

# Knights Ferry Elementary School District

12726 Dent Street; P.O. Box 840; Knights Ferry, CA 95361

REGULAR MEETING OF THE BOARD OF TRUSTEES

Thursday, February 9, 2017

School Multipurpose Room

Persons wishing to address the Board on any school related issue are invited to do so, either when the item is presented on the agenda, or under the "Public Comment" section. In the interest of time and order, presentations from the public are limited to three (3) minutes per person, and the total time shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment, please complete a public comment card and turn it in to the Superintendent's Assistant. The Board requests that complaints or charges against an employee be held in Closed Session. Please note that Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments. More specifically, Board Members are limited, but not required, to give a brief response to public statement or questions regarding non-agenda items. Individuals who require disability-related accommodations or modifications to participate in the Board meeting should contact the Superintendent in writing.

## 1.0 Open Session – Preliminary Proceedings 5:00PM

- 1.1 Public Comment on items under Closed Session only
- 1.2 Adjourn to Closed Session

## 2.0 CLOSED SESSION – 5:00 to 5:30pm

- 2.1 Personnel Matters

## 3.0 PUBLIC MEETING – Preliminary Proceedings 5:30PM

- 3.1 Call to order with the Flag Salute

## 4.0 APPROVAL OF AGENDA

- 4.1 *Opportunity for the Board and Administration to adjust the published agenda.*
- 4.2 Report out of Closed Session

## 5.0 HEARING SECTION

### 5.1 *Public Comments* Opportunity for the Public to Address Items Not on the Agenda

Persons wishing to address the Board on any school related issue not listed elsewhere on the agenda are invited to do so now under the "Public Comment" item. Please note that Government Code Section 54954.2(a) limits the ability of the Board Members to respond to public comments. More specifically, Board Members are limited, but not required, to give a brief response to public statements or questions regarding non-agenda items.

## 6.0 CONSENT AGENDA – Consolidated Motion

The purpose of Consent Agenda (Consolidated Motion) is to expedite action on routine agenda items. These items will be acted upon with one motion, second and approval of the Board, unless a member of the Board or



public wishes to pull the item for individual discussion and action. All matters listed under Consent agenda are those on which the board has previously deliberated or that can be classified as routine items of business. An administrative recommendation on each item is contained in the agenda supplements. There will be no separate discussion of these items prior to the time the Board trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent items.

#### 6.1 Approval of the Minutes

**Explanatory Statement:** (Policy and Judicial Review)

**Attachment:** The Minutes of Regular Board Meeting of January 12, 2017- Item #6.1.

**Recommended Action:** Approve, as presented, the Minutes of January 12, 2017

#### 6.2 Ratification of Bills and Warrants

**Explanatory Statement:** (Finance/Facilities)

**Attachment:** Warrant Lists from January 12, 2017 to February 9, 2017 - Item #6.2.

**Recommended Action:** Approve the ratification of warrants from January 12, 2017 to February 9, 2017.

#### 6.3 Interdistrict Transfer Agreements

**Explanatory Statement:** (Student Attendance)

**Attachment:** Item #6.3

**Recommended Action:** Approve recommendations for Interdistrict Attendance Agreements.

### 7.0 Discussion Items

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#### 7.1 LCFF "Dashboard"

**Explanatory Statement:** Introduction to new State Accountability Process

**Attachment:** Item #7.1

**Recommendation:** Information Only

*Public Comment.*

#### 7.2 LCAP Update

**Explanatory Statement:** Update status of progress on the Local Control Accountability Plan.

**Attachment:** None

**Recommendation:** Information Only

*Public Comment.*

### 8.0 ACTION ITEMS

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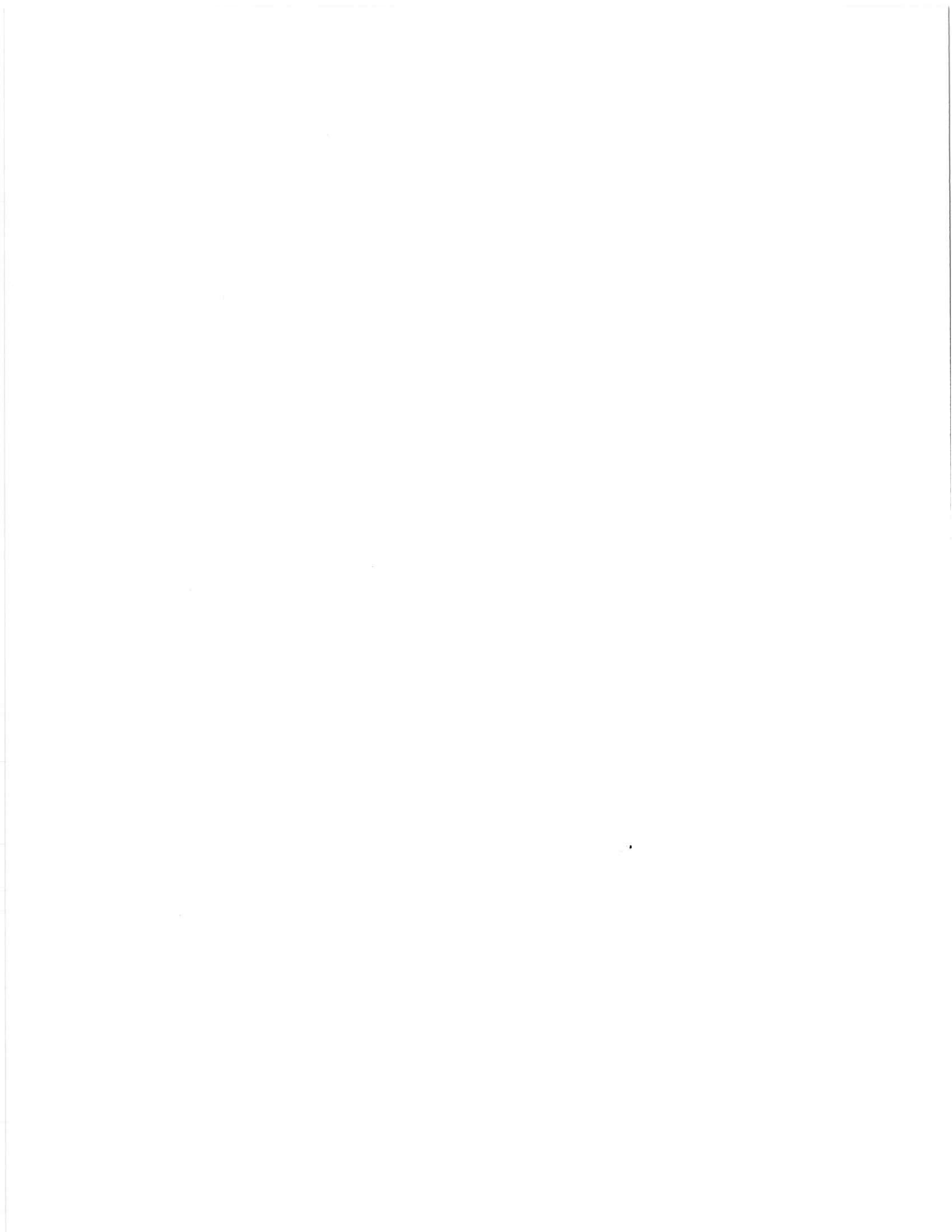
#### 8.1 CSBA Delegate Assembly Voting

**Explanatory Statement:** The Board must vote for new 2017 Delegates.

**Attachment:** Item #8.1

**Recommendation:** Vote for two new 2017 Delegates

*Public Comment.*





## 8.2 School Accountability Report Card (SARC)

**Explanatory Statement:** Since November 1988, state law has required that all public schools receiving state funding receive and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about each public school.

**Attachment:** Item #8.2

**Recommendation:** Approve the 2015-2016 SARC

*Public Comment.*

## 8.3 Wireless Network Implementation Bid

**Explanatory Statement:** This statement of work will configure the wireless controller, new switches, create VLANS, and add the access points to the wireless controller.

**Attachment:** Item #8.3

**Recommendation:** Approve Wireless Network Implementation Bid

*Public Comment.*

## 9.0 REPORTS & ANNOUNCEMENTS

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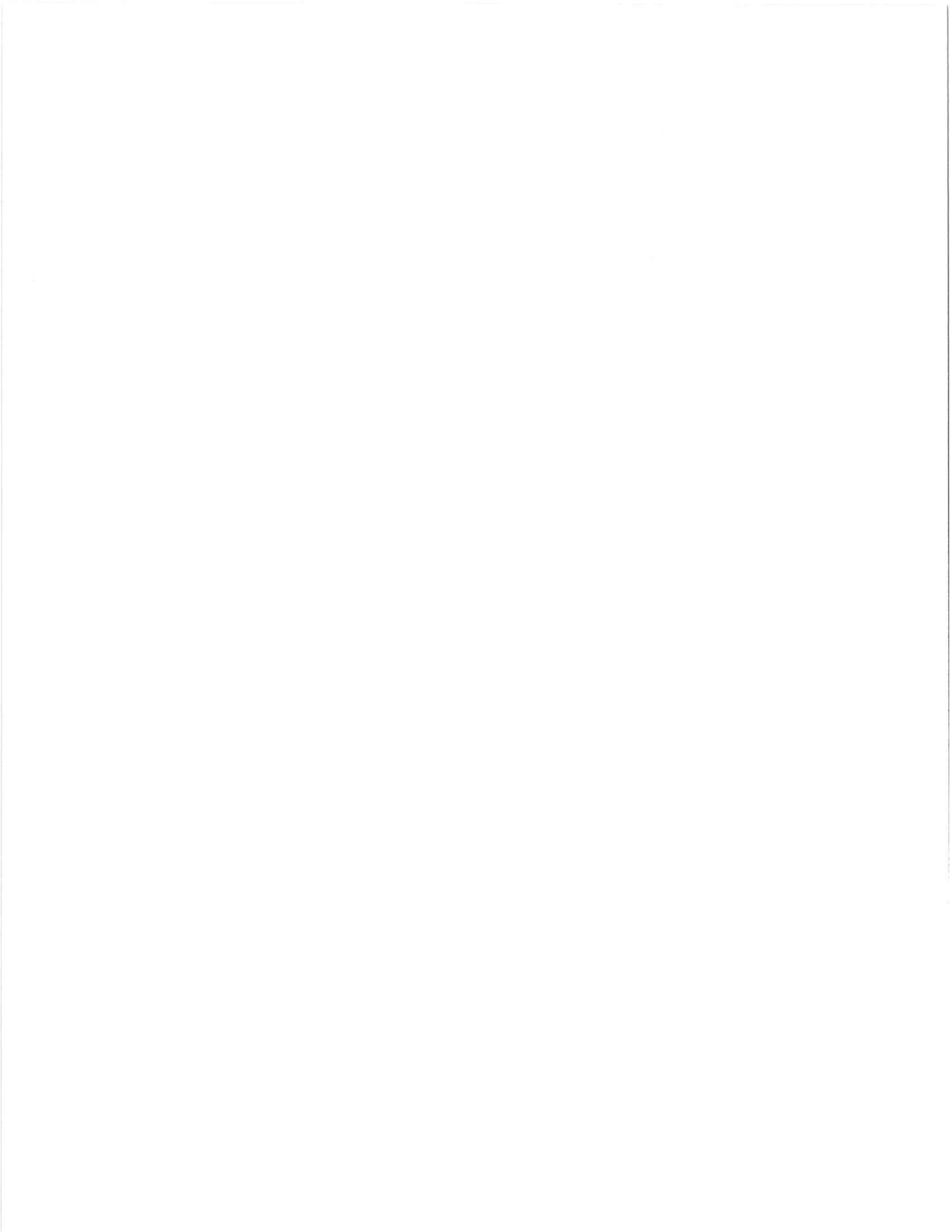
- 9.1 Community Members
- 9.2 Parent-Teacher Club
- 9.3 Teachers
- 9.4 Paraprofessionals
- 9.5 Custodian/Maintenance
- 9.6 Administration
- 9.7 Superintendent/Principal
- 9.8 Board of Trustees
- 9.9 Good 'n' Plenty
- 9.10 Planning Ahead

Next Board of Trustees Meeting: Thursday, March 9, 2017.

## 10.0 ADJOURNMENT

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- 9.1 In compliance with Brown Act regulations, this agenda was legally posted no later than: February 3, 2017 at 12726 Dent St., Knights Ferry, CA 95361.



# Knights Ferry Elementary School District

12726 Dent Street; P.O. Box 840; Knights Ferry, CA 95361

REGULAR MEETING OF THE BOARD OF TRUSTEES

Thursday January 12, 2017

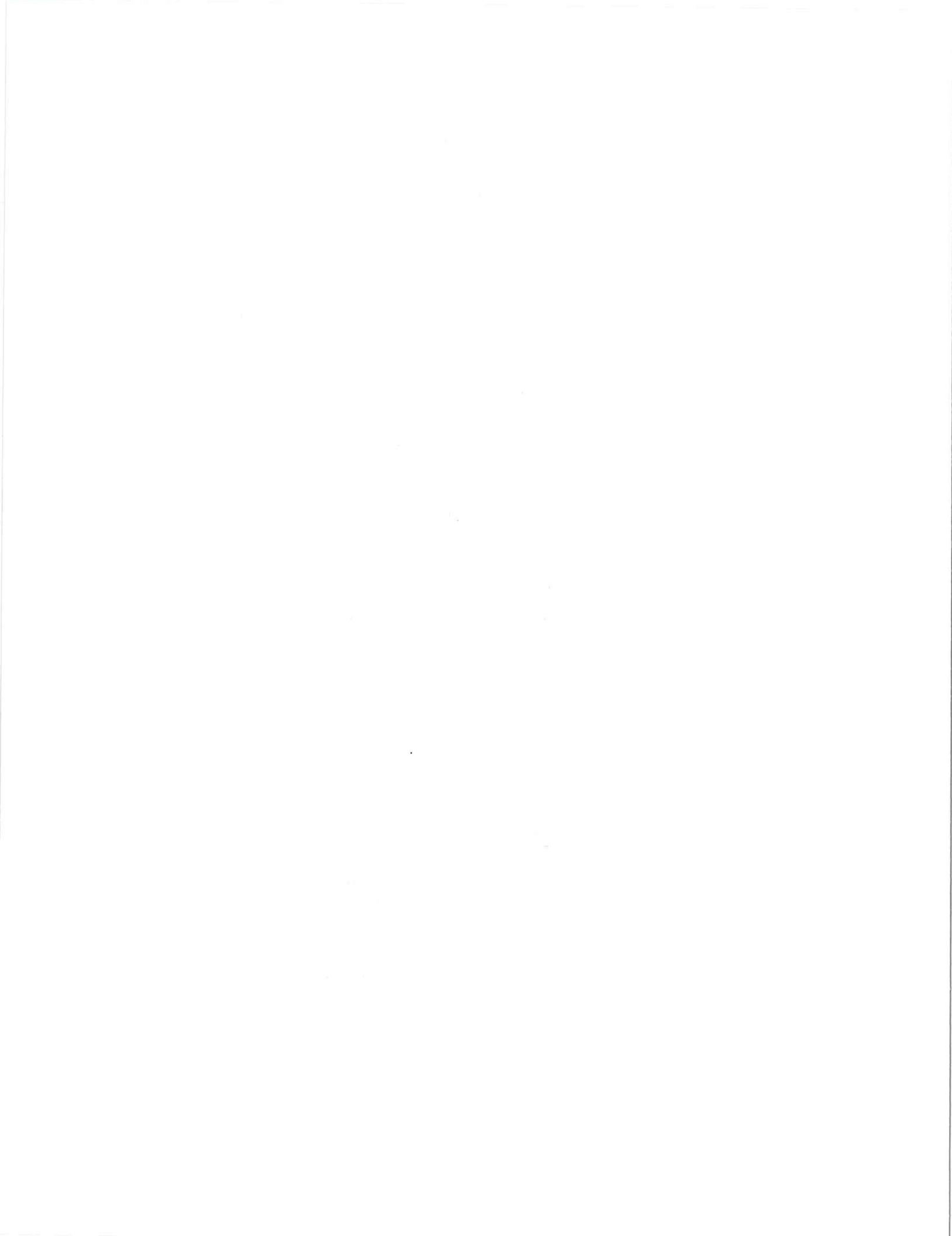
MEETING BEFORE THE PUBLIC

## Minutes

- |  |  |
|--|--|
| Call to Order                          | This meeting of the Knights Ferry Elementary School District Board of Trustees was called to order at 5:31 PM by Mrs. Diane Noon.                          |
| Establishment of Quorum                | A quorum was established with Mrs. Lisa Frymire, Mr. John Sturgis, Mrs. Diane Noon, and Mrs. Kym Cassaretto. Mrs. Andrea Wever-Gonzalez arrived at 5:36am. |
| Personnel Present                      | Dr. Janet Skulina, Mrs. Anita Ivaschenko, and Mrs. Lisa Fogarty  |
| Guests Present                         | The Western, Chiara, Blanc, Ramirez, Gonzalez, Morua, Voortman, Sundberg and Arias families and Mrs. Mary Sue Shearer.                                     |
| 1.0 Public Meeting                     | The Public meeting was called to order by Mrs. Noon with the flag solute lead by Tristan Voortman at 5:31pm.   |
| 2.0 Approval of the Agenda             | Mrs. Cassaretto motioned to approve the Agenda and Mrs. Frymire seconded.<br>Ayes-LF, KC, DN, JS<br>No-0<br>Absent-AWG                                     |
| 3.0 Hearing Section                    | The Trustees began the Hearing Section for public comments at 5:33pm.<br><i>Public Comment: None</i>   |
| 4.0 Consent Agenda                     |  |
| 4.1 Approval of Minutes                | Mrs. Cassaretto motioned to approve the Consent Agenda, Mrs. Frymire seconded.<br>Ayes-LF, KC, JS, DN  |
| 4.2 Ratification of Bills and Warrants | No-0   |
| 4.3 Interdistrict Transfer Agreements  | Absent-AWG<br><i>Public comment: None</i>  |
| 4.4 Human Relations/Personnel          |  |
| 4.5 Human Relations/Personnel          |  |
| 5.0 Discussion Items                   |  |
| 5.1 Lisa Fogarty                       | Mrs. Lisa Fogarty, the first and second grade teacher paired   |



Robotics Presentation Report	<p>each Trustee and present staff member with one of her second grade students and demonstrated what they have been learning about coding and using the new Dash robots.  <i>Public Comment:</i> None</p>
5.2 Increase Special Education and Equipment Replacement Reserves	<p>Dr. Skulina and the Trustees discussed increasing the Special Education reserve and Equipment Replacement reserve for future needs. It was agreed that these specific reserve funds be increased.  <i>Public Comment:</i> None</p>
5.3 Technology Support Needs	<p>Dr. Skulina explained that a Knights Ferry School needs technology support for when issues arise as well as for typical maintenance. The Trustees discussed possible solutions, and agreed that a tech specialist as a teacher and for the network was appropriate.  <i>Public Comment:</i> None</p>
6.0 Action Items	
6.1 Board Policy Updates	<p>Mrs. Cassaretto motioned to approve the Board Policy Updates and Administrative Regulations and Mrs. Wever-Gonzalez seconded.  Ayes-AWG, JS, LF, DN, AWG  No-0  Absent-0  <i>Public comment:</i> None</p>
6.2 Audit Report	<p>Dr. Skulina presented the Audit report to the Board and explained that there were no findings; in other words all financial transactions were compliant with applicable laws. Mr. John Sturgis made a motion to approve the Audit report Mrs. Lisa Frymire seconded.  Ayes-AWG, JS,LF, DN, KC  No-0  Absent-0  <i>Public comment:</i> None</p>
6.3 Bids for Network Infrastructure Upgrade	<p>Dr. Skulina explained that we are replacing, not upgrading our network infrastructure, and that we have two equipment replacement and one cabling quotes. During the February Board meeting the Board will need to approve a quote to implement (connect) all of the new equipment. Dr. Skulina explained that she recommends the \$24,000 bid. Mrs. Cassaretto made a motion to approve the \$24,000 bid, and Mrs. Frymire seconded.  Ayes-AWG, JS, LF, DN, KC  No-0  Absent-0  <i>Public Comment:</i> None</p>





6.4 Bid for Network Cabling	<p>The Trustees reviewed the quote to replace the network cabling.  Mrs. Cassaretto made a motion to approve the cabling quote and Mrs. Frymire seconded.  Ayes-AWG, JS, LF, DN,KC  No-0  Absent-0  <i>Public Comment:</i> None</p>
6.5 Approve Bargaining Agreement with KFTA for the 2016-2017 and 2018-2019 School Year	<p>Dr. Skulina summarized the updates and changes to the agreement with KFTA that the Trustees discussed at the December Board meeting.  Mrs. Frymire motioned to approve the agreement with KFTA for the 2016-2017 and 2017-2018 school year and Mrs. Wever-Gonzalez seconded.  Ayes-AWG, JS, LF, DN,KC  No-0  Absent-0  <i>Public Comment:</i> None</p>
6.6 Approve Revised Salary Schedules	<p>The new 2016-2017 and 2017-2018 salary schedules that reflect the agreed upon increases for Certificated, Classified and Classified/Confidential staff were presented to the Board.  Mrs. Frymire motioned to approve the new salary schedules and Mrs. Wever-Gonzalez seconded.  Ayes-AWG, JS, LF, DN,KC  No-0  Absent-0  <i>Public Comment:</i> None</p>
7.0 Reports and Announcements	
7.1 Community	Mrs. Shearer mentioned that many people are sick right now.
7.2 Parent-Teacher Club	Mrs. Noon noted that the PTC is getting ready for the Silent Auction on March 18 <sup>th</sup> .
7.3 Teachers	None Present
7.4 Paraprofessionals	Dr. Skulina added the new paraprofessional, Amiee Ryan, started last week.
7.5 Custodian/Maintenance	Not Present
7.6 Administration	Mrs. Ivaschenko reported that the Ski Trip is coming up on the 27 <sup>th</sup> .
7.7 Superintendent/Principal	Dr. Skulina reported that the Modesto Bee and the Oakdale Leader came in today to take pictures of the students using the robots for Robotics Day.
7.8 Board of Trustees	Nothing to Report
7.9 Good 'n' Plenty	Mrs. Wever Gonzalez mentioned all of the rain that we have



7.9 Planning Ahead had.  
The next Board meeting will be on February 9<sup>th</sup> at 5:00pm.

8.0 Adjournment  
Mrs. Wever-Gonzalez motioned to adjourn the meeting, Mr. Sturgis seconded.  
Ayes – AWG, LF, JS, DN, KC  
No – 0  
Absent - 0  
Adjourned at 6:45pm.

Respectfully,  
Anita Ivaschenko  
Administrative Assistant



**WARRANTS: February 9, 2017**

<b>COMPANY NAME</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>	<b>ACCOUNT CODES</b>
1st Security and Sound	\$ 144.95	Feb Alarm	01/0000/0/4300/0000/8100/000/0000
Atkinson, Andelson, Lya,	\$ 385.88	Network Consult	01/0000/5800/0000/7200/000/AALR
AT&T/Calnet	\$ 59.62	Phone Bill	01/0000/0/5900/0000/2700/000/0000
Central Sanitary Supply	\$131.52	Custodial Supplies	01/0000/0/4300/0000/8100/000/0000
Clark	\$94.00	Pest Control	01/0000/0/5500/0000/8100/000/0000
Derek Sawyers	\$ 129.00	Service Call	14/0001/0/5600/0000/8100/000/0000
KF Community Services	\$ 56.00	Water Bill	01/0000/0/5500/0000/8100/000/0000
KF Revolving Cash	\$ 40.00	Mission Linen Underpayment	01/0000/0/5500/0000/8100/000/0000
KF Revolving Cash	\$ 12.00	December Service Fee	01/0000/0/5800/0000/7200/000/0000
KF Revolving Cash	\$ 49.00	Stamps	01/0000/0/5900/0000/7200/000/0000
KF Revolving Cash	\$ 40.00	SISC	
Mission Uniform Service	\$ 288.26	Linen Service	01/0000/0/5500/0000/8100/000/0000
More Prepared	\$ 325.18	Emergency Bucket Refills	01/0000/0/4300/0000/8100/000/0000
PG&E	\$ 1,153.83	Electric Bill	01/0000/0/5500/0000/8100/000/0000
PowerSchool	\$ 3,150.00	Renewal	01/0000/0/5900/0000/2700/000/0000
Quest	\$ 869.40	Network Hardware	Tech Reserve Fund 17
Ricoh	\$ 533.99	Copier Rent	01/1100/0/5600/1110/1000/000/0000
School Specialty	\$ 1,253.85	Office Supplies/Copy Paper	01/0000/0/4300/1110/1000/000/0000
That's Great News	\$ 229.90	Gold Ribbon News Article	01/0000/0/5800/1110/4000/000/0000
US Bank	\$ 287.94	Teacher Supplies	01/0000/0/4300/1110/1000/000/0000
<b>TOTAL</b>	<b>\$ 9,089.37</b>		

January Payroll	\$ 50,410.24
January Variable Payroll	\$ 1,351.35
<b>TOTAL PAYROLL</b>	<b>\$ 51,761.59</b>

February Payroll	\$ 40,503.73
February Variable Payroll	\$ 959.22
<b>TOTAL PAYROLL</b>	<b>\$ 41,462.95</b>





# Distance from Level 3

## District Math Academic Indicator

### Change

Status	Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
		by more than 10 points	by 1 to 10 points	Declined by less than 1 point or Improved by less than 5 points	by 5 to less than 15 points	by 15 points or more
	<b>Very High</b> 35 or more points above	Yellow	Green	Blue	Blue	Blue
	<b>High</b> 5 below to less than 35 points above	Orange	Yellow	Green	Green	Blue
	<b>Medium</b> More than 5 points below to 25 points below	Orange	Orange	Yellow	Green	Green
	<b>Low</b> More than 25 points below to 95 points below	Red	Orange	Yellow	Yellow	Yellow
	<b>Very Low</b> More than 95 points below	Red	Red	Red	Orange	Yellow

	2015	2016	Change
	Math	Math	
District 1	-51	-40	11
District 2	-23	-27	-4

Find the placement on the 5x5 reference chart for each district.

Which district's Status is closer to Level 3?

Which district is Yellow?

Which district is Orange?



**California School Dashboard**

- Register District Staff (Late January)
- Available to LEA's for Review and to Input Local Data (February)
- Public Release (March)

**Academic Indicator (English Language Arts & Mathematics, Grades 3-8)**

- Distance from Level 3
- New Criteria for English Learner Subgroup: EL plus RFEP (4 years or less)

**District ELA Academic Indicator - Distance From Level 3**

**Change in Average Distance From Level 3**

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	by more than 15 points	by 1 to 15 points	Declined by less than 1 point or Improved by less than 7 points	by 7 to less than 20 points	by 20 points or more
<b>Very High</b> 45 or more points above	1 (0.1%) Yellow	9 (0.6%) Green	35 (2.2%) Blue	93 (5.9%) Blue	22 (1.4%) Blue
<b>High</b> 10 above to less than 45 points above	3 (0.2%) Orange	26 (1.7%) Yellow	81 (5.2%) Green	147 (9.4%) Green	58 (3.7%) Blue
<b>Medium</b> 5 below to less than 10 points above	3 (0.2%) Orange	25 (1.6%) Orange	58 (3.7%) Yellow	89 (5.7%) Green	25 (1.6%) Green
<b>Low</b> More than 5 below to 70 points below	21 (1.3%) Red	130 (8.3%) Orange	221 (14.1%) Yellow	336 (21.5%) Yellow	103 (6.6%) Yellow
<b>Very Low</b> More than 70 points below	12 (0.8%) Red	26 (1.7%) Red	21 (1.3%) Red	15 (1%) Orange	6 (0.4%) Yellow

Average Distance From Level 3

**District Math Academic Indicator - Distance From Level 3**

**Change in Average Distance From Level 3**

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	by more than 10 points	by 1 to 10 points	Declined by less than 1 point or Improved by less than 5 points	by 5 to less than 15 points	by 15 points or more
<b>Very High</b> 35 or more points above	0 (0%) Yellow	5 (0.3%) Green	16 (1%) Blue	63 (4%) Blue	35 (2.2%) Blue
<b>High</b> 5 below to less than 35 points above	9 (0.6%) Orange	33 (2.1%) Yellow	44 (2.8%) Green	130 (8.3%) Green	77 (4.9%) Blue
<b>Medium</b> More than 5 points below to 25 points below	9 (0.6%) Orange	28 (1.8%) Orange	50 (3.2%) Yellow	86 (5.5%) Green	53 (3.4%) Green
<b>Low</b> More than 25 points below to 95 points below	66 (4.2%) Red	152 (9.7%) Orange	215 (13.7%) Yellow	292 (18.7%) Yellow	128 (8.2%) Yellow
<b>Very Low</b> More than 95 points below	18 (1.2%) Red	22 (1.4%) Red	12 (0.8%) Red	18 (1.2%) Orange	4 (0.3%) Yellow

Average Distance From 3





**Criteria for English Learners in the New Accountability System**

**Table 1: Criteria for English Learners in the New Accountability System**

State Indicator	Criteria
English Learner Progress	Current EL annual CELDT test takers (grades 1–12) plus students reclassified in the prior year
Academic	ELs (grades 3–8) plus students who have been RFEP for four years or less* Note: (This is similar to the criteria used in the prior state and federal accountability systems.)
Graduation	Students with an EL status at any time in grades 9–12 (Same criteria since the initial release of the cohort graduation rate)
College/Career**	Students with an EL status at any time in grades 9-12
Suspension (Note: Chronic Absenteeism will be added when data is available)	Current EL students (grades K–12)

**Priority #2 – Implementation of State Academic Standards**


- Options: Narrative Summary or Reflection Tool

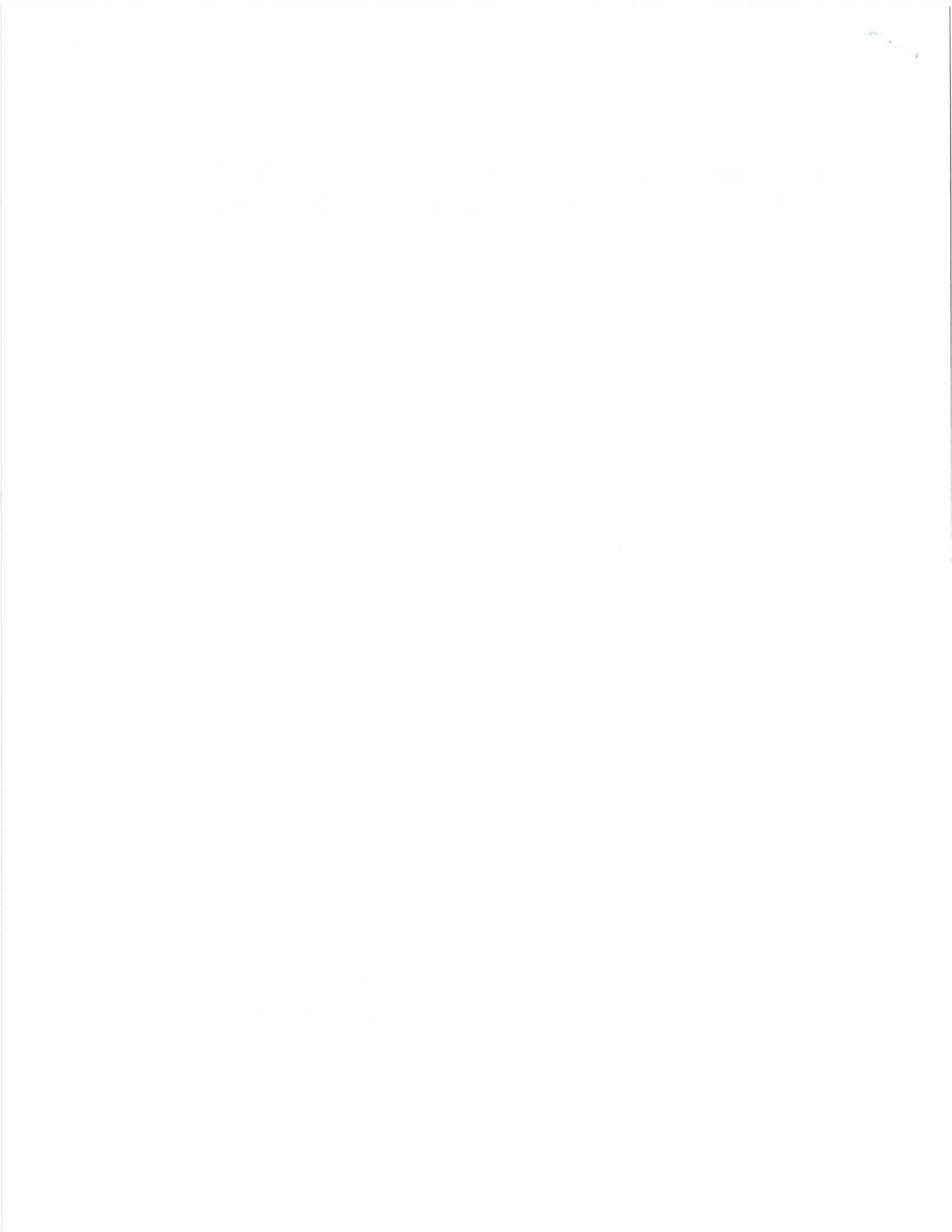
**Priority #3 – Parent Engagement**

- Options: Survey or Local Measures

1. Performance Standards set for all LCFF Priorities		
LCFF Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

\*High School Only      \*\*COE Only







Date Heard early 2017

Jan Board mtg  
Discl  
17/16



October 2016

# Governance Brief

## LCFF Rubrics, Issue 1:

*What Boards Need to Know About the New Rubrics (Updated)*

by Mary Briggs, Teri Burns and Troy Flint

After more than two years of discussion, California has redesigned its accountability system to reflect the state's new standards, assessments, and funding formula. Under the Local Control Funding Formula (LCFF) regulations, all districts, county offices of education, and charter schools must create a Local Control and Accountability Plan (LCAP) to document how they align their goals, student needs, services, and spending, as well as report student outcomes. The LCFF evaluation rubrics are the tools that will measure school and district progress toward their LCFF goals.

The following California School Boards Association (CSBA) brief is the first in a series of updates for our members about the new LCFF evaluation rubrics that the State Board of Education (SBE) adopted in September 2016, and plans to publish online in early 2017. In this brief, CSBA provides an overview of the proposed indicators and suggests next steps for school boards. This brief, initially published in August 2016, has been updated to reflect changes made by the SBE at their September 2016 meeting. CSBA wants to provide school boards with enough lead time to develop a strategic response now.

To help members develop an effective plan for sharing the rubrics with stakeholders, CSBA has also included a communications tip sheet and talking points at the end of this brief.

### What are the LCFF evaluation rubrics?

The LCFF rubrics are designed to be a tool for evaluating district and school performance in each of California's eight LCFF priority areas: basic services, implementation of state standards, parental involvement, pupil achievement (including English learners' progress), pupil engagement, school climate, access to a broad course of study, and pupil outcomes within a broad course of study.

In 2015, the state suspended use of the Academic Performance Index (API), and the rubrics will replace API scores and rankings as a key component of California's

new system of accountability and continuous improvement. Information within the rubrics will provide the public with a quick snapshot of school or district performance in multiple areas. The rubrics will also serve as a reference for schools and districts as they develop strategies for continuous improvement. County offices of education will use the rubrics to identify Local Educational Agencies (LEAs) and charter schools in need of technical support. Ultimately, the rubrics will be aligned to the federal Every Student Succeeds Act (ESSA) requirements and interventions.

Beginning this November, the California Department of Education (CDE) is scheduled to provide counties, districts, schools, and charter schools with their populated rubrics. This will give local education agencies time to review their results before the rubrics are made available online in early 2017. The CDE will populate the rubrics with several state indicators such as test scores, English learners' progress towards English proficiency, high school graduation rate and other measures (see Table 1). Districts will also upload local data to the rubrics. CSBA anticipates that LEAs and charter schools will be allowed to contextualize their performance by providing an optional local narrative.

In future years, populated rubrics should be accessible in the late fall. This timeline is intended to support development of district and charter school LCAPs and LCAP updates for the following years. Alongside the displays of school and district performance, the state will post links to "Statements of Model Practices" and "Additional Resources" to support improvement efforts.

### School boards should prepare for the release of the rubrics now.

School boards should begin working immediately to identify and address potential concerns about performance on any of the proposed indicators. Districts already have access to most of the data to be included in the rubrics reports (see Table 1). Therefore, governance teams can and should review relevant data and consider appropriate responses before district and school performance on the rubrics are released in early 2017.



School boards should focus on two major points: 1) how to address areas of concern and 2) how to communicate their local performance and plans to respond with stakeholders. SBE President Michael Kirst has noted that school boards have a key role in explaining the rubrics to their communities. Governance teams should start developing an effective communication strategy before the state releases school and district results. To do so, school board members should collaborate now with their district staff to interpret the data included within the forthcoming rubrics, identify strategies to contextualize the data for stakeholders, and decide on the messages they want to convey to their communities, including how the district will strengthen and target services to improve outcomes for students.

## What will the rubrics include?

During the September 2016 SBE meeting, CDE staff presented revisions to the proposed design for what they described as the "Top-Level Summary Data Display" or "Dashboard." The SBE has not approved a final version of the data display. The Dashboard is ultimately intended to be an online tool with many dynamic features, including:

### *Indicators*

The rubrics will include indicators for all eight LCFF priority areas. The SBE is finalizing the indicators to be included in 2016, along with methods for calculating results and cut points to be reported using color-coded performance bands. A number of indicators and performance standards will not be finalized this year, and SBE members are clear that the rubrics will evolve as the Board approves additional relevant measures.

- a. **State Indicators:** The CDE will populate some indicators of LCFF priorities using data the state already collects. These include ELA and mathematics assessments, English learner progress, graduation rates, chronic absenteeism, suspension rates, and college and career readiness (reported as the new "College and Career Index"). In September, the SBE approved five colors to represent the combined performance on the status and change reports for each indicator, ranging from high to low as follows: blue, green, yellow, orange, and red. Final graphic representation will be approved at a future SBE meeting.
- b. **Status Report:** For each indicator, the SBE will rate the current overall performance of the LEA or school. This is the "status indicator," which will provide a snapshot of all students' performance within each area: very high, high, intermediate, low, and very low.

- c. **Change Report:** Because the state's new accountability system emphasizes continuous improvement, the rubrics also report how the LEAs or schools perform over time. In addition to reporting the current status of each state indicator, the rubrics will also report changes to performance from earlier years: improved significantly, improved, maintained, declined, or declined significantly. The SBE staff have not finalized how the status and change indicators will be represented in the data display, but they have signaled that both status and change indicators are key components of the rubrics.
- d. **Local Indicators:** These four LCFF priority indicators will be populated using data that the LEA or charter school uploads to the rubrics: basic conditions at school (i.e., the Williams Act checklist), school climate, implementation of academic standards, and parent engagement. Essentially, these are reported as pass/fail indicators. In lieu of the status and change indicators described above, LEAs and schools will report whether each indicator's standards were "met," "not met for one year" or "not met for two or more years."

### *Optional Local Narrative and Summary of Self Assessments for Local Indicators*

The optional narrative will allow LEAs and schools to explain relevant circumstances and local activities related to performance across any local and LCFF priorities. The additional summary includes results of self assessments for local indicators.

### *Equity Report*

For student achievement, pupil engagement and school climate, the rubrics will note any of the student groups identified in Education Code (EC) 52052 with a valid sample size: socioeconomically disadvantaged students, ELs, foster youth, homeless youth, students with disabilities and racial/ethnic student groups reflected in standard reporting and which are reported as having "low" or "very low" overall performance in each state indicator.

### *Navigation Pane*

Next to each indicator, the rubrics will display tabs/links pointing to subpages with detailed reports, model practices, and additional resources. This tool will expand as the rubrics are further developed, including the eventual ability to compare results with up to two other schools, districts, or counties.



Put on website =  
use rubric -

## What will the rubrics look like?

The SBE viewed the proposed design of the top-level data display in July and September 2016 and have directed CDE and SBE staff to continue making revisions that will make the information more user-friendly. Because the visual display may be modified substantially before its adoption, CSBA has focused this brief on the state and local indicators that will likely

be included within the rubrics rather than its design. Therefore, Table 1 does not reflect the format of the data display; it lists what measures the SBE has said will be included as indicators for each of the LCFF priority areas. This information can be used to identify what data districts should review in preparation for release of the populated rubrics in November.

Table 1: Proposed LCFF Rubrics Data Sources and LCFF Priority Areas		
LCFF Priorities	Indicators & Grade Spans	Proposed Data Sources for 2016 Rubrics
<i>Data populated by CDE</i>		
Student Achievement	ELA Assessment (3-8)	2016 SBAC results.
	Math Assessment (3-8)	2016 SBAC results.
	English Learner Progress (K-12)	Proposed composite is the sum of the percent of ELs who moved up at least one performance level on CELDT plus the percent of ELs reclassified in the year prior. This year will use 2014-2015 data. (1)
Pupil Engagement	Graduation Rates (9-12)	Will include four-year graduation rate from 2014-2015 data. Considering adding 5th and 6th year as allowed by ESSA.
	Chronic absenteeism (K-12)	Students missing more than 10 percent of the school year. Might not be populated this year. <i>Not in this year's rubric...</i>
School Climate	Suspension Rates	Will include suspension and in-school suspension categories. Will be weighted by LEA type (elementary, high school, and unified) and school type (elementary, middle, and high).
Student Access and Enrollment in a Broad Course of Study and Related Pupil Outcomes	College & Career Readiness (9-12)	Under development; will likely be presented as a list. Likely to be operational this year, but will evolve. Rankings based on a student's highest achievement on any one measure as incentive to move all students forward.  "College and Career Indicator" (CCI) Model currently contains AP exam results; 11th grade results for ELA/math; A-G completion; CTE pathway completion. Other considerations include IB and dual enrollment, State Seal of Biliteracy; Golden State Seal Merit Diploma, ROTC.
<i>Data populated by LEA/charter</i>		
Basic Services	Basic Services (K-12)	Self-certified Williams Act checklist.
Implementation of Standards	Implementation of Academic Standards (K-12)	LEAs and charter schools will report some form of self-assessment, certifying whether they met or did not meet the requirements.
Parental Involvement	Parent Engagement (K-12)	Self-certification about ways they are involving parents in decision-making and promoting family participation. <i>Did we give a survey report at a regular board mtg... No set parameters yet...</i>
School Climate	School Climate Survey (K-12)	Pupil survey — share of students still to be determined. Choice of multiple survey options.

3 in '16-17

Need to translate LEAP

loose self-certification process



## How will the data be used?

### 2016-2017

This year is the first year of the LCFF rubrics implementation. Some elements will be modified once the U.S. Department of Education provides further clarification about ESSA accountability requirements before the 2017-2018 school year.

The SBE has explained that it intends the rubrics to inform decisions at the local level, especially in the eight LCFF priority areas. For 2016-2017, the rubrics will not initiate formal interventions, although counties will have access to the rubrics when reviewing an LEA's proposed LCAP update. Districts should consider this year an opportunity to prepare for the full rollout in 2017-2018.

**Districts and charter schools** can use the rubrics, along with the new SBE-adopted Statements of Model Practices and Additional Resources when developing their LCAP updates next spring. The rubrics might serve as a reference for assessing areas for support and technical assistance at individual sites or districtwide.

**County offices** will be able to review the rubrics alongside districts' and charter schools' proposed LCAP updates. This might be a tool for conversations between LEAs and LCAP Evaluation Teams. LCAP review teams may also use the rubrics as part of their evaluation of LCAP updates.

**The public** will have full access to the data reported within the rubrics, as well as the Statements of Model Practices and Additional Resources. Stakeholders can use this to inform their feedback and recommendations during the LCAP development.

### 2017-2018 and beyond

The U.S. Department of Education will clarify the ESSA accountability, and the CDE plans to update the rubrics to align with ESSA. Once ESSA is fully implemented, failure to meet the standards in two or more areas of the rubrics for more than two years will trigger technical support at the county or even state level. CSBA will address the steps and features of the accountability and continuous improvement system in supplemental briefs once the state and federal policies have been clarified.

## What is the timeline for implementation?

The SBE has been working with the CDE to refine the content and format for reporting district performance in the rubrics. A broad overview of the process is listed below:

Time Frame	Activity
July 2016	<p>SBE approved several performance indicators/standards for use in the rubrics and directed staff to continue their development.</p> <p>CDE staff was asked to develop a timeline for further work:</p> <ul style="list-style-type: none"> <li>» changes to indicators.</li> <li>» standards for several indicators.</li> <li>» statements of model practices.</li> <li>» alignment of the rubric to the ESSA state plan.</li> </ul>
September 2016	<p>SBE adopted the initial rubrics.</p> <p>CDE convened work groups for recommendations about composite scores and associated cut scores for EL proficiency and measures of school climate.</p>
Winter 2016/ Spring 2017	<p>LEAs draft the next LCAP annual update; rubrics used for data analysis and self reflection in developing the draft.</p>
Early 2017	<p>The evaluation rubrics will be available to the public in an online, interactive platform.</p> <p>The CDE will give LEAs the data that will be reported in the evaluation rubrics. LEAs will be able to review this information prior to the public release of the rubrics.</p> <p>The Federal government will clarify ESSA reporting requirements. California will adopt its ESSA state accountability plan in May and submit it to the federal Department of Education in July 2017.</p>
Spring 2017	<p>SBE will revisit the indicators of the rubrics and discuss modifications for 2017-2018.</p>
Fall 2017	<p>CDE will publish expanded rubrics with updated performance results.</p>



## What should school boards be doing right now?

Boards should begin conversations with district staff about the proposed rubrics. Districts currently have access to the relevant data that will likely be included within the rubrics when the public can access districts' completed data displays. While the standards for performance (i.e., what scores are associated with each "level" of performance) have yet to be finalized, governance teams can use the data to estimate the district's performance in broad terms. Some fundamental questions include:

- » **What do we believe the rubrics will identify as our district's strengths?** These areas are important to celebrate with your district personnel and the public.
- » **What areas likely require improvement?** What are we already doing to address any areas of concern? If this is an ongoing challenge, what are the trends in our performance? If this is a new area of concern, what initial steps might we take to make improvements?
- » **Are there contextual factors that can help us understand our performance (e.g., new initiatives, an unanticipated demographic shift, new discipline policies, etc.)?**
- » **How can we be proactive in communicating the rubrics and our performance when they become available to our stakeholders?**

The governing board should collaborate with the central office to ensure that when the rubrics are published, your district has planned a coherent and consistent response. This includes a unified approach to sharing results with the community and developing appropriate supports to strengthen services and outcomes for all students. To assist our members, CSBA has developed the attached tip sheet with recommendations for developing an effective communications strategy.

## Tips for Communicating Effectively: Making Sense of the Rubrics Cube

The introduction of the LCFF evaluation rubrics provides a key opportunity to engage families and community in conversations and planning on student achievement, the conditions of children, school successes, areas for growth, district goals, and how dollars can best be allocated to support improved student outcomes. The success or failure of this engagement will depend heavily on the quality of the underlying communication. With that in mind, consider these strategies to demystify the rubrics and partner with your community on a path to student improvement.

### *K.I.S.S. (Keep it Super Simple)*

**Don't assume anything.** The LCFF evaluation rubrics build on the work done with the LCAP during the past three years, but many people will be hearing about the rubrics — and even about LCAP — for the first time. So, keep it simple. That means providing information about the LCFF rubrics and what they are supposed to accomplish in plain language.

### *Start at the Beginning*

**Provide the context needed to understand why the LCFF evaluation rubrics are important.** Share the work that has been done to this point and the broad cross section of groups and individuals that have been involved. This will help parents and community understand that the rubrics are now the primary method of measuring student achievement, school performance and progress toward more equitable outcomes for all students.

### *Great Values*

**Achievement. Equity. Better conditions and improved outcomes for students. Increased transparency for families and community.** That's what the LCAP and the LCFF evaluation rubrics are designed to promote, so make sure your district's communications staff (or equivalent employees) establish how funding and programmatic decisions advance these goals and align with your district's overall objectives. Above all, focus on what these tools can mean for children, keep the discussion student focused and make sure local conditions and objectives remain at the forefront of the analysis.

### *One Size Does Not Fit All*

**Customize your presentations for different audiences.** The best communicators adjust content and programming to reach target demographics and you should take a page from their book. Different portions of the community will have different interests and different needs, so tailor your content and your communications vehicles accordingly.

### *You're Not Alone*

**Partner with local community groups to expand the reach of your LCAP communications and to build on the foundation of trust these organizations have established with their members.** No district, on its own, can properly spread the word and educate community members on every aspect of the evaluation rubrics. Make use of parent committees and community groups, involve students and host meetings at places beyond the district offices where families already gather.



## LCFF Evaluation Rubrics Talking Points

1. **Although public education in California remains significantly underfunded, the LCFF represents a dramatic improvement over recent funding models.** LCFF restored funding to 2007 levels (and possibly higher for certain districts with high numbers of low-income, English language learner, foster and homeless students). Unlike previous systems, the LCFF prioritizes equity and tries to align funding with student need so that all students succeed.
2. **The LCFF evaluation rubrics are now the primary method of measuring student achievement, school performance and progress toward more equitable outcomes for all students.** This tool displays the results of our work and allows us to plan for the future.
3. **The LCFF rubrics replace the old, one-size-fits-all approach that used a single, narrow metric of student achievement with multiple, diverse measures of student learning.**
4. **The LCFF rubrics offer a more holistic picture of what's happening in our schools than previous systems.** It measures skills in English language arts and math, but also emphasizes critical thinking and problem solving and considers important factors like graduation rates, suspension rates, college and career readiness and the quality of school services.
5. **The LCFF rubrics play a critical role in identifying areas of growth and those that need targeted support to promote continuous improvement and accelerate achievement.** It indicates where we need to adjust strategies and shift resources to create better conditions for children and improved outcomes for students.

6. **The LCFF evaluation rubrics are also a powerful tool for local control and community engagement.** Those closest to the situation, right here in our district, understand best what our students need. The rubrics help indicate where we need to adjust strategies and shift resources to create better conditions for children and improved outcomes for students.
7. **We must review and analyze the LCFF rubrics data as a community, discuss the results together and collectively determine the best path forward for this district, its families and students.**

Mary Briggs is an Education Policy Analyst for CSBA.

Teri Burns is a Legislative Advocate for CSBA.

Troy Flint is Senior Director of Communications and Public Information Officer for CSBA.

School climate <sup>a</sup>

- How many kids show up before school?

- enrollment grew by 30%

put 1C/1E aide in LCAP =

} data

50% of parents/families

from outside the district

- mindset shift - spin

60-80% of districts will have oranges; reds



**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT  
SUBREGION 8-C  
(Stanislaus County)

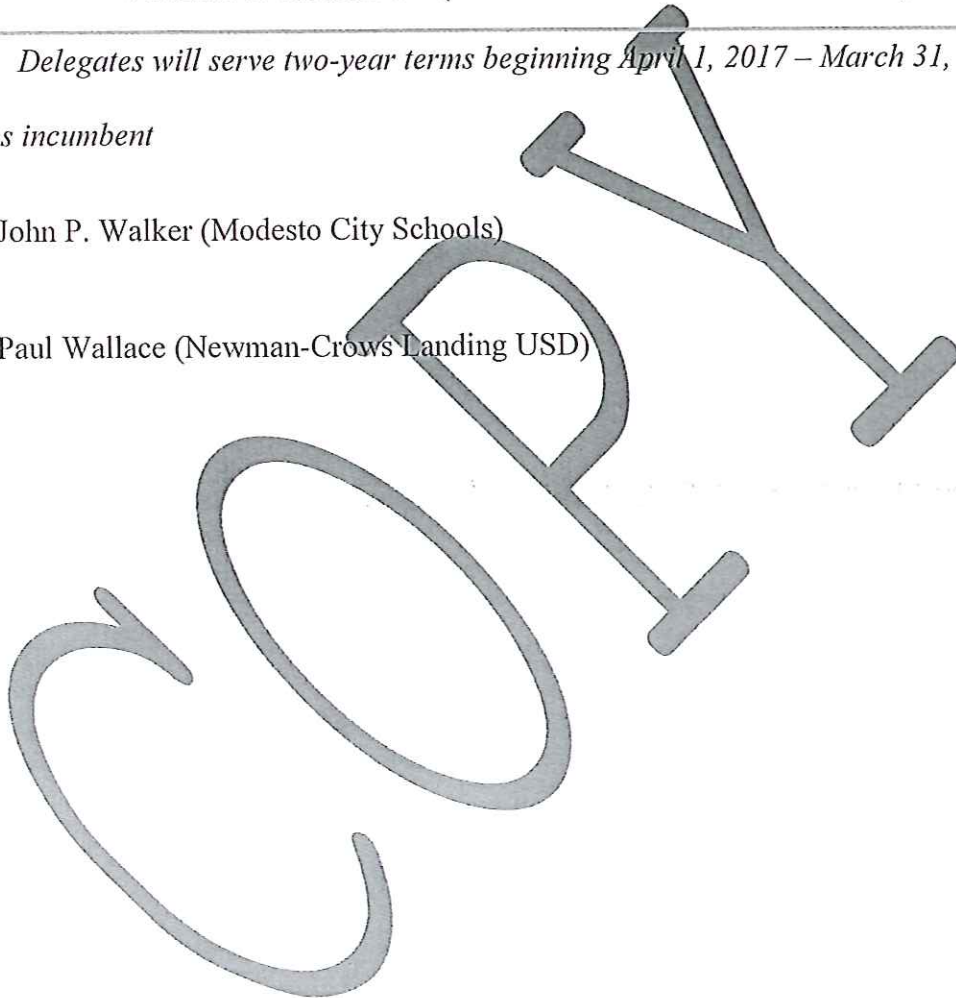
Number of vacancies: 2 (Vote for no more than 2 candidates)

*Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019*

*\*denotes incumbent*

John P. Walker (Modesto City Schools)

Paul Wallace (Newman-Crows Landing USD)



\_\_\_\_\_  
*Provision for Write-in Candidate Name*

\_\_\_\_\_  
*School District*

\_\_\_\_\_  
*Signature of Superintendent or Board Clerk*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*School District Name*

\_\_\_\_\_  
*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

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**Region 8 – Matthew (Matt) Balzarini, Director (Lammersville Joint USD)**

**14 Delegates (12 elected/2 appointed)**

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**Below is a list of all the current Delegates from this Region.**

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**Subregion A**

Sam Fant (Manteca USD), term expires 2018  
Kathleen Garcia (Stockton USD), appointed term expires 2017  
Ron Heberle (Lodi USD), term expires 2017  
Kathy Howe (Manteca USD), term expires 2018  
George Neely (Lodi USD), term expires 2017  
Jenny Van De Pol (Lincoln USD), term expires 2018  
Vacant (Stockton USD), appointed term expires 2018

**Subregion B**

Zerrall McDaniel (Calaveras USD), term expires 2017

**Subregion C**

Faye Lane (Ceres USD), term expires 2018  
Cynthia (Cyndi) Lindsey (Sylvan Union ESD), term expires 2017  
Vacant, term expires 2017

**Subregion D**

Adam Cox (Merced City ESD), term expires 2017  
Greg Opinski (Merced Union HSD), term expires 2018

**County Delegate**

Juliana Feriani (Tuolumne COE), term expires 2018

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**Counties**

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San Joaquin (Subregion A)  
Amador, Calaveras, Tuolumne (Subregion B)  
Stanislaus (Subregion C)  
Merced (Subregion D)



## 2017 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Saturday, January 7, 2017**

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: [nominations@csba.org](mailto:nominations@csba.org).

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>John P. Walker</u>	CSBA Region-subregion #: <u>8-8C Stanislaus</u>
District or COE Name: <u>Modesto City Schools</u>	Years on board: <u>1 Year</u>
Profession: <u>Software Engineer</u> Contact Number: <u>209-404-4923</u>	E-mail: <u>walker.jo@mcs4kids.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If yes, how long have you served as a Delegate? _____	

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

I believe it is going to be extremely important that CSBA is advocating at the state Board of Education and legislative level to insure that local boards have the control to do what is best for the students in a given geographic area. As we go into a transition year at the federal level, the California State Board of Education issuing guidance on new accountability measures, and a renewed focus on the LCAP template being used as a dynamic planning tool, CSBA is going to need to play a pivotal role in helping shape policy. We are a very diverse state and every community will have varying needs that will require the ability to adapt to the needs of the community. Having just completed my first year as a board member I was a key vote and advocate to settle a labor dispute that was destined for a strike. In addition, our board and district was under heavy pressure to give in to a local vendor accusing us of racial discrimination. Based on my family background (white mother and an African American father) I was able to play a primary role in diffusing that situation. I also formed a student equity subcommittee to address the community perception that they were not being included in the decision making process. I do my homework, pro-actively take on issues that need to be resolved, and I do so in a straightforward transparent manner.

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

I actively advocate for our board policies at meetings, with site administrators, site staff, and the community. In response to local community criticism about a lack of diversity and handling issues regarding race, I asked for and received district and board approval to form a student equity subcommittee. The subcommittee is comprised of 2 board members, 3 community members and 3 students. Our agenda is to bring back to the board for approval student equity policies to increase graduation rates, reduce suspensions, and create opportunities for increased parent involvement. I will be applying for a county oversight position to oversee the use of \$38 million is new annual transportation and infrastructure funding. Integrating road construction projects around the 38 different school sites within the district will be a key goal to managing and prioritizing how funds are being used to best serve our community needs. I will continue to attend CSBA classes and workshops throughout the year as my "day job" allows. My goal is to complete the "Masters in Governance" series by year end. This combined with the board president workshop at the AEC should provide the necessary training for a leadership position on our board in year 3 and 4 of my current term and future terms if the community sees fit to re-elect me.

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

First should be the passing of the reserve cap for the local education agencies. The second issue I see will be the challenges coming from the Federal DOE. The incoming administration has promised to undo 8 years of reform and ESSA legislation. How and when California pushes back to regain and retain local control should be of the utmost importance to CSBA. The third issue we face in the coming year is the roll-out of the new accountability program. How school climate will be determined and used in an equitable fashion should be a focus of CSBA. Suspension rates as a measure of success are and remain a problem that needs to be addressed. Districts can manipulate the rates and it is my sincere belief that if student safety is an issue districts should have the ability to take action without the state stepping in. The solution should be to eliminate suspension and expulsion data related to violence, weapons, and substance abuse issues from the baseline metrics. The second related issue is that there needs to be a definition of what a statistically significant subgroup is before it is used as a metric to evaluate a district. Finally, there needs to be media outreach to inform the public that LCFE is not a pot of money at the end of a rainbow. Unions specifically are using this talking point statewide, and we are losing this battle.

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

Signature: \_\_\_\_\_

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

*John P. Walker*

1/9/2017





## 2017 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Saturday, January 7, 2017**

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: [nominations@csba.org](mailto:nominations@csba.org).

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Name: <u>Paul Wallace</u>	CSBA Region-subregion #: <u>8-C</u>
District or COE Name: <u>Newman Crows Landing Unified School District</u>	Years on board: <u>7</u>
Profession: <u>Farmer</u> Contact Number: <u>209 613 2690</u>	E-mail: <u>PWallace@nclUSD.k12.ca.us</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

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

I represent a medium sized rural district, at the fringe of the bay area. I believe I can effectively represent the needs and desires of the Students and Districts in our area.  
Our district has significant populations of English Learners and economically disadvantaged students. Addressing their needs is crucial to the future of our area and state.  
I hope to apply my skills as small business owner and farmer to the needs of our students and schools.  
I would like to advocate for CSBA support for a pathway for veterans into the classroom.  
I am interested in the interaction between Board and Superintendent, maintaining the authority of the board without micromanaging the superintendent. I think CSBA can have positive role in that relationship.  
I enjoy the process of engaging with our state political leaders, promoting the needs of Schools and Students.

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

Secretary of the Stanislaus Association of School Boards.  
7 years member of the NCLUSD School Board, serving on the Facilities and Finance Committees.  
6 years Member of the Newman Chamber of Commerce, 2 years President.  
2 terms City of Newman Planning Commission, Served on the General Plan Update committee and represented the Planning Commission on an Elementary School Design Committee.  
Fellow in Great Valley Center IDEAL Leadership program.  
Co-founded G-N Veterinary Clinic and Apricot Veterinary Clinic with my wife (sold in 2014)  
Married to Cathy Wallace DVM for 22 years; Father of a Daughter who is a NCLUSD graduate, and is currently studying Engineering At Colorado School of Mines

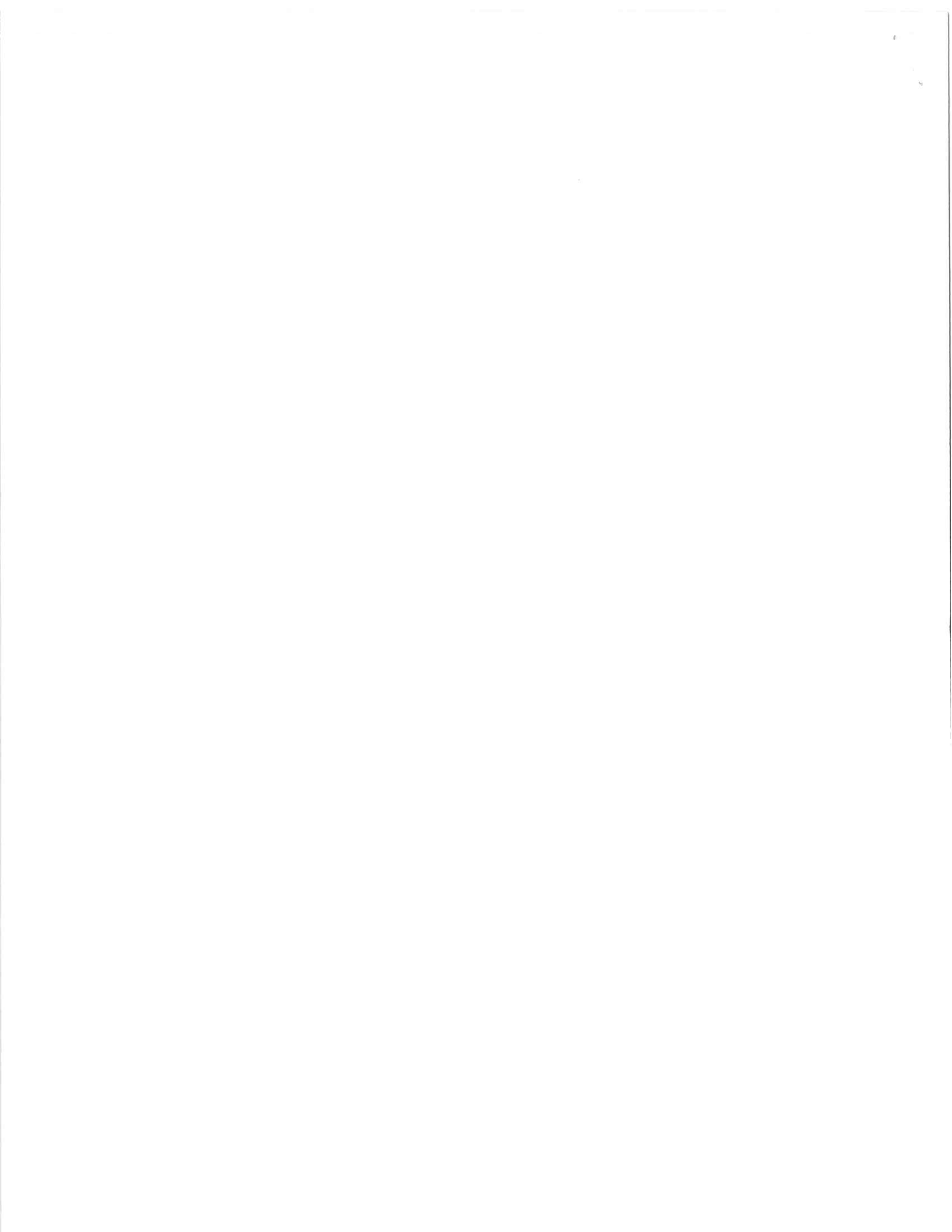
What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Finances and the consistency of state funding are the primary obstacle to quality schools in California. CSBA addresses this with education for Boards and advocacy for schools to the state government. Delegates approve the CSBA platform which determines what we ask for from the state government. I believe that what we ask for is very important. I hope to advocate for issues that support our rural and suburban districts needs.  
Choosing the right issues is vital to getting what we need from CSBA advocacy. That is my primary goal in this position.

Another challenge affecting school boards is understanding roles and responsibilities of Board, Superintendent, Administration and Teachers. I will advocate for the CSBA convention to focus on the specific skills and knowledge needed by Board Members to accomplish improvement for our students.

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

Signature:  \_\_\_\_\_ Date: 12/12/2016





## 2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>CYNTHIA (CYNDI) LINDSEY</u>	CSBA Region-subregion #: <u>8-C</u>
District or COE Name: <u>SYLVAN UNION SCHOOL DISTRICT</u>	Years on board: <u>28</u>
Profession: <u>BUSINESS OWNER</u> Contact Number: <u>209-988-0252</u>	E-mail: <u>MUTTLIN@AOL.COM</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>18 YRS</u>	

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

I have served as a Delegate for 18 years and have been a graduate of CSBA's "Master Boardmanship Program"; District Representative at the Northern and Southern California CSBA Conference; Governmental Relations Representative for the Delegate Assembly; Validator for the Golden Bell Award; Federal Relations representative for CSBA's Delegate Assembly (2002/2003 – 2004/2008); Appointed to CSBA's Policy Platform Committee for 2006. I would like to continue on as a Delegate to serve on committees and action groups and bring over 28 years of experience on a school board. I am interested and believe Board members need to step up and be advocates for our children. We need to keep lawmakers and school districts working together as a team. I contribute and bring forth the hard questions which aren't always easy to discuss. I work well with teams to solve issues.

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

Board of Trustees President (1993, 1998, 2004, 2009, 2013); Board of Trustees Vice President (1992, 1996, 1997, 2003, 2008, 2012, 2017); District Rep SIFA (Schools Infrastructure Financing Agency) Board (1999-2017); Co-Founder, District Rep for SCANS (Stanislaus County Advocate Network for Schools); Member of Sylvan Educational Foundation (1993-2012); District Rep for SCSBA (Stanislaus County School Boards Association) to elect members of the County Committee on school district organization (15 years); President of Stockard Coffee Elementary School PTA (1 year); Past President of Sylvan Elementary School PTA (2 years); President of Sylvan District PTA Committee (1 year); Beyer High School Chairperson of Crab Feed (12 years); President of Booster Club (7 years); President of Grad Nite (1995-1996); Grad Nite Fundraising Chairperson (1998-1999); Grad Nite Historian (1999-2005); League of Women Voters Member; Symphony Guild Member; Appointed by County Superintendent of School to Child Care and Development Committee (2000-2008); Possess a B.S. in Psychology/Social Work and Speech; Elected CSBA Delegate Assembly Rep (1999-2017).

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

Currently, there are several issues that I feel should be recognized as important challenges for governing boards. One of the biggest challenges I foresee is lack of federal and state funding for mandatory programs. Special Education is becoming increasingly difficult for districts to fund while the needs of so many children are becoming prevalent. Support for facilities will be minimal at best, due to changes in the state budget. Another challenge we face is the current teacher shortage and the challenges associated with credential requirements. In addition, we need to strengthen the relationship between public and charter schools. CSBA carries a tremendous influence in representing so many school districts and regions within California. I feel CSBA needs to continue working closely with legislature to advocate for our districts. I recommend reinstating the Governmental Relations Committee as it provides a grass roots approach to the collaboration with legislators to address local funding needs and priorities.

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

Signature: Cynthia Lindsey Date: 1-12-2017

**Cynthia (Cyndi) Lindsey**

605 Sylvan Avenue, Modesto, CA  
95350  
Phone: (209) 574-5000

January 12, 2017

**Knights Ferry Elementary School District**  
**Attn: Janet Skulina, Superintendent and all Board**  
**members**  
**P.O. Box 840**  
**Knights Ferry, CA 95361**

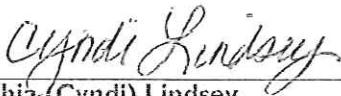
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**RE: CSBA Delegate Assembly Subregion 8C write-in candidate**

Dear fellow Board members,

For the past 18 years, I have been your Delegate Assembly representative for the CSBA Subregion 8C for Stanislaus County. As many of you know, my term is expiring in March 2017. I am writing this letter requesting to be re-elected as a write-in candidate on the upcoming ballot. Due to an oversight, my name will not appear on the pre-printed ballot and will need to be written in by voters. I have vast knowledge and experience in the political and policy making of CSBA. I would love to continue advocating for our region in several current and new areas that have come forth in the State of California. I would greatly appreciate your support. Thank you for the many years you have entrusted me to represent our region.

Respectfully submitted,



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Cynthia (Cyndi) Lindsey  
Sylvan Union ESD Trustee

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## Knights Ferry Elementary School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

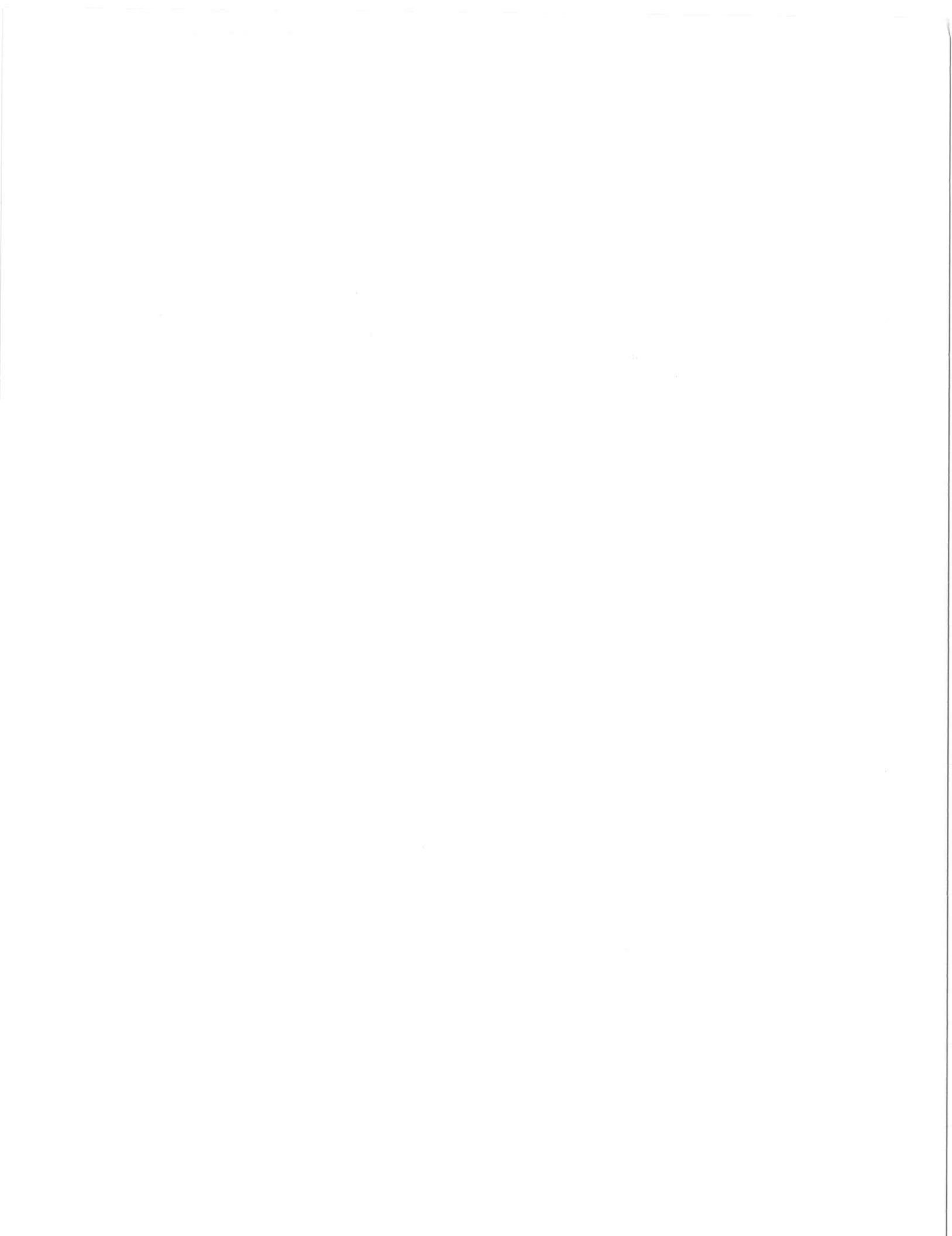
### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Knights Ferry Elementary School
Street	12726 Dent Street
City, State, Zip	Knights Ferry CA, 95361
Phone Number	(209) 881-3382
Principal	Dr. Janet Skulina
E-mail Address	jskulina@stancoe.org
Web Site	<a href="http://www.knightsferry.k12.ca.us">www.knightsferry.k12.ca.us</a>
CDS Code	50-71142-6052609



District Contact Information	
District Name	Knights Ferry Elementary School District
Phone Number	(209) 881-3382
Superintendent	Dr. Janet Skulina
E-mail Address	jskulina@stancoe.org
Web Site	www.knightsferry.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

**Vision Statement:**

Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

**Mission Statement:**

Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

- Implementing high standards of teaching and learning;
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;
- Fostering a love of learning, collaboration and individual creative expression;
- Preparing well-rounded students who will make successful transitions throughout their lives.

**Knights Ferry School**

**Goals:**

Integrate place and community based instructional opportunities in all curricular areas

Emphasis on project based learning opportunities within the community and integrated with all curricular areas

Provide engaging STEAM activities connected to local issues

Student leadership and agency in their learning environment

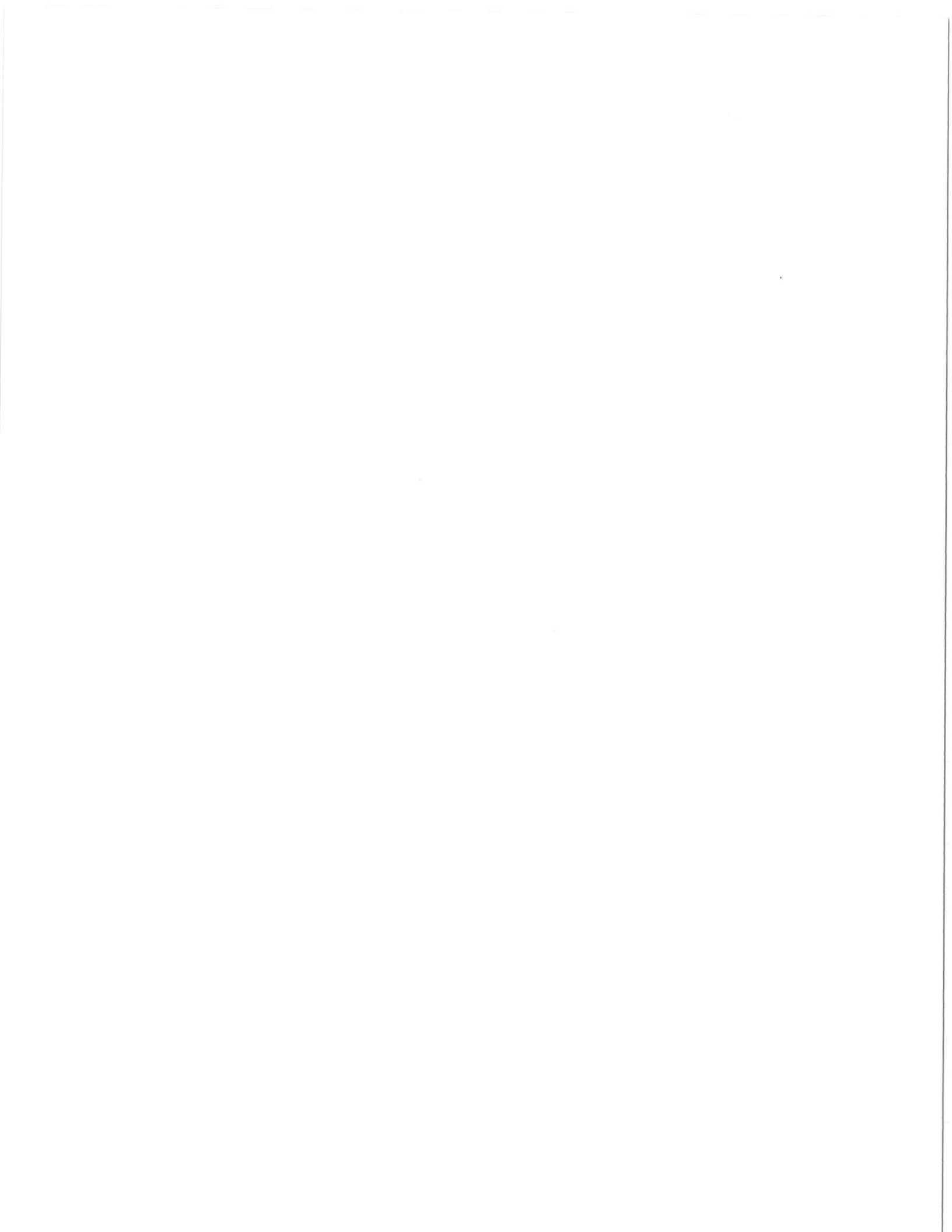
Parent, community and District collaboration on instruction, programs and facilities

Parent involvement in the instructional program process

Provide high quality instruction through teacher driven professional development

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	18
Grade 1	10
Grade 2	6
Grade 3	8
Grade 4	10
Grade 5	10
Grade 6	13
Grade 7	9
Grade 8	7
<b>Total Enrollment</b>	<b>91</b>





**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0
White	71.4
Two or More Races	4.4
Socioeconomically Disadvantaged	26.4
English Learners	13.2
Students with Disabilities	9.9
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

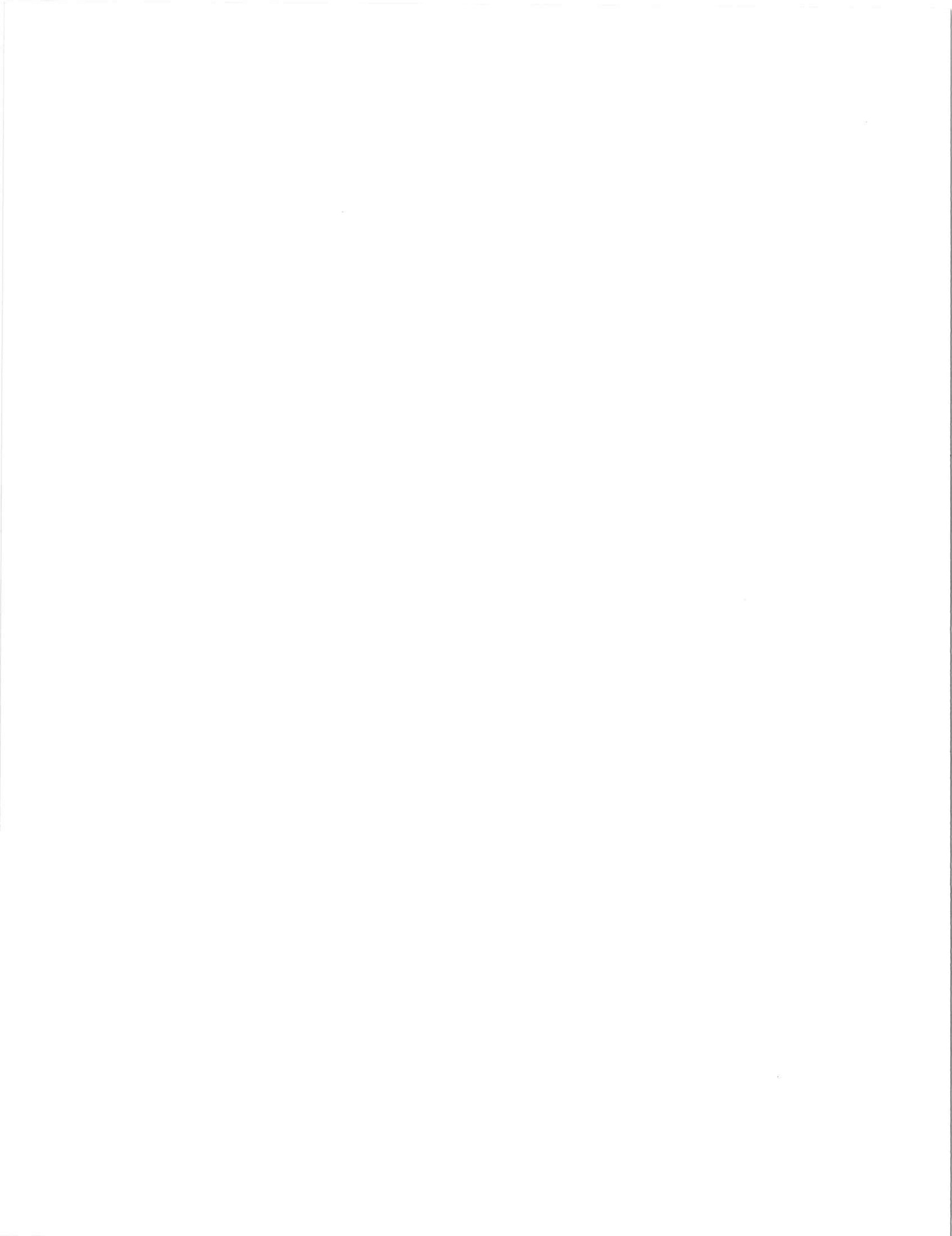
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	4	4
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.



**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

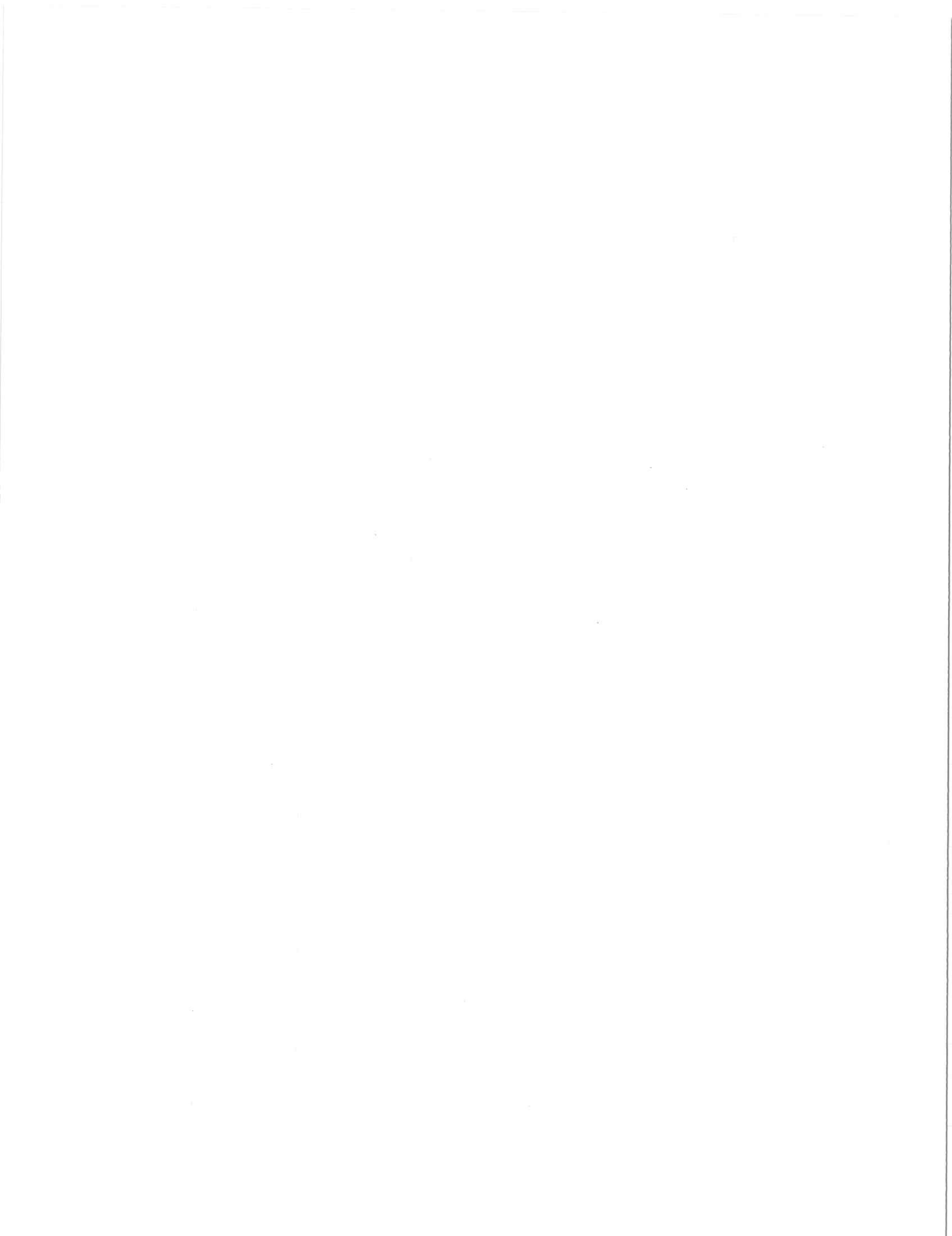
Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: 12-2015

The District elected to purchase supplemental math materials that are correctly aligned with Common Core State Standards. Current science supplemental materials are also aligned with the new Next Generation Science Standards. The District is in the process of developing new text book selection procedures so that new English Language Arts textbooks, correctly aligned with Common Core State Standards may be selected and purchased before the beginning of the 2017-2018 school year. Current selection of supplemental materials includes correlation with Common Core State Standards in all areas.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2004: Prentice Hall Literature 7-8 California Edition 2010: Houghton Mifflin: K-6 A Legacy of Literature/Medallion update	No	0%
Mathematics	2015: Bridges Math for grades K-5 and Engage New York for grades 6-8	Yes	0%
Science	2007: Mc Dougal 2006: Glencoe Science 8th Focus on Physical Science 2006: Scott Foresman K-6 California Science 2006: Glencoe Science 7th Focus on Life ScienceLittell  Science is being strongly supplemented with the Environmental Education Initiative (EEI) science which is aligned with Next Generation Science Standards	Yes	0%
History-Social Science	7th World History 2007: Mc Dougal Littell 8th Creating America 2007: Harcourt K-6 Reflections California Edition Environmental Education Initiative science materials have a cross-over into social studies.	Yes	0%
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	NA	No	





**School Facility Conditions and Planned Improvements (Most Recent Year)**

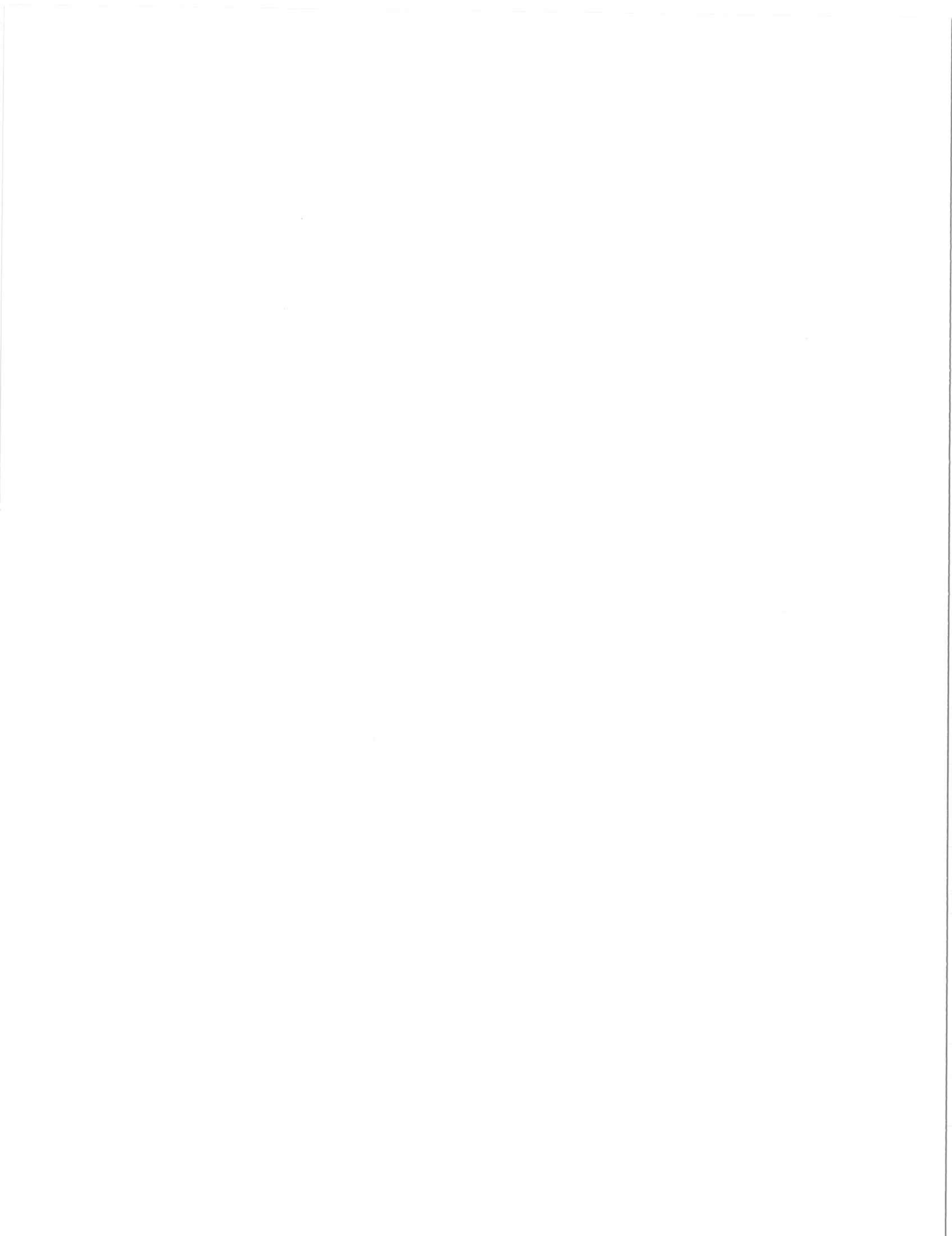
Knights Ferry School is located on 7.717 acres. The school consists of two main buildings and four portables. One of the main buildings was rebuilt in 1974 and has a classroom, multipurpose room, cafeteria, staff room, small work room, two student restrooms, one staff restroom, and storage areas. The other main building was constructed in 1988 and has three classrooms, the office, two student restrooms, and one staff restroom. The portables were brought in as early as 1983 and as recent as 2005. Three of the portables house classrooms. The fourth and oldest portable houses our library. The school is in very good condition. The buildings and grounds are cleaned and maintained regularly. Our custodial maintenance person works daily from 11:00 am-6:30 pm. The buildings are in good repair and no structural work is required. New tanbark and a complete renovation of the footing on the lower playground was completed in August 2016. New lighting was put in all the classrooms through the Prop 39 grant funding. Several minor electrical projects took place in August-November 2016 including some rewiring to relieve overloaded circuits in the staff room and to improve outdoor lighting. The front office was repainted and new furniture was purchased to maximize office space and provide compliant working conditions.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10-13-15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Gopher abatement was attempted in June 2016.
Electrical: Electrical	X			Some minor repairs and projects related to circuits and outdoor lighting were completed prior to Dec 23 <sup>rd</sup> , 2016
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Drinking fountains need new covers for cosmetic purposes.
Safety: Fire Safety, Hazardous Materials	X			The local fire department in conjunction with CalFire will be removing brush and other plant growth in an unused area of the school grounds to reduce fire hazards.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New tanbark was added to a reconstructed footing on the lower playground.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10-13-15				
Overall Rating	Exemplary	Good	Fair	Poor
			X	





## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	53	68	53	44	48
Mathematics	66	57	66	57	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	11	10	90.9	30.0
	5	11	11	100.0	45.5
	6	17	17	100.0	64.7
White	6	14	14	100.0	64.3

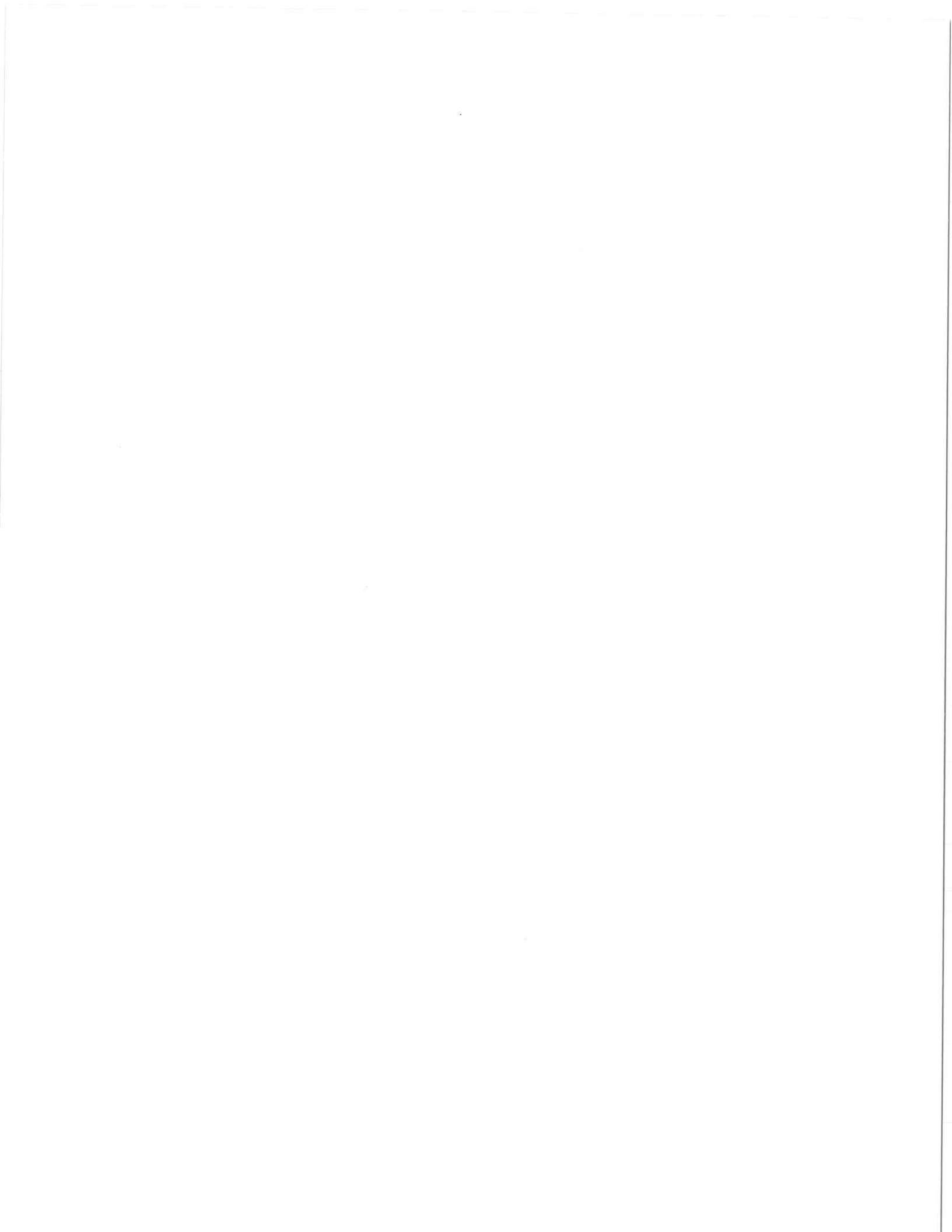
Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	11	10	90.9	40.0
	5	11	11	100.0	36.4
	6	17	17	100.0	64.7
White	6	14	14	100.0	71.4



Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38	52	61	38	52	61	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	18	18	100.0	61.1
Male	11	11	100.0	63.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### State Priority: Other Pupil Outcomes

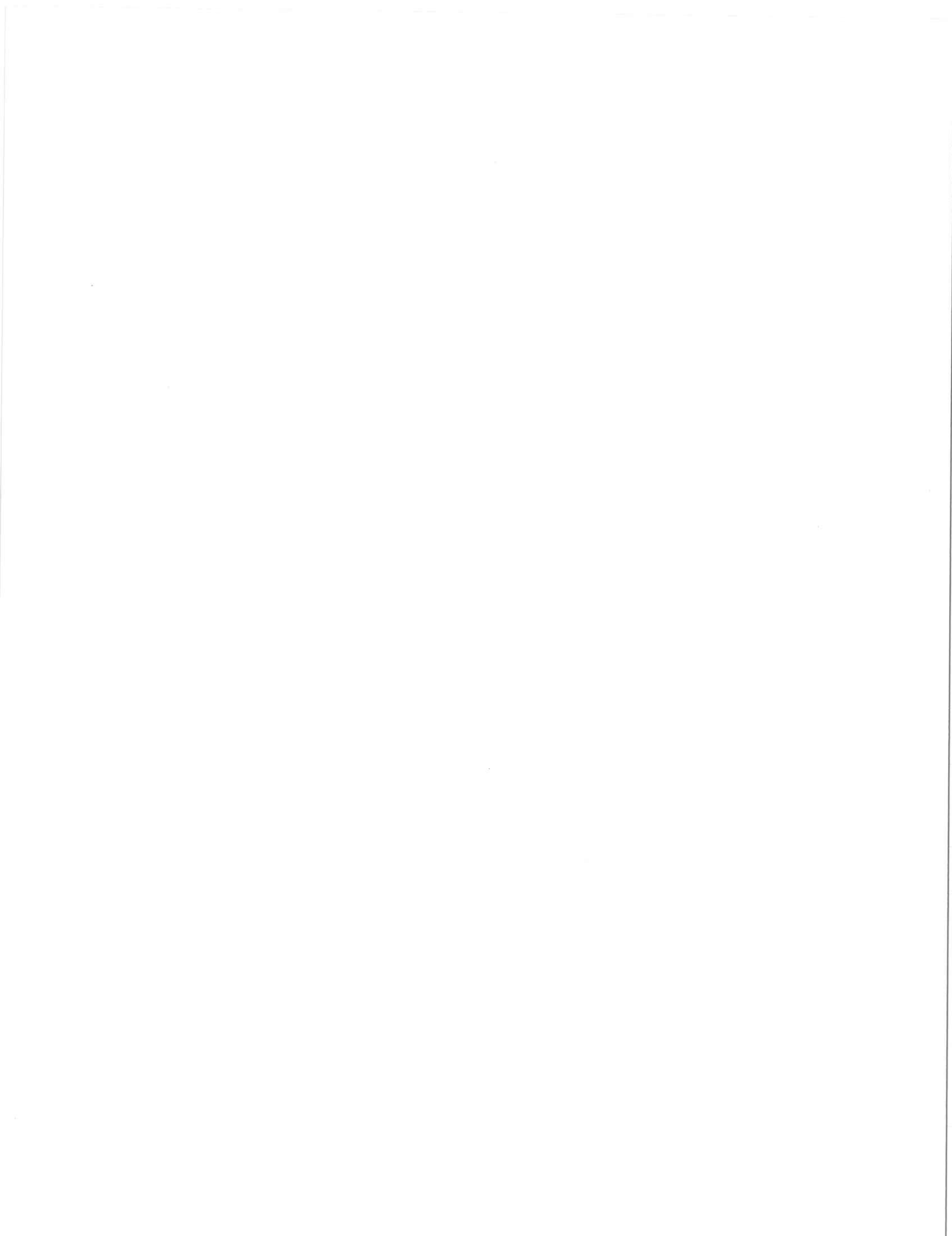
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	27.3	45.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Knights Ferry School has a very active parent club. Contact Person Name: Co-Presidents Kim McCarthy, Sonia Conde and or Jolene O'Neil may be reached at (209)881-3382

New for 16-17 the Knights Ferry Planning Team, a revised Community Partnership Committee, was formed develop opportunities for major fund raising and projects relating to facilities, network infrastructure and technology and other community driven projects that require large financial output. Contact Janet Skulina, superintendent for more information.

Parents and community members assist with a variety of activities including our annual Halloween parade and talent shows. Parents also bring their special skills to the classroom and after-school clubs providing enrichment such as information on bees and bee-keeping, Spanish language instruction, dairy production etc. Parents regularly volunteer in the classrooms as well, assisting teachers with a variety of tasks. Our parent support is integral to the many enrichment activities including sports and field trips. Parents are welcomed and encouraged to participate at whatever level they are able.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.0	0.0	1.9	1.0	0.0	1.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

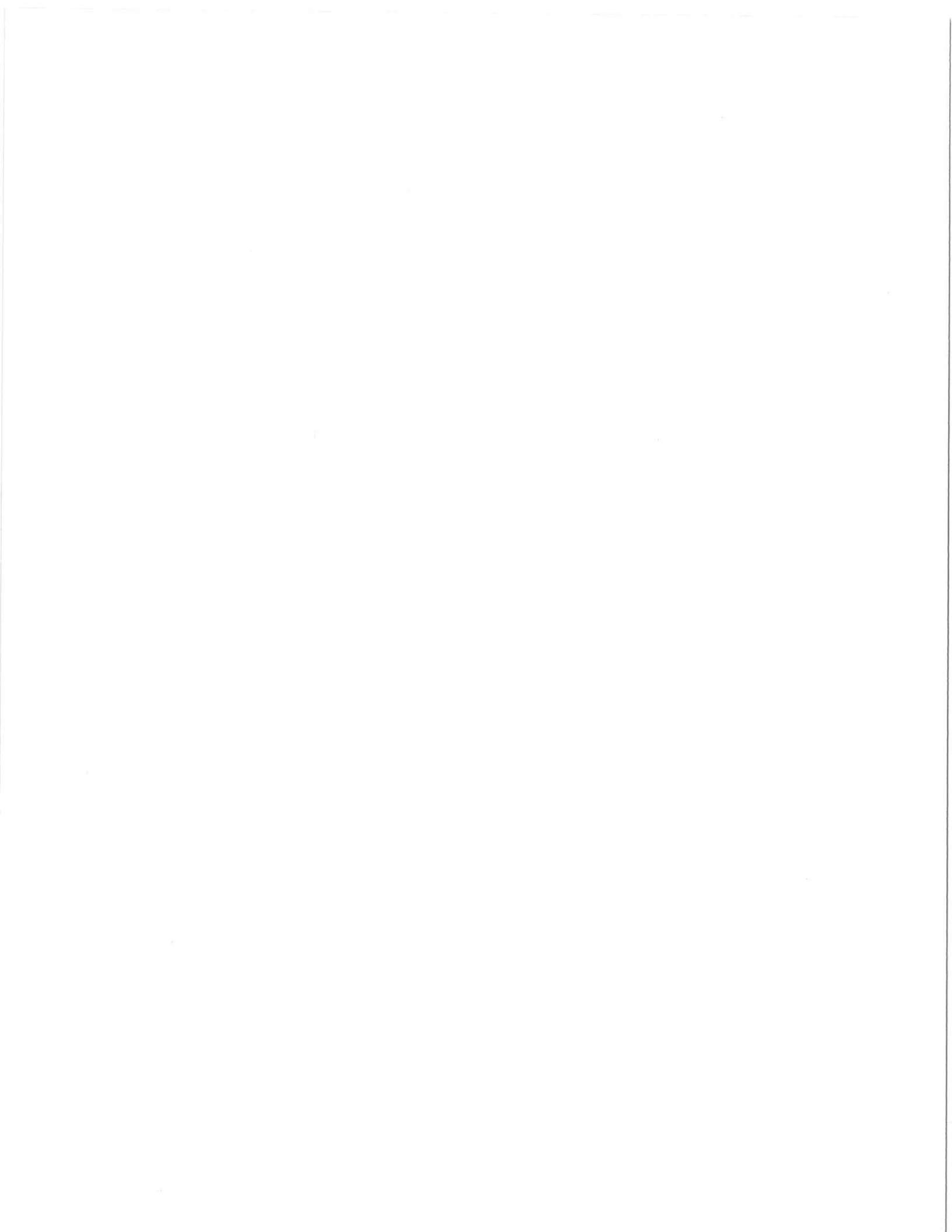
The comprehensive School Safety Plan includes: 1) a FEMA-approved Hazard Mitigation Plan (in cooperation with Stanislaus County), 2) a Campus Emergency Procedures Plan, 3) a Safety Committee-developed School Safety Plan. The School Safety Plan can be viewed at the school office or online at [www.knightsferry.k12.ca.us](http://www.knightsferry.k12.ca.us).

### School Discipline Practices:

Although this is a peaceful and safe environment for students both physically and emotionally, this year Everyday Kindness was implemented to actively teach the value of kind acts and emphasize those and other positive acts and character traits over punishing negative behaviors. Monthly Kindness Assemblies are held to recognize students demonstrating consistent acts of kindness and a designated character trait. Kindness Shout Outs are given almost daily to individuals who are noticed doing kind acts or to those who are recognized for kindness by their peers.

Teachers all use positive behavior incentives to support student behavior and our suspension rate remains low with a total of 3 days of suspension for the 2015-2016 school year.

Our School Safety Plan last reviewed by Mr. Ron Reid, Stanislaus County Sheriff's Office in October 2016.: October 2015-administration attended a School Safety Plan training. The current plan was approved in February 2016 and will be reviewed and revised for the current school year.



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

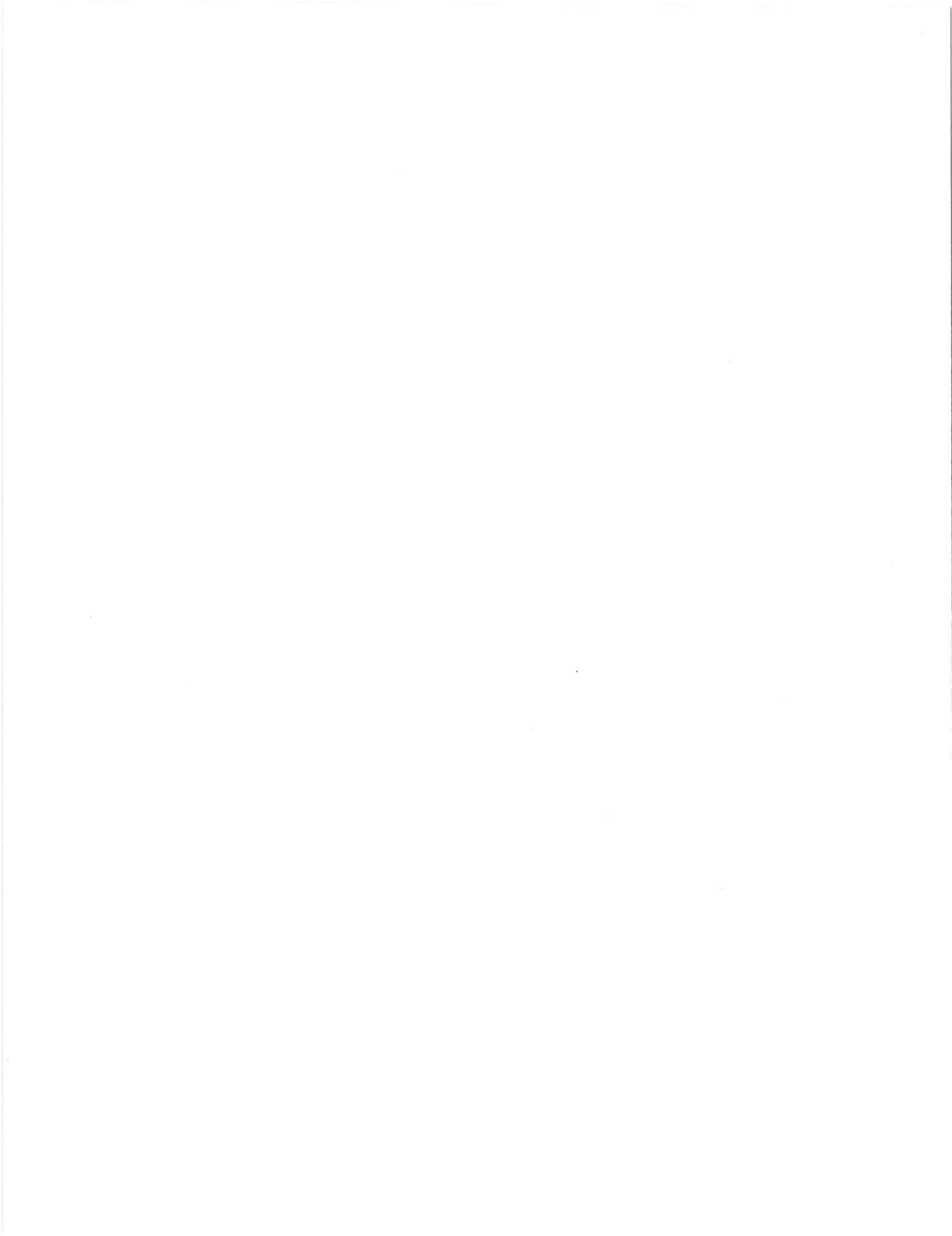
Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	10	1			10	1			18	1		
1	7	1			6	1			6	1		
2	10	1			8	1			8	1		
3	10	1			8	1			8	1		
4	9	1			11	1			11	1		
5	8	1			8	1			8	1		
6	8	1			13	1			13	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.





**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	.20	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11,973.3	1982.97	9990.33	52,792.60
District	N/A	N/A	9990.33	\$52,792.60
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	76.0	-13.4

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

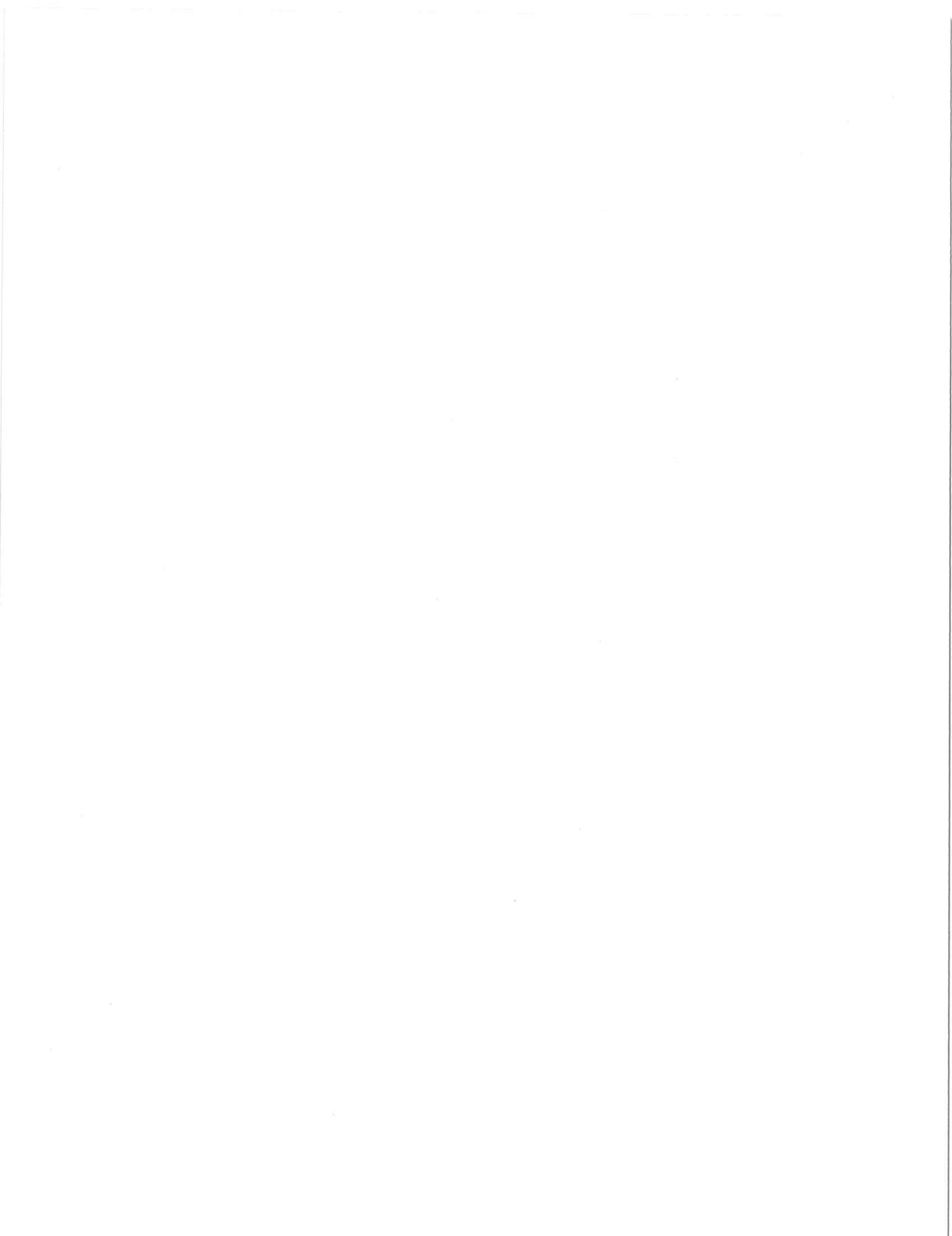
Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); Title II; Small Rural Schools Achievement Grant; and Special Education.

State Funded Programs -- Lottery; Lottery Instructional; and Professional Development Block Grant.; new for 15-16 is the Educator Effectiveness fund for specific staff development for certificated staff only

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,347	\$41,085
Mid-Range Teacher Salary	\$51,822	\$59,415
Highest Teacher Salary	\$76,118	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$93,278	\$116,069
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	10%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



### Professional Development (Most Recent Three Years)

---

Four days are dedicated to staff development. In addition to these days there are five minimum days dedicated to staff development. In 2016-2017 three additional minimum days were added specifically for teacher collaboration time.

Knights Ferry's hired two new teachers for the 16-17 school year and one part-time paraprofessional. The part-time paraprofessional supports increased student growth as well as our EL students. All but one teacher is fully credentialed, with one being an intern. All paraprofessionals are "highly qualified" as per the old NCLB standards. Collaboration days for teachers were added in the 16-17 school year and on those days, staff development was provided to the paraeducators in the areas of behavior modification and supporting social skills in students. Specific staff development funds will be targeted for teachers and the one administrator to continue to improve practice, particularly in the area of the Next Generation Science Standards for the 15-16 school year.





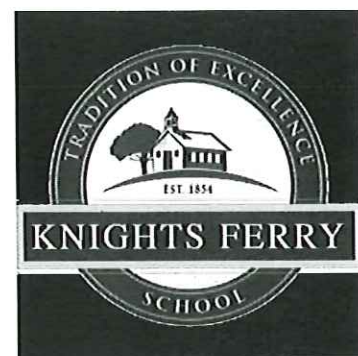


# Statement of Work

## Wireless Network Implementation

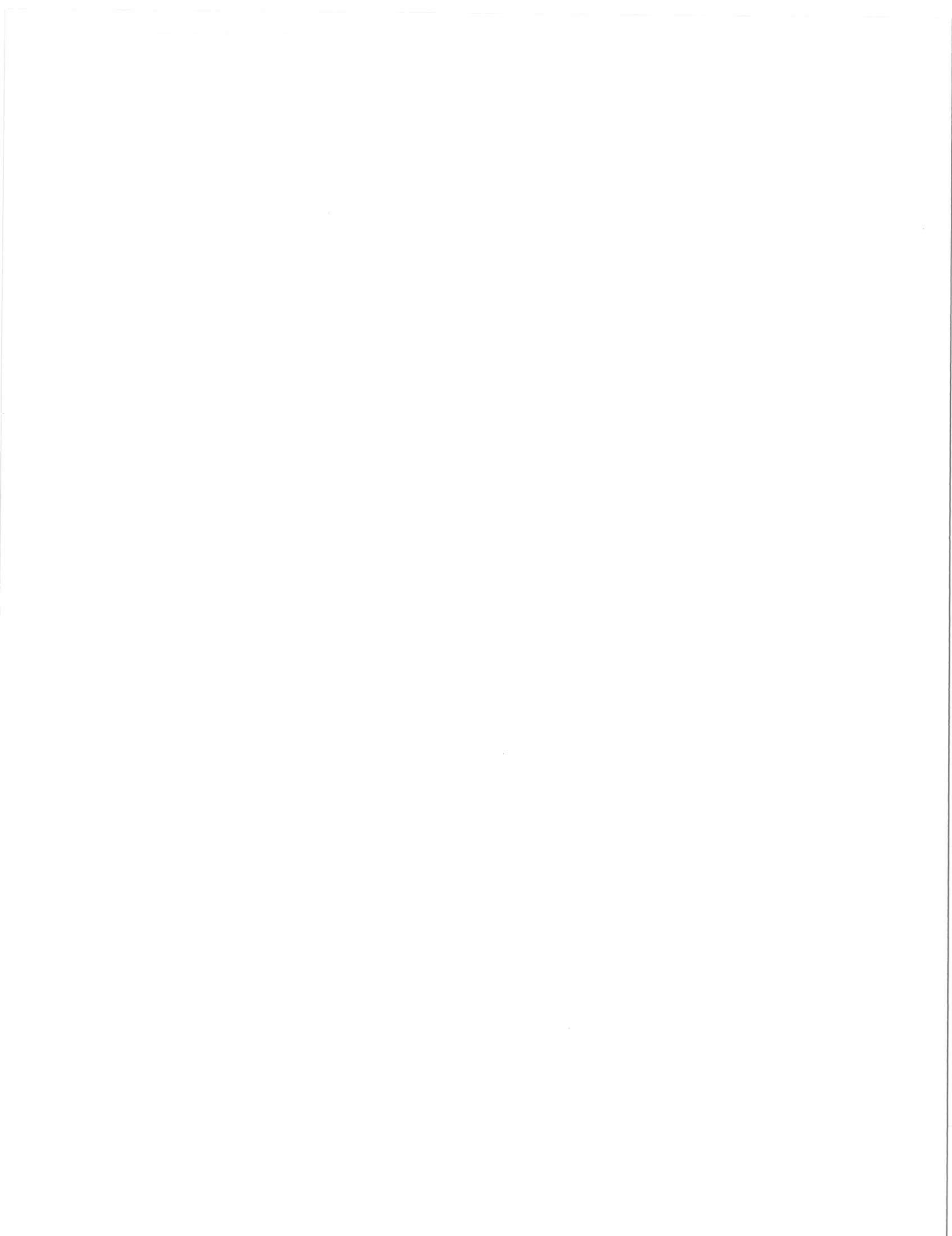
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Presented to:



Submitted:

December 22, 2016



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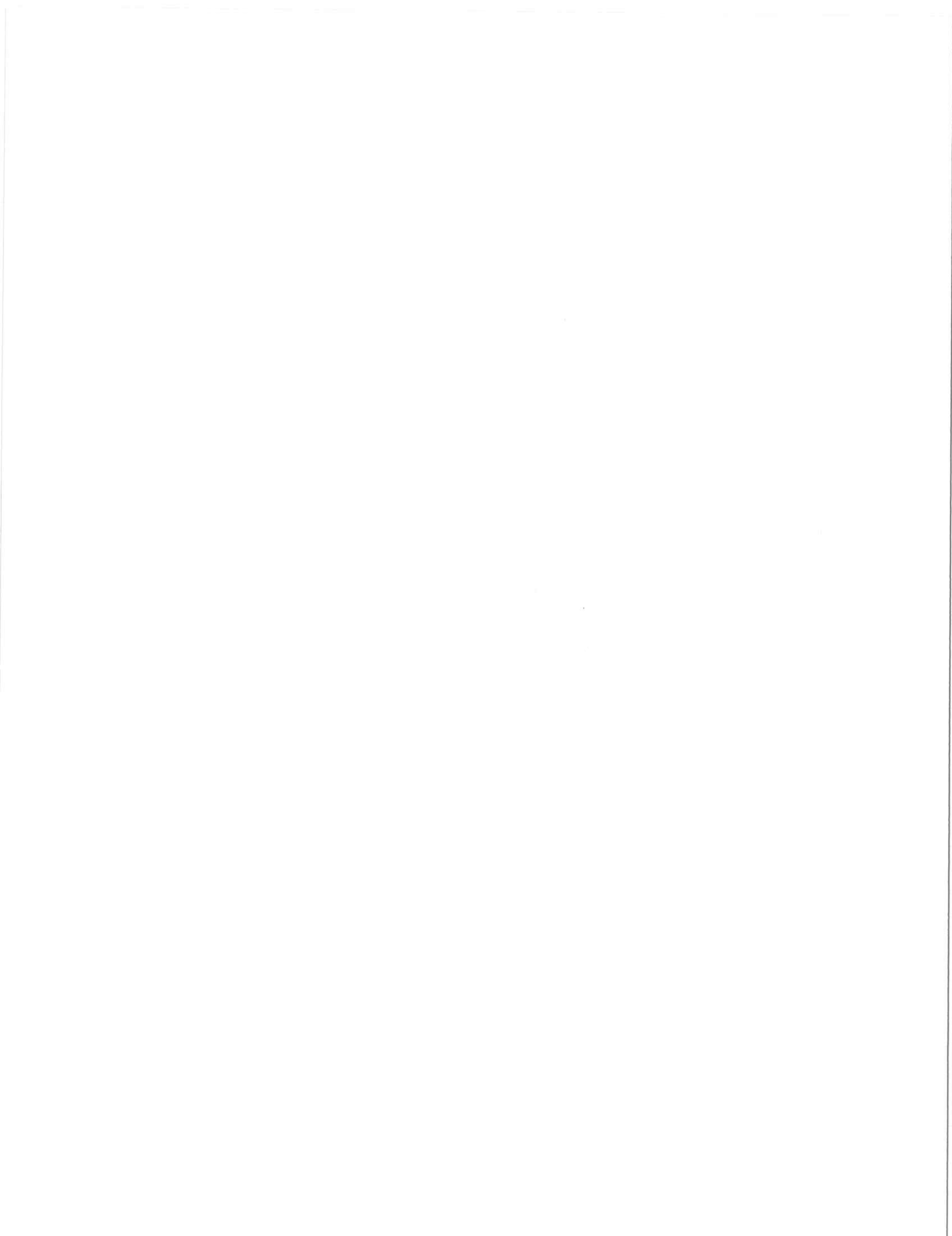
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**INTRODUCTION**

Quest Media & Supplies, Inc., dba Quest Technology Management (Quest) is pleased to provide this Statement of Work (SOW) to Knight's Ferry Elementary School (Client). This SOW sets forth our agreement to provide Consulting Services, as further set forth below. Content of this SOW is based on Quest's current understanding of the objectives and requirements.

**1. DESCRIPTION OF SERVICES**

Client has engaged Quest to replace the existing wireless network at Knights Ferry Elementary School. Quest construction services will install one (1) wireless controller, ten (10) AP, and two (2) switches. This SOW will provide services to configure the wireless controller, new switches, create VLANs, and add the Access Points to the wireless controller. This wireless implementation will mirror the current security of the existing wireless network. The physical access point installation will be handled by another vendor or through a second agreement with Quest.

Site	Wireless Controller	Wireless Controller AP Licenses	Switch 24 Port	Access Points
Knights Ferry	1	10	2	10

**2. PROJECT SCOPE**

**Project Kickoff meeting**

- Team introductions
- Access instructions and credentials
- Application overview discussion
- Integrations overview discussion
- Security and regulatory discussion
- Documentation sharing collaboration
- Review expectations
- Review application requirements and documentation



**Discovery**

- Examine and document current Wi-Fi configuration
- Examine and document current Wi-Fi security setup
- Examine and document network as it pertains to the installation of this Wi-Fi implementation

**Implementation**

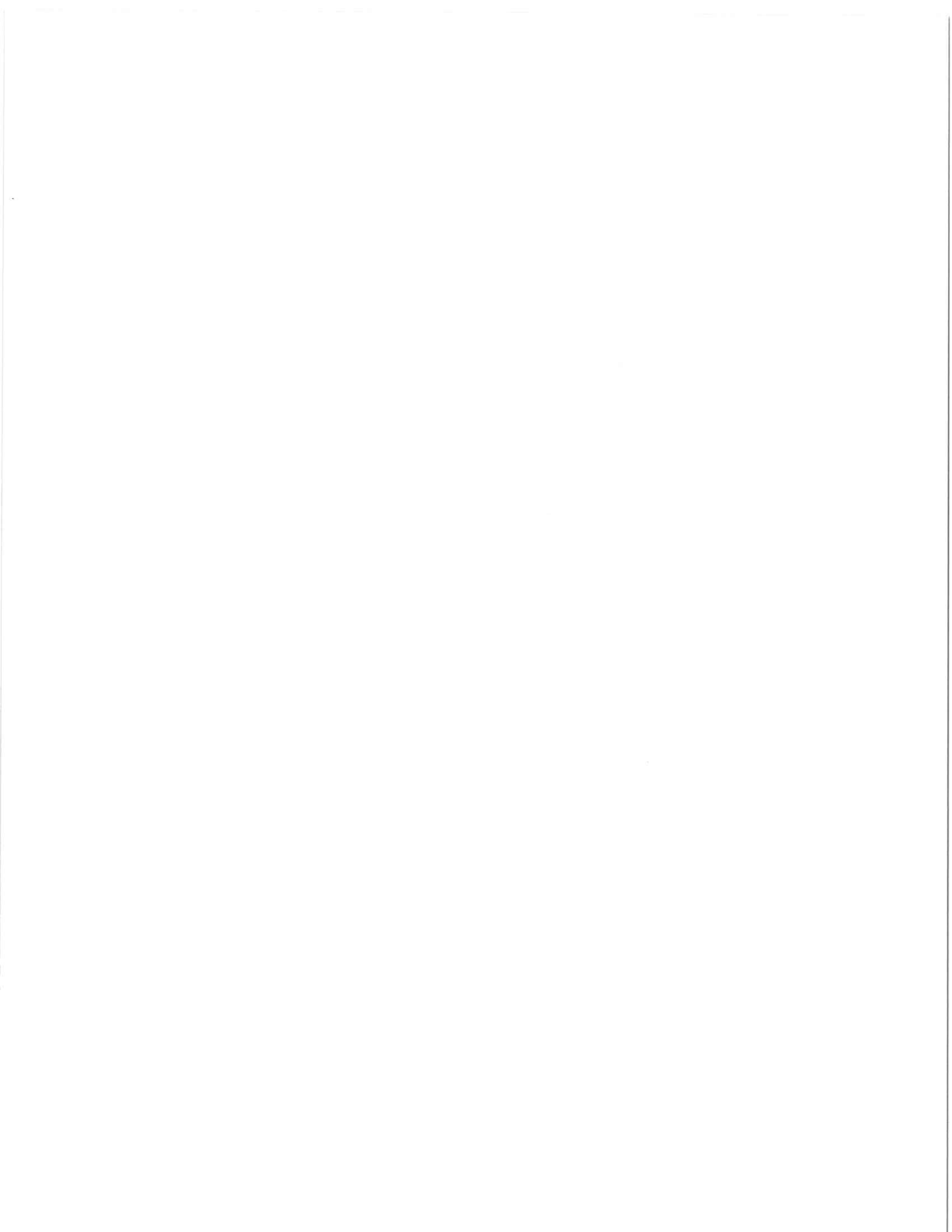
- Install and configure two Cisco Switches
- Connect new Cisco Switches to existing network.
- Install and configure Wireless Controller
- Configure 10 Cisco Access Points
- Configure WI-FI SSID and security to match the settings of the previous implementation

***Items NOT included within this Statement of Work:***

- **Cabling and physical installation of access points**
- **Troubleshooting or remediation of issues that might be found during installation**
- **Integration with NAC**
- **Integration with content filtering**
- **RF Heat Map or wireless analysis**
- **Bandwidth analysis or monitoring**
- **Configuration, troubleshooting associated with connected devices including wireless printers**
- **DR planning**
- **Security analysis and/or security recommendations**
- **Patch cables, cable management or any other cabling, or racking products**
- **Hardware, software, licensing, and or SSL certificates needed to complete project**
- **Post installation support**

**3. CLIENT'S RESPONSIBILITIES:**

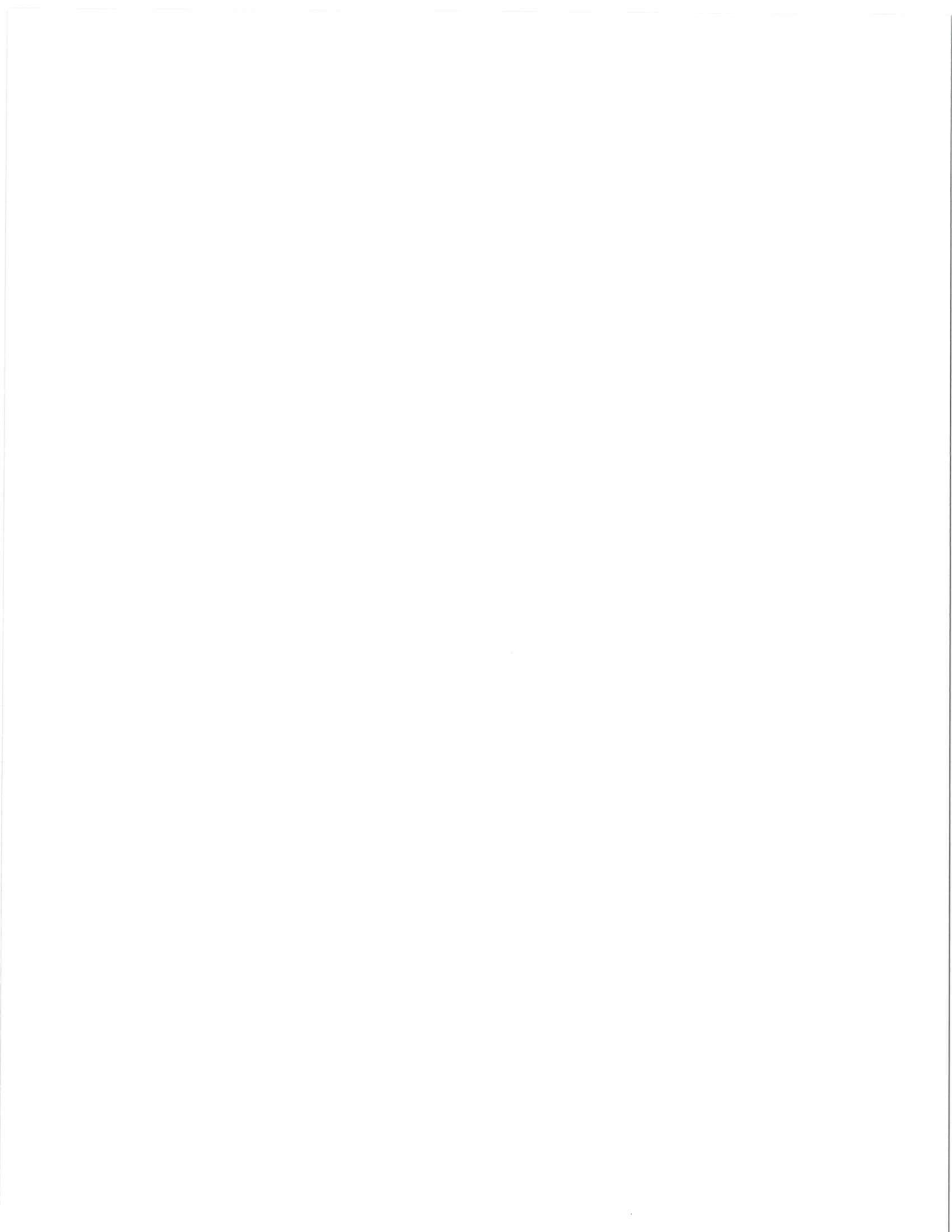
- Access to systems and staff necessary to the project.
- Access to any existing documentation that may contribute to the success of the project.
- Physical access to entire, or part of, site as needed.





#### 4. ASSUMPTIONS

- Individuals within Client will be available to Quest technology team for historical information pertaining to current environment.
- Individuals within Client will be available to Quest to provide any input necessary to best understand the current environment as well as strategic and/or future business needs of Client.
- Quest does not guarantee that the proper coverage required by Client will be fulfilled by this installation.
- Further adjustment to supported bands, transmission rates, or additional antennae and or AP's may be needed to reach the device density required by Client.
- Wireless networking is governed by a physical spectrum which can become full based on the number of devices trying to transmit to an AP. Therefore, it must be understood that Quest cannot control spectrum limitations. Client understands that further steps and equipment maybe required to support the wireless environment depending on utilization and the number of devices present.
- Post installation support can be billed time and materials on a separate agreement, as it is outside the scope of this agreement.



## 5. PRICING

Quest proposes to deliver the services described above for the rates set forth below. This is an estimate of the time required to complete the objective. There is no guarantee it can or will be implemented within this timeframe or set amount:

DESCRIPTION	COST
Wireless Network Implementation	\$8,333.00
<b>TOTAL:</b>	<b>\$8,333.00</b>

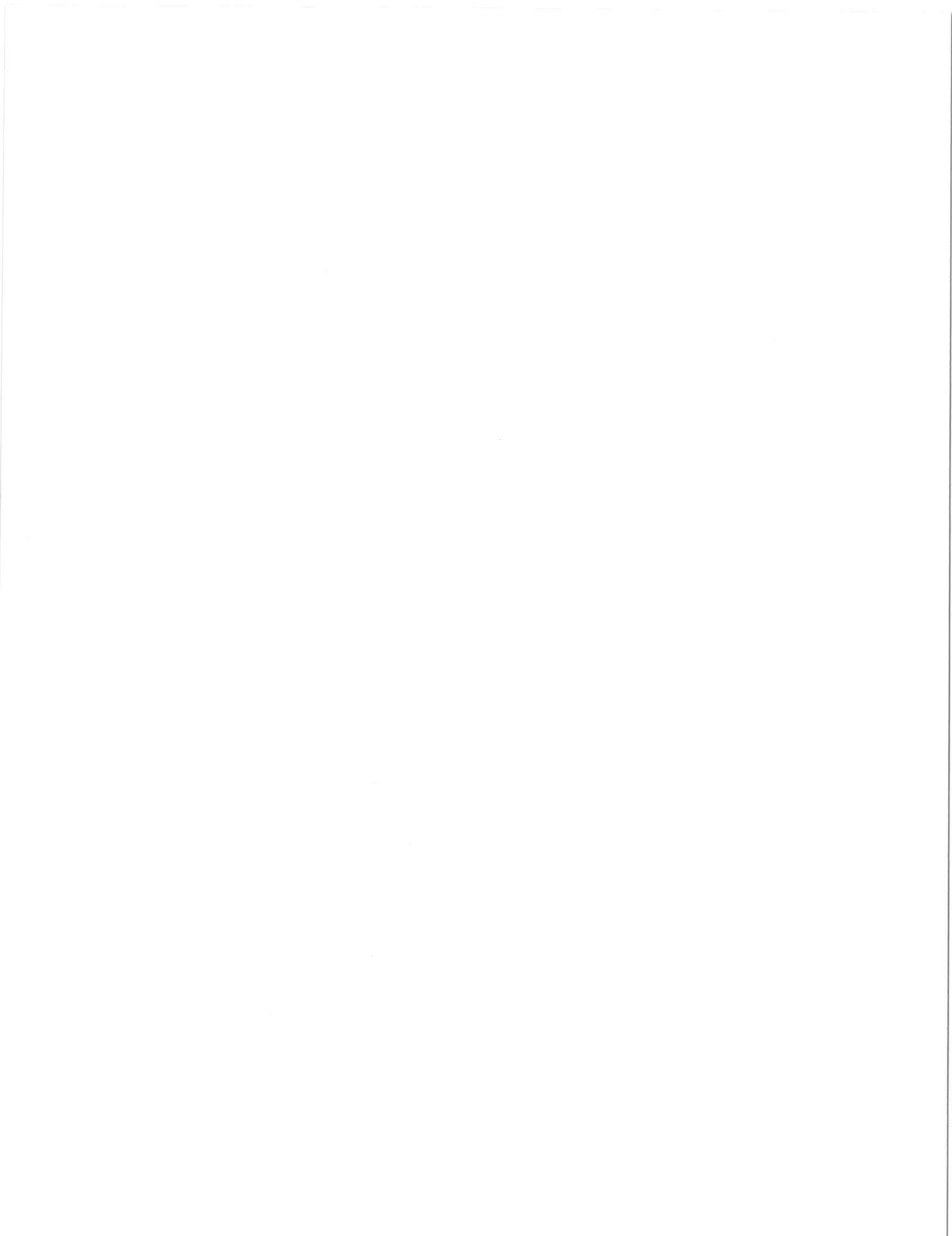
This quote is valid for 30 days after 1/1/2017

†This is an estimate of the time and cost to complete the objectives previously described; however, it is not a guarantee that the work can be completed in the estimated time.

The total cost of this project will not be exceeded, unless otherwise agreed to by both parties via the Project Addendum Process as described herein.

## 6. PAYMENT TERMS

- Quest requires a signed SOW prior to the scheduling of the Project.
- Client will be invoiced 50% at the start of the project, 25% upon completion of phase 1 and 25% at close of project.
- Quest requires a hardcopy purchase order from Client for all consulting services rendered pursuant to the SOW.
- All payments are due upon receipt of invoice. Payments received later than twenty (20) days after invoice shall accrue interest at 10% per annum. Client agrees that any late or missed payment is a material breach of this SOW.
- All payments to Quest shall be net of all taxes, charges, and other fees. Client shall be solely liable for and shall pay any state or local tax, fee, charge, or surcharge payable for services that are subject to such imposition.
- The initial kickoff will occur within 15 business days of contract approval, signing, and issuance of purchase order from Client.





- This SOW is based on dispatch Monday – Friday, 8:00 am – 5:00 pm schedule, and any deviations from this agreed upon schedule will be discussed and agreed to by both parties prior to initiation. Rates may be increased for services outside of this schedule.

## 7. INDEMNIFICATION

7.1 Quest agrees to defend, indemnify, and hold harmless Client and any of its directors, managers, officers, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands, and expenses, including but not limited to, attorneys' fees and cost of litigation, damage or liability of any nature whatsoever, (i) for death or injury to any person including Quest employees and agents, or damage or destruction of any real or tangible personal property of either party hereto or of third parties, to the extent arising from the negligent acts, error or omissions, or willful misconduct incident to the performance of this SOW by Quest or its subcontractors, or (ii) resulting from the breach by Quest of its obligations under this SOW, except in each case to the extent resulting from the negligence or willful misconduct of Client, or any of its directors, managers, officers, agents, employees, assigns, and successors in interest.

7.2 Section 7.1 shall apply with respect to a disclosure of "confidential information" only to the extent such disclosure is the result of actions predominantly attributable to Quest or its subcontractors. The provisions of the paragraph survive expiration or termination of this contract.

Neither Quest nor its subcontractor of any tier shall be held liable under these sections (7.1 and 7.2) for more than \$10,000.00 or as defined in the limitation of liability section (paragraph *Limitation of Amount of Liability*), whichever is less.

## 8. PERSONNEL

Client will be notified, in writing, of any changes to the local personnel assigned to this engagement. If a Quest-assigned employee is unable to perform due to illness, resignation, or other factors beyond Quest's control, Quest will make every reasonable effort to provide suitable substitute personnel. Any substitute personnel will meet all requirements and must be approved by Client.



## 9. TRAVEL AND EXPENSES

- Unless otherwise specifically agreed to in writing by Quest, all travel and expenses are not included in the fees and will be billed separately. Quest will use commercially reasonable efforts to travel as efficiently and cost-effectively as possible given timing and travel requirements. Valid expenses typically include, but are not limited to, parking, meals, lodging, photocopying, communication costs, transportation, gasoline, cabs, ride sharing, airfare, mileage, and automobile rental.
- If Quest is engaged for time and materials activities, Client agrees to pay Quest for a four (4) hour minimum for remote services and an eight (8) hour minimum for onsite services. Furthermore, Client agrees that in case of any breach of this SOW, or if services are not able to be performed due to Client failing to meet its obligations hereunder, Client shall pay Quest for the actual time spent.

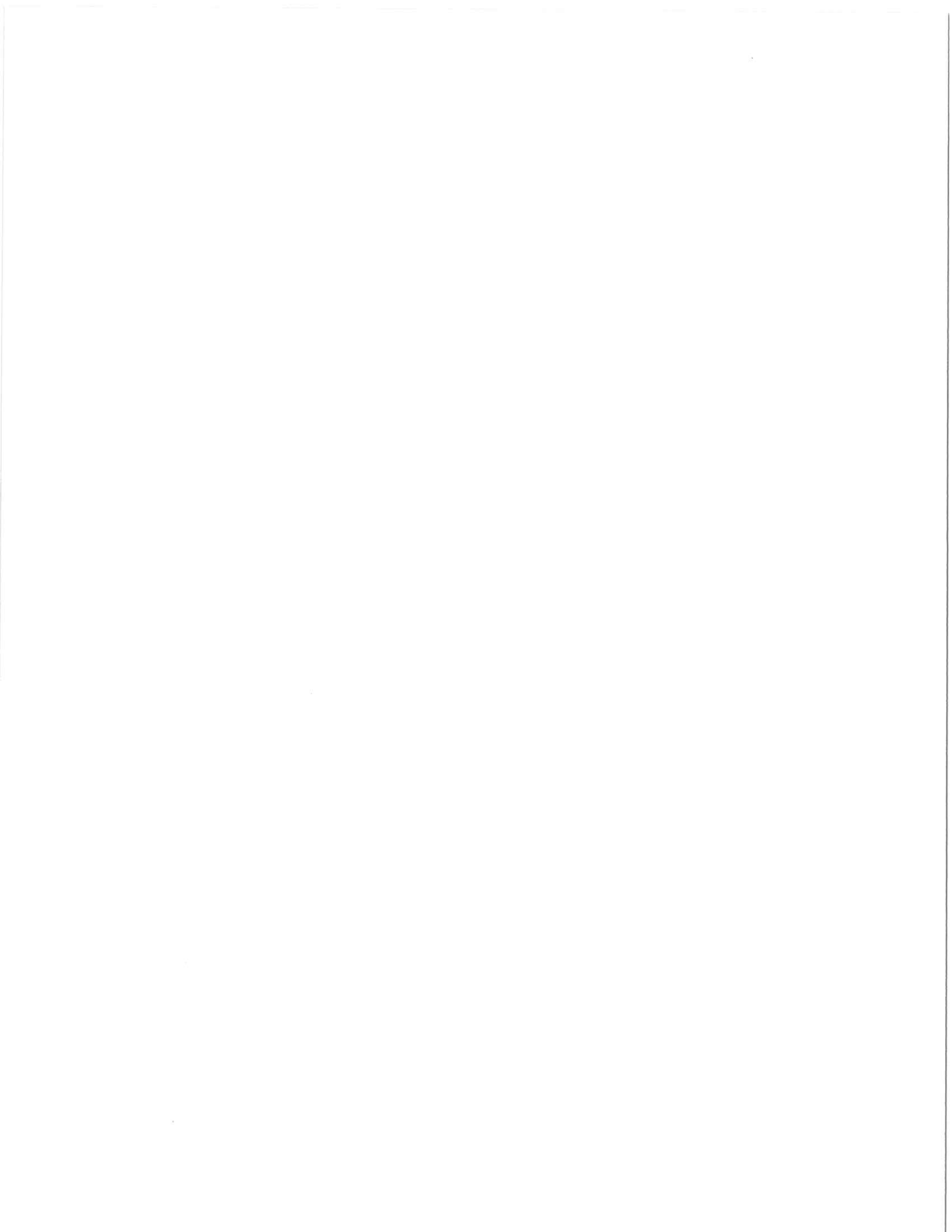
## 10. RESPONSIBILITIES OF PARTIES

### Quest agrees to:

- A. Designate a person to whom all project communications may be addressed and who has the authority to act on behalf of all Quest services. This person will review the SOW and associated documents with Client, thereby ensuring the clear understanding of responsibilities for both parties.
- B. Identify a project coordinator for the overall project and provide project management for all activities associated with the project.
- C. Comply with all applicable Client policies and procedures, including, but not limited to, Client's project management office guidelines.
- D. Return all Client property, including security badges, prior to the termination of the agreement.

### Client agrees to:

- A. Designate a person to whom all Quest communications may be addressed and who has the authority to act on behalf of all Client services. This person will review the SOW and associated documents with Quest, thereby ensuring the clear understanding of responsibilities for both parties.





- B. Provide information regarding the business structure of Client, as required, so Quest can provide services and fulfill its responsibilities under this SOW. Client further agrees to schedule the availability of appropriate personnel for interviews as required by Quest.
- C. Provide timely review and approval of Quest information and documentation in order for Quest to perform its obligations under this SOW.
- D. If Client does not specifically state in writing to Quest a failure of task, deliverable, or service to meet its satisfaction within five (5) business days of delivery, the task will be deemed accepted.

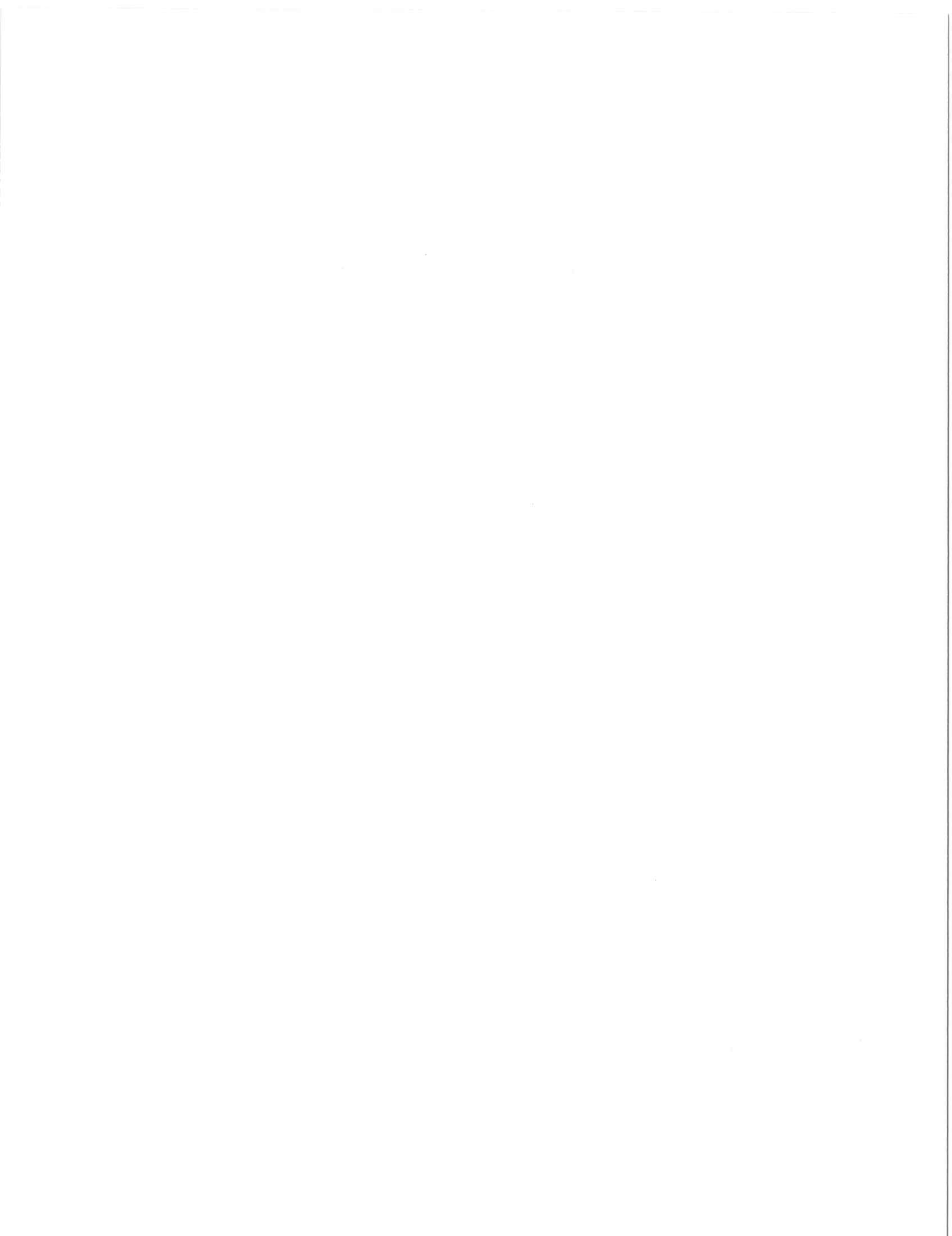
## 11. PROJECT DELIVERY METHODOLOGY

An especially important aspect of all Quest deliverables is the utilization of a delivery methodology that serves as a guide to support the activities of this project. The methodology must be comprehensive yet flexible and work “within” the Client’s business.

Quest’s methodology is a system of methods and principles supported by tools that will help Client implement a solution tied directly to business objectives. The Quest methodology spans the following areas: strategy/planning, design, implementation, and measurement. It also encompasses infrastructure architecture, performance, security, and management. Quest defines and manages the interplay between various stakeholders and is supported by individuals highly capable in project management. Quest’s methodology ensures consistent delivery and provides repeatable processes for Client.

The methodology is structured to include four key phases:

- **Strategy/Planning** – Links business strategy and key business initiatives to infrastructure requirements and defines high-level conceptual architecture to enable these requirements.
- **Design** – Develops detailed, integrated architectures and designs for security, infrastructure, performance, and management. Selects technologies and vendors.
- **Implementation** – Procures, tests, stages, and implements solutions at the Client’s site. Confirms that the solution meets the business strategy and design. Knowledge is transferred to Client.
- **Operation/Measurement** – Identifies Client’s business or service level specification and measures actual performance to determine its ability to effectively meet these predetermined requirements. Recommends and implements infrastructure changes to ensure expected business metrics are met.



The methodology encompasses the following domains:

- **Architecture** – Assesses the overall (current and/or planned) implementation of the system and its ability to meet service requirements.
- **Performance** – Assesses the performance of the system in terms of latency, capacity, and ability to deliver prompt, efficient service.
- **Security** – Assesses the security of a system in terms of integrity and confidentiality of information, and the ability of the system to avoid, detect, and respond to accidental or intentional intrusions.
- **Management** – Assesses the capabilities to configure, monitor, and control the operation of an existing system to maintain service requirements.

## 12. PROJECT ADDENDUM PROCEDURES

Client or Quest may request changes to this SOW at any time. Because such changes may potentially affect the cost, schedule, or other critical aspects of the project, both Client and Quest must approve such project addendums prior to their implementation. The following project addendum procedure will be used except as superseded by mutual agreement or other binding procedures:

- A. A Project Addendum (PA), form in a format acceptable to both Client and Quest will be the vehicle for communicating change.
- B. A PA must describe the requested change, the rationale for such change, and any anticipated effects from the change on the contract and/or the work performed under the contract.
- C. When a PA is issued by Client, delivery of the PA to Quest constitutes authorization by Client for additional hours and cost incurred by the information technology consultant to investigate the PA.
- D. Client and/or Quest must complete all reviews and officially approve or reject an issued PA within five (5) business days of receipt.
- E. Resolution of open issues concerning the definition, submission, acceptance, rejection, or implementation of all PAs will occur via a mutually selected and approved process.
- F. Any services to be performed that are not specifically outlined in this document will be billed at Quest's standard hourly rate rounded up to the next full hour based on actual time worked; written





Client approval is required for hours in excess of 20. Rates for services performed outside of those specifically described in this document are outlined in Attachment A.

### **13. POINTS OF CONTACT**

**Quest Primary Contact:**

Andy Samms – Account Manager

Email: Andrew\_Samms@Questsys.com

Phone: (916) 338-7070

**Quest Secondary Contact:**

Dave Montano – Technical Consultant

Email: Dave\_Montano@Questsys.com

Phone: (916) 609-8092

### **14. CONFIDENTIALITY**

Quest agrees that Quest and its agents and personnel may have access to confidential and proprietary information and materials belonging to or disclosed by Client, whether disclosed electronically, orally, in writing, or by display, which are not generally disclosed to or known by the public, concerning or pertaining to the business of Client, including, without limitation, trade secrets, data, reports, methods, techniques, procedures, processes, methodologies, forecast, plans, employee information, and Client information, and that such information is commercially valuable to Client or is otherwise confidential and proprietary to Client (“confidential information”). Confidential information shall not include any information to the extent that it (i) is or becomes a part of the public domain through no act or omission on the part of Quest; (ii) is disclosed to third parties by Client without restriction on such third parties; (iii) is in Quest’s possession, without actual or constructive knowledge of an obligation of confidentiality with respect thereto, at or prior to the time of disclosure under this SOW; (iv) is disclosed to Quest by a third party; (v) is independently developed by Quest without reference to the disclosing party's confidential information; or (vi) is released from confidential treatment by written consent of Client. Quest agrees that nothing in this SOW grants to it any license, right, title, or interest in or to the confidential information, except as expressly set forth herein. Client reserves all rights to its confidential information not expressly granted in this SOW. Quest agrees to use confidential information solely for the purposes of this SOW and pursuant to the terms of this SOW and for no other purpose whatsoever. Quest



agrees to hold such information in the strictest confidence. Quest shall use reasonable efforts to protect the confidentiality of Client's confidential information, treating it as Quest would its own confidential information of a similar nature and value. Quest agrees to provide Client with such further assurances as reasonably requested by Client from time to time.

## 15. NON-SOLICITATION

**15.1 Quest.** During the term and for a period of one (1) year thereafter, Quest agrees not to hire, solicit, or attempt to solicit the services of any employee or subcontractor of Client without the prior written consent of Client. Violation of this provision shall entitle Client to assert liquidated damages against Quest equal to one (1) year of billable engineering time or \$50,000.00, whichever is greater.

**15.2 Client.** During the term and for a period of one (1) year thereafter, Client agrees not to hire, solicit, or attempt to solicit the services of any employee or subcontractor of Quest without the prior written consent of Quest. Violation of this provision shall entitle Quest to assert liquidated damages against Client equal to one (1) year of billable engineering time or \$50,000.00, whichever is greater.

## 16. INDEPENDENT CONTRACTOR STATUS

Parties agree that Quest is an independent contractor providing professional services and not an employee, agent, joint venture, or partner of Client. Nothing in this SOW, nor in a course of dealing between the parties, shall be interpreted or construed as creating the relationship of employer and employee, principal and agent, joint ventures, or partners between Quest and Client and/or its personnel. Neither party shall have any right, power, or authority, expressed or implied, to bind the other.





## 17. LIMITATION OF LIABILITY

In no case shall either party's maximum liability arising out of this agreement, whether based upon warranty, contract, negligence, tort, strict liability, or otherwise, exceed in the aggregate, the actual payments received by Quest during the six (6) months preceding the event giving rise to any claim.

In no event shall either party be liable for: (i) indirect, special, incidental, or consequential damages, including, but not limited to, loss of profits, loss of revenues, loss of opportunities, loss of data, or loss of use damages, arising out of this agreement, even if the party has been advised of the possibility of such damages, or (ii) damages relating to any claim that arose more than one (1) year prior to the institution of suit thereon.

## 18. GENERAL PROVISIONS

This SOW represents the entire understanding between Quest and Client with respect to the engagement, the Consulting Services and Quest's engagement hereunder, and all prior discussions, agreements, and understandings are merged herein. In the event that either party institutes any lawsuit or other formal legal action to enforce its rights under this SOW, the prevailing party shall be entitled to an award of all costs incurred thereby, including reasonable attorneys' fees. This SOW shall not be assignable (other than pursuant to a merger or otherwise by law) without the other party's prior written consent. This SOW shall be governed by and construed in accordance with the laws of the State of California without regard to such state's principles of conflicts of laws. This SOW may be amended, modified, or supplemented only by written instrument executed by each of the parties hereto. Any legal proceeding by a party to enforce any provision of this SOW or arising out of this SOW must be brought in the California Superior Court in the County of Sacramento or the United States Court for the Eastern District of California, as applicable, and each party consents to the jurisdiction of such courts and waives any objection to the venue laid therein. This SOW may be signed in counterparts, and both counterparts shall collectively be deemed one and the same document. Signatures delivered electronically or by facsimile shall be deemed to be original signatures for all purposes.





**19. ACCEPTANCE**

The pricing contained in this SOW shall remain valid for 30 days from the date of delivery. Prior to beginning work, Quest requires this SOW to be signed by an authorized representative of Client and a purchase order issued to cover the costs as outlined. **Upon signature, please email signed document to Dave Montano at: Dave\_Montano@questsys.com.**

*Signature below denotes agreement to and approval by authorized representatives for the execution of this proposal:*

**Knights Ferry Elementary School:**

**QUEST:**

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

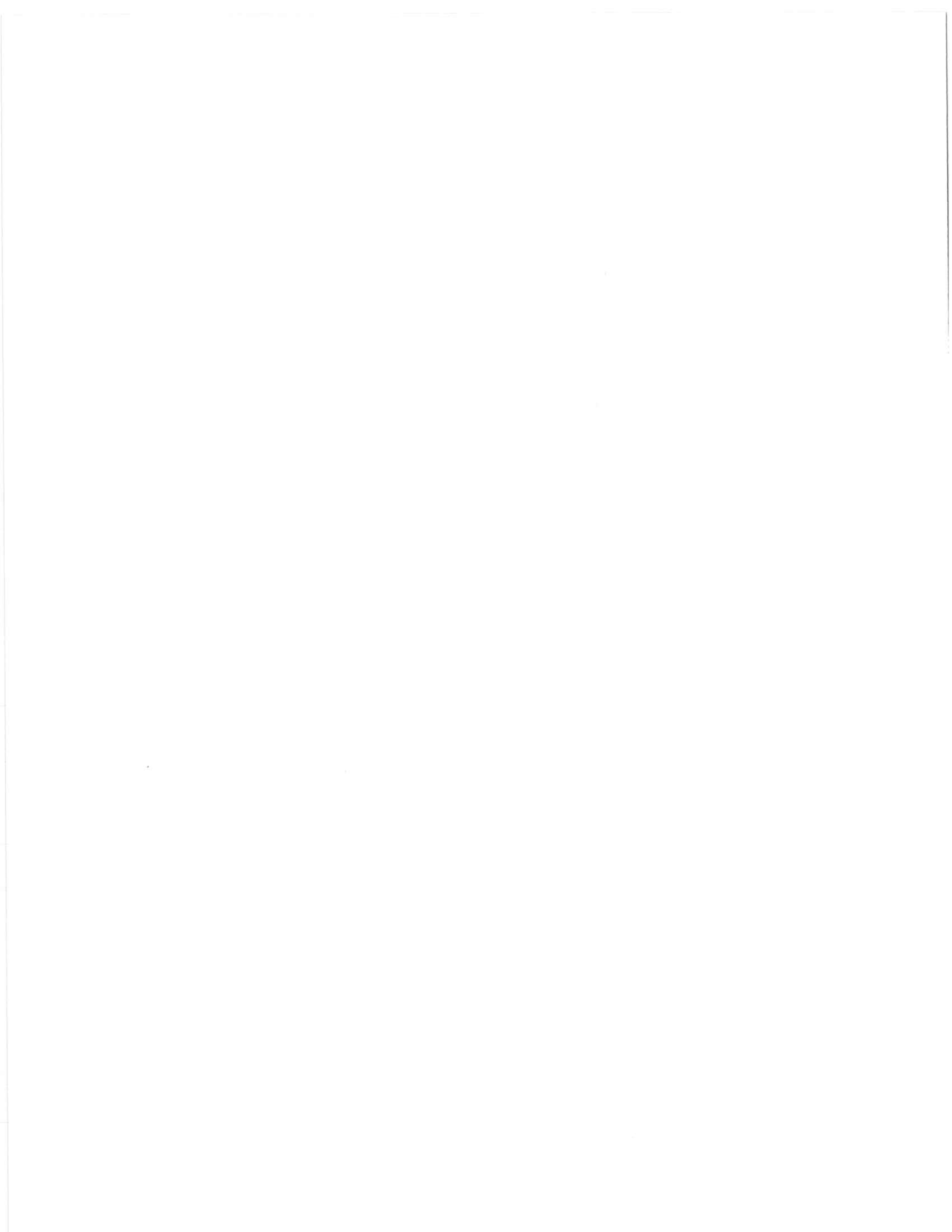
Title: \_\_\_\_\_

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

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

Contract/PO#: \_\_\_\_\_

Quest is an equal opportunity employer with affirmative action obligations, meaning it actively seeks qualified job candidates who are minorities, women, disabled, and protected veterans. By accepting this contract or purchase order, you also accept an y responsibility for abiding by all the regulatory requirements at 41 CFR 60-2, 41 CFR 60-300 and 41 CFR 60-741. These regulations prohibit discrimination against minorities, women, qualified individuals with disabilities, and qualified protect ed veterans and requires affirmative action by covered prime contractors and subcontractors for the employment and advancement in employment of qualified protected veterans. Those requirements are incorporated here for reference.





**ATTACHMENT A – RATE SCHEDULE**

In addition to the amounts set forth above, any technical support provided by Quest in connection with the services shall be billed by Quest on a time and materials basis pursuant to the following rate schedule.

- All fees are in US Dollars.
- Incident Response as well as data and/or application migration services are available upon request for an additional fee/cost.

**Remote (Quest NOC) Support (billed in 15 minute increments)**

Cable Plant at Quest Data Center	\$75 per hr.
Desktop/Printer	\$78 per hr.
Video Surveillance, Access Control	\$95 per hr.
Audio/Video, Video Conferencing	\$95 per hr.
Network, IaaS, Server, or Storage	\$135 per hr.
Program or Project Manager	\$140 per hr.
SQL, .NET, SharePoint	\$180 per hr.
VoIP, Security, Mobility, VMware, or Citrix	\$180 per hr.
Incident Response Resource	\$350 per hr.

**On-site Scheduled Support (4 hr. min, scheduled 24 hrs. in advance)**

Data Cabling	\$75 per hr.
Desktop/Printer	\$85 per hr.
Video Surveillance, Access Control	\$98 per hr.
Audio/Video, Video Conferencing	\$98 per hr.
Network, IaaS, Server, or Storage	\$170 per hr.
Program or Project Manager	\$145 per hr.
SQL, .NET, SharePoint	\$195 per hr.
VoIP, Security, Mobility, VMware, or Citrix	\$195 per hr.
Incident Response Resource	\$350 per hr.

**After Hours Technical Support (4 hr. min, less than 24 hr. notice and/or after hrs./weekends)**

Data Cabling	\$95 per hr.
Desktop/Printer	\$125 per hr.
Video Surveillance, Access Control	\$135 per hr.
Audio/Video, Video Conferencing	\$150 per hr.
Network, IaaS, Server, or Storage	\$210 per hr.
SQL, .NET, SharePoint	\$250 per hr.
VoIP, Security, Mobility, VMware, or Citrix	\$250 per hr.

