Code	49707146119655

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include current District Contact Information for your district.

District Name	Gravenstein Union Elementary
Street	3840 Twig Avenue
City, State, Zip	Sebastopol, CA 95472
Phone Number	707-823-7008
Superintendent	David Rose
Web Site	http://www.grav.k12.ca.us
E-mail Address	drose@grav.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Gravenstein Union School District is a Transitional Kindergarten through 8th-grade school district with an enrollment of approximately 750 students, most of whom come from English speaking homes with a variety of socio-economic backgrounds. The district is located in the western rural section of Sebastopol in Western Sonoma County. The District serves a primarily rural population in an area of limited growth. Approximately ninety-four percent of the property located within the school district boundaries is zoned "rural residential" in the Sonoma County General Plan. This zoning classification also affects the number of students living within the district.

There are four schools in the district. Gravenstein Elementary School is a TK-5 charter school with the exception of some first-grade classes (called Gravenstein First School). Hillcrest Middle School is a 6th - 8th-grade middle school which is a charter school, and the district also has a Community Day School. The District is a TK-8 Magnet Program due to the ENRICH! program.

The sites reflect the rural nature of the community. The relatively low teacher: student ratio at each site, excellent staff, and very involved parents have worked together to establish a student body that has achieved some of the highest standardized test scores in Sonoma County for the last 15 years.

All classes TK-5 are self-contained. Primary classes (TK-3) have an approximate ratio of 20-1 and middle grades average an approximate ratio of 25-1. Instructional support assistants, paid by categorical monies, are utilized in Grades TK-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated through combining categorical funding to serve students who need intervention or tutoring. Students are provided service according to their need – regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program, an academic counselor, and a school psychologist. The same services are available at the middle school campus.

Students in grades TK through 3 receive music instruction one day per week and students in grades 4 and 5 receive music instruction twice a week. Visual art is also part of the Gravenstein School program and all students receive weekly art instruction. Hillcrest Middle School has a variety of scheduled music, art and drama programs. All grade levels participate in regular field trips and enrichment classes.

The school district utilizes a social-emotional learning program (SEL) entitled Second Step. Empathy, Emotion Management, Impulse Control, Problem Solving, and Anger Management are some of the topics covered.

Thank you for your interest in our schools.

David Rose, Superintendent

School Description:

There are four schools within Gravenstein Union School District. They are Gravenstein Elementary, Gravenstein First, Hillcrest Middle School, and Gravenstein Community Day School.

Vision Statement:

By providing a rigorous and engaging education, GUSD will prepare all students academically and socially-emotionally for excellence in secondary education and beyond.

Mission Statements:

- 1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social emotional growth.
- 2) The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.
- 3) The GUSD Board and leadership will work together with the community to provide outstanding staff, attractive, safe schools, and to maintain a position of fiscal strength.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

The Gravenstein Parent Association (GPA), School Site Council, volunteering in classrooms, and chaperoning on field trips are some of the opportunities available for parental involvement. Fundraising through the foundations and helping teachers in class are not the only methods used in volunteering. Many parents share their own talents as a doctor, dentist, chef/cook, scientist, artist, poet, foreign language specialist, physical fitness instructor, and more with classroom students.

During the 2017-18 school year the Board of Trustees, Site Council/LCAP Committee, Leadership, and all teachers were included in the process to update the LCAP throughout the fall. The LCAP was revised and adopted by the board for 2018-19, 2019-20, and 2020-21.

The Trustees and the Superintendent attended county office workshops regarding LCFF and LCAP. Input on the LCAP was solicited via Monday Messages to the Superintendent and a series of meetings. It was decided to include individual responses to questions to include people who could not attend meetings. Parent, staff, Board, student, and administrative LCAP meetings held 5-6 times throughout the year.

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, a review of the fire alarm system, and workshops attended by members of the district's safety committee.

The safety plan is reviewed by the Site Council and approved by the school board every year prior to March 1. It was most recently reviewed and edited by the District Site Council in January 2020. The school board will approve the updated Safety Plan at the February 13, 2020 board meeting.

The safety plan is reviewed in its entirety with the staff during staff development days each August before the start of school. This review includes sections covering child abuse, disaster and crisis response, new policies, such as Suspension and Expulsion, the Temporary Removal and Removal of students, sexual harassment of students and personnel, hate crime, and more. Fire and Disaster Response, Hazardous Materials, and more were covered with the assistance of a local Fire Battalion Chief and the local Sebastopol Chief of Police, in consultation with the Sebastopol Police Department's school shooter task force.

Safety goals completed for the 2018-19 school year include the addition of window coverings District-wide; and to communicate with parents first and then practice a lock-down in place procedure with students. Safety goals for the 2019-2020 school year included the purchase of Walkie Talkies for the entire supervision and office staff.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/12/18

This section should be kept to 1-2 paragraphs.

This school has 16 classrooms, a performing arts/gymnasium, and an administration building. Within two campuses, the district employs three full-time custodial and maintenance professionals. The district works proactively to provide safe, clean, and adequate facilities. Deferred Maintenance projects are continually

2019 SARC Input Form for Gravenstein Union Community Day

planned and executed (such as replacement of student restroom stalls, toilets, and tile as needed on both campuses. Classroom carpet replacement, painting, blacktop and striping of parking lots are just a few of the other ongoing projects.

We have had a modernization or new building project (to remove and replace old modular units) at one of the campuses every summer for the last several years. In 2012 the district passed a General Obligation Bond for a new building project at the Hillcrest Middle School campus and modernization project at Gravenstein Elementary. The new building project at Hillcrest was completed during the summer of 2015. Phase 1, which was completed in August of 2015, included new roofing, sidewalks, and ADA compliance construction. Phase 2 of the modernization began in June of 2016. This part of the modernization includes a complete renovation of the student restrooms, heating and lighting in most classrooms, and changes to the district and school offices. Phase 2 was completed at the start of the 2017-18 year. Phase 3 on the Gravenstein Elementary campus is scheduled to begin in the summer of 2018, and includes remodeling the multi-purpose room, staff bathrooms, and learning lab classroom with new flooring, lighting, and heating system. Phase 4 began on Hillcrest campus the summer of 2018, and includes the following: new energy efficient lighting; parking lot cover with solar array; ADA access to the lower field, and a new switchgear and transformer.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Storm drain repaired in summer of 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	LED Lighting added summer 2018; Prop 39 LED lights to be added. Solar added to campus

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	A building installed new water fountain
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	New roof installed over rm 18
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground equipment is dated and could use updating, border has become separated
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	.5	1	.5	46.94
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2018

This section should be kept to 1-2 paragraphs.

2019 SARC Input Form for Gravenstein Union Community Day

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court- SRA McGraw Hill (grades K-5) McDougal Littel (grades 6-8) IXL is being used as a supplemental curriculum beginning 16-17	Yes	0
Mathematics	CGP - 2008 Adopted text for grades 6-8 - but not used during the 2014-15 school year. SRA/McGraw Hill Math 2015 was piloted by all district teachers during the 2014-15 school year Houghton/Harcourt Go Math 2015 -Piloted by all district teachers during the 2015-16 school year and adopted. IXL is being used as a supplemental curriculum beginning 16-17	Yes	0
Science	McDougal Littel Science -grades 6-8	Yes	0
History-Social Science	History Alive for grades 6-8 Harcourt (K-5)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$57,506	\$0	\$57,506	\$84,236
District	♦	♦	\$13,482	\$69,447.00
Percent Difference: School Site and District	♦	♦	124.0	19.2
State	♦	♦	\$7,506.64	\$64,941.00
Percent Difference: School Site and State	♦	♦	153.8	25.9

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Federal and State funding is utilized to pay for Learning Labs (LL) and Teaching Assistants (TAs) at both campuses. The TAs spend the majority of their time working with low performing students. State adopted Intervention Programs (Language!) for English Language Arts and (Fast Forward & Go Math) for Math is utilized for students who are achieving two grade levels or more below their grade level.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

There are 16 opportunities for professional development during a school year. One is a full day at the beginning of the year. The other days are spread monthly throughout the year as Early Release Days for students. Teachers meet as grade level groups for planning or they have professional development brought to them on a school campus.

During the 2015-16 school year, the teachers piloted a different math textbook. They continue to utilize the early release days to discuss this math program by grade levels.

During the 2016-17 school year, teachers met to select and train in ELA pilot materials; CPR training for all certificated & office staff; student achievement data analysis and goal setting; and dual-program system inquiry. During the 2017-18 school year, teacher met to select and train in ELA pilot materials; train in new Frontline sub system; plan pro-social focus for each month as part of a focus on "Choose Kindness" theme for the year; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2018-19 school year, teachers met to receive Professional Development on improving social emotional supports with students; NGSS and STEAM classroom strategies; student achievement data analysis and goal setting and sible program planning.

During the 2019-20 school year, teachers met to receive Professional Development on ACES and creating a tiered system for supporting students. Individual teachers attended PD for STEAM, Math and online based intervention programs.

The teachers are also encouraged to attend training outside of the district in the areas of GATE education (CAG conferences); Special Education trainings; STEAM conference; NGSS implementation; CUE conference; additional Common Core and Leadership training, etc.

New teachers also attend BTSA training with district mentor teachers.

Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

Teachers on cycle for evaluation in the 17-18 school year met with their site administrator and set professional development goals, and were offered opportunities to attend professional development workshops tied to their chosen goals. Teachers were successful in fulfilling their professional development goals for 2017-18, which ranged from the following examples: developing a Google classroom; offering a science program aligned with the NGSS; implementing the Study Sync curriculum with fidelity; and integrating a mindfulness program into their classroom culture.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Gravenstein First Elementary School
Street	3840 Twig Ave.
City, State, Zip	Sebastopol, Ca, 95472-5750
Phone Number	707-823-5361
Principal	Keri Pugno, Principal
E-mail Address	kpugno@grav.k12.ca.us
School Website	http://www.grav.k12.ca.us
CDS Code	49707146051742

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Gravenstein Union School Distirct
Street	3840 Twig Avenue
City, State, Zip	Sebastopol
Phone Number	707-823-7008
Superintendent	David Rose
Web Site	http://www.grav.k12.ca.us
E-mail Address	drose@grav.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

School Profiles

Gravenstein Union School District is a Transitional Kindergarten through 8th-grade school district with an enrollment of approximately 750 students, most of whom come from English speaking homes with a variety of socio-economic backgrounds. The district is located in the western rural section of Sebastopol in Western Sonoma County. The District serves a primarily rural population in an area of limited growth. Approximately ninety-four percent of the property located within the school district boundaries is zoned "rural residential" in the Sonoma County General Plan. This zoning classification also affects the number of students living within the district.

There are four schools in the district. Gravenstein Elementary School is a TK-5 charter school with the exception of some first-grade classes (called Gravenstein First School). Hillcrest Middle School is a 6th - 8th-grade middle school which is a charter school, and the district also has a Community Day School. The District is a TK-8 Magnet Program due to the ENRICH! program.

~~The sites reflect the rural nature of the community. The relatively low teacher: student ratio at each site,~~ excellent staff, and very involved parents have worked together to establish a student body that has achieved some of the highest standardized test scores in Sonoma County for the last 15 years.

All classes TK-5 are self-contained. Primary classes (TK-3) have an approximate ratio of 20-1 and middle grades average an approximate ratio of 25-1. Instructional support assistants, paid by categorical monies, are utilized in Grades TK-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated through combining categorical funding to serve students who need intervention or tutoring. Students are provided service according to their need – regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program, an academic counselor, and a school psychologist. The same services are available at the middle school campus.

Students in grades TK through 3 receive music instruction one day per week and students in grades 4 and 5 receive music instruction twice a week. Visual art is also part of the Gravenstein School program and all students receive weekly art instruction. Hillcrest Middle School has a variety of scheduled music, art and drama programs. All grade levels participate in regular field trips and enrichment classes.

The school district utilizes a social-emotional learning program (SEL) entitled Second Step. Empathy, Emotion Management, Impulse Control, Problem Solving, and Anger Management are some of the topics covered.

Thank you for your interest in our schools.
David Rose, Superintendent

School Description:

There are four schools within Gravenstein Union School District. They are Gravenstein Elementary, Gravenstein First, Hillcrest Middle School, and Gravenstein Community Day School.

2019 SARC Input Form for Gravenstein First Elementary School

Vision Statement:

By providing a rigorous and engaging education, GUSD will prepare all students academically and socially-emotionally for excellence in secondary education and beyond.

Mission Statements:

- 1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social emotional growth.
- 2) The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.
- 3) The GUSD Board and leadership will work together with the community to provide outstanding staff, attractive, safe schools, and to maintain a position of fiscal strength.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

The Gravenstein Parent Association (GPA), School Site Council, volunteering in classrooms, and chaperoning on field trips are some of the opportunities available for parental involvement. Fundraising through the foundations and helping teachers in class are not the only methods used in volunteering. Many parents share their own talents as a doctor, dentist, chef/cook, scientist, artist, poet, foreign language specialist, physical fitness instructor, and more with classroom students. A Cultural Awareness Committee was formed in 2019 to offer resources, ideas, and support for various school activities.

During the 2017-18 school year the Board of Trustees, Site Council/LCAP Committee, Leadership, and all teachers were included in the process to update the LCAP throughout the fall. The LCAP was revised and adopted by the board for 2018-19, 2019-20, and 2020-21.

The Trustees and the Superintendent attended county office workshops regarding LCFF and LCAP. Input on the LCAP was solicited via Monday Messages to the Superintendent and a series of meetings. It was decided to include individual responses to questions to include people who could not attend meetings. Parent, staff, Board, student, and administrative LCAP meetings held 5-6 times throughout the year.

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, a review of the fire alarm system, and workshops attended by members of the district's safety committee.

The safety plan is reviewed by the Site Council and approved by the school board every year prior to March 1. It was most recently reviewed and edited by the District Site Council in January 2020. The school board will approve the updated Safety Plan at the February 13, 2020 board meeting.

The safety plan is reviewed in its entirety with the staff during staff development days each August before the start of school. This review includes sections covering child abuse, disaster and crisis response, new policies, such as Suspension and Expulsion, the Temporary Removal and Removal of students, sexual harassment of students and personnel, hate crime, and more. Fire and Disaster Response, Hazardous Materials, and more were covered with the assistance of a local Fire Battalion Chief and the local Sebastopol Chief of Police, in consultation with the Sebastopol Police Department's school shooter task force.

Safety goals completed for the 2018-19 school year include the addition of window coverings District-wide; and to communicate with parents first and then practice a lock-down in place procedure with students. Safety goals for the 2019-2020 school year included the purchase of Walkie Talkies for the entire supervision and office staff.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/12/2018

This section should be kept to 1-2 paragraphs.

This school has 28 classrooms, a multipurpose room, a library, and an administration building - which includes
2019 SARC Input Form for Gravenstein First Elementary School

the district office. With two campuses, the district employs three full-time custodial and maintenance professionals. The district works proactively to provide safe, clean, and adequate facilities. Deferred Maintenance projects are continually planned and executed (such as replacement of student restroom stalls, toilets, and tile as needed on both campuses).

Classroom carpet replacement, painting, blacktop and striping of parking lots are just a few of the other ongoing projects.

We have had a modernization or new building project (to remove and replace old modular units) at one of the campuses every summer for the last several years. In 2012, the district passed a General Obligation Bond for a new building project for Hillcrest Middle School campus and modernization project at Gravenstein Elementary. The Gravenstein Elementary School modernization project is in process. Phase 1, which was completed in August of 2015, included new roofing, sidewalks, and ADA compliance construction. Phase 2 of the modernization began in June of 2016. This part of the modernization includes a complete renovation of the student restrooms, heating and lighting in most classrooms, and changes to the district and school offices. Phase 2 was completed at the start of the 2017-18 year. Phase 3 began in the summer of 2018 and included remodeling the multi-purpose room, staff bathrooms, and learning lab classroom with new flooring, lighting, and heating system.

Gravenstein has finished Phase 3 which included renovation of the Gravenstein MPR including new roofing, flooring, fully remodeled kitchen, windows, and painting interior and exterior. Prop 39 improvements which occurred during the school year include completing the upgrading of lighting to LED throughout the campus. Additionally, kindergarten classrooms received new carpeting during the summer of 2019. New window coverings were also installed for safety. Solar for the campus has been substantially completed for the campus to begin using solar power. Routine maintenance items were performed for items that needed attention or repair.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MPR/Kitchen: completely renovated as part of the stage 3 modernization. Included roof and reconfiguration of kitchen.
		Rm 16: Received new fire alarm for modernization. Last modernized in 2007. Received carpet in 2016 Rm 22: Modular dated 2013. Received new fire alarm for modern
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MPR/Kitchen: Completed stage 3 modernization. Included roof, and reconfiguration of kitchen. Rm 8: Part of modernization in 2016. Lighting, hvac, new sink, refinished cabinets, fire alarm
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Blinds were installed in each classroom for safety.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	MPR/Kitchen: Stage 3 modernization completed in 2018. Included roof and reconfiguration of kitchen.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	2.21	46.94
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.			
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2018

This section should be kept to 1-2 paragraphs.

2019 SARC Input Form for Gravenstein First Elementary School

Gravenstein First consist of two first grade classrooms. Students in Gravenstein First use the same textbooks and materials as students in Gravenstein Elementary School.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court (McGraw-Hill) - Kindergarten through Grade 5 The special education program uses Language! Live in ELA IXL adopted in 2016-17, as a supplemental ELA curriculum which is CCSS aligned	Yes	0
Mathematics	All grade levels/classes are using Houghton Mifflin/Harcourt Go Math - 2015 series. Piloted in the 2015-16 school year, and adopted in 2016-17. This textbook series is State Board approved and Common Core aligned. IXL adopted in 2016-17, as a supplemental math curriculum which is CCSS aligned	Yes	0
Science	Twig Science (TK-2)	Yes	0
History-Social Science	Harcourt (K-5)	Yes	0
Foreign Language			0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,517	\$555	\$6,962	\$68,558.36
District	♦	♦	\$13,482	\$69,447.00
Percent Difference: School Site and District	♦	♦	-63.8	-1.3
State	♦	♦	\$7,506.64	\$64,941.00
Percent Difference: School Site and State	♦	♦	-7.5	5.4

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Gravenstein Elementary School is NOT in Program Improvement status. Regardless, Federal and State funding is utilized to pay for Learning Labs (LL) and Teaching Assistants (TAs) at both campuses. The TAs spend the majority of their time working with low performing students. State adopted Intervention Programs (Language!) for English Language Arts and (Fast Forward) for Math were utilized for students who are achieving below their grade level during the prior school year.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

There are 16 professional development days during a school year. Two of the days are full days at the beginning of the year. The other days are spread monthly throughout the year as Early Release Days for students. Teachers meet as grade level groups for planning or they have professional development brought to them on a school campus.

During the 2015-16 school year, the teachers piloted a different math textbook. They continue to utilize the early release days to discuss this math program by grade levels.

During the 2016-17 school year, teachers met to select and train in ELA pilot materials; CPR training for all certificated & office staff; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2017-18 school year, teacher met to select and train in ELA pilot materials; train in new Frontline sub system; plan pro-social focus for each month as part of a focus on "Choose Kindness" theme for the year; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2018-19 school year, teachers recieved Professional Development on positive behavior support systems for students; NGSS and STEAM classroom strategies; English Language Learner Strategies; student achievement data analysis and goal setting and comprehensive district program planning.

The teachers are also encouraged to attend trainings outside of the district in the areas of GATE education (CAG conferences); Special Education trainings; STEAM conference; NGSS implementation; CUE conferences; additional Common Core and Leadership training, etc.

New teachers also attend BTSA training with district mentor teachers.

Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

Teachers on cycle for evaluation in the current school year met with their site administrator and set professional development goals, and were offered opportunities to attend professional development workshops tied to their chosen goals. Teachers were successful in fulfilling their professional development goals for 2017-18, which ranged from the following examples: developing a Google classroom; offering a science program aligned with the NGSS; and integrating a mindfulness program into their classroom culture. Teachers are on pace to be successful in fulfilling their professional development goals for 2018-19, which ranged from the following examples: creating new positive behavior systems; developing robotics activities to connect to NGSS; and integrating a mindfulness program into their classroom culture.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

2019 SARC Input Form

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This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

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School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Gravenstein Elementary School
Street	3840 Twig Ave.
City, State, Zip	Sebastopol, Ca, 95472-5750
Phone Number	707-823-5361
Principal	Keri Pugno, Principal
E-mail Address	kpugno@grav.k12.ca.us
School Website	http://www.grav.k12.ca.us
CDS Code	49707146051742

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Gravenstein Elementary School
Street	3840 Twig Ave.
City, State, Zip	Sebastopol, CA, 95472-5750
Phone Number	(707) 823-7008
Superintendent	David Rose
Web Site	http://www.grav.k12.ca.us
E-mail Address	drose@grav.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

School Profiles

Gravenstein Union School District is a Transitional Kindergarten through 8th-grade school district with an enrollment of approximately 750 students, most of whom come from English speaking homes with a variety of socio-economic backgrounds. The district is located in the western rural section of Sebastopol in Western Sonoma County. The District serves a primarily rural population in an area of limited growth. Approximately ninety-four percent of the property located within the school district boundaries is zoned "rural residential" in the Sonoma County General Plan. This zoning classification also affects the number of students living within the district.

There are four schools in the district. Gravenstein Elementary School is a TK-5 charter school with the exception of some first-grade classes (called Gravenstein First School). Hillcrest Middle School is a 6th - 8th-grade middle school which is a charter school, and the district also has a Community Day School. The District is a TK-8 Magnet Program due to the ENRICH! program.

~~The sites reflect the rural nature of the community. The relatively low teacher: student ratio at each site,~~ excellent staff, and very involved parents have worked together to establish a student body that has achieved some of the highest standardized test scores in Sonoma County for the last 15 years.

All classes TK-5 are self-contained. Primary classes (TK-3) have an approximate student:teacher ratio of 20:1 and in grades 4-5, we have an approximate ratio of 24:1. Instructional support assistants, paid by categorical monies, are utilized in Grades TK-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated through combining categorical funding to serve students who need intervention or tutoring. Students are provided service according to their need – regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program, an academic counselor, and a school psychologist.

Students in grades TK through 3 receive music instruction one day per week and students in grades 4 and 5 receive music instruction twice a week. Visual art is also part of the Gravenstein School program and all students receive weekly art instruction. Hillcrest Middle School has a variety of scheduled music, art and drama programs. All grade levels participate in regular field trips and enrichment classes.

The school district utilizes a social-emotional learning program (SEL) entitled Second Step. Empathy, Emotion Management, Impulse Control, Problem Solving, and Anger Management are some of the topics covered.

Thank you for your interest in our schools.

David Rose, Superintendent

School Description:

There are four schools within Gravenstein Union School District. They are Gravenstein Elementary, Gravenstein First, Hillcrest Middle School, and Gravenstein Community Day School.

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By providing a rigorous and engaging education, GUSD will prepare all students academically and socially-emotionally for excellence in secondary education and beyond.

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- 1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social emotional growth.
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- 3) The GUSD Board and leadership will work together with the community to provide outstanding staff, attractive, safe schools, and to maintain a position of fiscal strength.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

The Gravenstein Parent Association (GPA), School Site Council, volunteering in classrooms, and chaperoning on field trips are some of the opportunities available for parental involvement. Fundraising through the foundations and helping teachers in class are not the only methods used in volunteering. Many parents share their own talents as a doctor, dentist, chef/cook, scientist, artist, poet, foreign language specialist, physical fitness instructor, and more with classroom students. A Cultural Awareness Committee was formed in 2019 to offer resources, ideas, and support for various school activities.

During the 2017-18 school year the Board of Trustees, Site Council/LCAP Committee, Leadership, and all teachers were included in the process to update the LCAP throughout the fall. The LCAP was revised and adopted by the board for 2018-19, 2019-20, and 2020-21.

The Trustees and the Superintendent attended county office workshops regarding LCFF and LCAP. Input on the LCAP was solicited via Monday Messages to the Superintendent and a series of meetings. It was decided to include individual responses to questions to include people who could not attend meetings. Parent, staff, Board, student, and administrative LCAP meetings held 5-6 times throughout the year.

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, a review of the fire alarm system, and workshops attended by members of the district's safety committee.

The safety plan is reviewed by the Site Council and approved by the school board every year prior to March 1. It was most recently reviewed and edited by the District Site Council in January 2020. The school board will approve the updated Safety Plan at the February 13, 2020 board meeting.

The safety plan is reviewed in its entirety with the staff during staff development days each August before the start of school. This review includes sections covering child abuse, disaster and crisis response, new policies, such as Suspension and Expulsion, the Temporary Removal and Removal of students, sexual harassment of students and personnel, hate crime, and more. Fire and Disaster Response, Hazardous Materials, and more were covered with the assistance of a local Fire Battalion Chief and the local Sebastopol Chief of Police, in consultation with the Sebastopol Police Department's school shooter task force.

Safety goals completed for the 2018-19 school year include the addition of window coverings District-wide; and to communicate with parents first and then practice a lock-down in place procedure with students. Safety goals for the 2019-2020 school year included the purchase of Walkie Talkies for the entire supervision and office staff.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/12/2018

This section should be kept to 1-2 paragraphs.

This school has 28 classrooms, a multipurpose room, a library, and an administration building - which includes the district office. With two campuses, the district employs three full-time custodial and maintenance professionals. The district works proactively to provide safe, clean, and adequate facilities. Deferred Maintenance projects are continually planned and executed (such as replacement of student restroom stalls,

toilets, and tile as needed on both campuses.

Classroom carpet replacement, painting, blacktop and striping of parking lots are just a few of the other ongoing projects.

We have had a modernization or new building project (to remove and replace old modular units) at one of the campuses every summer for the last several years. In 2012, the district passed a General Obligation Bond for a new building project for Hillcrest Middle School campus and modernization project at Gravenstein Elementary. The Gravenstein Elementary School modernization project is in process. Phase 1, which was completed in August of 2015, included new roofing, sidewalks, and ADA compliance construction. Phase 2 of the modernization began in June of 2016. This part of the modernization includes a complete renovation of the student restrooms, heating and lighting in most classrooms, and changes to the district and school offices. Phase 2 was completed at the start of the 2017-18 year. Phase 3 began in the summer of 2018 and included remodeling the multi-purpose room, staff bathrooms, and learning lab classroom with new flooring, lighting, and heating system.

Gravenstein has finished Phase 3 which included renovation of the Gravenstein MPR including new roofing, flooring, fully remodeled kitchen, windows, and painting interior and exterior. Prop 39 improvements which occurred during the school year include completing the upgrading of lighting to LED throughout the campus. Additionally, kindergarten classrooms received new carpeting during the summer of 2019. New window coverings were also installed for safety. Solar for the campus has been substantially completed for the campus to begin using solar power. Routine maintenance items were performed for items that needed attention or repair.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MPR/Kitchen was included in stage 3 modernization beginning in summer of 2018. Includes roof, and reconfigure of kitchen: new HVAC, floor, casework, paint, lighting, sinks, fire alarm. All classrooms received new HVAC system in Phase 2 remodel 2016-17.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	MPR/Kitchen: Completed stage 3 modernization. Included roof, and reconfigure of kitchen. Rm 8: Part of modernization in 2016. Lighting, hvac, new sink, refinished cabinets, fire alarm
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	All Gravenstein School student restrooms were completely renovated the summer of 2016 with new fixtures, tile, partitions, lighting, and paint.
Safety: Fire Safety, Hazardous Materials	Good	Blinds were installed in each classroom for safety.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	MPR/Kitchen: Completed stage 3 modernization. Included roof and reconfigure of kitchen. New administrative building was completed in 2016-17.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25.04	24.8	27.31	46.94
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.			
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2019

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (McGraw-Hill)- Transitional Kindergarten Open Court (McGraw-Hill)- Kindergarten through Grade 5 The special education program uses Language! Live in ELA IXL adopted in 2016-17, as a supplemental ELA curriculum which is CCSS aligned	Yes	0
Mathematics	All grade levels/classes are using Houghton Mifflin/Harcourt Go Math - 2015 series. Piloted in the 2015-16 school year, and adopted in 2016-17. This textbook series is State Board approved and Common Core aligned. IXL adopted in 2016-17, as a supplemental math curriculum which is CCSS aligned	Yes	0
Science	grades TK-2: Twig Science grades 3-5: Amplify Science	Yes	0
History-Social Science	Harcourt (K-5)	Yes	0
Foreign Language	Wright Group (K-5) Spanish	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,710	\$862	\$7,848	\$69,133.56
District	♦	♦	\$13,482	\$69,447.00
Percent Difference: School Site and District	♦	♦	-52.8	-0.5
State	♦	♦	\$7,506.64	\$64,941.00
Percent Difference: School Site and State	♦	♦	4.4	6.3

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Gravenstein Elementary School is NOT in Program Improvement status. Regardless, Federal and State funding is utilized to pay for Learning Labs (LL) and Teaching Assistants (TAs) at both campuses. The TAs spend the majority of their time working with low performing students. State adopted Intervention Programs (Language!) for English Language Arts and (Fast Forward) for Math were utilized for students who are achieving two grade levels or more below their grade level during the 2018-2019 school year.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

There are 16 regularly scheduled opportunities for professional development during a school year. One is a full day at the beginning of the year. The other days are spread monthly throughout the year on student Early Release Days.

On these days, teachers meet as grade level groups for planning or they have professional development brought to them on a school campus.

During the 2015-16 school year, the teachers piloted a different math textbook. They continue to utilize the early release days to discuss this math program by grade levels.

During the 2016-17 school year, teachers met to select and train in ELA pilot materials; CPR training for all certificated & office staff; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2017-18 school year, teacher met to select and train in ELA pilot materials; train in new Frontline sub system; plan pro-social focus for each month as part of a focus on "Choose Kindness" theme for the year; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2018-19 school year, teachers met to receive Professional Development on improving social emotional supports with students; NGSS and STEAM classroom strategies; student achievement data analysis and goal setting and comprehensive program planning.

During the 2019-20 school year, teachers met to receive Professional Development on ACES and creating a tiered system for supporting students. Individual teachers attended PD for STEAM, Math and online based intervention programs.

The teachers are also encouraged to attend training outside of the district in the areas of GATE education (CAG conferences); Special Education trainings; STEAM conference; NGSS implementation; CUE conference; additional Common Core and Leadership training, etc.

New teachers also attend BTSA training with district mentor teachers.

Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

Each year, teachers on cycle for evaluation in the school year meet with their site administrator and set professional development goals. Administration works to offer opportunities to attend professional development workshops tied to their chosen goals. Teachers were successful in fulfilling their professional development goals for 2018-19, which ranged from the following examples: developing a Google classroom; offering a science program aligned with the NGSS; implementing the Study Sync curriculum with fidelity; and integrating a mindfulness program into their classroom culture. This practice continues for 2019-2020 school year. Many staff have already attended professional development opportunities and shared back to the campus staff at a monthly staff meeting.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

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School Contact Information (School Year 2019-20)

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School Name	Hillcrest Middle
Street	725 Bloomfield Rd
City, State, Zip	Sebastopol, CA, 95472-5153
Phone Number	707-823-7653
Principal	William Deeths
E-mail Address	wdeeths@grav.k12.ca.us
School Website	https://hcm-grav-ca.schoolloop.com
CDS Code	49707146051759

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Hillcrest Middle School
Street	3840 Twig Ave
City, State, Zip	Sebastopol, CA 95472
Phone Number	(707)823-7008
Superintendent	David Rose
Web Site	http://www.grav.k12.ca.us
E-mail Address	drose@grav.k12.ca.us

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The sites reflect the rural nature of the community. The relatively low teacher: student ratio at each site, excellent staff, and very involved parents have worked together to establish a student body that has achieved some of the highest standardized test scores in Sonoma County for the last 15 years.

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- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/12/18

This section should be kept to 1-2 paragraphs.

This school has 16 classrooms, a performing arts/gymnasium, and an administration building. Within two campuses, the district employs three full-time custodial and maintenance professionals. The district works proactively to provide safe, clean, and adequate facilities. Deferred Maintenance projects are continually planned and executed (such as replacement of student restroom stalls, toilets, and tile as needed on both campuses. Classroom carpet replacement, painting, blacktop and striping of parking lots are just a few of the other ongoing projects.

We have had a modernization or new building project (to remove and replace old modular units) at one of the campuses every summer for the last several years. In 2012 the district passed a General Obligation Bond for a new building project at the Hillcrest Middle School campus and modernization project at Gravenstein Elementary. The new building project at Hillcrest was completed during the summer of 2015. Phase 1, which was completed in August of 2015, included new roofing, sidewalks, and ADA compliance construction. Phase 2 of the modernization began in June of 2016. This part of the modernization includes a complete renovation of

the student restrooms, heating and lighting in most classrooms, and changes to the district and school offices. Phase 2 was completed at the start of the 2017-18 year. Phase 3 on the Gravenstein Elementary campus is scheduled to begin in the summer of 2018, and includes remodeling the multi-purpose room, staff bathrooms, and learning lab classroom with new flooring, lighting, and heating system. Phase 4 began on Hillcrest campus the summer of 2018, and includes the following: new energy efficient lighting; parking lot cover with solar array; ADA access to the lower field, and a new switch gear and transformer. Phase 4 is completed for Hillcrest.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Storm drain repaired in summer of 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	LED Lighting added summer 2018; Prop 39 LED lights to be added. Solar added to campus
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	A building installed new water fountain
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	New roof installed over rm 18

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground equipment is dated and could use updating, border has become separated
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16.13	14.84	16.92	46.94
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.			
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: December 2019

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell is the current adopted curriculum Piloting McGraw-Hill's "StudySync" in 2016-17, and a second year pilot in 2017-18 IXL is being used as a supplemental curriculum beginning 16-17 and continuing in 17-18 Novels are used in literature groups at each grade level 6-8	Yes	0
Mathematics	Houghton /Harcourt Go Math 2015 -Piloted during the 2015-16 school year. Go Math was adopted at the middle school level in 2016-17. IXL is being used as a supplemental curriculum beginning 16-17	Yes	0
Science	Stemscopes -grades 6-8	Yes	0
History-Social Science	History Alive (6-8)	Yes	0
Foreign Language	Glencoe Spanish (6-8)	Yes	0
Health	Teen Health by McGraw-Hill (6-8)		
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,156	\$1,385	\$8,771	\$68,888.06
District	♦	♦	\$13,482	\$69,447.00
Percent Difference: School Site and District	♦	♦	-42.3	-0.8
State	♦	♦	\$7,506.64	\$64,941.00
Percent Difference: School Site and State	♦	♦	15.5	5.9

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Federal and State funding is utilized to pay for Learning Labs (LL) and Teaching Assistants (TAs) at both campuses. The TAs spend the majority of their time working with low performing students. State adopted Intervention Programs (Language!) for English Language Arts and (Fast Forward) for Math is utilized for students who are achieving two grade levels or more below their grade level.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

There are 16 professional development days during a school year. One is a full day at the beginning of the year. The other days are spread monthly throughout the year as Early Release Days for students. Teachers meet as grade level groups for planning or they have professional development brought to them on a school campus. During the 2015-16 school year, the teachers piloted a different math textbook. They continue to utilize the early release days to discuss this math program by grade levels.

During the 2016-17 school year, teachers met to select and train in ELA pilot materials; CPR training for all certificated & office staff; student achievement data analysis and goal setting; and dual-program system inquiry. During the 2017-18 school year, teacher met to select and train in ELA pilot materials; train in new Frontline sub system; plan pro-social focus for each month as part of a focus on "Choose Kindness" theme for the year; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2018-19 school year, teachers met to receive Professional Development on improving social emotional supports with students; NGSS and STEAM classroom strategies; student achievement data analysis and goal setting and sible program planning.

During the 2019-20 school year, teachers met to receive Professional Development on ACES and creating a tiered system for supporting students. Individual teachers attended PD for STEAM, Math and online based intervention programs.

The teachers are also encouraged to attend training outside of the district in the areas of GATE education (CAG conferences); Special Education trainings; STEAM conference; NGSS implementation; CUE conference; additional Common Core and Leadership training, etc.

New teachers also attend BTSA training with district mentor teachers.

Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

Teachers on cycle for evaluation in the 17-18 school year met with their site administrator and set professional development goals, and were offered opportunities to attend professional development workshops tied to their chosen goals. Teachers were successful in fulfilling their professional development goals for 2017-18, which ranged from the following examples: developing a Google classroom; offering a science program aligned with the NGSS; implementing the Study Sync curriculum with fidelity; and integrating a mindfulness program into their classroom culture.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

**GRAVENSTEIN UNION SCHOOL DISTRICT
RESOLUTION 200109-01
CORE SUBJECT TEACHER AUTHORIZATION
FOR THE 2019/2020 SCHOOL YEAR**

WHEREAS, Education Code 44258.2 authorizes the Governing Board to assign an employee holding a Single Subject or a Standard Secondary teaching credential to teach with his or her consent, any class in grades 5 to 8 inclusive, in a middle school, provided that the teacher has completed at least 12 semester units or 6 upper division or graduate units of coursework in that subject.

THEREFORE, be it resolved that the following teacher meetS the above qualifications and are being authorized to teach in a middle school in the subject(s) in which they hold 12 semester units or 6 upper division or graduate units for the current school year in the Gravenstein Union School District.

Linda Helton- 6th Grade Science

Passed and adopted by the Governing Board of the Gravenstein Union School District on January 9, 2020 by the following vote:

Ayes: _____

Noes: _____

Absent: _____

Date: _____

Steve Schwartz, President, Board of Trustees

**GRAVENSTEIN UNION SCHOOL DISTRICT
RESOLUTION 200109-02
CORE SUBJECT TEACHER AUTHORIZATION
FOR THE 2019/2020 SCHOOL YEAR**

WHEREAS, Education Code Section 44258.3 authorizes the Governing Board to allow the holder of a teaching credential, with the consent of the teacher, to teach any subjects in departmentalized classes provided verification is made that the teacher has adequate knowledge of each subject to be taught and the teacher consents to the assignment.

RESOLVED, that the Governing Board of the Gravenstein Union School District authorizes the following assignment for the named certificated employees in the 2019-2020 school year:

Heather Johnson- 8th Grade Social Studies
Kelly Sporrer- 8th Grade English Language Arts
Allison Rich- 6th Grade Math

Passed and adopted by the Governing Board of the Gravenstein Union School District on January 9, 2020 by the following vote:

Ayes: _____
Noes: _____
Absent: _____

Date: _____

Steve Schwartz, President, Board of Trustees

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: Hillcrest Middle School Improvements ("Project"); that the general contractor for the Project is Increment 1: GCCI, INC. / Increment 2: Sunworks, Inc. and that:

1. The date of completion of the work of the Project was: December 17, 2019;
2. The work of improvement is located at: 725 Bloomfield Rd., 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: Dave Rose
Title: Superintendent
District: Gravenstein Union School District

Gravenstein Union School District

Governance Handbook - DRAFT

Board of Trustees:

Gregory Appling

Alexander Kahn

Jennifer Koelemeijer

Patrick Lei

Steve Schwartz

Superintendent:

David Rose

This handbook is designed to be used and referred to in conjunction with any previously-adopted Board bylaws and policies, which shall take precedence.

When a new Trustee joins the GUSD Board, the Superintendent and Board President shall provide and facilitate new Board Member Orientation activities which will include a review of this handbook.

The Gravenstein Union School District (GUSD) Governance Handbook originated in 2020. The Handbook and Board Vision and Mission statements are updated annually, after Governance Workshop discussions, regarding general handbook information and extensive reviews/updates to previous goals to meet the needs of GUSD. The Board of Trustees would like to thank Dr. Paul Porter and the Windsor Unified School District for their assistance.

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Governance Handbook
October 2019

I. Unity of Purpose

Unity of Purpose is a common focus and the core values and beliefs governance team members share about students, the District and public education.

Gravenstein Union School District Vision

By providing a rigorous and engaging education, GUSD will prepare all students academically and socially-emotionally for excellence in secondary education and beyond.

Gravenstein Union School District Mission Statements

- 1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social emotional growth.

- 2) The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.

- 3) The GUSD Board and leadership will work together with the community to provide outstanding staff, attractive, safe schools, and to maintain a position of fiscal strength.

The Sonoma County Board of Education has adopted the following proclamation:

WHEREAS, the mission of public schools is to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever changing world; and

WHEREAS local school board members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and

WHEREAS, local school board members work closely with parents, educational professionals, and other community members to create the educational vision we want for our students; and

WHEREAS, local school board members are responsible for ensuring the structure that provides a solid foundation for our school system; and

WHEREAS, local school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district.

Gravenstein School District is at its best when:

- Education is a shared, community partnership
- Students are engaged in learning
- Schools and facilities are state-of-the-art
- Specialized programs foster student success
- A supportive social network is in place
- Fiscal integrity is maintained

Gravenstein Union School District is committed to the following Guiding Principles:

- Modeling positive, open communication
- Collaborating with other public agencies
- Promoting inclusiveness in decision-making
- Patterning appreciation for diversity
- Teaching to varied learning styles
- Offering ways to achieve academic progress
- Providing a system of accountability
- Creating activities to work collaboratively
- Modeling and teach critical thinking skills
- Employing technology to enhance learning
- Offering specialized programs in academics, the arts, athletics, student wellness and technology
- Promoting student health and nutrition
- Fostering respect
- Maintaining a safe, nurturing environment
- Valuing human resources of the District
- Cultivating trust and high standards
- Planning professional staff development
- Developing financial resources
- Employing sound organizational practices

- Maintaining appropriate facilities that support student learning

II. Board of Trustees

Gregory Appling

Gregory was appointed to the Board of Trustees in May 2016 and became the Board Clerk in December 2018. Gregory has always focused his energy and efforts on helping to provide the best education possible for all students in the Gravenstein Unified School District. He has continuously worked with teachers, administrators, and fellow board members to provide an excellent learning experience with enrichments for all students. Gregory has represented the board as part of the ad hoc committees for Facilities and Construction, Kindergarten Discovery Program, and Negotiations.

Gregory received his BS in Marine and Environmental Science from Hampton University in 1995. He worked in the environmental sciences from graduation until 2007 where he transitioned to residential construction. While working in construction Gregory became a licensed contractor and formed his own company before moving to the Gravenstein School District in 2014 and transitioning to his current career as a stay at home dad and field trip driver. Gregory has two children who are currently attending Gravenstein Elementary School. While working with his fellow Trustees Gregory keeps in mind the words of Maya Angelou "Do the best you can until you know better. Then when you know better, do better."

Alexander Kahn

Alexander Kahn joined the Gravenstein School Board in the Fall of 2018. Alexander brings to Gravenstein a lifetime of passion for education and greatly enjoys working with the other members of the board and the Gravenstein administration, teachers, and parent community to ensure that Gravenstein offers the best possible education for its students. Alexander is currently Associate Professor of Music at Sonoma State University and Director of the Sonoma State Symphony Orchestra, as well as Music Director of the Vintner's Chamber Orchestra and Rehearsal Fellow with the Santa Rosa Symphony. A longtime enthusiast of meditation, he lectures on the topic of Music and Mindfulness and is currently working as a co-author on a book entitled *Caring for the Whole Musician*, to be published by Routledge Press in 2020.

Jennifer Koelemeijer

Patrick Lei

Patrick was appointed to the Gravenstein Board of Trustees in August of 2019. His focus is having a strong and supportive relationship with teachers and staff, ensuring academic and social emotional improvement at all levels of ability, and exploring ways to increase outdoor education and 'play time.'

Patrick his wife are native to the Sierra Foothills, and attended a small school district similar to Gravenstein USD. They have lived in Sebastopol since 2016, after moving from Arcata, CA, where Patrick studied biology. He works in the environmental field conducting plant, fish, and wildlife surveys, stream enhancement and restoration, and environmental impact evaluations and permitting. He enjoys teaching and sharing his knowledge and enthusiasm for ecology with students and the public. Patrick has taught brief workshops on pollination to audiences ranging from K-5 students in Jamaica, West Indies, to his son's kindergarten class at Gravenstein Elementary. He frequently leads field trips for Sonoma State University students and has volunteered with the Laguna Foundation on walks open to the general public. A passionate hiker, outdoorsman, and snowboarder, he takes every opportunity to use nature to teach lessons both big and small to his two children. He truly feels blessed to be apart of the Gravenstein community, and looks forward to the future of our District.

Steve Schwartz

III. Governance Roles and Responsibilities

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

Effective Trustees

- Are respectful and professional. The community will see us sharing perspectives, agreeing, and agreeing to disagree, respectfully
- Are leaders who are engaged and commit the time to be knowledgeable
- Think globally, are open and willing to learn, and listen to the viewpoints of others

- Do not give up in seeking to understand the issues; are tenacious and never afraid to ask questions
- Are good listeners, neither defensive nor reactive
- Are believable and are able to build the trust of the community
- Understand that once board members have listened, been inclusive, and made the decision, they will stand by and articulate the decision of the board and support implementation
- Are committed to continuous learning and increasing Board effectiveness
- Maintain awareness of legal requirements (ie. Form 700, sexual harassment training, etc.)

Effective Governance Teams

- Have a common purpose; demonstrate leadership
- Are supportive of the team; trust one another; embrace collaboration; are respectful and courteous
- Provide and model effective coaching for team members
- Self-correct when there is a problem; talk to one another when there are interpersonal issues or problems
- Respectfully receive ideas from one another; learn to compromise; agree to disagree and move forward
- Work well when there is adequate information to make wise decisions
- Are present and attentive; put in the time needed to reach decisions
- Support each other; care about each other; create a safe working environment

- Lead, inspire, risk, and strive to be effective

Creating a Positive Culture – Providing Support

Reciprocal support between the Board and Superintendent

To be effective, it is vital that the Board and the Superintendent have a respectful and productive working relationship based on trust and open communications. The superintendent and trustees discussed strategies for how to support one another, which include:

- Creating and supporting a working environment with “no surprises”
- Coming prepared to and being provided with adequate data and background for meetings
- Maintaining good communication
- Supporting decisions of the Board
- Promoting trust and openness
- Maintaining openness and tolerance
- Demonstrating respect with consistency
- Maintaining confidentiality
- Collaborating consistently on potential community issues and appropriate responses/ communication regarding these issues

Reciprocal support among Board Trustees in order to fulfill responsibilities

- Create and support a working environment with 'no surprises'
- Address issues as they arise
- Demonstrate respect with consistency
- Be mindful and aware that manner and demeanor make a difference
- Always remember that individual trustees are perceived as speaking for the whole board
- Are responsible to call point-of-order when trustees infringe upon board bylaws

IV. Governance Leadership Culture

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district.

Board Meeting Norms and Guidelines

- Above all: ***We focus on the best interests of students***
- We strive to achieve a common vision and purpose
- We show respect by keeping an open mind to the ideas of others and valuing their opinions
- We demonstrate respect, professionalism and leadership
- We work toward the future while learning from the past

Strategies to Support Effective Deliberation

The governance team identified strategies to support and strengthen the board's ability to respectfully and effectively deliberate the issues.

- Practice and model open-mindedness and support for one another
- Share in the effort to achieve consensus
- Remember that words make a difference – continue to seek phrases and words that support effective deliberation
- We listen carefully and build upon other's ideas

V. Structure and Process

Protocols are the agreements that ensure that all members of the team are operating within agreed upon roles. The trustees and superintendent discussed and agreed upon the following protocols.

Protocols to Facilitate Governance Leadership

Issue	Protocol – Agreement
Placing items on the board meeting agenda	<p>Trustees agree to the following the process described in Board Bylaw 9233 to place items on the board meeting agenda:</p> <ul style="list-style-type: none">• Contact the board president and/or the superintendent to discuss the item. Let them know that this item is either linked to a district-planning goal or there is a sense of urgency associated with the item.• The request shall be submitted in writing to the Superintendent at least ten(10) business days before the scheduled meeting date.• The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board and shall decide whether an agenda item is appropriate for discussion in open or closed session, and

whether the item should be an action item subject to Board vote.

Requesting information from staff

In an effort to ensure that the working climate supports the norm of 'no surprises:'

- Trustees agree to first contact the superintendent with requests for information. The superintendent will facilitate the contact with the staff either by asking staff to call the trustee or by referral.
- Information provided to one trustee will be provided to all trustees, as appropriate.
- Recommended changes or additions to information provided in the board packet will be discussed at the board meeting.

Deliberation at board meetings

The governing board represents the entire community and models effective deliberation at board meetings:

- Board members strive for authentic and honest discussion in a respectful climate. Share dissenting opinions early in every process in a collaborative and problem solving manner.
- Each member of the governance team comes to the board meeting prepared, with an open mind and without a predetermined decision.
- The superintendent and trustees agree that each member will be proactive in identifying and sharing issues of concern. When an issue is potentially polarizing or divisive, the governing board promotes thoughtful deliberation and strives for consensus. When a topic is difficult or challenging, the board will outline a timeline to discuss the topic, the process that will be used and the opportunities for input.
- Board members practice active listening strategies including allowing the speaker to finish and raising one's hand before speaking out.
- Awareness of scheduled time lines for agenda items.

Issue

Protocol – Agreement

Bringing up new ideas

- As a governance team, we want to demonstrate that we are never complacent. We strive to find ways to improve and encourage innovation and new ideas, while maintaining the focus on District goals.
- Board members will use the board comments or the future school board items section of the board meeting agenda to bring forward new ideas. Consideration of new ideas will also be incorporated into the annual goal- setting process.
- When a new idea is suggested, the board president will ask trustees if there is general interest in the topic.
- The board will arrive at consensus about whether or not a particular topic or subject of interest will be added to a future agenda.
- If the answer is yes, staff will move forward in gathering information. If the topic will impact the current workload, the superintendent will suggest a timeline for the preparation of the information.

Allowing the majority vote to set the direction for the school district

- The authority to direct action rests with the board of trustees only when seated at a regular or special meeting.
- It is important to the effectiveness of the governing team that a majority vote of the board set the direction for the district.
- Once a vote has been taken, those in the minority agree that they will not undermine the decision.
- If the full Board is not present, but a quorum is seated for a meeting, a Board majority vote is still required for action (3 of 5).

Confidentiality

- The governance team is responsible for keeping closed session information confidential, including, but not limited to, district litigation, personnel, negotiations, superintendent evaluation, student issues, or other issues addressed by The Brown Act.
- The governance team shall take immediate responsibility for breach of confidentiality.
- The superintendent will specifically state when an issue is confidential.

Handling public comment and addressing community concerns

- The board's business shall be conducted in public. Clear guidelines are established for the public's input and shall be communicated by the board president to the public.
- When listening to a complaint or comment from the public, the board president may ask a clarifying question.
- As appropriate, the item may be referred to staff for clarification and follow up.
- The superintendent will report the status of the referred issue at a board meeting
- The board president or chair will acknowledge the comment and move on.

Addressing concerns of the community via email

Mindful that email communication is public record, the governance team agrees to the following process in responding to email and phone requests from community members:

- When appropriate based on content, when community members voice concern to a trustee through email or phone, the trustee will thank them for their input and concerns and let them know that their input will be shared with the entire Board, and forwarded to the board president and the superintendent for follow up.
- The superintendent will forward email correspondence that is directed to the board president and superintendent to all trustees.
- Board members will not engage in any emailing, the purpose for which is to reach "collective concurrence" or fact gathering for purposes of reaching "collective concurrence".

Issue

Self-monitoring of governance team effectiveness

Protocol – Agreement

Reflection and ongoing self-assessment are important tools for the governing team to assess their own performance.

- The board will schedule at least one workshop annually to review governance team agreements and processes and to participate in a self- evaluation process. This will include evaluation of meeting effectiveness and assessing whether board protocols are regularly followed.

Addressing difference of opinion

The Superintendent may have a difference of opinion regarding matters under discussion by the Board until an official decision has been reached, after which the Superintendent's own views are subordinate.

Appendix A

GOVERNING BOARD OF TRUSTEES
2019-2020 VISION, MISSION, GOALS AND ACTIVITIES - DRAFT

Gravenstein Union School District
Vision, Mission, Goals and Activities

DRAFT

Fundamental understandings and base assumptions: The contents of this draft are based on my conversations with you, a review of the previously adopted goals (18/19), the goals and state priority areas in the LCAP, CAASPP scores, local data measures, and observations of our current

Governance Handbook
October 2019

operations. In my conversations with you, I have heard three critical focus areas for our district: 1) all of our students will have an educational experience that provides the opportunities and support necessary to perform at grade level or above academically and will make age appropriate social emotional progress, 2) all students will have access to and participate in Enrich! activities taught by talented teachers in a positive, safe, and clean school environment. climate, and 3) GUSD will maintain fiscal strength and stability. Guiding statements:

- Enrich! for all
- prevention is more effective and less expensive than response
- we will use the framework of Multi Tiered System of Supports (MTSS) as a guide in the creation of our goals, activities, and work plan
- when our Tier I (Universal Supports) aren't enough, we will use a "one student at a time" approach
- the Board will approve and adopt our Vision and Mission statements, giving us the "where" we are going, staff will draft the supporting goals and activities for the "how" we get there and submit for Board approval
- we are a small District, it is critical that we adopt a strategic plan that maximizes our resources while developing a manageable number of Mission/Goal/Activity statements given the size of our support staff
- aligning Vision/Mission/Goals/Activities with our LCAP, Single School Plans, and School Safety plans is essential

Vision Statement:

By providing a rigorous and engaging education, GUSD will prepare all students academically and socially-emotionally for excellence in secondary education and beyond.

Mission Statements (and associated goal areas that staff will work from):

1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social emotional growth.

Alignment:

-LCAP State priorities: Basic Services, Parental Involvement, Pupil Outcomes/Achievement, Course Access, Implementation of Common Core, Student Engagement, Other Student Outcomes

-Connection to previous goal: 1, 4, 5

Goal areas:

- Establish Tier I base program, adoption of grade level CC/standards and curriculum
- Vertical articulation to include transition to 6th and 9th
- Ongoing assessment, local and state measures
- Analysis of data to articulate areas of success for maintenance/replication as well as opportunities for growth-connect to Dashboard and LCAP
- Identification of student groups and individuals performing below grade level for the purposes of strategic, targeted, early intervention
- Identification and implementation of a menu of Tier II interventions, guided by a "case management" system, data collection and analysis
- Adopt and implement a truancy prevention protocol
- Adopt and implement a Multi-Tiered System of Supports (MTSS)
- Assure that all students have access to technology and materials used in classes
- Parent engagement (Title I, DELAC, other)
- Community partner connections
- Development of mental health support system
- Implement Second Step with fidelity
- Summer School
- EL Master Plan

2) *The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.*

Alignment:

- LCAP State priorities: Basic Services, Pupil Outcomes/Achievement, Course Access, Implementation of Common Core, Student Engagement, Other Student Outcomes
- Connection to previous goals: 1, 3, 4

Goal areas:

- Tier I base program
- Increase Professional Development for teachers/staff
- Opportunities for collaboration (grade level, subject area, vertical & horizontal articulation)
- Strategic plan for the incorporation of ENRICH specialists, field trips, STEM and STEAM resources that support/enhance base instruction
- Strategic plan for working with community/parents/GPA to create/maintain a funding mechanism for sustaining ENRICH opportunities
- Tier II strategies around Student Engagement
- Access to Advanced Classes to support student needs
- GATE

- Develop evaluation system of ENRICH! activities to guide program menu
- Technology Plan

3) The GUSD Board and leadership will work together with the community to provide outstanding staff, attractive, safe schools, and to maintain a position of fiscal strength.

Alignment:

- LCAP State priorities: Basic Services, Parental Involvement, Course Access, Student Engagement
- Connection to previous goals: 2, 4, 5

Goal areas:

- Enrollment
- Marketing campaign/Communication Plan
- Facility Master Plan
- Fiscal resources directed at staff recruitment, hiring, training, and retention
- Fiscal resources directed at staffing, supplies and costs for site maintenance, repairs, and facility projects
- Fiscal resources directed at implementation with fidelity of Second Step as well as other campus climate activities
- Fiscal resources directed at campus supervision at all times when students are present
- Fiscal resources directed at social-emotional support for students
- Create a system for purchasing instructional materials and supplies that includes specific budgets at each site for grade levels, subject areas, campus climate, field trips and enrichments

- Generate a long term projection model (at least 3 years) with multiple scenarios to forecast needed levels of funding to maintain core and ENRICH! programs
- CHKS, student, staff, and parent surveys
- Staff development plan

1. Priority 1: Basic Services

1. Percentage of properly credentialed teachers
2. Student access to standards-aligned instructional materials
3. Facilities in good repair

2. Priority 2: Implementation of State Standards

1. Implementation of the academic content and performance standards adopted by the state board
2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency

3. Priority 3: Parent Involvement

1. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site
2. How the school district will promote parental participation in programs for unduplicated pupils
3. How the school district will promote parental participation in programs for individuals with exceptional needs

4. Priority 4: Pupil Achievement

1. Statewide Assessments
2. Percentage of pupils who have successfully completed A-G or CTE course requirements

3. Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment. (eg ELPAC)
4. English learner reclassification rate
5. Percentage who pass AP exam with score of 3 or higher
6. Participation and demonstration of college preparedness (eg EAP)

5. Priority 5: Pupil Engagement

1. School attendance rates
2. Chronic absenteeism rates
3. Middle school dropout rates
4. High school dropout rates
5. High school graduation rates

6. Priority 6: School Climate

1. Pupil suspension rates
2. Pupil expulsion rates
3. Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness

7. Priority 7: Course Access

1. Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable
2. Programs and services developed and provided to unduplicated pupils
3. Programs and services developed and provided to students with exceptional needs

8. Priority 8: Other pupil outcomes:

1. Pupil outcomes if available in the subject areas described in 51210 and 51220(a)(i) as applicable

CSBA Sample

Board Policy

Food Service/Child Nutrition Program

BP 3550

Business and Noninstructional Operations

~~***Note: The following optional policy may be revised to reflect district practice and the meal programs offered by the district. Districts may receive reimbursements to offset the costs of meals through the National School Lunch Program (42 USC 1751-1769j), School Breakfast Program (42 USC 1773), Special Milk Program (42 USC 1772), or other federally reimbursable meal program as described in the Child Nutrition Act (42 USC 1771-1791). In addition, state funding for meals provided to needy children may be available through the State Meal Program (Education Code 49490-49494). The district may apply to the California Department of Education (CDE) for all available state and federal funds.***~~

~~***Note: See BP/AR 3552—Summer Meal Program, AR 5148—Child Care and Development, and AR 5148.2—Before/After School Programs for nutrition requirements pertaining to those programs. For food sales outside the district's food service program (e.g., by student and adult organizations, through vending machines, or at student stores), see BP/AR 3554—Other Food Sales.***~~

The Governing Board recognizes that adequate, nourishing food is essential to student health, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to the district's food service programs and to maximize their participation in available programs.

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

~~***Note: 42 USC 1758b, as added by the Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296), mandates each district participating in the National School Lunch Program (42 USC 1751-1769j) or any program in the Child Nutrition Act (42 USC 1771-1791), including the School Breakfast Program, to adopt a districtwide school wellness policy which includes nutrition guidelines for all foods available on school campuses; see BP 5030—Student Wellness for language fulfilling this mandate. Also see the accompanying administrative regulation for state and federal legal requirements pertaining to nutrition standards.***~~

2. Meet or exceed nutrition standards specified in law and administrative regulation

- (cf. 3552 - Summer Meal Program)
- (cf. 3554 - Other Food Sales)
- (cf. 5030 - Student Wellness)
- (cf. 5148 - Child Care and Development)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 5148.3 - Preschool/Early Childhood Education)

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
4. Be served in age-appropriate portions

~~***Note: Students who meet federal eligibility criteria must be provided meals free of charge or at reduced prices in accordance with 42 USC 1758 and 1773 and Education Code 49550; see BP/AR 3553 Free and Reduced Price Meals. Pursuant to Education Code 38084, the district may determine the price for other students consistent with the goal of paying the cost of maintaining the cafeterias; see BP 3551 Food Service Operations/Cafeteria Fund. State and federal reimbursements for all child nutrition programs are administered by the CDE and are based on the number and type of meals served. ***~~

5. Be available to students who meet federal eligibility criteria at no cost or at reduced prices, and to other students at reasonable prices

- (cf. 3551 - Food Service Operations/Cafeteria Fund)
- (cf. 3553 - Free and Reduced Price Meals)

~~***Note: The following optional paragraph may be revised to reflect district practice. Grant funding may be available through the Fresh Fruit and Vegetable Program (42 USC 1769a) to provide elementary students with a variety of free fresh fruits and vegetables throughout the school day as a supplement to school breakfast and lunch programs. Eligible schools are those that operate the National School Lunch Program and have 50 percent or more of students eligible for free and reduced price meals. ***~~

The district's food service program shall give priority to serving unprocessed foods and fresh fruits and vegetables.

~~***Note: No state or federal law directly governs the use of food produced by school gardens or local farms. However, both state and federal law support the concept of using locally grown and/or organic produce in school cafeterias (Education Code 51795-51797; 42 USC 1769). Thus, such use is allowable provided the foods comply with health and sanitation requirements as well as applicable nutrition standards. ***~~

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals and to support the district's nutrition education program.

(cf. 6142.8 - Comprehensive Health Education)

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517- Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

~~***Note: The district's food service program is subject to the food safety standards in the California Retail Food Code (Health and Safety Code 113700-114437). In addition, 42 USC 1758 and 7 CFR 210.13 and 220.7 require all schools participating in the National School Lunch and/or Breakfast Program to implement a food safety program for the storage, preparation, and service of school meals. See the accompanying administrative regulation for requirements of the food safety program.***~~

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

~~***Note: The following optional paragraph may be revised to reflect program evaluation indicators and reporting schedules determined by the district. Districts that participate in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program are subject to a state Administrative Review of district compliance with requirements for federal meal programs, including, but not limited to, a review of nutritional quality, meal patterns, provision of drinking water, school meal environment, and food safety. Each district is reviewed at least once every three years. Also see BP 3551 Food Service Operations/Cafeteria Fund. However, Education Code 49431, 49431.2 and 49431.5 express legislative intent that the Governing Board annually review the district's compliance with nutrition standards for foods sold outside the National School Lunch or Breakfast Program.***~~

~~***Note: Pursuant to the U.S. Department of Agriculture's Food and Nutrition Services Instruction 113-1, any district participating in federal meal programs must collect racial and ethnic data on potentially eligible populations, applicants, and program participants; see BP 3555 Nutrition Program Compliance.***~~

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food services program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

35182.5 Contracts, non-nutritious beverages

38080-38103 Cafeteria, establishment and use

~~45103.5 Contracts for management consulting services; restrictions~~

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49562 Meals for needy students

49570 National School Lunch Act

51795-51797 School gardens

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

15575-15578 Requirements for foods and beverages outside federal meal programs

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, including:

1758b Local wellness policy

1761 Summer Food Service Program and Seamless Summer Feeding Option

1769a Fresh Fruit and Vegetable Program

1771-1793 Child nutrition, especially:

1772 Special Milk Program

1773 National School Breakfast Program

CODE OF FEDERAL REGULATIONS, TITLE 7

- 210.1-210.31 National School Lunch Program
- 215.1-215.18 Special Milk Program
- 220.2-220.22 National School Breakfast Program
- 245.1-245.13 Eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS

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

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Meals Initiative Summary

Healthy Children Ready to Learn, January 2005

Professional Standards in the School Nutrition Programs, Management Bulletin SNP-17-2016, October 2016

CALIFORNIA PROJECT LEAN PUBLICATIONS

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

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

School Breakfast Toolkit

Fresh Fruit and Vegetable Program: Handbook for Schools, December 2010

Food Buying Guide for Child Nutrition Programs, December 2007

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005

Dietary Guidelines for Americans, 2005

WEB SITES

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

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

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

California Farm Bureau Federation: <http://www.cfbf.com>

California Food Policy Advocates: <http://www.cfpa.net>

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

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

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

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/fns>

(11/07 3/11) 12/14

CSBA Sample

Administrative Regulation

Food Service/Child Nutrition Program

AR 3550

Business and Noninstructional Operations

~~***Note: The following optional administrative regulation applies to food sales through the district's food service program, including the National School Lunch Program (42 USC 1751-1769j), School Breakfast Program (42 USC 1773), and Special Milk Program (42 USC 1772). The district should select all sections below that apply to programs offered by the district.***~~

~~***Note: See BP/AR 3552—Summer Meal Program, AR 5148—Child Care and Development, and AR 5148.2—Before/After School Programs for nutrition requirements pertaining to those programs. For food sales outside the district's food service program (e.g., by student and adult organizations, through vending machines, or at student stores), see BP/AR 3554—Other Food Sales.***~~

Nutrition Standards for School Meals

~~***Note: Item #1 below is for use by all districts. Education Code 49550 requires all schools to provide at least one nutritionally adequate meal each school day to students who meet federal eligibility criteria for free and reduced price meals, regardless of whether the school receives reimbursements through the National School Lunch Program (42 USC 1751-1769j), School Breakfast Program (42 USC 1773), and/or State Meal Program (Education Code 49490-49494) or receives no funding support for school meals; see BP/AR 3553—Free and Reduced Price Meals. Education Code 49553 defines a "nutritionally adequate meal" as one that qualifies for reimbursement under federal child nutrition program regulations. Schools participating in the National School Lunch and/or Breakfast Program must extend meal service to all students enrolled in the school.***~~

Meals, food items, and beverages provided through the district's food services program shall: (Education Code 49531, 49553; 42 USC 1758, 1773)

1. Comply with National School Lunch and/or Breakfast Program standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8 as applicable

~~***Note: Item #2 below reflects an additional requirement for (1) districts participating in the National School Lunch and/or Breakfast Program which choose to apply for state reimbursements for free and reduced price meals in addition to their base reimbursement and (2) districts participating in the State Meal Program. Pursuant to Education Code 49430.7, such districts may not provide foods that are deep fried, par fried, or flash fried. Other districts may~~

~~delete or use this item at their discretion.***~~

~~***Note: In addition, Education Code 49430.7 requires that foods provided by such districts not contain artificial trans fat. 7 CFR 210.10 and 220.8, as amended by 77 Fed. Reg. 17, added the same requirement to the nutrition standards for the National School Lunch and Breakfast Programs applicable to all districts; thus, the prohibition against trans fat is covered by item #1 above.***~~

2. Not be deep fried, par fried, or flash fried, as defined in Education Code 49430 and 49430.7

(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Drinking Water

~~***Note: The following section is for use by all districts. Pursuant to 42 USC 1758, schools participating in the National School Lunch Program are required to make free drinking water available for consumption at locations where meals are served during meal service. In addition, Education Code 38086 requires all California schools to make free drinking water available during school meal times. Pursuant to Education Code 38086, a district may be exempted from this requirement only if the Governing Board adopts a resolution, publicly noticed on at least two consecutive meeting agendas, demonstrating that the district is unable to comply due to fiscal constraints or health or safety concerns. Any district whose Board has adopted such a resolution should delete this section.***~~

~~***Note: Pursuant to Education Code 38086, schools may satisfy this requirement by, among other means, providing cups and containers of water or soliciting or receiving donated water. Recommendations on the California Department of Education's web site include providing chilled water, ensuring that all water fountains are clean and operational, and encouraging water consumption through marketing and advertising.***~~

The district shall provide access to free, fresh drinking water during meal times in food service areas at all district schools, including, but not limited to, areas where reimbursable meals under the National School Lunch or Breakfast Program are served or consumed. (Education Code 38086; 42 USC 1758)

Special Milk Program

~~***Note: The following section is optional. The Special Milk Program (42 USC 1772; 7 CFR 215.1-215.18) is a federally funded program which assists in providing milk at reasonable prices to students in schools that do not participate in the National School Lunch or Breakfast Program. Pursuant to 7 CFR 215.1 and 215.7, districts may choose to provide milk at no charge to students~~

~~who qualify for free and reduced-price meals; see BP 3553—Free and Reduced-Price Meals.***~~

Any school that does not participate in the National School Lunch or Breakfast Program may participate in the Special Milk Program to provide all enrolled students with reasonably priced milk. (7 CFR 215.1)

Food Safety

~~***Note: Pursuant to Health and Safety Code 113789, school cafeterias are among food facilities subject to the California Retail Food Code.***~~

The Superintendent or designee shall ensure that the district's food service program meets the applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.

~~***Note: The remainder of this section is for use by any district participating in the National School Lunch and/or Breakfast Program and may be used or revised by other districts at their discretion. 42 USC 1758 requires such districts to implement a food safety program applicable to any facility or part of a facility in which food is stored, prepared, or served. Pursuant to 42 USC 1758 and 7 CFR 210.13 and 220.7, the food safety program must comply with Hazard Analysis and Critical Control Point (HACCP) principles, which include establishing measures needed to prevent hazards at each stage of food production. Pursuant to 7 CFR 210.13, districts may implement either the "traditional" HACCP system or the simplified "process approach." Under the process approach, foods are grouped together according to preparation process and the same control measure is applied to all menu items within the group, rather than developing an HACCP plan for each item. These principles are described in the USDA's Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles.***~~

For all district schools participating in the National School Lunch and/or School Breakfast Program, the Superintendent or designee shall implement a written food safety program for the storage, preparation, and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP) system. The district's HACCP plan shall include, but is not limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. (42 USC 1758; 7 CFR 210.13, 220.7)

~~***Pursuant to 7 CFR 210.30, directors, managers, and staff in the food service program must complete annual training on specified topics, including, but not limited to, training on health and safety standards. In addition, new food service directors are required to complete at least eight hours of food safety training not more than five years prior to their starting date or within 30 days of the director's starting date. CDE Management Bulletin SNP 17-2016 encourages districts to provide food safety training to all employees who handle food, including acting, temporary, or substitute workers and volunteers. Pursuant to Health and Safety Code 113947.1, at least one employee at each food facility or site must have successfully passed an approved and accredited food safety certification examination in accordance with Health and Safety Code~~

~~113947.2-113947.3.***~~

The Superintendent or designee shall provide ongoing staff development on food safety to food service managers and employees. Each new employee, including a substitute, or volunteer shall complete initial food safety training prior to handling food. The Superintendent or designee shall document the date, trainer, and subject of each training.

(cf. 4231 - Staff Development)

~~***Note: The following paragraph is optional. The USDA's Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles states that districts should maintain the following types of records in order to periodically review the food safety program and, in the event of a foodborne illness, to document that reasonable care was exercised in the operation of the school's food service program.***~~

The Superintendent or designee shall assign staff to maintain records and logs documenting food safety activities, including, but not limited to, records of food deliveries, time and temperature monitoring during food production, equipment temperature (freezer, cooler, thermometer calibration), corrective actions, verification or review of safety efforts, and staff training.

Inspection of Food Facilities

~~***Note: Health and Safety Code 113725-113725.3 require all food facilities in California to be inspected by the county environmental health agency in accordance with the timelines and procedures established in county regulations. The inspections cover all food service areas, including cafeterias, vending machines, and mobile food carts. Health and Safety Code 113725 specifies findings that would be considered violations, including (1) improper holding temperatures, improper cooling, or inadequate cooking of potentially hazardous foods (i.e., foods that require temperature control); (2) poor personal hygiene of food service employees; (3) contaminated equipment; and (4) food from unapproved sources.***~~

All food preparation and service areas shall be inspected in accordance with Health and Safety Code 113725-113725.1 and applicable county regulations.

~~***Note: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program. Notwithstanding the requirements of county regulations, districts participating in these programs must obtain at least two safety inspections each school year.***~~

Each school participating in the National School Lunch and/or Breakfast Program shall, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall retain records from the most recent food safety inspection. All schools shall post a notice indicating that the most recent inspection report is available to any interested person upon request. (Health and Safety Code 113725.1; 42 USC 1758; 7 CFR 210.13,

210.15, 220.7)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(3/11 7/12) 3/16

GUSD Board and Staff Committees 2020

<u>Committee</u>	<u>Staff</u>	<u>Board Member(s)</u>	<u>Community Member(s)</u>	<u>Mission Statement Connection</u>	<u>LCAP Priority Area</u>	<u>Time Frame</u>
Strategic Planning: Creates a strategic action plan for all other committees. Uses the LCAP, Vision/Mission, enrollment projections, fiscal status, needs assessments and other data to generate work plans.	Dave, Will, Keri, Wanda					
Personnel and Negotiations: Negotiations, pay-scales, performance review, professional development, review salary schedules and changes for non-certificated staff and administration.	Dave, Wanda, Will, Keri	Steve, Greg				
Sub-committee: Negotiate with teachers, and prepare a contract by beginning of each school year. Develop two-year contracts as long as much as possible. Consider issues that are 'opened' during multi-year contracts for additional negotiations and recommendations, staff diversity	Dave, Wanda, Will, Keri	Greg				Ad Hoc
Facilities Master Plan: Conduct a needs assessment related to current status of infrastructure and facilities projects, identify a firm to assist in the development of a plan and projected project costs, develop a Master Plan for Board consideration.	Dave, Keri, Will, Wanda, Brian	Jennifer, Alex				Ad Hoc, Recommendations by 4/1/20
Facilities/Construction: Provides a review process and oversight for ongoing construction and campus beautification projects,	Dave, Brian, Wanda	Greg				
Traffic: Consider options to improve traffic flow, including encouraging carpooling, or other transportation alternatives to reduce traffic. Primary focus is Gravenstein campus.	Dave, Will, Keri	Alex, Steve				Recommendations by 4/1/20

<p>Reserve Strategy: Develop and review strategy for reserve funds, plan for ENRICH sustainability including field trip funding.</p>	Dave, Wanda	Steve				Ad Hoc Recommendations by 4/1/20
<p>Marketing: Develop guiding strategies for: 1) communication with and engagement of current families, 2) recruitment of new students, and 3) support of GPA efforts for ENRICH! sustainability</p>	Dave, Will, Keri	Jennifer				
<p>Climate: Review components of Board Resolution and create a work plan to implement resolution mandates.</p>	Dave, Will, Keri	Patrick				
<p>LCAP: Develop an understanding of the LCAP purpose and process, develop LCAP goals and the supports necessary to achieve effective implementation of the strategies in the LCAP, encourage and participate in the ongoing engagement of stakeholders, build an understanding of data to inform board discussions and actions related to the LCAP, serve as key communicators and advocates with stakeholders about LCAP strategies and outcomes, continuously monitor and evaluate progress of LCAP strategies.</p>	Dave, Will, Keri, Wanda					
<p>GATE: Draft and adopt an equitable and comprehensive identification procedure that reflects the district's definition of giftedness and its relationship to current state criteria. Create a written statement of philosophy, goals, services and programs.</p>	Dave, Will, Keri					
<p>DELAC: Development of a district master plan for education programs and services, conduct a district needs assessment on a school-by-school basis, establish district program, goals, and objectives for programs and services, development of a plan to ensure compliance with teacher and/or teacher aide requirements, review and comment on</p>	Dave, Keri, Will					

the school district reclassification procedures, review and comment on the written notifications required to be sent to parents and guardians, review and comment on the development or annual update of the LCAP.						
Title I: Plan and conduct an annual Title I Parent Meeting to share the schools' Title I program, adopt a method to provide parents with timely information about their child's progress, research and suggest parent/family engagement activities, suggest professional development opportunities, support programs to reach parents and family members at home, disseminate best practices and information on parent and family engagement, facilitate Title I parent involvement in the school's planning and evaluation of the Title I program, budget, and the LCAP, advise on the development, implementation, and evaluation of effective supplemental programs/services that meet the needs of Title I students.	Dave, Will, Keri, Wanda					
Site Council: Annually develop and approve the Single Plan for Student Achievement (SPSA, reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), review and revise School Safety Plans, develop site level parent involvement policy, advise the district on the district level parent involvement policy, participate in the development of the LCAP.	Will, Keri					
Governance: Consider changes to Board Policies recommended by Board members, Administration or CSBA, review legal updates for adherence to current policy/recommend policy updates.	Dave, Wanda, Keri, Will	Alex, Jen				
Curriculum Development and Student Monitoring: Consider curriculum, testing, homework, in light of District tradition of excellence, community and technological	Dave, Will, Keri					

developments. Review formal student monitoring reports. Review implementation of STEAM, quantity and quality of foreign language offerings						
Spanish Program: Review options for improving Spanish learning including through support from native Spanish speakers in the campus community.	Dave, Keri, Will, Kim, Patty H.	Steve				Ad Hoc
Teacher Classroom and Budget Requests: Review proposals that come from teachers for funding requests below \$1,000 and make recommendations. Provide guidelines for submission. Guidelines include suggestions of when to seek external funding sources first.	Dave, Keri, Wanda, Will					
Wellness Committee: Draft a Local School Wellness Policy (LSWP) for all schools that includes: measurable goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness (such as Mindfulness, disaster response, social-emotional learning, campus climate, peer mentoring, playground equipment, length and frequency of recesses), nutrition guidelines for all foods and beverages sold or made available on school campus during the school day, policies for food and beverage marketing, requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy, a plan for measuring effectiveness that is measured triennially and made available to the public, annual notification informing and updating the public (parents, students, and others in the community) about the content and implementation of the LSWP, designation of one or more LEA officials or school officials by position or title, to ensure that each school complies with the LSWP, school garden activities, viability of a breakfast program	Dave, Will, Keri					

<p>Technology Master Plan: Draft, endorse, and review strategic technology plans, coordinate Tech Plan with other plans/committee, provide input on utilization of institutional financial resources for technology, work with the IT management to establish institutional priorities and update the strategic plan regularly, review and endorse technology annual budgets, develop and endorse technology policies review and endorse major technology projects/initiatives, provide input on business requirements for technology initiatives, review and provide feedback on major technology decisions/projects, provide oversight responsibility for the user-related aspects of major technology projects – including user involvement in requirements, roll-out planning, acceptance testing and service level agreements, be informed of the status on major projects and major project changes, communicate technology issues that should be addressed to IT management and administration, support technology management with administration.</p>	<p>Dave, Will, Keri, Wanda, Brian</p>					
<p>Other items listed by Board Members at the retreat: String Program, Aftercare Program improvement, better field trip transportation</p>						