



Community School for Creative Education

CSCE Special Board Meeting

Date and Time

Wednesday June 21, 2023 at 6:00 PM PDT

Location

2111 International Blvd., Oakland, CA 94606

Join Zoom Meeting

<https://us06web.zoom.us/j/86855177854?pwd=MzAxZG1XOWZGWU1WSFFISHF2YXh5dz09>

Meeting ID: 868 5517 7854

Passcode: CSCE2111

Grace Pang

300 Estudillo Ave, San Leandro, CA 94577

Martha Candido

22241 S Garden Ave Apt.4 Hayward ca 94541

Dr. Allegra Allesandri Pfeifer

1430 N street Sacramento CA 95814

Rudolf Steiner, Motto of Social Ethics, 1920 (at end of first full year of first Waldorf School founded 1919)

The healing social life is found when in the mirror of each human being the whole community finds its reflection,
and when in the community the strength of each one is living.

La vida social saludable se encuentra cuando en el espejo de cada ser humano la comunidad entera se encuentra reflejada y en la comunidad vive la virtud de cada uno.

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Heilsam ist nur, wenn Im Spiegel der Menschenseele sich bildet die ganze Gemeinschaft Und in der Gemeinschaft Lebet der Einzel Seele Kraft

Objective and 5 BIG GOALS

CSCE annual objective is reaching 80% proficiency in ELA and Math for all student groups grades 3-8 measured by NWEA MAP.

To achieve this school-wide objective over the next two years, the CSCE has FIVE BIG GOALS

Goal #1: Develop Waldorf-inspired, Common Core-aligned and equity-focused curriculum;

Goal #2: Test and document Waldorf-inspired, Common Core-aligned practices as measured in student and adult learning outcomes;

Goal #3: Maintain a well-operated school environment in Operations, HR and Budget;

Goal #4: Maintain effective community outreach (including parents, community partners, policy and research community); and

Goal #5: Launch long-term fundraising strategy for scale-up with financial stability

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
II. Closed Session Item			6:01 PM
A. "Public Employment (§ 54957) Title: Head of School & Director of Finance & Operations"	Vote	Bill Kappenhagen	30 m

	Purpose	Presenter	Time
III. Open Session Report Out Item			6:31 PM
A. Head of School & Director of Finance & Operations Contract for 2022 - 2023	Vote	Bill Kappenhagen	5 m
IV. Consent Agenda			6:36 PM
A. May 17th board meeting minutes	Vote	Anastasia Prentiss	2 m
B. June 17th board meeting minutes	Vote	Anastasia Prentiss	2 m
V. Academic Excellence			6:40 PM
A. CSCE 2023-2024 Instructional Minutes	Vote	Phillip Gedeon	10 m
VI. Finance			6:50 PM
A. 23-24 Budget Presentation Review	FYI	Kimberly Palmore	15 m
VII. Governance			7:05 PM
A. Wellness Policy Presentation	Vote	Kimberly Palmore	15 m
B. Board Meeting Dates for Summer	Vote	Anastasia Prentiss	10 m
C. Officers and Election Process	FYI	Anastasia Prentiss	10 m
D. Board Member Job Description Finalization for 2023-2024	Vote	Anastasia Prentiss	10 m
E. Board Member New Term - Martha Candido	Vote	Anastasia Prentiss	5 m
F. New Board Member Nomination - Jennifer Pellegrine	Vote	Anastasia Prentiss	10 m
VIII. Closing Items			8:05 PM
A. Adjourn Meeting	Vote	Anastasia Prentiss	2 m

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Coversheet

May 17th board meeting minutes

Section: IV. Consent Agenda
Item: A. May 17th board meeting minutes
Purpose: Vote
Submitted by:
Related Material: 2023_05_17_board_meeting_minutes.pdf

DRAFT



Community School for Creative Education

Minutes

May 17th CSCE Board Meeting

Date and Time

Wednesday May 17, 2023 at 3:00 PM

Location

<https://us06web.zoom.us/j/89397249294?pwd=cS8rZ1pNdkV0UURKOUtOSnNNOUFjZz09>

Meeting ID: 893 9724 9294

Passcode: CSCE2111

Les

27846 Tampa Ave., Hayward, 94544

Martha

22241 S Garden Ave Apt.4 Hayward ca 94541

Dr. Allegra

1430 N street Sacramento CA 95814

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- Goal #4:** Maintain effective community outreach (including parents, community partners, policy and research community); and
- Goal #5:** Launch long-term fundraising strategy for scale-up with financial stability

Directors Present

A. Alessandri (remote), A. Prentiss, L. Morones (remote), M. Candido (remote)

Directors Absent

A. Barnes, G. Pang

Guests Present

K. Palmore (remote), P. Gedeon (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

A. Prentiss called a meeting of the board of directors of Community School for Creative Education to order on Wednesday May 17, 2023 at 3:00 PM.

II. Closed Session Item

A. "Public Employment (§ 54957) Title: Head of School"

Closed session was held to discuss the employment agreement for the Head of School.

III. Open Session Report Out Item

A. Head of School Contract for 2022 - 2023

A. Alessandri made a motion to approve a temporary committee to meet with the Head of School to discuss his employment contract.

M. Candido seconded the motion.

Committee members include Dr. Allegra Alessandri, Lesbhia Morones, and Martha Candido.

The board **VOTED** to approve the motion.

Roll Call

G. Pang	Absent
M. Candido	Aye
A. Alessandri	Aye
A. Prentiss	Abstain
A. Barnes	Absent
L. Morones	Aye

IV. Consent Agenda

A. Approve May 9th board meeting minutes

M. Candido made a motion to approve the minutes from May 9th May 9th CSCE BOARD MEETING on 05-09-23.

L. Morones seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Barnes	Absent
G. Pang	Absent
A. Prentiss	Aye
M. Candido	Aye
L. Morones	Aye
A. Alessandri	Aye

B. April Check Register

M. Candido made a motion to Approve Consent Agenda.

L. Morones seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Morones	Aye
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Roll Call

A. Prentiss Aye
G. Pang Absent
M. Candido Aye
A. Alessandri Aye
A. Barnes Absent

V. Governance

A. Attitudinal Healing Connection Summer 2023 Agreement

M. Candido made a motion to Approve the Attitudinal Healing Connection Summer 2023 Agreement.

L. Morones seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Morones Aye
A. Alessandri Aye
A. Barnes Absent
A. Prentiss Abstain
G. Pang Absent
M. Candido Aye

B. June Board Draft Agenda Discussion

Dr. Anastasia Prentiss will begin to build the agenda for the board retreat in June and will share the draft to see if there are any recommendations for discussion items.

VI. Academic Excellence

A. Public Hearing to Discuss Local Control Accountability Plan (LCAP) for the 2023-24 School Year

The public hearing to discuss the Local Control Accountability Plan (LCAP) for the 2023-24 school year tabled. The Head of School will lead the hearing on Tuesday, June 6th at 6pm.

M. Candido made a motion to establish a board meeting on Tuesday, June 6th at 6pm for the LCAP public hearing.

L. Morones seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Alessandri Aye
A. Prentiss Aye
G. Pang Absent
L. Morones Aye
M. Candido Aye

Roll Call

A. Barnes Absent

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,

A. Prentiss

Documents used during the meeting

- 2023_05_09_board_meeting_minutes.pdf
- CSCE Check Register April 2023.pdf
- AHC_CSCE Summer Session-LOA_2022_2023.pdf

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Coversheet

June 17th board meeting minutes

Section: IV. Consent Agenda
Item: B. June 17th board meeting minutes
Purpose: Vote
Submitted by:
Related Material: 2023_06_17_board_meeting_minutes.pdf

DRAFT



Community School for Creative Education

Minutes

June 17th - CSCE Board Retreat

Date and Time

Saturday June 17, 2023 at 9:30 AM

Location

2111 International Boulevard Oakland CA 94606

Join Zoom Meeting

<https://us06web.zoom.us/j/84337400292?pwd=MHBHbmNXNUphN2hSd050MUV0NWJLZz09>

Meeting ID: 843 [3740 0292](#)

Passcode: CSCE2111

Les

2499 S Lind Ave, Fresno CA 93725

Martha

22241 S Garden Ave Apt.4 Hayward ca 94541

Dr. Allegra

1430 N street Sacramento CA 95814

Grace Pang

300 Estudillo Ave, San Leandro, CA 94577

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- Goal #5:** Launch long-term fundraising strategy for scale-up with financial stability

Directors Present

A. Alessandri, A. Barnes (remote), A. Prentiss, B. Kappenhagen, G. Pang (remote), L. Morones (remote), M. Candido

Directors Absent

None

Directors who left before the meeting adjourned

L. Morones

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

A. Prentiss called a meeting of the board of directors of Community School for Creative Education to order on Saturday Jun 17, 2023 at 10:27 AM.

II. Consent Agenda

A. May 18th board meeting minutes

B. June 6th board meeting minutes

A. Alessandri made a motion to approve the minutes from 6/6/23 CSCE BOARD MEETING on 06-06-23.

M. Candido seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Alessandri	Aye
M. Candido	Aye
A. Prentiss	Aye
L. Morones	Aye
A. Barnes	Absent
B. Kopenhagen	Aye
G. Pang	Absent

III. Academic Excellence

A. Approval of CSCE Local Control Accountability Plan (LCAP) and Local Indicators for the 2023-24 School Year

L. Morones left.

B. Kopenhagen made a motion to Approve LCAP as proposed.

A. Alessandri seconded the motion.

Shift from "stakeholder" to "Educational Partners."

Data - indicates reading as the focus - after school program implementation. (possible)

Parents want deepen whole student, and SEL

The board **VOTED** to approve the motion.

Roll Call

A. Alessandri	Aye
B. Kopenhagen	Aye
A. Prentiss	Aye
G. Pang	Absent
A. Barnes	Absent
M. Candido	Aye

Roll Call

L. Morones Absent

A. Alessandri made a motion to Approve the the 4 local indicators of the LCAP.

M. Candido seconded the motion.

Met Williams mandate

Met Implementation of State Standards

We need to think differently about how to get strong family and student satisfaction.

Could you rewrite the survey approach for families?

Building Communication and Stewardship Capacity in Students

The board **VOTED** to approve the motion.

Roll Call

A. Barnes Absent

L. Morones Absent

G. Pang Absent

M. Candido Aye

A. Alessandri Aye

B. Kopenhagen Aye

A. Prentiss Aye

B. CSCE 2023 - 2024 Org Chart

A. Alessandri made a motion to Approve the 23-24 Organizational Chart Amend the motion to the Approve the 23-24 Organizational Chart as an interim tool to build capacity of the organization to expire in 45 business days Beginning June 20th. Allegra, Bill second --.

M. Candido seconded the motion.

SPED Director title Change

in-house SLP provider internally.

Flatten of Org Chart to manage one-to-one direct reports.

Request for the Job description(s) for SPED director and SLP

Working to reduce external contracts - to develop long-term growth

The board **VOTED** to approve the motion.

Roll Call

M. Candido Aye

A. Prentiss Aye

G. Pang Absent

L. Morones Absent

B. Kopenhagen Aye

A. Barnes Absent

A. Alessandri Aye

C. Instructional Partners Contract for 2023-2024

M. Candido made a motion to Aprove the Instructional Partners Contract.

A. Alessandri seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Prentiss Aye
L. Morones Absent
A. Barnes Absent
G. Pang Absent
M. Candido Aye
A. Alessandri Aye
B. Kopenhagen Abstain

D. Swing Education Contract 23-24

M. Candido made a motion to Approve contract.

A. Alessandri seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Barnes Absent
A. Prentiss Aye
G. Pang Absent
L. Morones Absent
A. Alessandri Aye
M. Candido Aye
B. Kopenhagen Aye

E. Norton Staffing Agency Contract 23-24

A. Alessandri made a motion to Approve Norton Staffing Agency Contract 22-24.

B. Kopenhagen seconded the motion.

A jewel

The board **VOTED** to approve the motion.

Roll Call

A. Alessandri Aye
A. Prentiss Aye
B. Kopenhagen Aye
L. Morones Absent
M. Candido Absent
A. Barnes Absent

F. Adriana San Millan Contract 23-24

B. Kopenhagen made a motion to Approve Adriana San Millan Contract 23-24.

A. Alessandri seconded the motion.

good

The board **VOTED** to approve the motion.

Roll Call

A. Prentiss Aye
L. Morones Absent
B. Kopenhagen Aye
G. Pang Absent
A. Alessandri Aye
A. Barnes Absent
M. Candido Aye

G. The Education Team Contract 23-24

M. Candido made a motion to Approve The Education Team contract 23-24.

A. Alessandri seconded the motion.

good

The board **VOTED** to approve the motion.

Roll Call

A. Barnes Absent
B. Kopenhagen Aye
M. Candido Aye
L. Morones Absent
A. Alessandri Aye
A. Prentiss Aye
G. Pang Absent

H. Ascend Contract 23-24

A. Alessandri made a motion to Approve the Ascend Contract.

M. Candido seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

G. Pang Absent
B. Kopenhagen Aye
M. Candido Aye
A. Barnes Absent
A. Alessandri Aye
L. Morones Absent
A. Prentiss Aye

I. Maxim Staffing Contract 23-24

A. Alessandri made a motion to Maxim Staffing Contract 23 -24.

M. Candido seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Candido Aye
A. Prentiss Aye

Roll Call

B. Kopenhagen Aye
A. Alessandri Aye
L. Morones Absent

IV. Development

A. Long-term facility update

Page 119 of the board packet for details.
Tour the Tenderloin Community School -
The current rent is 130,000.00

1. Secure short-term facility
2. Build Team
3. Advocacy Involvement
4. Vision process

Deep dive financials can we do it
no audit findings
test scores
authorizer relationship

Qualify for SB740 - option if outside of the OUSD (75%)

Continue with Gregory -

Address short-term plans

B. Advancement Presentation

Donor Perfect - tool in one place
Created Job description
Giving Tues. campaign
In-Person - End of year

V. Finance

A. 23-24 Budget Presentation

B. Kopenhagen made a motion to Approve 23-24 Budget Presentation.
A. Alessandri seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

G. Pang	Absent
A. Alessandri	Aye
L. Morones	Absent
M. Candido	Aye
B. Kopenhagen	Aye
A. Prentiss	Aye
A. Barnes	Absent

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:57 PM.

Respectfully Submitted,
A. Prentiss

Documents used during the meeting

- CORE-PRINCIPLES.final.pdf
- 2023_06_06_board_meeting_minutes.pdf
- Org Chart 23-24.pdf
- Instruction Partners Community School for Creative Education.SY2324.pdf
- Swing Education Agreement 23-24.pdf

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Coversheet

CSCE 2023-2024 Instructional Minutes

Section: V. Academic Excellence
Item: A. CSCE 2023-2024 Instructional Minutes
Purpose: Vote
Submitted by:
Related Material: CSCE Instructional Minutes 23-24.pdf

Community School for Creative Education

2023-24 Instructional Minutes

2023-2024 Required Minutes	
Kindergarten	36,000
Grades 1-3	50,400
Grades 4-8	54,000

	S	M	T	W	TH	F	S			
July						1	2			
	3	4	5	6	7	8	9			
	10	11	12	13	14	15	16			
	17	18	19	20	21	22	23			
	24	25	26	27	28	29	30			
	31									
August								REGULAR	MINIMUM	
								AR	AM	# of days
	6	NS	NS	AM	AR	AR	12	13	4	17
	13	AR	AR	AM	AR	AR	19			
20	AR	AR	AM	AR	AR	26				
27	AR	AR	AM	AR						
September								REGULAR	MINIMUM	
								SR	SM	# of days
	3	NS	SR	SM	SR	SR	9	16	4	20
	10	SR	SR	SM	SR	SR	16			
17	SR	SR	SM	SR	SR	23				
24	SR	SR	SM	SR	SR	30				
October								REGULAR	MINIMUM	
								OR	OM	# of days
	1	OR	OR	OM	OR	OR	7	16	4	20
	8	NS	OR	OM	OR	OR	14			
15	OR	OR	OM	OR	OR	21				
22	OR	OR	OM	OR	PD	28				
29	OR	OR								
November								REGULAR	MINIMUM	
								NR	NM	# of days
	5	NR	NR	NM	NR	NS	11	10	6	16
	12	NM	NM	NM	NR	NR	18			
19	NS	NS	NS	NS	NS	25				
26	NR	NR	NM	NR						
December								REGULAR	MINIMUM	
								DR	DM	# of days
	3	DR	DR	DM	DR	DR	9	8	2	10
	10	DR	DR	DM	DR	DR	16			
17	NS	NS	NS	NS	NS	23				
24	NS	NS	NS	NS	NS	30				
31										
January								REGULAR	MINIMUM	
								JR	JM	# of days
	7	NS	PD	JM	JR	JR	6	15	4	19
	14	JR	JR	JM	JR	JR	13			
21	NS	JR	JM	JR	JR	20				
28	JR	JR	JM	JR	JR	27				
February								REGULAR	MINIMUM	
								FR	FM	# of days
	4	FR	FR	FM	FR	FR	3	14	3	17
	11	NS	FR	FM	FR	FR	10			
18	FR	FR	MM	MM	NS	24				
25	FR	FR	MM	FR						
March								REGULAR	MINIMUM	
								MR	MM	# of days
	12	MR	MR	MM	MR	MR	9	19	8	27
	19	MR	MR	MM	MR	MR	16			
26	MR	MR	MM	MR	MR	23				
31	MR	MR	MM	MR	NS	30				
April								REGULAR	MINIMUM	
								APR	APM	# of days
	7	NS	NS	NS	NS	NS	6	12	3	15
	14	APR	APR	APM	APR	APR	13			
21	APR	APR	APM	APR	APR	20				
28	APR	APR	APM	APR	APR	27				
May								REGULAR	MINIMUM	
								MYR	MYM	# of days
	5	MYR	MYR	MYM	MYR	MYR	4	11	8	19
	12	MYR	MYR	MYM	MYR	PD	18			
19	MYM	MYM	MYM	MYM	MYM	25				
26	NS	NS	NS	NS	31					
June								REGULAR	MINIMUM	
								JUR	JUM	# of days
	2	3	4	5	6	7	8	0	0	0
	9	10	11	12	13	14	15			
	16	17	18	19	20	21	22			
	23	24	25	26	27	28	29			
30										

Instructional Minutes		
	Reg Mins	Min Day Mins
TK/K	290	200
1-2	340	215
3-5	365	215
6-8	375	255

TK/Kindergarten	Count	Minutes on Calendar
Regular Days	134	38,860.00
Minimum Days	46	9,200.00
Total	180	48,060.00
Grades 1-2		
Regular Days	134	45,560.00
Minimum Days	46	9,890.00
Total	180	55,450.00
Grades 3-5		
Regular Days	134	48,910.00
Minimum Days	46	9,890.00
Total	180	58,800.00
Grades 6-8		
Regular Days	134	50,250.00
Minimum Days	46	11,730.00
Total	180	61,980.00
FIRST DAY	8/9/2023	
LAST DAY	5/24/2024	

Coversheet

23-24 Budget Presentation Review

Section: VI. Finance
Item: A. 23-24 Budget Presentation Review
Purpose: FYI
Submitted by:
Related Material: Budget Presentation 6.17.23.pdf



Budget Narrative 6.17.23

General Assumptions: Enrollment: 225 ADA %: 93% Funded ADA: 209.25

Revenue: Total \$5,177,396

Expenditures: Total \$5,168,317

LCFF Sources

The LCFF calculator includes the projected 8.22% COLA.

Federal Revenue

Federal revenue includes Title funds, Nutrition, SPED and the remaining \$337K of ESSER III funds.

State Revenue

In addition to our normal State Funding (Mandate Block Grant, Lottery, Nutrition), we are planning to receive year two of funding for the Community Schools Grant, another round of ELOP funding, ASES funding, and the new Prop 28 Arts & Music funding. We also plan to continue to expense our Learning Recovery funding and a portion of our Arts & Music Block Grant, both of which saw funding reductions per the May revise. We have also budgeted for an increase in Special Education Funding.

Other Local Revenue

Local Revenue projections are based on 22-23 actuals and an increase in Foundation Grants of \$100K.

Salaries & Benefits

Salaries and benefits recognize new hires and known staffing changes, along with a 3% increase for returning staff and retention bonuses.

Books & Supplies/Operating Expenses

Books and Supplies & Services and other operating expenses are based on FY2223 actuals and all known projected changes.

Projected Surplus/(Deficit)

Excess/(Deficit) \$ 9,079

23-24 Projected Revenue - \$5,177,396

LCFF Revenue - \$2,985,339

Unrestricted state revenue. Bulk of our revenue source.

Federal Revenue - \$577,397

SPED Funding

Federal Child Nutrition Program

ESSER Funding (COVID Relief)

Title I Funding: Direct support for students

Title II Funding: Staff training

Title III Funding: Direct support for EL population

Title IV Funding: Classroom supplies to enhance learning

Local Revenue - \$267,655

Foundation Grants/GALA Fundraising

School Site Fundraising - Field Trips

Measure G1 Middle School Funding

Measure G1 Salary Bonus

Other State Revenue - \$1,347,005

SPED/Mental Health Funding

State Child Nutrition Program

Mandate Block Grant

ASES

Expanded Learning Funding

Community Schools Grant

PK/TK Funding

State Lottery Funding Unrestricted & Restricted

Learning Recovery Funding

Arts, Music, Instructional Materials Grant

Prop 28 Arts Funding

23-24 Projected Expenses - \$5,168,317

Personnel - \$2,622,159

Certificated Staff - \$1,354,236

Classified Staff - \$708,084

Employee Benefits - 559,839

Books & Supplies - \$363,587

Classroom Materials (Books & Learning Supplies)

Office Supplies

School Maintenance

Equipment & Technology

Software & Licenses

Food & Food Supplies

Services & Operating Expenses - \$1,720,289

Training & Conferences

Dues & Memberships

Insurance

Housekeeping

Space Rental

Building Repair

Equipment Leases

Educational Contractors

General Service Contractors

Banking & Payroll Service Fees

Legal Fees

Audit Services

Student Transportation

Advertising

Fundraising

Field trips

CSMC

District Oversight Fees

IT Services

Communications (phone, internet, & postage)

Budget Summary

CSCE
Budget Summary
Four Year Budget, FY2223 through FY2526



SACS / Code Description		July 1 - Adopted	September Adopted	1st Interim - Adopted	2nd Interim - Adopted	225 2023-24	250 2024-25	275 2025-26
		2022-23	2022-23	2022-23	2022-23	2023-24	2024-25	2025-26
Revenue								
	State LCFF Revenue	2,236,043	2,407,124	2,407,124	2,463,038	2,985,339	3,475,303	3,979,783
	Federal Revenue	820,427	695,577	681,365	690,036	577,397	244,226	247,863
	Other State Revenue	992,345	1,443,928	1,443,816	1,271,145	1,347,005	1,166,307	1,116,351
	Local Revenue	179,921	179,921	179,921	185,909	267,655	267,655	267,655
	Total Revenue	4,228,736	4,726,550	4,712,226	4,610,128	\$ 5,177,396	\$ 5,153,491	\$ 5,611,652
Expenses								
1000	Certificated Salaries	1,299,051	1,291,598	1,392,984	1,369,591	1,707,973	1,763,986	1,815,088
2000	Classified Salaries	737,019	762,968	721,620	711,947	819,156	849,568	876,569
3000	Benefits	523,762	547,596	568,995	563,515	665,144	686,655	707,247
	Total Personnel Expense	2,559,832	2,602,162	2,683,599	2,645,053	3,192,274	3,300,208	3,398,904
4000	Books and Supplies	210,587	325,587	322,587	363,587	374,336	318,312	305,942
5000	Services and Other Operating Expenses	1,321,376	1,598,372	1,638,231	1,716,590	1,543,064	1,491,562	1,518,349
6000	Capital Outlay	58,643	58,643	58,643	58,643	58,643		
7000	Other Outgoing							
	Total Expenses	4,150,438	\$ 4,584,764	\$ 4,703,060	\$ 4,783,873	\$ 5,168,317	\$ 5,110,083	\$ 5,223,195
	Surplus / (Deficit)	78,298	\$ 141,786	\$ 9,166	\$ (173,745)	\$ 9,079	\$ 43,409	\$ 388,456

Coversheet

Wellness Policy Presentation

Section: VII. Governance
Item: A. Wellness Policy Presentation
Purpose: Vote
Submitted by:
Related Material: CSCE Wellness Policy Presentation 6.17.23.pdf
CSCE Wellness Policy Updated 6.17.23.pdf

CSCE Wellness Policy Review Presentation

6.17.23

What is a School Wellness Policy?

A local school wellness policy (wellness policy) is a written document that guides a local educational agency (LEA) or school district's efforts to create supportive school nutrition and physical activity environments. It has to be reviewed annually for any minor revisions or compliance updates, and every three years there is an intensive triennial assessment governed by the USDA Food Nutrition Program.

Based on the LEA's scores from the assessment, the LEA must update their wellness policy and bring it before the board for adoption.

CSCE Wellness Policy Review Presentation

Today's Presentation:

The Wellness Policy committee has completed the triennial assessment to ensure that our policy meets all the compliance requirements set forth by the federal government. After comparing our Local Wellness Policy against a Model Wellness Policy, it was determined that there are areas that some areas that need improvement.

It was determined that there were some items not listed in the policy, as well as items listed in the policy that were not as specific as outlined in current guidelines. We are presenting to share those findings today.

CSCE Wellness Policy Review Presentation

Areas covered in the Wellness Policy:

Section 1: Nutrition Education

Section 2: Standards for USDA Child Nutrition Programs and School Meals

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages

Section 4: Physical Education and Physical Activity

Section 5: Wellness Promotion and Marketing

Section 6: Implementation, Evaluation & Communication

CSCE Wellness Policy Review Presentation

Areas of Strength & Areas of Improvement

Section 1: Nutrition Education

Areas of Strength:

- The SFA promotes student wellness.

Areas of Improvement:

- Policy was not specific enough is stating how nutrition education is being provided as part of the educational program in some capacity.

Section 2: Standards for USDA Child Nutrition Programs and School Meals

Areas of Strength:

- Approved meals are being served.
- The policy states that drinking water and meals are offered to all students.
- Breakfast is offered daily.

Areas of Improvement:

- Policy was not specific enough is stating how the SFA will increase participation in the school nutrition program.
- Policy needs to state how confidentiality is maintained for students participating in the school nutrition program.

CSCE Wellness Policy Review Presentation

Areas of Strength & Areas of Improvement

Section 3:

Nutrition Standards for Competitive and Other Foods and Beverages

Areas of Strength:

- Competitive foods are not being served during school hours.
- Fundraisers are not taking place that involved unhealthy food choices.
- Celebrations are monitored to ensure that healthy snacks are served.

Areas of Improvement:

- Monitor the classroom parties and teacher's reward systems

Section 4:

Physical Education and Physical Activity

Areas of Strength:

- The SFA provides physical education and activities for the all students.

Areas of Improvement:

- Policy does not list the number of minutes students engage in physical education every week.
- Policy does not state that the classes are taught by state certified/licensed teachers.
- Policy needs to state that professional development will be provided to PE teachers.
- Policy does not state how students are able to engage in physical activity before & after school.

CSCE Wellness Policy Review Presentation

Areas of Strength & Areas of Improvement

Section 5:

Wellness Promotion and Marketing

Areas of Strength:

- Students are being encouraged by teachers to participate in physical activities.
- The SFA is using marketing strategies to promote healthy eating.

Areas of Improvement:

- The policy should include a section on wellness promotion and healthy eating for staff.

Section 6:

Implementation, Evaluation & Communication

Areas of Strength:

- The Wellness Policy is posted on the website for public viewing.
- The SFA has a functioning wellness committee that meets to review the policy.

Areas of Improvement:

- Send out communication inviting more of the school community to join the committee.
- Schedule meetings at least three times a year for policy review and updates

CSCE Wellness Policy Review Presentation

Summary of Findings

- In summary, CSCE's Wellness Policy covers all required sections, which means we are in full compliance with all of the federal requirements regarding the policy that regulate school meals and competitive foods.
- There are however, areas that could be more specific in terms of implementing the policy, which would have improved our triennial assessment score (82/100).
- The Wellness Committee has met to review the recommended additions to the policy and are presenting an updated policy for board approval which will be implemented in the 23-24 school, reviewed annually for minor changes, and fully assessed and updated by June 30th, 2026.

The Community School for Creative Education

Wellness Policy

06.17.2023

Table of Contents

Preamble	2
School Wellness Committee	4
Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement	5
Nutrition	6
Physical Activity	9
Other Activities that Promote Student Wellness	10
Glossary	10
Nondiscrimination Statement	11



The Community School for Creative Education Wellness Policy

Preamble

The Community School for Creative Education (here to referred to as the SFA) is committed to the optimal development of every student. The SFA believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.



This policy outlines the SFA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the SFA have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the SFA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The SFA establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students and staff in the SFA.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

15 Change Lab Solutions. (2014). *SFA Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/SFA-policy-school-food-ads>.

I. School Wellness Committee

Committee Role and Membership

The SFA will convene a representative school wellness committee (hereto referred to as the SWC) that meets at least once per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this SFA-level wellness policy (heretofore referred as “wellness policy”).

The SWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community.

The SFA will send a letter to the school community via email and will be posted in a central area in all school buildings inviting members of the community to join the wellness committee. Parents, students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public will be included in the development, implementation, review, and update of the wellness policy.

Leadership

The Food Service Director or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure the school’s compliance with the policy.

Name	Title	Role
Kimberly Palmore	Director of Finance & Operations	Food Service Director
Hennessy Jimenez	Food Service Staff	Daily Meal Service
Yolanda Cordova	Office Manager/Family Liaison	Staff Liaison



II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The SFA will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to the school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at:
communityschoolforcreativeeducation.org

Recordkeeping

The SFA will retain records to document compliance with the requirements of the wellness policy at the school. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Triennial Progress Assessments

At least once every three years, the SFA will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the school under the jurisdiction of the SFA is in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the SFA's wellness policy.

The SWC will monitor the school's compliance with this wellness policy.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as SFA priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new



Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The SFA is committed to being responsive to community input, which begins with awareness of the wellness policy. The SFA will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that SFA. The SFA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The SFA will use electronic mechanisms, such as email or displaying notices on the SFA's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The SFA will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the SFA and individual schools are communicating other important school information with parents.

The SFA will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The SFA will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school SFA is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the SFA participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *any additional programs the school may elect*. All schools within the SFA are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The SFA offers reimbursable school meals that meet [USDA](#)



[nutrition standards.](#))

The SFA will allow all students, after obtaining food, to have at least 20 minutes of seat time to eat breakfast and lunch.

The SFA will use specific strategies to increase participation in the school meal program by discouraging the consumption of competitive foods in place of school meals by limiting competitive food choices during mealtimes in the cafeteria.

Although the SFA currently qualifies for community eligibility which allows all students receive a reimbursable meal without paying money, the SFA, regardless of eligibility, must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money.

The SFA has implemented plans to protect student privacy. Student files are kept confidential with limited access. In addition to file confidentiality to protect student's privacy, all students submit a lunch card (with only their name and grade on it), to the cafeteria staff, when picking up their lunch meal.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. The SFA will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The SFA is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at:

<https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks>

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The SFA will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents.
3. Rewards and incentives. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The SFA will make available to parents and teachers a list of healthy fundraising ideas

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school, classrooms, recreational areas, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

School administrators will encourage school staff members to model healthy eating and physical activity behaviors within the school's community.

The SFA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The SFA aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Include nutrition education training for teachers and other staff.
- Provide nutrition education that will provide the knowledge and skills necessary to promote



health.

- Nutrition education will be integrated into the broader curriculum, where appropriate.

Food and Beverage Marketing in Schools

The SFA is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The SFA strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on SFA property that contains messages inconsistent with the health information the SFA is imparting through nutrition education and health promotion efforts. It is the intent of the SFA to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the SFA's wellness policy.

IV. Physical Activity

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason.

Physical activity opportunities are provided for students before and after school in the SFA elementary and middle schools. To the extent practicable, the SFA will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The SFA will conduct necessary inspections and repairs.

Physical Education

The SFA will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students in the SFA shall receive the minimum of the required minutes per week of physical education instruction throughout the school year per CDE guidelines.

All students will be provided equal opportunity to participate in physical education classes. The SFA will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The SFA shall provide physical education for grades K-8 taught by a certified/licensed teacher who is endorsed to teach physical education.

The SFA shall provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers."

The SFA prohibits students from being exempt from PE for other courses.

Outdoor recess

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or SFA must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. The SFA will maintain and enforce its own indoor recess guidelines

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

V. Other Activities that Promote Student Wellness

The SFA will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The SFA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development,

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

The SFA will support employee wellness through vector health and wellness training classes and providing free water and healthy snacks when possible.

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.



Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-00-02-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
program.intake@usda.gov

This institution is an equal opportunity provider.

Coversheet

Board Member Job Description Finalization for 2023-2024

Section: VII. Governance
Item: D. Board Member Job Description Finalization for 2023-2024
Purpose: Vote
Submitted by:
Related Material: New CSCE Board Governance Board Job Description 11.10.2022.pdf

Community School for Creative Education BOARD GOVERNANCE Board Job Description

Board members are solely responsible for ensuring the School's policies and operational activities are consistent with and have the highest probability of fulfilling the school's mission.

Each member of the Community School Board is individually and collectively responsible for the ethical and legal mandates that govern the School.

Board members have key responsibilities in the following areas:

COMMUNITY RELATIONS

- Define goals and metrics for ensuring the School's programs and services appropriately meet the needs of the people it serves.
- Develop and maintain a positive relationship with the ACOE and the community.
- Represent the School at key public or charter functions, and serve as emissaries in the community.

PERSONNEL

- Recruit new Board members and provide for the continuance of the School through Board succession.
- Oversee the Head of School and Director of Finance and Operations to ensure proper policies and procedures are established and being followed with regards to all employment issues such as hiring, termination, and evaluation.
- Provide support to the Head of School and Director of Finance and Operations to ensure that directorial duties may be properly carried out.
- Oversee the development and adoption of necessary personnel policies, including guidelines for hiring and termination, salaries, benefits, and grievance procedures.
- Oversee the development and adoption of policies for volunteer involvement.

PLANNING

- Uphold and review the School's Mission and Vision.
- Develop short-term and long-range goals for the future of the School.
- Establish and review metrics for fairly evaluating the success of the Head of School performance relative to goals.
- Approve services and programs provided by the School within a methodology that conforms to the School's mission and protects its fiscal responsibilities.
- Evaluate on a regular basis the School's programs and operations to determine how they are performing relative to goal and offer guidance for improving results.
- Review policies and bylaws that govern the School to ensure they are aligned and in compliance.
- Develop policies to ensure smooth operations and continuance of the School.
- Participate in the Community School Charter renewal process.

FINANCE

- Ensure the fiscal accountability and viability of the School.
- Oversee development, approval and review of the School budget.
- Engage in fundraising efforts to ensure that adequate funds are available to support the School's programs and the School's facilities.

OPERATIONS

- Ensure that the School's administrative systems are adequate.
- Ensure that the Board's operations meet all applicable legal and ethical standards.
- Ensure that the organizational and legal structures are adequate and appropriate.
- Ensure that the School and its Board members meet all applicable legal standards and requirements.

MINIMAL JOB REQUIREMENTS

1. Attendance of at least 75% of the Board's monthly meetings.
2. A demonstrated interest in the School's educational programs.
3. A commitment to a two-year term.
4. A willingness to represent the School to the community at large.
5. A willingness to serve as a board liaison to at least one committee.
6. A thorough understanding of the public meeting laws governed by the Brown Act.
7. Participation in at least one board development seminar or workshop per year.
8. Participation in one Brown Act workshop per school year.
9. Complete and submit all required paperwork and legal mandates as related to Board membership (form 700, fingerprinting etc) in a timely manner.
10. Consistent use of the Board management tool Board on Track.

Community School for Creative Education Board Skills & Capacities Matrix 2022-2023

The Nominating Committee looks for the following skills and capacities when considering Board Candidates. It is the Nominating Committee's expectation that, particularly during CSCE's startup phase, Board members will, in addition to serving on the Board, and following the recognized first term of ramp up, perform services in their area of expertise as a donation to CSCE.

The Nominating Committee seeks Board members with the following skills and capacities:

	Financial	Both accounting and bigger picture financial management skills
	Real Estate	Facility identification, negotiation, financing and property management
	Fundraising	Cultivating individual donors, building a donor base & cultivating corporate and foundation giving;
	Public relations/marketing	Especially as it relates to fundraising and community building
	Human Resources	Personnel policies, salaries, benefits
	Legal expertise	General law as opposed to educational law
	Curriculum and Instruction	Curriculum and instruction with focus on serving children in urban highly diverse settings blending the wholistic paradigm of Waldorf with direct instruction paradigm of Open Court
	Governance	Previous governance experience (nonprofit or corporate, charter)
	Waldorf	Knowledge of Waldorf curriculum in public and private schools
	Community Organizing and Development	Experience in, commitment to and knowledge of community organizing and community development, with focus on serving the traditionally underserved of language-rich and culturally diverse Oakland

Date Board Approved: May 18, 2017
Date Board Amended: December 5, 2022

Community School for Creative Education Governing Board Roster 2022-2023

Name	Board Role	Title	Primary Professional Affiliation
Dr. Anastasia Prentiss	Board Chair Parent	Professor & CSCE Teacher	Holy Names, Oakland
Adriene Barnes	Vice Chair Finance Expert	CBO	Clayton Valley Charter High School
Rev Dr Kevin Ary	Community Member	Senior Pastor	Israelite Baptist Church
Martha Candido	Parent	Self Employed & College Student	Self Employed
Grace Pang	Community Member	College Student	Self Employed
Allegra Alessandri	Educator	Administrator	CDE High School Innovations and Initiative Office
Les Morones	Community Member	Interpreter Community Leader	Self Employed
Ida Oberman	Ex Officio	Founder and ED	Community School for Creative Education
Phillip Gedeon	Ex Officio	Head of School	Community School for Creative Education
Kimberly Palmore	Ex Officio	Director of Finance and Operations	Community School for Creative Education

Advisory Board Roster 2022-2023

Name	Title	Advisory Affiliation
Linda Darling Hammond	President & CEO	Learning Policy Institute
Jorge Ruiz de Velasco	Deputy Director, John W. Gardner Center for Youth and Their Communities, Stanford University	John W. Gardner Center for Youth and Their Communities, Stanford University
Nick Driver	VP of Strategic Development	Clearthinking
Kent McGuire	Education Program Director	Hewlett Foundation
Ahmed Rahim	Co-Founder and CEO	NUMI Foundation
Maria Petty	Founder	Agora
Chip Romer	Executive Director and Founder	Credo High School
Jost Schieren	Dean of School of Education & Professor	Alanus University, Aachen, Germany
Nancy Sullivan	Chief of Operations Emerita	California School Information Services (CSIS)
Dirk Tillotson	Founder and ED	Great School Choices
Kokomon Clotney	CFO and Co-Founder	Attitudinal Healing Connection
Wendi Williams	Dean School of Education and Professor	Mills College School of Education
Pedro Nava	Professor, Leadership, School of Education, Mills College	Mills College School of Education,
Christoph Wiechert	Director Emeritus	Pedagogical Section, Goetheanum Goetheanum, Switzerland
Peter Hanley	Governing Board Member at San Mateo Union High School District, CA,	Independent

Name	Title	Advisory Affiliation
Abe Doctolero	Associate Superintendent Emeritus; Founding CSCE Board Chair 2008-2010; Returning CSCE Board Member, 2018-2019	Pittsburgh Unified School District (emeritus)
Milbrey McLaughlin	Stanford University	Stanford School of Education
Bernd Ruf	Parzival Schule; Freunde Der Erziehungskunst	CEO & Founder Freunde der Erziehungskunst Karlsruhe, Germany
Betty Staley	Co-Founder Rudolf Steiner College, Author and Emerita Global Waldorf Educator	Rudolf Steiner College (emerita)
Dr Wilfried Sommer	Kassel Lehrerseminar	Professor
Henning Kullak-Ublick	International Project Director Waldorf100, Member, Freunde der Erziehungskunst	Executive Director Association of Waldorf Schools; Board Member Friends of Waldorf Education
Nana Goebel	Managing Director and Co-Founder	Friends of Waldorf Education
Helen Lubin	Founder and Director of the Center for Speech and Drama of North America	Center for Speech and Drama of North America
Reinaldo Nascimento	Social Therapist Monte Azul	Monte Azul Sao Palo Brazil
Jens Heisterkamp	Editor in Chief	Info3
Wilfried Sommer	Professor	Institute fuer Fachdidaktik and er Alanus Hochschule; Lerhereseминаr fuer Waldorfpaedagogik Kassel
Liz Beaven	Rudolf Steiner College President (emerita)	Rudolf Steiner College Fair Oaks, CA
Mary Goral	Founder	Transformational Teaching 2517 Country Club Rd, Nashville IN 47448
Anna Rainville	Waldorf Educator	14275 Saratoga Ave, Saratoga, CA 95070
Dana Wellhausen	Senior Director of Strategic Operations	Rogers Family Foundation 10 Clay Street Suite 200, Oakland, CA 94607

Coversheet

New Board Member Nomination - Jennifer Pellegrine

Section: VII. Governance
Item: F. New Board Member Nomination - Jennifer Pellegrine
Purpose: Vote
Submitted by:
Related Material: PELLEGRINE_JENNIFER_Resume.pdf

JENNIFER N. PELLEGRINE, Ed.D. 732.718.7761 jpellegrine@me.com

MISSION STATEMENT	<i>Advance excellence and equity for all people by building authentic relationships, trust, leadership, and partnerships that foster innovation and sustainable practices in education.</i>
LEADERSHIP PHILOSOPHY	<i>Leadership is two-way teaching. We must recognize that we have something important to learn from each member of our commUNITY, while at the same time, acknowledge that we must also co-create the vision, resources, and support for each member of our commUNITY to grow. As we learn from one another and work together to solve problems and achieve audacious goals, we transform ourselves and our organization, improving results and creating lasting impact.</i>
SUMMARY OF EXPERIENCE	<ul style="list-style-type: none"> ● School, district office, LEA, county office, higher-ed, and nonprofit leadership experience ● Demonstrated effectiveness in instructional leadership, building stakeholder relationships, trust, and engagement ● Passion and success in building leadership in others ● School turnaround, community school, and innovation experience
HIGHLIGHTED STRENGTHS	<ul style="list-style-type: none"> ● Exceptional use of data resulting in continuous academic growth ● Use of dissertation process to recreate school leadership structure resulting in improvements in organizational culture and academic achievement ● Implementation, monitoring, and adjusting of innovative models resulting in organizational and academic improvement ● Developing leaders at multiple levels of an organization ● Implementation of common core state standards, restorative practices, and equity driven strategies
EDUCATION	<ul style="list-style-type: none"> ● Ed.D. January 2018. Educational Leadership. Rutgers Graduate School of Education. New Brunswick, NJ. Dissertation: FROM THEORY TO RESULTS: How Organizing Leadership Structure Led to School Improvement. Chair: William A. Firestone, PhD., Distinguished Professor. ● MS.Ed. 2012. Educational Leadership. Baruch College. NY, NY. ● MST. 2007. Secondary Mathematics. Pace University. NY, NY. ● BA. 2004. Economics, English. Rutgers College. New Brunswick, NJ.
EXPERIENCE <i>Current Role</i>	<p>San Mateo County Office Of Education: Teacher and Administrator Development Team <i>Coordinator, Leadership and Administrative Services</i></p> <ul style="list-style-type: none"> ● Oversee and coordinate the Preliminary Administrative Services Credential (PASC) program for the purpose of developing participant capacity as instructional leaders and systems leaders, focusing on equity ● Provide cognitive coaching to foster transformative and equitable leadership ● Advise multiple administrators/candidates in administrative services credential programs in alignment with program standards

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- Create, facilitate, and monitor professional learning to cultivate community and foster transformative and equity-focused leadership skills

Executive and District Level Leadership

San Carlos Charter Learning Center, Bay Area, CA

Executive Director & President 2020-2022

Annual operating budget of about \$5,000,000

- Earned 2023 California Distinguished School Award (for SY21-22)
- Served as superintendent/head of LEA for charter #001 (CA's oldest, second oldest in nation)
- Oversaw all operations of the school and non-profit, including finance, facilities, human resources, compliance, and revenue generating programs
- Led/supervised all educators and staff including Director of Financial Services, Director of Learner Services, etc.
- Created and sustained strong, positive working relationship with charter authorizer, resulting in shared resources and strategies, and synergy
- Partnered with educators in a shared leadership model to set instructional goals (and metrics for their measurement) and enhance learner-centered and project-based academic program
- Developed and sustain strong relationships with all school partners ensuring transparent lines of communication
- Built learner support systems that meet learners' academic and social emotional needs, including developing and staffing these functions appropriately and measuring results to ensure effectiveness (ex. MTSS)
- Built and sustained strong external partnerships
- Shared instructional and organizational practices with leaders and educators beyond our organization via conferences, professional groups, etc.
- Led design of virtual program, transition to hybrid program, and return to full on campus learning through Covid-19 pandemic
- Created and implemented a robust MTSS team and process including research-based universal screening for all learners

Senior Leadership & Systems Development

Making Waves Academy, Bay Area, CA

Senior Director of Elementary Learning, 2018-2019

- Led efforts to create an elementary school division that embeds social-emotional, culturally competent, technology-assisted, and effective, innovative instructional strategies
- Collaborated with internal stakeholders and external partners to develop a plan that includes best practices in 21st century learning
- Collaborated with learning and innovation team to drive organization-wide learning (adult and student) and other initiatives including WASC accreditation
- Facilitated content and professional development sessions and provided coaching support for resident teachers

Independent Consultant 2020 - present

- Support the process and people development needed to increase student outcomes for non-profit organizations and schools

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- Provide services including standards alignment, coaching, and professional development workshops tailored to client needs

*School
Leadership*

New Leaders, Bay Area, CA; National

Director, Program 2017-2018, Adjunct Trainer, 2018 - present, Adjunct Designer 2022-present

- Successful support of continuous organizational improvement and academic achievement increases in diverse school settings K-12
- Design and facilitate professional development within organization and for diverse partners nationally including instructional leadership and organizational innovation
- Coach and support current and aspiring education leaders nationwide
- Create professional development sessions for aspiring and current school leaders nation-wide, to promote transformative and equity-focused leadership
- Provide session materials, learning activities, and facilitator guides to promote session facilitation in support of transformational learning through adult learning theory
- Led focus groups resulting in design of network-wide improvement plan for principals and associate superintendents
- Met or surpassed all program implementation goals as director, program

Newark Public Schools, Newark, NJ

Principal, 2012-2017; Variable school budget up to \$7,000,000, 100+ employees

- Restructured leadership distribution and culture, empowering stakeholders to more actively engage in our organization, including targeted improvement efforts
- Performed among the top six schools in district demonstrating growth in both ELA and Math proficiency on 2017 PARCC (state testing platform)
- Earned greatest scale score gains in ELA, second greatest scale score gains in math out of all district schools 2016 PARCC (state testing platform)
- Piloted tutoring model adapted from a local charter school, quadrupling proficiency in math
- Doubled number of students at or above reading level SRI 2017
- Implemented innovative instructional program and literacy interventions, doubling the number of first graders on reading level
- Designed and implemented authentic community school model
- Implemented school-wide gifted & talented program for all students
- Developed and created strength-based Student Support Team (MTSS), focused on whole-child and family support
- Oversaw mental health, behavior disabilities, and autism programs
- Improved student attendance; decreased chronic absenteeism by 40%
- Increased parental involvement
- 94% retention of effective and highly effective teachers
- Improved teacher instructional performance through innovative coaching model and strategic professional development plan
- Sole evaluator for 35+ teachers
- Implemented full-inclusion program with co-teaching model, dramatically decreasing the number of students in self-contained programs

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- Created master schedule including blended and personalized learning
- Implemented instrumental music program for all students
- Created and managed annual budget; earned multiple grants for supplemental programming

Lady Liberty Academy Charter School, Newark, NJ

Director of Data and Assessment, 2011-12

- Implemented and led data-driven coaching and instruction
- Led Math department and implementation of new math curriculum
- Oversaw federal grant applications and implementation
- Led recruitment, selection, and orientation process for new teachers
- Created master and intervention group schedules
- Created and delivered data presentations for Board of Trustees and funders
- Served as district test coordinator
- Assisted Executive Director in budgeting and preparing board agendas

New Leaders for New Schools, Newark, NJ

Resident Principal at Lady Liberty Academy, 2010-2011

Part of nationally recognized school leadership program that accepts less than 7% of applicants annually

- Served as a member of the leadership team
- Led interim assessment cycle including data analysis workshops
- Coached math teachers resulting in 20% increase in proficiency and 51% of students achieving “high growth” SGP on NJASK
- Supported removal from “School In Need of Improvement” status

Leadership Public Schools Oakland R&D High School, Bay Area, CA

Interim Assistant Principal 2020

- Led tier two, mental health, and counseling teams in delivering services during distance learning/shelter in place
- Prepared staff to deliver virtual summer school programming

Teaching (K-12) **Hasbrouck Heights School District, Hasbrouck Heights, NJ**

Teacher of Mathematics, 2008-2010

- Surpassed state average proficiency rate on NJASK
- Infused technology through project-based learning

Achievement First Endeavor Charter School, Brooklyn, NY

Teacher of Mathematics, 2007-2008

- Surpassed state and district average proficiency rates on NY State standardized assessments
- More than ten percent of students improved from a level three to level four on NY State standardized assessment

New York City Department Of Education, Brooklyn, NY

NYC Teaching Fellow, Teacher of Mathematics, 2005-2007

- Implemented standards-based feedback and grading
- Surpassed district average proficiency rate on NY State assessments

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- Improved performance for special education students

*Higher
Education*

The City College of New York, NY, NY
Dept. of Leadership and Special Education
Adjunct Lecturer, 2008-2011

- Taught research methods courses to graduate students in teacher preparation program
- Led teachers through research process (capstone) resulting in improvements in their classrooms

*Teacher
Preparation*

The New Teacher Project, (TeacherNex) Newark, NJ
Instructional Manager, 2010

- Prepared alternate route teacher development curriculum
- Trained Teacher Advisors to deliver new teacher training
Teacher Advisor, 2009
- Delivered summer training to new math and science teachers
- Supervised student teaching, providing feedback and coaching
- Surpassed 80% of program goals
Selector, 2009 – 2010
- Used national selection model to evaluate teacher applicants

**ADDITIONAL
LEARNING
EXPERIENCES**

- Cognitive Coaching. Spring 2022. San Mateo County Office of Education.
- Glass Leadership Institute Fellowship. 2022. Anti Defamation League.
- Sustainable and Climate Resilient Schools Administrative Fellowship. 2021. San Mateo County Office of Education.
- Facilitative Leadership. 2019. Interaction Associates.
- Discover Design Thinking. 2019. Hasso Plattner Institute of Design, Stanford University.
- Standards Institute. Winter, 2018. UnboundEd.
- National Principals Academy. 2014. Relay GSE.
- South Africa Initiative Study Tour. 2006. Rutgers GSE.

CREDENTIALS

- Administrative Credential (Clear) CA
- School Administrator (CE issued: #1082091) NJ
- Principal (standard) NJ
- Teacher Mathematics K-12 (standard) NJ
- Teacher Mathematics 7-12 NY

**PRESENTATIONS
& PUBLICATIONS**

- Various Standards Institutes and Virtual Summits. Lead/Co-Facilitator. (Leadership, Math, ELA, and UnboundEd Planning Process Content K-12). 2019-present. UnboundEd.
- Respond, Adapt, Reinvent: Strategic Planning in a Pandemic. Co-presenter. 2021. California Charter Schools Virtual Conference.
- Actionable Feedback Using Bloomboard. Presenter. 2015. Vice Principal Leadership Institute, Newark Public Schools.
- *From Data to Improved Practice: Principal Evaluation*. Co-Author. 2013.

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- *Using Data to Write and Tell Our Story*. Presenter. 2013. Association of Supervision and Curriculum Development National Conference.

RECOGNITION

- Featured “School Innovator.” 2011. “30 Under 30” *Christian Science Monitor*.
- Emerging Leader. 2010. Association of Supervision and Curriculum Development.
- Certified Board Member. 2012. New Jersey School Boards Association.

MEMBERSHIPS

- American Education Research Association
- Association of Supervision and Curriculum Development
- Mensa

COMMUNITY SERVICE

- Trustee. Leadership Public Schools. 2022-present.
- Facilitator. Oakland Peace Center Beloved Book Community. 2021.
- Volunteer Cook. Lasagna Love. 2021-present
- Prayer Chaplain. Unity San Francisco. 2020-2022.
- Court Appointed Special Advocate (for foster youth). Alameda County CASA. 2019-present.
- Guest speaker at Unity Spiritual Centers. 2010-2017.
- Trustee. Unity of Montclair Board of Trustees. 2008-2011. President, 2010. Prayer Chaplain. 2010-2017
- Executive Committee Member. Cap & Skull Honor Society of Rutgers. 2009 – 2018.
- Trustee (elected) Elmwood Park Board of Education (annual budget \$30mil+). 2006–2014. Chair of Finance Committee. Vice President, 2007. President, 2010.