

# Wilmar Union Elementary School District

## Board of Education Meeting

Thursday, May 11, 2017, 7:15 PM

at

Wilson School Cluster Building

3775 Bodega Avenue

Petaluma, CA 94952

The Wilmar Union School District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the superintendent at least two working days prior to the meeting.

### 7:15 PM Regular Meeting Agenda

**Reconvene and Flag Salute:** \_\_\_\_\_

Board Members present:

**1.0 Approval of the Agenda:** (If anyone is present for a particular agenda item, the Board may wish to bring that item forward at this time.) Motion to approve agenda.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_

**2.0 Recognition of Students of the Month:** Students of the Month for April will be recognized by the Board of Trustees for their demonstration of excellence in Reading and Students will be recognized for their Perseverance and Improvement throughout the year.

**The Board of Trustees will take a short recess.**

**3.0 (p. 1) Approval of Minutes:** Motion to approve the minutes of April 13, 2017

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_

**4.0 Public Comment:**

At this time members of the public may address the Board on any items, that are not on the agenda, but are of interest to the public and that are within the subject matter jurisdiction of the Board. Members may address the Board on particular items on the agenda as they come up during the meeting. In accordance with Board Bylaw 9323, visitors are allowed to address the Board for up to three (3) minutes per individual and up to 20 minutes per topic. The Board President may increase or decrease the time allowed for public comment. The Board values public comments, but by the Brown Act, the Board shall not act upon, respond to, or comment on the merits of any item presented during this period. The Board may ask clarifying questions of the presenter or refer the presenter to a District procedure, if appropriate.

**5.0 Reports/Presentations:**

**5.1 Superintendent/Principal:**

**5.2 Business Manager:**

**5.3 Reports from Board Members:**

**6.0 Information/Discussion:**

- 6.1 (Separate Handout) LCAP draft
- 6.2 (p. 4) County approval of Second Interim from Judy Thompson
- 6.3 Parcel Tax discussion, survey by Isom Advisors at a cost of \$2,000?
- 6.4 Promotion will be June 1 at 4pm. All Board members are invited.
- 6.5 Staff Development Day April 17-Math Pilot in the fall.

**7.0 Action Items:**

- 7.1 (p. 5) **Approve the Board Payment Report.** Recommended motion: That the Board approves the Board Payment Report for April 8, 2017 through May 5, 2017.  
Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_
  
- 7.2 (p. 7) **Approve Budget Update Batches #BR17-00047 through #BR17-00056.** Recommended motion: That the Board approves the Budget Updates listed on the enclosed document.  
Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_
  
- 7.3 (p. 8) **Interview Candidate to fill Open School Board Position with a term ending December of 2020.**  
**Voting for Candidate. Motion to appoint: \_\_\_\_\_ as Provisional Board Member to complete term of retiring Board Member.**  
Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_
  
- 7.4 (p. 11) **Approve Reorganization of Board Officers for May 11, 2017 through Dec. 2017.**  
**Election of Board President.** Nomination of \_\_\_\_\_  
  
**Election of Board Clerk.** Nomination of \_\_\_\_\_  
  
**Election of a representative to the Sonoma County Committee for School District Reorganization.** Nomination of \_\_\_\_\_  
  
**Election of an alternate representative to the Sonoma County Committee for School Reorganization.** Nomination of \_\_\_\_\_  
Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_
  
- 7.5 (p. 12) **Approve Single School District Plan.** Recommended motion: That the Board approves Single School District Plan as approved by School Site Council.  
Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_
  
- 7.6 (p. 36) **Approve the Interagency Agreement Transportation Procedures to Ensure School Stability for Foster Students.** Recommended motion: That the Board approves the Interagency Agreement.  
Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_

7.7 (p. 42) **Approve the Calendar for the 2017-18 school year.** Recommended motion: That the Board approves the calendar as shown in the documents.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_

7.8 **Establish Public Hearing dates for LCAP and Budget and the adoption meeting dates for LCAP and Budget.** Recommended motion: That the Board sets June \_\_\_\_\_, 2017 as the Public Hearing for the LCAP and the 2017-18 Budget and June \_\_\_\_\_, 2017 as the adoption date for the LCAP and the 2017-18 Budget.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_

7.9 **Policies/Regulations/Bylaws of the Board Second Reading.** Recommended motion: That the below listed Policies, Regulations, and Bylaws be approved for change or deletion as described in the information from the first reading at the Board meeting on April 13, 2017

BP 0460	BP/AR 3260	AR 4112.22
E4112.9/4212.9/4312.9	AR 4161.1/4361.1	AR 4261.1
BP 5111	BP 5111.1	BP/AR 5113
<del>BP/AR 5141.52</del>	E 5145.6	BP/AR 5148.2
BP 6111	<del>BP 6117</del>	<del>BP/AR 6142.2</del>
BP 6144	BP/AR 6174	BP 6176

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_

8.0 **Next Board Meeting:** Thursday, May 11, 2017 at 7:15 after Open House  
Topics for that meeting:

- Budget Updates
- Education Protection Act 2016-17 Actuals
- Public Hearing on Parcel Tax

9.0 **Adjournment:** \_\_\_\_\_ (Followed by signing of papers of routine nature.)

Agenda posted: May 8, 2017

By   
Eric Hoppes, Superintendent/Principal

**Wilmar Union Elementary School District  
Board of Education Meeting**

Thursday, April 13, 2017, 7:00 PM

at

Wilson School Cluster Building  
3775 Bodega Avenue  
Petaluma, CA 94952

**Regular Meeting Minutes**

**Flag Salute: 7:00 PM**

Board Members present: Stephen Collins, Greg Gehrke, Doug Hecker and David Weinstock

**1.0 Approval of the Agenda:** Motion to approve agenda.

Motion: Hecker Second: Weinstock Ayes: 4 Noes: 0

**2.0 Recognition of Students of the Month:** Students of the Month for March were recognized by the Board of Trustees for their demonstration of excellence in "Mathematics."

**The Board of Trustees took a short recess.**

**3.0 (p. 1) Approval of Minutes:** Motion to approve the minutes of March 9, 2017

Motion: Weinstock Second: Gehrke Ayes: 4 Noes: 0

**4.0 Public Comment:** There was no public comment.

**5.0 Reports/Presentations:**

**5.1 Superintendent/Principal:** We had our Fire Inspection and all items have passed. We have staff development day coming up with a focus on creating new Science lessons and new Math materials. PTA voted to support paying for Music by using Walk-a-thon funds. Jolene and Eric held a budget meeting with teacher union reps to discuss the focus of our cuts for next year. They are supportive of going for the Parcel Tax.

**5.2 Business Manager:** It has been a busy week with two audits going on. First was the Financial Audit with our new auditors. It went well and we passed with flying colors. The Food Service Audit went well too. With the support of the Food Service Director, Ray Digiaimo, from Petaluma City Schools. There are many new regulations. There were a few small findings, but these were resolved by the time the auditors left. Big kudos to Colleen!

**5.3 Reports from Board Members:** Did we ever get or look into Drug Free Zone signs. Eric will follow up on this.

**6.0 Information/Discussion:**

**6.1 LCAP update:** Eric is working with Site Council to have a draft ready for next meeting.

**6.2 (p. 4) LCAP Survey results:** In brief the survey shows that things are going well at Wilson and people are generally very pleased.

**6.3 (p. 28) Upcoming events calendar.**

- 6.4 (p. 29) Policy regarding Leaves of Absence or Sabbaticals: The included leaves are from a couple of surrounding districts. The WTA contract and our Board policies offer the Board the ability to approve Leaves of Absences on a case by case basis.
- 6.5 Staff Development Day April 17: To focus on developing new Science lessons based on Next Generation Science Standards and to begin the review process of new Math materials for future adoption.
- 6.6 (p. 38) First reading of CSBA Sample Board Policies:
 

BP 0460	BP/AR 3260	AR 4112.22
E4112.9/4212.9/4312.9	AR 4161.1/4361.1	AR 4261.1
BP 5111	BP 5111.1	BP/AR 5113
<del>BP/AR 5141.52</del>	E 5145.6	BP/AR 5148.2
BP 6111	<u>BP 6117</u>	<del>BP/AR 6142.2</del>
BP 6144	BP/AR 6174	BP 6176

The items struck through do not apply to Wilson as an elementary school.

**7.0 Action Items:**

- 7.1 (Separate handout) **Accept and Approve the Citizens Oversight Committee report for period ending June 30, 2017.**  
 Linda Blue, Al Mello and Brian Breen, members of the Citizens Oversight Committee were in attendance to provide their annual report on how Bond funds have been spent. They reviewed the report with the Board and gave their conclusion that the District has indeed spent the funds correctly. Now that all funds have been expended they will no longer need to meet. The School Board expressed their thanks for their service for the last several years.  
**Recommended motion:** That the Board accepts and approves the Bond Oversight Committee’s report and thank them for their service.  
 Motion: Hecker      Second: Weinstock    Ayes: 4      Noes: 0
- 7.2 (p. 42) **Approve the Board Payment Report.** Recommended motion: That the Board approves the Board Payment Report for March 3, 2017 through April 7, 2017.  
 Motion: Hecker      Second: Gehrke      Ayes: 4      Noes: 0
- 7.3 (p. 45) **Approve Budget Update Batches #BR17-00041 through #BR17-00046 and Budget Transfer BT17-00007.** Recommended motion: That the Board approves the Budget Updates and Budget Transfer listed on the enclosed document.  
 Motion: Hecker      Second: Weinstock    Ayes: 4      Noes: 0
- 7.4 (p. 46) **Accept the letter of resignation of Board Member Rick Warner effective March 31, 2017.** Recommended Motion: That the Board accepts the resignation of Mr. Warner and thank him for his outstanding service to Wilson School.  
 Motion: Gehrke      Second: Weinstock    Ayes: 4      Noes: 0
- 7.5 (p. 47) **Ratify contract with Silver Solar for Prop 39 projects ECM#’s 2-9.**  
 Recommended motion: That the Board ratifies the contract with Silver Solar.  
 Motion: Hecker      Second: Gehrke      Ayes: 4      Noes: 0

7.6 (p. 92) **Approve the Williams Quarterly Report for January through March 2017.** Recommended motion: That the Board approves Williams Quarterly Report showing no complaints during the period.

Motion: Weinstock Second: Hecker Ayes: 4 Noes: 0

7.7 (p. 93) **Consideration of and Possible Action on Resolution #1617-06 Regarding Elimination of Classified Employee Services.** Recommended motion: That the Board approves the Resolution.

Motion: Weinstock Second: Gehrke Ayes: 4 Noes: 0

8.0 **Next Board Meeting:** Thursday, May 11, 2017 at 7:15 after Open House

Topics for that meeting:

- Calendar for 2017-18
- Budget Updates
- Set dates for LCAP and Budget Public Hearing and Adoption
- LCAP 2016-17 Updates
- Educator Effectiveness Funding Plan
- Single School District Plan for Student Achievement

9.0 **Adjournment: 8:20 PM** (Followed by signing of papers of routine nature.)

I certify that minutes of this Board of Education meeting are correct and approved.

Clerk of the Board: \_\_\_\_\_ Date: \_\_\_\_\_

April 15, 2017

Eric Hoppes, Superintendent  
Wilmar Union School District  
3775 Bodega Avenue  
Petaluma, CA 94952

Dear Mr. Hoppes:

In accordance with Education Code Section 42131, a review of the Wilmar Union School District's (District) Second Interim Report for fiscal year 2016-17 has been completed by the Sonoma County Office of Education (County). Based upon the multi-year projection and assumptions provided by the District, it appears that the District will meet its financial obligations for the current and two subsequent years. We therefore concur with the District's positive certification. This letter addresses various concerns of the County as well as standard reminders.

**State Budget**

In January, Governor Brown released his 2017-18 State Budget Proposal which infused LCFF with \$744 million in 2017-18, an amount only sufficient to fund statutory COLA of 1.48% and keep the level of LCFF funding at 96% of the estimated LCFF target entitlement. This status quo funding level, along with underperforming State revenue during the first eight months of the current fiscal year, should prompt LEAs to consider preparing for uncertain times. The Legislative Analyst's Office (LAO) noted in its February 2017 publication that for 2017-18, the \$744 million in LCFF funding increase is less than school district pension cost increases of approximately \$1 billion (\$782 million for CalSTRS and \$244 million for CalPERS). Thus, the average school district would have to redirect some of its existing resources to cover the pension-related costs in excess of its LCFF increases. With that in mind, the County suggests LEAs remain cautious, plan to spend conservatively, maintain adequate reserves, and think long term.

**Second Interim and Multi-Year Projection (MYP)**

The Second Interim Report MYP indicates unrestricted deficit spending of -\$162,991 in 2016-17, -\$175,452 in 2017-18, and -\$119,103 in 2018-19, with the State minimum reserve for economic uncertainty of 5% met in all years. Although the District meets minimum reserve requirements, the County Office remains concerned about on-going deficit spending as it cannot be sustained in the long-term. A fiscally sound school district maintains sufficient reserves that will allow it to function in a fiscal crisis, while working to adjust expenditure levels in a controlled manner that minimizes disruption in the classroom.

**Collective Bargaining**

Based upon the Criteria and Standards, negotiations with all bargaining units in the current year are settled. Before considering salary, benefit, or other expenditure increases, the District is encouraged to review collective bargaining proposals in consideration of aligning the funding resources with the development of the District's Local Control Accountability Plan (LCAP) goals and services.

We appreciate the timely submittal of your interim report and the accompanying budget assumptions and/or narratives. A technical review will be communicated to the business office. If there are any questions regarding this letter, please call me at 524-2635.

Sincerely,  
  
Judy Thomson  
Director External Fiscal Services

c: Dr. Steven Herrington  
Mary Downey  
Jolene Hale  
Nancy Linder

Checks Dated 04/08/2017 through 05/05/2017

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1558874	04/14/2017	AG Security Services Inc.	01-5800	credit qtrly alarm nov-jan 2017	104.00-	
				qtrly fire/alarm monitoring 4/1-6/30/17	228.00	124.00
1558875	04/14/2017	AT&T	01-5911	phone service 3/1-3/31/17		99.13
1558876	04/14/2017	Bay Area Discovery Museum	01-5805	light and shadow workshop grade 2		709.00
1558877	04/14/2017	City of Petaluma	01-5500	water service 3/2-4/6/17		75.77
1558878	04/14/2017	Laminating Binding Solutions	01-4310	laminating rolls	156.85	
				Unpaid Tax	11.79-	145.06
1558879	04/14/2017	Petaluma Schools	01-5830	guidance counselor 2016-2017		12,000.00
1558880	04/14/2017	State Of California DOJ	01-5862	fingerprints sub custodian		32.00
1560413	04/21/2017	Alcatraz Cruises, LLC	01-5805	5th grade to alcatraz 5/19/17		1,296.50
1560414	04/21/2017	BEAN- Batteries Plus	01-4300	LED lights		6,865.94
1560415	04/21/2017	Cash Revolving Fund	01-4350	clocking sign to be posted	26.50	
			01-5200	jubilee dance theatre performance	250.00	276.50
1560416	04/21/2017	Christy White Associates	01-5821	first progress bill audit 2016-2017		4,050.00
1560417	04/21/2017	CSBC	01-5805	final due gold country count increase		564.50
1560418	04/21/2017	Office Depot	01-4310	dvd burner for computerlab	77.33	
			01-4350	adjustable foot rests	16.15	
				post it notes bus mgr	11.43	121.05
			01-4390	adjustable foot rests	16.14	71.72
1560419	04/21/2017	Nancy Osman	01-4210	library books		
1560420	04/21/2017	Petaluma Schools	25-8681	developer fee 1617 Spring Hill Rd	5,364.80	
				developer fee 4395 Bodega Ave	1,012.80	6,377.60
1560421	04/21/2017	Ready Refresh by Nestle	01-4350	water delivery 3/7-4/6/17		41.01
1560422	04/21/2017	Redwood Pediatric Therapy Associates Inc.	01-5811	11.5 OT hours march 2017		1,093.60
1560423	04/21/2017	Sonoma Cty Fire&Emergency Svcs	01-5800	fire code permit/inspections 2017		474.00
1560424	04/21/2017	Westside Relays	01-5200	westside relays 2017		200.00
1561615	04/26/2017	Cash Revolving Fund	01-4390	garden supplies	50.76	
			01-5805	gymnastics for rms K,7,8	310.00	360.76
1561616	04/26/2017	Hoppes, Eric	01-4310	gas/oil/keys/rewards/mileage april 2017	23.05	
			01-4380	gas/oil/keys/rewards/mileage april 2017	82.26	202.68
			01-5201	gas/oil/keys/rewards/mileage april 2017	97.37	
1561617	04/26/2017	Office Depot	01-4310	black ink rmk/cardstock rmk/9/brads rmk color ink cart kprep	60.62	
				construction paper k/kprep/supplies lab	33.66	147.46
1561618	04/26/2017	Petaluma Schools	25-8681	developer fee 281 Chapman Ln	53.18	
1561619	04/26/2017	Standard Insurance Company	01-9576	disability insurance may 2017		2,997.60
						378.74

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.

E S C A P E

ONLINE



Checks Dated 04/08/2017 through 05/05/2017

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1563582	05/05/2017	Business Card	01-4310	gatephone/survey/thesaurus/rm4/books toolbox	341.74	
			01-4350	postage	49.00	
			01-4390	postage	49.00	
			01-5911	gatephone/survey/thesaurus/rm4/books toolbox	33.05	472.79
1563583	05/05/2017	Capital One Commercial	01-4350	plates/silverware/clorox wipes		43.96
1563584	05/05/2017	Evenich, Gina	01-5805	train tickets/railroad museum 4th grade trip		1,233.56
1563585	05/05/2017	Everbank Commercial FinanceInc	01-5800	lease on main copier may 2017		419.53
1563586	05/05/2017	Fishman Supply Company	01-4370	towels/soap/mop heads/cleaner	415.99	
				urinal screens/bath tissue	77.37	493.36
1563587	05/05/2017	Jolene Hale	01-5201	mileage mar/apr bus mgr		108.07
1563588	05/05/2017	Jessica Miller	01-5200	mileage to SCOE schools of hope		26.75
1563589	05/05/2017	Pacific Gas & Electric	01-5500	electric service 3/21-4/19/17	1,133.52	
				gas service 3/21-4/19/17	107.09	1,240.61
1563590	05/05/2017	Paradigm Healthcare Services	01-5880	lea medi-cal billing service april 2017		162.01
1563591	05/05/2017	Petaluma Schools Food Services	13-4710	food services march 2017		3,825.50
1563592	05/05/2017	Sonoma County Office Of Ed Business Services	01-5816	consortium/connection/dp fee 2017	5,025.00	
			01-5817	consortium/connection/dp fee 2017	1,200.00	6,225.00
1563593	05/05/2017	Sonomarin Landscape Materials	01-4390	drain rock/fabric for garden		373.95
1563594	05/05/2017	Urban Futures Inc.	01-5800	annual bond report preparation		3,000.00
				Total Number of Checks	37	56,269.71

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	34	43,140.80
13	Cafeteria Fund	1	3,825.50
25	Capital Facilities Fund	2	9,315.20
	Total Number of Checks	37	56,281.50
	Less Unpaid Tax Liability		11.79
	Net (Check Amount)		56,269.71

*Stephen P. Collins*

*Beth Molinari* 5-5-17

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.

Wilmar Union Elementary School District  
Wilson Elementary School  
3775 Bodega Ave.  
Petaluma, CA 94952

To: Wilmar Board of Trustees  
From: Jolene Hale  
Date: May 11, 2017

**Re: Budget Update Batches #BR17-00047 thru #BR17-00056**

The following budget updates are recommended for your approval at the regular board meeting.

Reference #	Description	Change in Fund Balance
BR17-00047	Update Spec Ed RS 3310 to increase psychologist and OT services and decrease same in RS 6500.	-0-
BR17-00048	Add in delinquent parcel tax revenue from PY and charge expense to same.	-0-
BR17-00049	Increase Library Books expense due to a donation. Increase expense.	(100.00)
BR17-00050	Update budget expenditure accounts to projected actuals. Increase expense and decrease expenditures.	(3,950.00)
BR17-00051	Update Interest revenue in Fund 14 and 17. <b>Increase of \$100 to Fund 14 and an increase of \$300 to Fund 17.</b>	Other funds
BR17-00052	Update all unrestricted salaries, benefits and services expenditures to projected actuals. Net effect was an increase to expenses.	(1,569.00)
BR17-00053	Update Title III to include receipt of additional prior year revenue. Increase revenue, increase expense.	-0-
BR17-00054	Update Prop 39 budget to include salary and benefits for light installation. Increase expense. Decrease expense. Net effect 0.	-0-
BR17-00055	Update childcare and running club budget. Increase revenue, increase expenditures. Net effect 0.	-0-
BR17-00056	Update special ed to include preschool funding. Increase revenue, decrease encroachment.	9,433.00
	<b>Change in General Fund 01 Balance Due to Above updates.</b>	<b>3,814.00</b>

Approved and certified by the Wilmar Union School District Board on May 11, 2017.

Clerk of the Board: \_\_\_\_\_ Date: \_\_\_\_\_  
Stephen P. Collins

WILMAR SCHOOL BOARD VACANCY  
APPLICATION FORM

Name Melinda Durham

Address 4195 Bodega Avenue, Petaluma, CA 94952

Telephone Number 707-776-7326 (Home) 707-765-1772 x12 (work)

Registered Voter?  YES  NO

**BIOGRAPHICAL INFORMATION**

1. Occupation: Health Benefits/Marketing/Bookkeeping for Synod of the Pacific
2. Education: Wilson School graduate ©. Bachelor of Arts/UC Davis, continuing education
3. Public Schools Related Experience: Attended public schools from K-12th grade. Participated in high school offsite program teaching rudimentary Spanish to elementary school children and did some volunteer work in Petaluma school district office. Have worked as Wilson classroom volunteer for last 3 years, have been PTA member, help with Wilson events/field trips/fundraisers when possible and have been School Site Council member for 2 years.
4. Community Involvement: Boys & Girls T-Ball Asst Coach for 2 years, attend son's sports practices/games/events, do volunteer work through work for Christmas Cheer/Mentor Me/Petaluma People Services, attend Petaluma Chamber of Commerce classes for local businesses, attend Project Graduation fundraiser most years, participate in other local events and fundraisers.
5. Years of Residence in Wilmar District 6 years (Residence within Wilmar District attendance area is a requirement to serve on this Board of Education.)

Briefly explain how you can assist the Board of Education as a member (use additional pages as necessary):

I care deeply about Wilson School as a provider to an excellent education. As an alumni, I attribute my successes in education predominantly to Wilson School. I was very lucky to have been part of an innovative and inspiring program called "The Cluster" run by two great teachers, Steven Cefalu and Ellen Slater (later Leshner) for 1<sup>st</sup> through 3<sup>rd</sup> grade here, and that start set the foundation for my lifelong interest in learning and educating myself. As a mother of a son that attends school here, I now have all the more incentive to care about a school that really influenced my life. I'm hoping to bring a fresh voice to the board from these two perspectives and a broad range of life experiences.

Please note: Upon receipt by the District, this form will be a matter of public record.

## QUESTIONS FOR INTERVIEW OF BOARD APPLICANTS

1. How important is it to you to attend all Board meetings, County Board meetings, and occasional in-service workshops? Do you have the time to serve in this capacity?
2. What specific area of Board work is of particular interest to you as a potential Board member? (i.e. special education, school law, finance, curriculum).
3. How have you served in the District?
4. What experience do you have in the area of business finance and personnel?
5. What do you see as major problems affecting quality education?
6. As a new Board member, what would be your top three priorities for the District?
7. What type of working relationship would you like to see between the Board, the Superintendent, and employee organizations?
8. If you had been on the Board in the past, are there any issues you would have handled differently? (i.e. calendar, teacher selection process, instrumental music elimination, neighborhood school policy).
9. What strengths would you bring to the position of trustee?
10. Is there anything else you would like to share with the Board?

(To be issued by School District and sent to County Superintendent of Schools)

## Notice of Appointment of Governing Board Member

CITY: Petaluma, California

DATE: May 11, 2017

To: Sonoma County Superintendent of Schools

From: Wilmar Union Elementary School District

THIS IS TO CERTIFY that in accordance with the provisions of the Education Code of California, the Governing Board of

The Wilmar Union Elementary School District of Sonoma County, California at a (regular  special) meeting held on May 11, 2017 that **Melinda Durham** of 4195 Bodega Ave., Petaluma, California was provisionally appointed to the Governing Board to hold office until the next regularly scheduled election for district governing board members. A copy of the Oath of Office is attached.

\_\_\_\_\_  
*Clerk or Secretary of the Governing Board*

*For County Office Use:*

Registration check \_\_\_\_\_  
*(Date and initials)*

Appointment entered in record: \_\_\_\_\_  
*(Date and initials)*

*(To be sent by appointee to County Superintendent of Schools)*

### Oath of Office

(E.C. §200, California Constitution, Article XX, §3)

I, **Melinda Durham**, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Signed \_\_\_\_\_

Mailing Address: **4195 Bodega Ave.  
Petaluma, CA 94952**

*State of California  
County of Sonoma*

Subscribed and sworn (or affirmed) before me this 11<sup>h</sup> day of May, 2017

By \_\_\_\_\_  
Signature of Person Administering Oath

# Certificate of Election of District Clerk and Board President 2016-2017

WE HEREBY CERTIFY that at a meeting of the Governing Board of the Wilmar Union Elementary School District of Sonoma County, California

at a meeting held on May 11, 2017

the following officers were elected:

Current  
Organization

**Rick Warner**

(President)

29 Iverson Way, Petaluma, CA 94952

Rickwarnersemail@gmail.com

**Stephen Collins**

(Clerk)

1275 Eucalyptus Road

Petaluma, CA 94952

stephencollins37@comcast.net

Regular board meetings held 2<sup>nd</sup> Thursday Each month, except no meeting in July  
(Please indicate day of week and frequency)

\_\_\_\_\_  
Signature of Clerk or Secretary of the Governing Board

*Instructions: Forward this to the County Superintendent without delay. Boards of Trustees failing to elect a clerk at the organizational meeting should notify the County Superintendent of Schools at once. If a clerk is not elected on this date, the County Superintendent of Schools shall appoint a clerk. (Education Code Sections 35022 {72402}, 35038 {724167}, 35143)*

\*\*\*\*\*

## Voting Representative for Vacancies on the Sonoma County Committee on School District Organization

The county committee must have 11 members who are elected by a "voting representative" from each district. In Sonoma County, this election takes place by absentee ballot. Voting representatives do not have additional duties.

THIS CERTIFIES THAT:

**Greg Gehrke**

751 Eastman Ranch Road

Petaluma, CA 94952

Email: healdsburgmotorsports@hotmail.com

was selected as the representative of the above school District for the meeting of school board representatives to fill vacancies on the Sonoma County Committee on School District Organization. (Education Code 35023 {72403})

Selected Alternate Representative:

**David Weinstock**

Email: dwdavesautorepair@comcast.net

\_\_\_\_\_  
Signature of Clerk or Secretary of the Governing Board

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**SINGLE SCHOOL DISTRICT PLAN**

**To meet the requirements of the  
Local Educational Agency Plan and Single Plan for Student Achievement**

**mail original\* and two copies to: California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901**

(\*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

**SSD Plan Information:**

Name of Local Educational Agency (LEA): Wilmar Union Elementary School District

County/District Code: 49-71019

Dates of Plan Duration (should be five-year plan): July 1, 2017 to June 30, 2022  
(To be updated annually.)

Date of Local Governing Board Approval: May 11, 2017

District Superintendent: Eric Hoppes, Superintendent/Principal

Address: 3775 Bodega Avenue

City: Petaluma, California

Zip code: 94952

Phone: 707-765-4340

Fax: 707-765-4342

**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Eric Hoppes

Printed or typed name of Superintendent                      Date                      Signature of Superintendent

Printed or typed name of Board President                      Date                      Signature of Board President

## FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent	*	School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	*	Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program (Not Funded)
	21 <sup>st</sup> Century Community Learning Centers		Community Based English Tutoring
	Other (describe):	*	Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):	*	Other (describe): <b>PE Teacher</b>
	Other (describe): <b>REAP Grant</b>		Other (describe):

\*These funds are now part of our LCFF.



## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$0	\$38,612	\$38,612	100%
Title I, Part B, Even Start	-	-	-	-
Title I, Part C, Migrant Education	-	-	-	-
Title I, Part D, Neglected/Delinquent	-	-	-	-
Title II Part A, Subpart 2, Improving Teacher Quality	\$0	\$8,727	\$8,727	100%
Title II, Part D, Enhancing Education Through Technology	\$0	\$0	\$0	100%
Title III, Limited English Proficient	\$0	\$2,034	\$2,034	100%
Title III, Immigrants	-	\$0	\$0	100%
Title IV, Part A, Safe and Drug-free Schools and Communities (Not Funded anymore)	\$0	\$0	\$0	100%
Title V, Part A, Innovative Programs – Parental Choice	-	-	-	-
Adult Education	-	-	-	-
Career Technical Education	-	-	-	-
McKinney-Vento Homeless Education	-	-	-	-
IDEA, Special Education RS code 3310	-	\$43,288	\$43,288	100%
21 <sup>st</sup> Century Community Learning Centers	-	-	-	-
Other (describe)	-	-	-	-
<b>TOTAL</b>	<b>\$0</b>	<b>\$92,661</b>	<b>\$92,661</b>	<b>100%</b>

# The Plan

## District Profile

Wilmar Union School District is a one-school rural district located west of Petaluma, California. Wilson School, the lone school in the district, serves approximately 240 students from the surrounding countryside. Approximately 110 of the students reside beyond the district's boundaries, and attend through inter-district attendance agreements. The district's students are diverse in both cultural backgrounds and life experiences. Many of the children are from established, long time families of the Petaluma area. Approximately 10% of the student population is comprised of English Learner students.

The school is located 4 miles west of downtown Petaluma, in a largely agricultural community. Students travel to and from school on foot, by bicycle or in private vehicles. The District does not provide home-to-school transportation. The school has a small multi purpose room, three playground structures, two large fields, a student garden and a large parking area. There are eleven regular education classrooms, a Resource Specialist classroom, a library, a computer lab, a child care room and an administrative office.

The school's mission statement states,

“We, the Wilmar Union Elementary School District, in partnership with our parents and our community lay the foundation of our children's education.

We hold our students, and ourselves, to high standards by providing high quality instruction and materials. We assess our students' abilities, and then teach them so that they may reach their highest academic potential.

We create a safe, caring environment in which children can develop well-rounded interests and where they learn to respect and value others as contributing members of a community that supports a life-long love of learning.”

It informs everyone that Wilson School is a place where each child develops academic and social skills through a shared responsibility of school, parents and community. The school culture is positive with a focus on academic success and social skill development. The curriculum is standards-based with a commitment by the Board of Trustees to provide up-to-date instructional materials to all students. Respect, responsibility and safety are the foundation for all school rules. Social skills and character development are regularly included in the instructional program. Parents are encouraged to be an active part of the school. Parents regularly volunteer in the classrooms at all grade levels. The school's PTA has a major presence on campus. Students are recognized monthly for academic excellence and outstanding citizenship.

The concept of a school-based coordinated program is very familiar to the Wilson School Community. Wilson School has a long tradition of doing “whatever it takes” to ensure student achievement. Despite the small amount of specialized funding coming to the District, all resources are pooled to the greatest extent allowable by law to make sure that an effective program is available to each and every child, regardless of supposed labels or limited eligibility. Our bottom line is that each child is successful, and that no child is ever left behind.

## **Local Measures of Student Performance**

*(other than State-level assessments)*

# Local Measures of Student Performance

In addition to the State Assessment, Wilson School uses the following assessments to measure student progress toward grade level standards:

## Transitional Kindergarten:

### Reading:

- Letter/Sound Assessment

### Writing:

- Name Writing
- Letter Formation

### Math:

- Numeral Recognition
- Rote counting
- Counting sets of objects

## Kindergarten:

### Reading:

- Alphabet Knowledge
- Letter and Sound Assessment
- End of unit assessments from Pearson Realize
- One on one reading quiz from Pearson (once a month)

### Writing:

- Writing Letter Assessment
- Journals
- Writing prompt given with end of unit assessment

### Math:

- Number writing Assessment
- Sprint number fluency assessments from ENY
- Various problem sets from ENY units used as assessments
- Calendar writing assessment

## 1st-3rd Grade:

### Reading:

- (Fountas and Pinnell) Accuracy, Comprehension and Fluency of grade level passages- 3 times a year
- Fluency test using Unit benchmark fluency test from Pearson
- STAR Reading Assessment
- Theme/Summative tests (Pearson)
- Chapter/unit tests (Reading Street)
- Teacher created tests
- Accelerated Reader
- Classroom observations

### **1st-3rd Grade:**

#### Writing:

- Write by Design
- Six Traits Writing
- Writing prompts on genres
- Writing assessment three times a year
- Daily writing journals
- Classroom observations
- Spelling Tests with Dictation

#### Math:

- Engage New York Math Assessments
- Math facts
- Classroom observations

### **4th -6th Grade:**

#### Reading:

- (DRA) Accuracy, Comprehension and Fluency of grade level passages
- Running Records
- STAR Reading Assessment
- Accelerated Reader
- Literature Circles
- Reading Street theme tests
- Classroom observations
- One on one work with teacher

#### Writing:

- Six Traits Writing
- Writing Assessment using prompts for all genres
- Classroom observations
- District Writing Assessment in May (4<sup>th</sup> Grade)

#### Math:

- Math facts
- Chapter/Unit tests (Engage New York)
- Teacher created quizzes
- IXL Math with iPads (4<sup>th</sup> Grade)
- Classroom observations

**Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in English Language Arts (ELA) by 2017-18.**

<p><b>SCHOOL GOAL # 1A</b>          (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)  <b>Increase the percent of students scoring “Meets” or “Exceeds” standards in grades 3-6 from 67% to 73% based on the Spring 2017 CAASPP test.</b></p>	
<p>Student groups and grade levels to participate in this goal:  <b>All students in grades 3 through 6.</b></p>	<p>Anticipated annual performance growth for each group:  <b>All grades will reach 73% (67% current level.)</b></p>
<p>Means of evaluating progress toward this goal:  <b>School Site Council will review the results from CAASPP.</b></p>	<p>Data to be collected to measure academic gains:  <b>CAASPP</b></p>

**Planned Improvement in Student Performance in Reading**

Description of Specific Actions to Improve Education Practice in ELA.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. Alignment of instruction with content standards:</b>            The district has fully adopted the California English Language Arts (ELA) Standards K- 6. All teachers are well versed in the ELA standards for their grade level(s) and carefully align their grade level curriculum, instruction, and assessment practices to the standards. Teachers and administrator will continue to work together in grade level teams to ensure common understanding of content standards and the prioritization of key or “power standards” to focus instructional emphasis. Various assessments, projects, supplementary materials, field trips, etc. will be thoughtfully aligned with the grade level standards in mind.</p>	<p>Administrator and Teachers            Ongoing</p>	<p>Professional Development</p>	<p>\$1,100</p>	<p>Title II Part A Professional Development funds</p>

**Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2017-18.**

<p><b>SCHOOL GOAL # 1B</b>                  (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)  <b>Increase the percent of students scoring "Meets" or "Exceeds" standards in grades 3-6 from 57% to 65% based on the Spring 2017 CAASPP test.</b></p>	
<p>Student groups and grade levels to participate in this goal:  <b>All students in grades 3 through 6.</b></p>	<p>Anticipated annual performance growth for each group:  <b>All grades will reach 65% (57% Current level)</b></p>
<p>Means of evaluating progress toward this goal:                  School Site Council will review CAASPP test scores.</p>	<p>Data to be collected to measure academic gains:                  CAASPP test scores.</p>

**Planned Improvement in Student Performance in Mathematics**

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <b>Alignment of instruction, curriculum with content standards. The district has adopted the California Mathematics Standards. All teachers will be well versed in the specific mathematics standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment standards to their practice.</b>                      Teachers meet to develop scope and sequence guides of the instructional materials and standards so that connections can be made-within and across years.                      Teachers will join in vertical teams to track the development of standards across grade levels and explore the diagnostic value of the standards                      Teachers will meet in grade level teams to develop and implement mathematics lessons aligned with content.                      The work will develop a common understanding of</p>	<p>Administrator and Teachers                      On-going</p>	<p>No extra costs</p>		

**Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in language arts and mathematics by 2017-18.**

<p>SCHOOL GOAL # <u>2</u>                  (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)  <b><u>2A</u> Increase the percent of limited-English-proficient students who “Meet” or “Exceed” standards for ELA in grades 3-6 from 17% to 50% on the CAASPP.</b>  <b><u>2B</u> Increase the of limited-English-proficient students who “Meet” or “Exceed” standards for Math in grades 3-6 from 17% to 50% on the CAASPP.</b></p>	
<p>Grade levels to participate in this goal:  <b>All EL students in grades 3 through 6</b></p>	<p>Anticipated annual performance growth:  <b>Goal of 50% Proficient or above in ELA and 50% in Math.</b></p>
<p>Means of evaluating progress toward this goal:                  School Site Council will review CAASPP test scores.</p>	<p>Data to be collected to measure academic gains:                  CAASPP test scores.</p>

<p><b>SCHOOL GOAL # <u>3</u></b>          (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)  <b>All teachers are currently highly qualified. Our goal is to continue to hire highly qualified teachers. And provide high-quality professional development.</b></p>	
<p>Student groups and grade levels to participate in this goal:  <b>All students will be taught by highly qualified teachers.</b></p>	<p>Anticipated annual performance growth for each group:  <b>See goals 1A, 1B, 2A and 2B</b></p>
<p>Means of evaluating progress toward this goal:  <b>Cohort groups of scores.</b></p>	<p>Data to be collected to measure academic gains:  <b>New data from SBAC will become the first set of scores for grades 3 through 6 that will then start a series of evaluations from year to year.</b></p>

**Planned Improvements for Professional Development (Title II)**

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</b>  <b>New Teachers:</b> Our district is a member of the North Coast Beginning Teacher Program (NCBTP) consortium. With the ongoing guidance of a highly trained Support Provider, new teachers continually improve their skills through evidenced-based formative assessment activities. The consortium professional development activities align with</p> <ul style="list-style-type: none"> <li>California's Learning to Teach Continuum and the K-12 challenging academic content standards and student academic</li> </ul>	<p>NCBTP District Coordinator/ ongoing</p> <p>Site Principals/ ongoing</p>	<p>Support Provider Stipends</p> <p>Release time</p>	<p>No cost</p> <p>No cost</p>	<p>Beginning Teacher Support and Assessment Programs</p>



**Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The SSD is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Wilson Health Survey given to 5<sup>th</sup> graders:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 3/30/16 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by: 1% (99% have never tried cigarettes.)	1.0%	0.0%
The percentage of students that have used marijuana will <b>decrease</b> biennially by: 1% (99% have never tried marijuana.)	1.0%	0.0%
The percentage of students that feel very safe at school will <b>increase</b> biennially by: 4% (92% feel very safe at school.)	92%	96%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by: 6% (12.6% of students answered YES.)	12.6%	6.6%
<b>Truancy Performance Indicator</b>		
The percentage of students who have been truant will <b>decrease</b> annually by <u>5.8%</u> from the current LEA rate shown here.  NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	2015-16 <u>20.8%</u>	2016-17 <u>15%</u>

<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date: 3/30/16</b>  <b>Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by: 15%	77%	92%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by: 5%	91%	96%
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by: 7%	83%	90%
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by: 5%	90%	95%

**Other Performance Measures**

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

<b>LEA Specified Performance Measures</b>  _____ (Process to Collect Data)	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>

**Performance Goal 5: All students will graduate from high school.**

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

*This page does not apply to  
Wilmar Union Elementary School District  
because we do not serve secondary students.*

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1</b> (High School Graduates)					
<b>5.2</b> (Dropouts)					
<b>5.3</b> (Advanced Placement)					

## **Part III**

# **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

*Appendix A: California's NCLB Performance Goals and Performance Indicators*

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

## **TITLE I, PART A**

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

#### **TITLE I, PART D – SUBPART 2**

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **TITLE II, PART A**

1. The SSD, hereby, assures that:
  - The SSD will comply with Section 9501 (regarding participation by private school children and teachers).
  - The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
  - The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

#### **TITLE II, PART D**

2. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
  - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.



- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
3. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
4. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

1. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
2. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
3. The SSD is complying with Section 3302 prior to, and throughout, each school year.
4. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
5. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
6. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
7. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

1. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
2. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
3. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
4. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
5. The SSD has a plan for keeping the school safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Has consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

6. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

7. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

8. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

9. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

10. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

11. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

12. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

(i) truancy rates;

(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)


13. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

**Other**

14. The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Eric Hoppes

\_\_\_\_\_  
Print Name of Superintendent

  
\_\_\_\_\_  
Signature of Superintendent

*May 5, 2017*  
\_\_\_\_\_  
DATE:

## School Site Council Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisor

Special Education Program advisor

Gifted and Talented Education Program Advisor

Other (*list*)

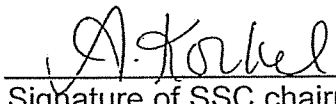
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: **March 15, 2017.**

Attested:

Eric Hoppes  
Typed name of school principal

 3-15-17  
Signature of school principal Date

Adrienne Korbel  
Typed name of SSC chairperson

 3/15/17  
Signature of SSC chairperson Date

# INTERAGENCY AGREEMENT

## Transportation Procedures to Ensure School Stability for Foster Students

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### Section 1. Parties

The parties to this Interagency Agreement (“Agreement”) are: the Local Education Agency (“LEA”): See Exhibit A for list of LEAs, and the Sonoma County Family, Youth, and Children’s Services Division (“FYC”).

### Section 2. Intent

It is the intent of the parties that this Agreement function as the procedures governing how transportation to maintain foster students in their school of origin when it is in their best interest will be provided, arranged, and funded for the duration of the time in foster care, as required by the Every Student Succeeds Act (“ESSA”) (114 P.L. 95, 129 Stat. 1802).

### Section 3. Definitions

#### A. Foster Student

Education Code section 48853.5 defines a foster child as “a child who has been removed from his/her home pursuant to Section 309 of the Welfare and Institutions Code, is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, or has been removed from his/her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code.”

#### B. School of Origin

The school of origin is the school in which the child was enrolled before entering foster care. If a child’s foster care placement is changed, the school of origin is the school where the child was enrolled when the placement changed.

#### C. Best Interest Determination

Under federal and California law, a child in foster care shall remain or enroll in his/her school of origin, unless a determination is made that it is not in the child’s best interest to attend the school of origin. Factors to consider when determining if maintaining school of origin enrollment is in the foster student’s best interest include: the appropriateness of the current educational setting; the proximity of the placement; duration of enrollment, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, and the student’s maturity and behavioral capacity.

#### D. Additional Cost

Additional costs are the difference between what LEA would otherwise spend to transport a student to his/her assigned school based on existing transportations options currently available within the LEA, and the cost of transporting a child in foster care to his/her school of origin.

### Section 4. Identification of LEA and FYC Representative

LEA shall be responsible for providing FYC prior to the start of each school year, but no later than the third day of school, the contact information for the LEA representative assigned to address foster youth issues. This duty can be satisfied by providing this information to the Sonoma County Office of Education (“SCOE”), which is maintained on SCOE’s website:

<http://www.scoe.org/pub/htdocs/fys.html>.

FYC shall be responsible for providing LEA prior to the start of each school year, but no later than the third day of school, the contact information for the designated FYC foster youth representative.

### **Section 5. Identification of Students in Foster Care**

In accordance with California Rules of Court 5.651(e)(1)(A), within one (1) business day of determining a foster student's placement change may result in a change in the school of origin, FYC must notify the foster student's attorney and educational rights holder. In accordance with California Rules of Court 5.651(e)(1)(B), at least ten (10) calendar days prior to potentially changing the placement of a student who qualifies for services pursuant to the Individuals with Disabilities Education Act ("IDEA"), FYC will notify the LEA of the school of origin of the impending placement change.

### **Section 6. Best Interest Determination Procedure**

#### **A. Notice of Request to Participate in Best Interest Determination**

FYC will notify the LEA within one (1) business day upon learning that a student attending the LEA has been placed in foster care or will be moved to a foster home placement that is located outside the geographical boundaries of the LEA and that a best interest decision must be made.

#### **B. Best Interest Determination**

Pursuant to ESSA section 1111(g)(1)(E)(i), a child in foster care shall remain or enroll in his/her school of origin, unless a determination is made that it is not in the child's best interest to attend the school of origin. The best interest determination is based on all factors relating to the child's best interest, including the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement. The best interest determination shall be made and agreed upon by the LEA representative, FYC representative, the foster child, and the educational rights holder within two (2) business days of the child attaining foster student status or changing foster placements.

#### **C. Notice of Final Best Interest Determination**

The best interest determination and an explanation thereof shall be memorialized in writing by FYC and provided to LEA, the foster child, and the educational rights holder within (1) business day. If the foster student is remaining or enrolling at his/her school of origin, this notice triggers the need for the parties to collaborate under this Agreement to establish the most cost-effective transportation procedures available for the student, considering the best interests of the student. If the foster student waives his/her right to remain or enroll at the school of origin and is transferring to a new school, FYC, the school of origin (or prior LEA) and new LEA shall coordinate to ensure that the foster student immediately enrolls in the new school in accordance with Education Code section 48853.5 and section 49069.5.

### **Section 7. Duration of Transportation**

Transportation to and from the school of origin and the foster placement will be provided for the duration of the child's time in foster care as long as it continues to be in the child's best interest. Pursuant to Education Code section 48853.5(f), if a child exits foster care before the end of a school year, LEA shall allow the former foster child who is in kindergarten or any of grades 1-8, inclusive, to continue his/her education in the school of origin through the duration of the academic school year, as long as it continues to be in the child's best interest. FYC and LEA are not responsible for funding the additional costs of transporting a former foster student to and from his/her school of origin.

### **Section 8. Transportation for Foster Students Already Provided through Other Laws**

Foster students may already have transportation plans provided through other laws or entitlements, such as an Individualized Educational Program ("IEP") pursuant to the IDEA, the McKinney-Vento Homeless Assistance Act ("McKinney-Vento"), or Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The LEA will assess whether the foster student is entitled to transportation services under another law or



entitlement within one (1) school day of receiving notice of the final best interest determination. If the student is eligible for transportation under another law or entitlement, LEA will provide, arrange and fund the entire cost of the transportation.

### **Section 9. Transportation for Foster Students Placed at Resource Family Homes**

#### **A. Assessment of Transportation Options**

Within three (3) school days of the final best interest determination, LEA and FYC will collaboratively assess all transportation options for maintaining the foster student at his/her school of origin and determine the best available transportation option. LEA and FYC shall consider the appropriateness of the options considering the student's age, experience, and behavioral capacity. Within one (1) school day of making the transportation determination, LEA shall give FYC and the child's educational rights holder written confirmation of the best available transportation mode agreed upon by both parties.

If the LEA is able to provide the best available transportation option to the foster student, *without incurring additional costs*, as defined in this Agreement, LEA will provide, arrange and fund the entire cost of the transportation.

#### **B. Additional Costs**

If the best available transportation option will cause LEA *to incur additional costs*, as defined in this Agreement, the LEA will submit a written Transportation Plan to FYC within one (1) school day of making the transportation determination. The Transportation Plan shall identify the additional costs incurred by the LEA. FYC agrees to fund the additional costs of transportation to and from school of origin for foster students placed at resource family homes.

### **Section 10. Transportation for Foster Students at Valley of the Moon Children's Home ("VMCH")**

#### **A. Assessment of Transportation Options**

Within three (3) school days of the final best interest determination, LEA and FYC will collaboratively assess all transportation options for maintaining the foster student at his/her school of origin and determine the best available transportation option. LEA and FYC shall consider the appropriateness of the options considering the student's age, experience, and behavioral capacity. Within one (1) school day of making the transportation determination, FYC shall give LEA and the child's educational rights holder written confirmation of the best available transportation mode agreed upon by both parties. "Best available transportation mode" shall not be construed to mean the most expensive available option and costs associated with transportation shall be considered in determining the best available transportation mode. LEA shall not have any responsibility to pay any costs, including additional costs, unless and until the LEA is provided with notice by FYC that the final best interest determination has been made for a student and a request is made, in accordance with this Section, to collaborate with the LEA on determining the best available transportation option.

If the LEA is able to provide the best available transportation option to the foster student, *without incurring additional costs*, as defined in this Agreement, LEA will provide, arrange and fund the entire cost of the transportation.

#### **B. Additional Costs**

If the best available transportation option will cause LEA *to incur additional costs*, as defined in this Agreement, FYC will submit a Transportation Plan to LEA within one (1) school day of making the transportation determination. The Transportation Plan shall identify the additional costs incurred by the LEA. LEA and FYC agree to equally share the additional cost of transportation: LEA and FYC will each

individually pay fifty per cent (50%) of the additional cost stated in the Transportation Plan. As VMCH is a short-term placement, LEA will be responsible for its share of additional costs under this Section for twenty (20) school days of transportation provided pursuant to this Agreement per student per placement at VMCH.

**Section 11. Potential Modes of Transportation**

Potential modes of transportation for transporting foster students to and from a school of origin include, but are not limited to: existing school bus routes; public transportation; carpooling; altering or adding a school bus route; mileage reimbursement for parents of other students; mileage reimbursement for student to transport themselves; contracted transportation provider; contracted transportation provided by individuals or organizations.

**Section 12. Cost Dispute**

In case of dispute, FYC and LEA agree to work together in good faith in an attempt to resolve the matter. The Sonoma County Office of Education (“SCOE”) agrees to act as a facilitator to resolve any disputes among the parties. Prior to the filing of any complaint with an executive agency or court of competent jurisdiction, the party alleging a violation of this Agreement shall provide written notice describing the alleged violation and providing a requested remedy. The other party will have no less than ten (10) business days to respond in writing to attempt to resolve the matter.

During the pendency of an unresolved dispute, LEA and FYC will share the additional costs of transportation equally: LEA and FYC will each individually pay fifty per cent (50%) of additional costs.

**Section 13. Automatic Review**

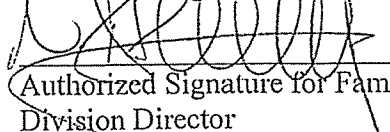
Six (6) months from the date this Agreement was executed, the parties agree to meet and confer in good faith to ensure compliance with the payment obligations and the policies set forth in this Agreement.

**Section 14. Term of the Agreement**

The term of this Agreement shall retroactively start on December 11, 2016. This Agreement shall continue for one (1) year from the date the Agreement was executed. However, if the California Department of Education (“CDE”) issues a state foster youth transportation plan prior to the expiration of this Agreement, any party to this Agreement will have thirty (30) calendar days to submit a written request to the other party to meet and confer in good faith to revise this Agreement in accordance with the state’s foster youth transportation plan.

This Agreement was executed on the following date: \_\_\_\_\_

\_\_\_\_\_  
Authorized Signature for Local Education Agency (See Exhibit A)

 4/13/17.  
\_\_\_\_\_  
Authorized Signature for Family, Youth and Children’s Services Division  
Division Director

<u>District</u>	<u>Board President</u>	<u>Signature</u>	<u>Date of Governing Board Approval</u>
Alexander Valley Union	_____	_____	_____
Bellevue Union	_____	_____	_____
Bennett Valley Union	_____	_____	_____
Cinnabar	_____	_____	_____
Cloverdale Unified	_____	_____	_____
Cotati-Rohnert Park Unified	_____	_____	_____
Dunham	_____	_____	_____
Forestville Union	_____	_____	_____
Fort Ross	_____	_____	_____
Geyserville Unified	_____	_____	_____
Gravenstein Union	_____	_____	_____
Guerneville	_____	_____	_____
Harmony Union	_____	_____	_____
Healdsburg Unified	_____	_____	_____
Horicon	_____	_____	_____
Kashia	_____	_____	_____
Kenwood	_____	_____	_____
Liberty	_____	_____	_____
Mark West Union	_____	_____	_____
Monte Rio Union	_____	_____	_____
Montgomery	_____	_____	_____
Oak Grove Union	_____	_____	_____
Old Adobe Union	_____	_____	_____
Petaluma City	_____	_____	_____
Petaluma Joint Union High	_____	_____	_____
Piner-Olivet Union	_____	_____	_____
Rincon Valley Union	_____	_____	_____

Roseland			
Santa Rosa Elem.			
Santa Rosa High Sch.			
Sebastopol Union			
Sonoma Valley Unified			
Twin Hills Union			
Two Rock Union			
Waugh			
West Side Union			
West Sonoma County Union High			
Wilmar Union			
Windsor Unified			
Wright			

**WILSON ELEMENTARY SCHOOL CALENDAR for 2017/2018**

Month	M	T	W	T	F	Workdays/Holidays	Days of Instruction	Certificated Employees Workdays	
July 2017	3	4	5	6	7	July 4 Independence Day Holiday	0	0	
	10	11	12	13	14				
	17	18	19	20	21				
	24	25	26	27	28				
	31								
August		1	2	3	4	Aug. 14 Staff Develop. Day 15 Teacher Work Day 15 Back To School Night 16 Teacher Work Day 17 First Day of School	11	14	
	7	8	9	10	11				
	14	15	16	17	18				
	21	22	23	24	25				
	28	29	30	31					
September					1	Sept. 4 Labor Day Holiday 27-29 Parent Conferences(1:50)	20	20	
	4	5	6	7	8				
	11	12	13	14	15				
	18	19	20	21	22				
October						Oct. 2-6 Parent Conferences(1:50) 31 Short Day Dismissal (1:50)	22	22	
	2	3	4	5	6				
	9	10	11	12	13				
	16	17	18	19	20				
	23	24	25	26	27				
November						Nov. 1 Staff Develop. Day 10 Veterans' Day Holiday 20-24 Fall Break 22 Admission Day Holiday 23 Thanksgiving Day Holiday 24 Local Holiday	15	16	
	6	7	8	9	10				
	13	14	15	16	17				
	20	21	22	23	24				
	27	28	29	30					
December					1	Dec. 21 Early Dismissal 1:00 PM 22-29 Winter Break 25 Christmas Day Holiday	15	15	
	4	5	6	7	8				
	11	12	13	14	15				
	18	19	20	21	22				
January 2018						Jan. 1 New Year's Day Holiday 1-5 Winter Break, continued 15 Martin Luther King Jr. Hol. 19 End of First Semester	17	17	
	8	9	10	11	12				
	15	16	17	18	19				
	22	23	24	25	26				
	29	30	31						
February				1	2	Feb. 5-9 Parent Conferences (1:50) 12 Lincoln's Holiday 19 Washington's Holiday	18	18	
	5	6	7	8	9				
	12	13	14	15	16				
	19	20	21	22	23				
March				1	2	Mar. 19-23 Spring Break	17	17	
	5	6	7	8	9				
	12	13	14	15	16				
	19	20	21	22	23				
April						Apr. 23 Staff Develop. Day	20	21	
	2	3	4	5	6				
	9	10	11	12	13				
	16	17	18	19	20				
May						May 28 Memorial Day Holiday	22	22	
	23	24	25	26	27				
	7	8	9	10	11				
	14	15	16	17	18				
	21	22	23	24	25				
June					1	June 4 6 <sup>th</sup> grade Promotion 5 Last Day of School Early Release 1:00 PM End of 2 <sup>nd</sup> Semester June 6 Teacher Work Day	3	4	
	4	5	6	7	8				
	11	12	13	14	15				
	18	19	20	21	22				
	25	26	27	28	29				
CAL 2017-18	Revised April 19, 2017					TOTALS	-42-	180	186

Starting date for teachers  
August 14, 2017

Starting date for classified employees  
who work on a school year calendar  
August 17, 2017

Starting date for students  
August 17, 2017

<u>Holidays</u>
July 4, 2017
September 4, 2017
November 10, 2017
November 22, 2017
November 23, 2017
November 24, 2017
December 25, 2017
January 1, 2018
January 15, 2018
February 12, 2018
February 19, 2018
May 28, 2018

<u>Fall Break</u>
November 20 - 24, 2017

<u>Winter Break</u>
December 22, 2017 - January 5, 2018

<u>Spring Break</u>
March 19 - 23, 2018

<u>Staff Development Days</u>
August 14, 2017
November 1, 2017
April 23, 2018

<u>Teacher Workdays</u>
August 15, 2017
August 16, 2017
June 6, 2018

<u>Semesters</u>
End of 1 <sup>st</sup> semester: 1/19/18 (92 days)
End of 2 <sup>nd</sup> semester: 6/5/18 (88 days)