MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, January 23, 2019

Adopted

Members Present: Chet Madison, Sr., President; Beth Albiani, Clerk; Nancy Chaires Espinoza, Carmine Forcina, Crystal Martinez-Alire and Bobbie Singh-Allen; Absent; Anthony Perez

Others Present: Christopher R. Hoffman, Superintendent; Mark Cerutti and Robert Pierce, Deputy Superintendents; David Reilly, Associate Superintendent; Bindy Grewal and Craig Murray, Assistant Superintendents; Shannon Hayes, Chief Financial Officer; Susan Larson, Executive Director

OPEN SESSION - The meeting was called to order by Mr. Chet Madison at 8:30 a.m. in the Board Room of the Education Center.

I. Pledge of Allegiance – Mr. Craig Murray, Assistant Superintendent of Secondary Education led the pledge of allegiance.

II. Opening & Review of the Day – Superintendent Hoffman provided an overview of the day.

III. Public Comment/Bargaining Units - None

IV. Governor’s Budget Update – Ms. Shannon Hayes and Mr. Robert Pierce provided the Board with an update of the information they received at the 2019-2020 Governor’s Budget Workshop that was held on January 15, 2019. (Presentation Attached – Appendix A)

Mr. Madison called for a break at 9:23 a.m. and called the meeting back to order at 9:30 a.m.

CLOSED SESSION - Mr. Madison announced that the Board would meet in closed session to address the items on the closed session portion of the agenda and called for public comment on these items. There were no public comments on the following closed session items:

I. Government Code Section 54956.9 Subdivision (d) Paragraph (1): Conference with Legal Counsel – Existing Litigation

II. Government Code Section 54956.9 Subdivision (d) Paragraph (2): Conference with Legal Counsel - Anticipated Litigation Significant Exposure to Litigation

III. Government Code Section 54957: Public Employee Discipline/Dismissal/Release/Complaint

IV. Government Code Section 54957.6: Conference with Labor Negotiators

Agency designated representatives:

David Reilly, Robert Pierce, Karen Rezendes

Employee Organizations: All Elk Grove Unified School District

Bargaining Units and Unrepresented Employees

OPEN SESSION - Mr. Madison called the special meeting back to order at 10:31 a.m. and announced that the Board met in closed session and that no action was taken.

V. Education Specifications Update – Staff provided the Board with an update on the draft of the EGUSD Education Specifications. A brief overview was provided that included Ed Spec Contents, Process Overview, Participation Structure, and Guiding Principles. (Presentation Attached – Appendix B)
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, January 23, 2019

Unadopted

Members Present: Chet Madison, President; Beth Albiani, Clerk; Nancy Chaires Espinoza, Carmine Forcina, Sr., Crystal Martinez-Alire and Bobbie Singh-Allen; Absent; Anthony Perez

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VI. **Annual Preschool Education Update** – Ms. Yvonne Wright provided the Board with an annual update of EGUSD Preschool Programs. The update included information about Program for the Acquisition of Language and Social Skills (PALSS), integrated preschool, self-contained preschool classrooms, parent workshops, home visits, preschool assessments, creative curriculum, services for families and children, an overview of the programs, accomplishments and program schedules. (Presentation Attached – Appendix C)

*Dr. Martinez-Alire left the meeting at 12:00 p.m.*

*Mr. Madison called for a lunch break at 12:30 p.m. and called the meeting back to order at 1:00 p.m.*

VII. **Safety & Security Update and Recommendation** – Mr. Joseph Airoso presented the recommendations for an EGUSD Safety and Security service model that included information about assurances of safe and secure schools (PreK-12), priorities and options. (Presentation Attached – Appendix D)

Superintendent Hoffman thanked Mr. Airoso, Lt. Haynes, Mr. Cerutti and Ms. Rezendes for their work. The Board held a discussion and provided feedback.

Motion No. 79, 2018-19 – Motion by Ms. Singh-Allen, seconded by Ms. Chaires Espinoza and carried unanimously by an affirmative vote of all board members present that the recommendations for an EGUSD Safety & Security service model along with providers; Elk Grove Police Department and Sacramento County Sherriff’s Department be approved. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison and Singh-Allen; Nays – None; Absent – Perez, Martinez-Alire*

VIII. **Discipline Update** – Mr. Mark Cerutti provided the Board with an update about the implementation of the PBIS program and evidence of the program’s success along with action that is currently being taken and actions that are planned.

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**PBIS Program Implementation**

**Evidence of Program Success:**

The Tiered Fidelity Inventory (TFI) provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS).

**Examples of High Level of Fidelity Sites:**
- Donner Elementary
- Edward Harris, Jr. Middle School
- Monterey Trail High School
Action Being Taken

Framework for High Quality Instruction
Calibrated Discipline Team
Data Reporting and Analysis
Student Leadership Team
Anonymous Reporting System
Training
PBIS Program Implementation Analysis
Partners Accountable and Responsible for Student Success (PARSS)

New and Updated Board Policies and Administrative Regulations
- BP/AR 5144 – Discipline
- BP/AR 5144.1 – Suspension and Expulsion Due Process
- BP/AR 5144.3 – Roles and Responsibilities of School Administrators and Law Enforcement Relative to Student Behavior
- BP/AR 5145.11 – Questioning and Apprehension by Law Enforcement
- Exhibit 5145.11 – Record of Student Interview by Law Enforcement

Low Performing Students Block Grant

The Board held a discussion and provided feedback.

IX. Adjournment – 3:18 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: [Signature]
Beth Albiani, Clerk
2019-2020 Governor’s Budget Proposal

Presented to the Elk Grove Unified Board of Education
January 23, 2019

© 2019 School Services of California, Inc.
The economy continues to outperform expectations, but the recovery from the Great Recession is in its tenth year and some fear a downturn is looming.

The growth in Proposition 98 for 2019-20 is meager even though state revenues are outpacing the forecast.

Local educational agencies (LEAs) will continue to face budget challenges as Local Control Funding Formula (LCFF) funding flattens and costs rise.

The education budget contains some new proposals, but Governor Newsom’s early childhood education initiative will take center stage.

Accountability remains a priority as the California School Dashboard (Dashboard) and other metrics continue to evolve.
The California economy continues to grow but at a slower rate than the immediate years following the Great Recession.

Continued growth of the economy will rely on three major factors, which may be difficult to achieve.

The Budget assumes steady job growth and a more balanced distribution of wage increases across all workers.

- Job growth
- Increasing wages
- Contained inflation
Proposition 98

- The 2019-20 minimum guarantee is $80.7 billion
  - A $2.8 billion (3.6%) increase from last year’s revised State Budget
- The minimum guarantee has declined from the 2018 Budget Act for both 2017-18 and 2018-19
  - Due to lower-than-anticipated ADA and year-over-year decline in General Fund revenue growth from 2017-18 to 2018-19
  - However, funding remains level due to maintaining a $44 million “over-appropriation” for 2017-18 and using settle up payments to offset unfunded 2018-19 obligations
Proposition 98 Funding Over Time
2008-09 to 2019-20

Source: 2019-20 Governor’s Budget, page 32
Proposition 2 (2014) established the Rainy Day Budget Stabilization Fund Act that included a state rainy day fund and a Proposition 98 reserve. The measure also imposed a cap on what school districts could maintain in their local reserves if certain conditions are met. The conditions will not be met in fiscal year 2019-20.

- **Maintenance Factor**
  - Met: Proposition 98 Maintenance Factor prior to 2014-15 is fully paid

- **Test 1**
  - Met: Minimum Guarantee is determined by Test 1

- **ADA and COLA***
  - Not Met: Proposition 98 Minimum Guarantee is sufficient to fund ADA, but not COLA

- **Capital Gains**
  - Met: Capital gains exceed 8% of General Fund revenues

*Cost-of-living adjustment (COLA)
The State Budget proposes $2 billion towards LCFF to fund the 3.46% statutory COLA

- This brings LCFF funding to $63 billion (up from $61 billion in 2018-19)

2019-20 LCFF growth provides an average increase in per-pupil funding of an estimated $343 per ADA, or 3.37% (individual results will vary)

- The lower 3.37% increase takes into consideration that no COLA is provided for Targeted Instructional Improvement Grant, Transportation, or Economic Recovery Target
The K-12 COLA is 3.46% for 2019-20 and is applied to the LCFF base grants for each grade span.

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2018-19 Base Grant Per ADA</th>
<th>3.46% COLA</th>
<th>2019-20 Base Grant Per ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>$7,459</td>
<td>$258</td>
<td>$7,717</td>
</tr>
<tr>
<td>4-6</td>
<td>$7,571</td>
<td>$262</td>
<td>$7,833</td>
</tr>
<tr>
<td>7-8</td>
<td>$7,796</td>
<td>$270</td>
<td>$8,066</td>
</tr>
<tr>
<td>9-12</td>
<td>$9,034</td>
<td>$313</td>
<td>$9,347</td>
</tr>
</tbody>
</table>
Two grade span adjustments (GSAs) are applied as percentage increases against the adjusted base grant, also receiving the benefit of a 3.46% COLA in 2019-20

- Grade K-3 – 10.4% increase for smaller average class sizes
- Grades 9-12 – 2.6% increase in recognition of the costs of Career Technical Education coursework

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2019-20 Base Grant Per ADA</th>
<th>GSA</th>
<th>2019-20 Adjusted Base Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>$7,717</td>
<td>$803</td>
<td>$8,520</td>
</tr>
<tr>
<td>4-6</td>
<td>$7,833</td>
<td>–</td>
<td>$7,833</td>
</tr>
<tr>
<td>7-8</td>
<td>$8,066</td>
<td>–</td>
<td>$8,066</td>
</tr>
<tr>
<td>9-12</td>
<td>$9,347</td>
<td>$243</td>
<td>$9,590</td>
</tr>
</tbody>
</table>
Supplemental and concentration grants are calculated based on the percentage of an LEA’s enrolled students who are English learners, free and reduced-price meal program eligible, or foster youth – the unduplicated pupil percentage (UPP)

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2019-20 Adjusted Grants Per ADA</th>
<th>20% Supplemental Grant – Total UPP</th>
<th>50% Concentration Grant – UPP Above 55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>$8,520</td>
<td>$1,704</td>
<td>$4,260</td>
</tr>
<tr>
<td>4-6</td>
<td>$7,833</td>
<td>$1,567</td>
<td>$3,917</td>
</tr>
<tr>
<td>7-8</td>
<td>$8,066</td>
<td>$1,613</td>
<td>$4,033</td>
</tr>
<tr>
<td>9-12</td>
<td>$9,590</td>
<td>$1,918</td>
<td>$4,795</td>
</tr>
</tbody>
</table>
What Does the LCFF Mean for Elk Grove?

<table>
<thead>
<tr>
<th>Elk Grove Unified – 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019-20 LCFF Per ADA Funding</strong></td>
</tr>
<tr>
<td>$9,762</td>
</tr>
</tbody>
</table>

Estimated additional new ongoing revenue of $5,034,470 for a total estimate of $21,083,209
The State Budget recognizes the cost pressures LEAs face with rising the California State Teachers’ Retirement System (CalSTRS) employer contribution rates.

- **$3 billion** one-time non-Proposition 98 to reduce liabilities for employers
- **$700 million** to reduce the employer contribution rate in both 2019-20 and 2020-21
- **$2.3 billion** towards employers’ liability, which is expected to reduce the out-year employer contribution rate by approximately 0.5%
### CalSTRS Employer Contribution Rates – Current Law Versus Governor’s Proposal

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Law</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>16.28%</td>
<td>18.10%</td>
</tr>
<tr>
<td>2019-20</td>
<td>18.10%</td>
<td>18.10%</td>
</tr>
<tr>
<td>2020-21</td>
<td>17.60%</td>
<td>18.10%</td>
</tr>
<tr>
<td>2021-22</td>
<td>18.10%</td>
<td>18.10%</td>
</tr>
<tr>
<td>2022-23</td>
<td>18.10%</td>
<td>18.10%</td>
</tr>
</tbody>
</table>

*Beginning in 2021-22, the CalSTRS Board has authority to increase/decrease the employer contribution rate (with some restrictions) to fully fund the unfunded liability by 2046.*

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During the last four years of the economic recovery, school districts have experienced major upward revisions of the current-year Proposition 98 guarantee, providing huge one-time discretionary grants in the following year:

- **2018-19**: $1.1 billion or $184 per ADA
- **2017-18**: $877 million or $147 per ADA
- **2016-17**: $1.3 billion or $214 per ADA
- **2015-16**: $3.2 billion or $530 per ADA

In contrast, the Governor’s Budget indicates that Proposition 98 has been revised downward in the current year and therefore no discretionary grant funding is proposed for 2019-20.

Nor does Governor Newsom use other one-time funds for discretionary grant funding.
All school districts, charter schools, and county offices of education (COEs) are eligible to participate in the Mandate Block Grant (MBG), notwithstanding the applicability of state mandates on their operations.

The rates for 2019-20, inclusive of the 3.46% COLA, are as follows:

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>School Districts</th>
<th>Charter Schools</th>
<th>COEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>$32.24</td>
<td>$16.90</td>
<td>$33.32</td>
</tr>
<tr>
<td>9-12</td>
<td>$61.90</td>
<td>$46.79</td>
<td>$62.99</td>
</tr>
</tbody>
</table>

The Governor’s Budget makes no changes to the mandates recognized for funding under the MBG.
One of Governor Newsom’s most aggressive budget investments is made in the early care and education sector.

In total, the 2019-20 Budget includes over $2.4 billion in programs and services to children and families:

- Most are one-time investments
- Nearly all of them are funded with non-Proposition 98 dollars
## Kindergarten and Universal Preschool

<table>
<thead>
<tr>
<th>Full-Day Kindergarten</th>
<th>Full-Day Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses facility barriers to full-day</td>
<td>$124.9 million for full-day non-LEA State Preschool slots with the goal of adding</td>
</tr>
<tr>
<td>kindergarten</td>
<td>200,000 more slots by 2021-22</td>
</tr>
<tr>
<td>Administered by the Office of Public School</td>
<td><strong>Shifting $297.1 million for non-LEA part-day slots from Proposition 98 to allow</strong></td>
</tr>
<tr>
<td>Construction</td>
<td><strong>community-based providers to access full-day, full-year</strong></td>
</tr>
<tr>
<td>An estimated 750 new classrooms and 1,400</td>
<td>Eliminates demonstration of family need for full-day preschool</td>
</tr>
<tr>
<td>retrofitted classrooms</td>
<td><strong>$422 million</strong>*</td>
</tr>
<tr>
<td>$750 million*</td>
<td></td>
</tr>
</tbody>
</table>

*Non-Proposition 98 funding*
In attempts to address these issues, Governor Newsom proposes $576 million (of which $186 million is one time) to support expanded Special Education services and school readiness supports at LEAs with high percentages of both SWDs and unduplicated students.

Eligible LEAs may use these grants to fund supplemental services not currently included in an IEP for a student with disabilities and for preventative services that may reduce the need for additional services in future years.

Noting that school districts were most likely to be identified as needing support because of poor performance on student outcome indicators for SWDs, this funding could also be used to adopt strategies to improve Special Education student outcomes identified through the statewide system of support and/or other activities to build upon or expand local MTSS efforts.

These funds would be allocated outside of the current Assembly Bill (AB) 602 funding formula.
In addition to this funding proposal, Governor Newsom proposes an ongoing 3.46% cost-of-living increase, estimated at $18.67 per ADA.

- The 2019-20 estimated AB 602 Statewide Target Rate increases to $558.35 per ADA.

- An official 2018-19 AB 602 Statewide Target Rate has not yet been released as the California Department of Education (CDE) is still calculating the effect of separating the Program Specialists and Regionalized Services funding out of the existing formula in the 2018-19 State Budget.

- No funding is proposed to increase and equalize AB 602 base rates.

Finally, the Administration intends to pursue policy changes to improve coordination regarding Medi-Cal billing to better leverage available federal funding for medically related Special Education costs.

- This has been a long-standing policy issue in past years.
Facilities Funding

The State Budget includes:

$1.5 billion
Sale of Proposition 51 bond funds for the State Facility Program, including New Construction, Modernization, CTE Facilities, and the Charter School Facilities programs

$1.2 million
Ongoing Proposition 51 bond funds and State School Site Utilization Funds for ten positions in the Office of Public School Construction

$750 million
Additional one-time non-Proposition 98 General Fund for the Full-Day Kindergarten Facilities Grant Program (added to $100 million in 2018 Budget)
Project savings may fund other activities that reduce barriers to providing full-day kindergarten
AB 1200 Oversight Changes

Under previous laws, the Fiscal Crisis & Management Assistance Team (FCMAT) would only engage districts upon the request of the district or COE.

As a result of changes in the 2018-19 Budget Act, FCMAT will now automatically engage under the following conditions:

- Disapproved budget
- Negative interim report
- Three consecutive qualified reports
- Downgrade of interim certification
- “Lack of going concern” designation

As part of this engagement, FCMAT may engage in a fiscal health risk analysis:

- Analysis will be coordinated with the COE and is expected to build upon the COE oversight process at no cost to the COE or district.
Next Steps

State level

- Budget committee hearings
- Next update – May Revision
Thank you
Designing Spectacular Learning Environments: EG USD Ed Specs
Presentation Outline

Designing Spectacular Learning Environments: Elk Grove Unified School District

1. Ed Spec Contents
2. Process Overview
3. Participation Structure
4. Guiding Principles
5. Document Snapshot
6. Q&A / Discussion
Ed Specs: Contents
Designing Spectacular Learning Environments: Elk Grove Unified School District

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6.0  APPENDIX  225
Process Overview

Designing Spectacular Learning Environments: Elk Grove Unified School District

- Over 20 Meeting Sessions
- Contributions by over 200 EGUSD Staff
- Over 75 Community Members attended May 2nd Summit
Participation Structure
Designing Spectacular Learning Environments: Elk Grove Unified School District

FOCUS GROUPS:
Admin - Elementary
PreK/K Classrooms
Primary Classrooms
Intermediate Classrooms
Library - Elementary
Learning Centers (ES)
MP/FS - Elementary
PE - Elementary
Admin - Secondary
Support Services
MS Classrooms
MS Art & Performing arts
HS Classrooms
HS Art
Secondary Performing Arts
HS Science

HS CTE/electives
PE/Athletics - Secondary
Library - Secondary
MP/FS - Secondary
Alternative education
Special Education
Adult Education
Custodial
Maintenance

Leadership Team
Planning Advisory Team
Board
Working Groups
Guiding Principles

1. Occupants enjoy Safe, Healthy and Nurturing Environments

2. Each school campus is an active Source of Community Pride

3. Integration of people, programs & spaces Promote Collaboration

4. Innovative Physical Characteristics inspire learning

5. Outdoor Connections reinforce experiential learning

6. Effective Technology Tools and Resources readily available

7. Adaptable Environments support resiliency of facilities over time

8. Diverse Needs of all occupants are supported and celebrated
Ed Specs: Executive Summary

Designing Spectacular Learning Environments: Elk Grove Unified School District

- Establish vision for planning and design of EGUSD facilities
- Define requirements for spatial organization, site access, technology, furniture and equipment
- Establish qualitative and quantitative parameters for different school types
- Can be used for new schools, additions, modernizations and retrofit projects
- Provides flexibility with “optional/additional” program elements
**General Planning Parameters**

Designing Spectacular Learning Environments: Elk Grove Unified School District

**Target Enrollments & Capacity**

- Elementary: 850 Students
- Middle: 1,200 Students
- High: 2,200 Students
- Alternative Ed: 200 Students

**Target Class Sizes**

- PK & TK: 15
- Kinder: 24
- Grades 1-3: 24
- Grades 4-6: 28
- Grades 7-8: 28
- Grades 9-12: 32
- Special Ed: 10-15
- Alternative Ed: 20-25
- Adult Ed: Varies

**Target Average Utilization**

- Elementary: 95-100%
- Middle: 85%

**Athletics Stadium Facilities**

1 for every 2 comprehensive High Schools

**Performing Arts Centers**

Shared by multiple comprehensive High Schools
Program Parameters

- 50,000 – 55,000 sq ft
- 38 teaching stations
- Capacity: 850 students
Secondary Schools
Designing Spectacular Learning Environments: Elk Grove Unified School District

MIDDLE SCHOOL

QUANTITATIVE PARAMETERS:
Enrollment: 1,200 students
Grade Levels: Grades 7 - 8
Class Sizes:
    Grades 7-8  28
    SpEd  10
Target Site Size: 70 Acres*

HIGH SCHOOL

QUANTITATIVE PARAMETERS:
Enrollment: 2,200 students
Grade Levels: Grades 9 - 12
Class Sizes:
    Grades 9-12  32
    SpEd  15
Target Site Size: 70 Acres*

* when MS/HS are co-located
Questions?
EGUSD Preschool Programs

Presenters

Mark Cerutti, Deputy Superintendent, Education Services & Schools

Yvonne Wright, Director, PreK-6 Education

Doug Phillips, Director, Special Education

Board of Education Retreat | January 23, 2019
PROVIDING:
★ A high quality preschool program with an emphasis on pre-reading, literacy, and math skills that meet the needs of all students, including English language learners and students with special needs.
★ A curriculum and learning environment designed to maximize the strengths and unique experiences of each child.

PREPARING:
★ Students for a successful transition into transitional kindergarten or kindergarten by focusing on a comprehensive curriculum aligned with the appropriate grade level standards and benchmarks of the Elk Grove Unified School District.
★ Students for school readiness by enhancing their physical, social, emotional and cognitive skills.

INvolving:
★ Parents in all aspects of their child’s education, cultivated through a parent/school partnership.
★ Families and community as valued resources for curriculum planning, parent education, and decision-making.

INTEGRATING:
★ Preschool programs into our TK-6 sites through daily schedules, site work, and contract commitments.
★ Preschool program standards and performance outcomes into E4.
## LOGIC MODEL 6.0

**PROGRAM, SERVICE, OR INITIATIVE - VISION:** Preschool

**INFLUENCING FACTORS:** Funding, facilities, licensing, qualified staff, ESEA/CSEA

### INPUTS

<table>
<thead>
<tr>
<th>Input</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>$3,296,934</td>
</tr>
<tr>
<td>State CSPP</td>
<td>$1,682,337</td>
</tr>
<tr>
<td>Title I</td>
<td>$1,510,000</td>
</tr>
<tr>
<td>First 5</td>
<td>$415,819</td>
</tr>
<tr>
<td>QRIS 2018-2020</td>
<td>$105,574</td>
</tr>
</tbody>
</table>

### OUTPUTS

- Receive, allocate and plan for state and federal funding for preschool programs.
- Design, develop, implement, and evaluate programs and services for young students and families that build a strong educational foundation and maintain integrity to grant requirements.
- Improve quality of early childhood education through implementation and fidelity of curriculum and adhering to high quality grant expectations.
- Employ and implement high quality professional learning for classified and certificated staff.
- Articulate across grade levels with professional colleagues utilizing data analysis and data-driven instruction.
- Ensure a safe emotional and physical age-appropriate environment.
- Create and offer parent engagement opportunities for families that cultivates caregiver knowledge of school readiness focusing on the whole child.

### OUTCOMES

- Preschool programs are implemented according to the Head Start and CA State Standards for preschool to include the foundations of:
  - Language and literacy
  - Physical development
  - Family Involvement
  - School Readiness
  - Social and emotional development
  - Mathematics

- Students are able to have successful relationships with others in both social and work environments.
- Students have improved early learning experience which will develop them as young humans.
- Students will have the social and emotional skills to continue their education.

**Indicators or Data Sources to Document Accomplishments and Progress**

- Desired Results Development Profile (DRDP)
- School Readiness Screening
- Ages and Stages Questionnaire (ASQ)
- Attendance
Head Start, California State Preschool Program (CSPP) & Title I are funded annually

First 5 is funded every three years

Quality Rating and Improvement System (QRIS) is funding based on the matrix for The Quality Continuum Framework
**Head Start** is a federally funded program for preschool children. Family income guidelines are based on federal regulations and are used to determine program eligibility. Parents/guardians must provide documentation of program eligibility. Income guidelines are updated each year and are distributed at the time of registration.

**State preschool program** is a state-funded program serving three and four year old children. Parents/guardians must provide documentation of program eligibility. Income guidelines are updated each year and are distributed at the time of registration.

**Title I preschool** is a federally funded preschool program funded with Title I funds. There are no income qualifications for the Title I Preschool Program. However, eligibility is limited to those children who reside within the attendance area of a Title I school.
<table>
<thead>
<tr>
<th>Size of Family</th>
<th>Monthly Gross Income</th>
<th>Annual Gross Income</th>
<th>Monthly Gross Income</th>
<th>Annual Gross Income</th>
<th>HEAD START ONLY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$4,173</td>
<td>$50,077</td>
<td>$1,011.66</td>
<td>$12,140</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>$4,173</td>
<td>$50,077</td>
<td>$1,371.66</td>
<td>$16,460</td>
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<tr>
<td>3</td>
<td>$4,502</td>
<td>$54,027</td>
<td>$1,731.66</td>
<td>$20,780</td>
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</tr>
<tr>
<td>4</td>
<td>$5,256</td>
<td>$63,083</td>
<td>$2,091.66</td>
<td>$25,100</td>
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<tr>
<td>5</td>
<td>$6,098</td>
<td>$73,177</td>
<td>$2,451.66</td>
<td>$29,420</td>
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</tr>
<tr>
<td>6</td>
<td>$6,939</td>
<td>$83,270</td>
<td>$2,811.66</td>
<td>$33,740</td>
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</tr>
<tr>
<td>7</td>
<td>$6,584</td>
<td>$85,163</td>
<td>$3,171.66</td>
<td>$38,060</td>
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<tr>
<td>8</td>
<td>$7,096</td>
<td>$87,055</td>
<td>$3,531.66</td>
<td>$42,380</td>
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<tr>
<td>9</td>
<td>$7,254</td>
<td>$88,948</td>
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<td></td>
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</tr>
<tr>
<td>10</td>
<td>$7,570</td>
<td>$90,840</td>
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<tr>
<td>11</td>
<td>$7,727</td>
<td>$92,733</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 or more</td>
<td>$7,885</td>
<td>$94,625</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HEAD START (effective 1/13/18)***

**TITLE I**

Live within the boundaries of a Title I school.

Income is not considered. To qualify, family must live within the boundaries of a Title I school.

For family units with more than 8 members, add $4,320 a year for each additional family member.
### Staffing - Full Time Equivalent (FTE)

<table>
<thead>
<tr>
<th>Classified</th>
<th>FTE</th>
<th>Certificated</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3K Instructor</td>
<td>1.0</td>
<td>Program Specialist</td>
<td>2.0</td>
</tr>
<tr>
<td>Bilingual Family Advocate</td>
<td>1.3</td>
<td>Academic Program Coordinator</td>
<td>1.8</td>
</tr>
<tr>
<td>Parent Liaison</td>
<td>1.0</td>
<td>School Psychologists</td>
<td>0.2</td>
</tr>
<tr>
<td>Program Educators</td>
<td>5.0</td>
<td>Social Worker</td>
<td>1.0</td>
</tr>
<tr>
<td>Staff Secretary</td>
<td>1.0</td>
<td>Instructional Coaches</td>
<td>2.0</td>
</tr>
<tr>
<td>State &amp; Fed Fiscal Technician</td>
<td>1.0</td>
<td>Teachers</td>
<td>23.4</td>
</tr>
<tr>
<td>Office Assistant III/ School Office Assistant</td>
<td>5.8</td>
<td><strong>Total FTE</strong></td>
<td><strong>32.4</strong></td>
</tr>
<tr>
<td>Paraeducators</td>
<td>31.5</td>
<td><strong>Total FTE</strong></td>
<td><strong>46.2</strong></td>
</tr>
</tbody>
</table>

Total Number of Employees = 91
Total Number of Vacancies = 5
<table>
<thead>
<tr>
<th>Program</th>
<th># of Classes (18/19 SY)</th>
<th># of Students (18/19 SY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 Playgroups</td>
<td>5</td>
<td>120</td>
</tr>
<tr>
<td>3K State</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Full-Day Head Start</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Half-Day Head Start</td>
<td>19</td>
<td>380</td>
</tr>
<tr>
<td>State</td>
<td>11</td>
<td>264</td>
</tr>
<tr>
<td>Title I</td>
<td>7</td>
<td>140</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>47</strong></td>
<td><strong>1,012</strong></td>
</tr>
<tr>
<td>Site</td>
<td>0-3 Playgroups</td>
<td>3K</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td>----</td>
</tr>
<tr>
<td>1. Beitzel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Daylor H.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Florin E.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Franklin E.S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Jackson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Kennedy</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7. Leimbach</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. Mack</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9. Markofer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. McKee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Prairie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Reese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Reith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Sierra Enterprise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Union House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. West</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Overview of Program Schedules

<table>
<thead>
<tr>
<th>HEAD START FULL DAY</th>
<th>HEAD START PART DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per day</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Days of the week</td>
<td>Monday thru Friday</td>
</tr>
<tr>
<td>Total of student contact days</td>
<td>173</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEAD START PART DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per day</td>
</tr>
<tr>
<td>Days of the week</td>
</tr>
<tr>
<td>Total of student contact days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per day</td>
</tr>
<tr>
<td>Days of the week</td>
</tr>
<tr>
<td>Total of student contact days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TITLE I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per day</td>
</tr>
<tr>
<td>Days of the week</td>
</tr>
<tr>
<td>Total of student contact days</td>
</tr>
</tbody>
</table>
# Preschool LCAP Program Goals

<table>
<thead>
<tr>
<th>District Goal</th>
<th>All students will receive high quality classroom instruction and curriculum to promote college and career readiness to close the achievement gap.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Implement and integrate The Creative Curriculum or Frog Street (K only) in the classroom.</td>
</tr>
<tr>
<td>1.2</td>
<td>Focus on phonemic and phonological awareness, utilizing “Phonemic Awareness in Young Children” in opening and/or meeting circle.</td>
</tr>
<tr>
<td>1.3</td>
<td>Utilize classroom “collaborative conversations” by setting up productive partners and focusing on “four Ls (Look, Lean, Lower voice, Listen).”</td>
</tr>
<tr>
<td>1.4</td>
<td>Promote language and vocabulary development by establishing questions that require more than a one word response, encourage back-and-forth exchanges, repetition and extension, and self and parallel talk.</td>
</tr>
<tr>
<td>District Goal</td>
<td>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</td>
</tr>
<tr>
<td>2.1</td>
<td>Review Desired Results Developmental Profile (DRDP) Tech data results to guide instruction.</td>
</tr>
<tr>
<td>2.2</td>
<td>Intentionally support art activities during workshops and small group instruction while monitoring daily art activity time (i.e. 30 minutes a day) as stated in the Environment Rating Scale (ECERS/ERS).</td>
</tr>
<tr>
<td>District Goal</td>
<td>All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.</td>
</tr>
<tr>
<td>3.1</td>
<td>Focus on daily attendance and follow up with families on the first day that a student is absent.</td>
</tr>
<tr>
<td>3.2</td>
<td>Create a “cool down zone” that encourages a soft, safe and comfortable environment for students in the classroom that supports their choice to be available to learn.</td>
</tr>
<tr>
<td>District Goal</td>
<td>All students will benefit from programs and services designed to inform and involve family and community partners.</td>
</tr>
<tr>
<td>4.1</td>
<td>Increase attendance at parent/guardian events and follow up with information and learning related to the event.</td>
</tr>
<tr>
<td>4.2</td>
<td>Complete and collaborate with every parent to complete the Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Social Emotional (ASQ-SE-2) tool for their child. Follow up with the parents/guardians on the results.</td>
</tr>
</tbody>
</table>
Services for Families and Children

Bilingual Family Advocate -
Provides translations to assist staff in providing services for families.

Social Worker -
Observes students and makes recommendations to family and staff on how to meet the needs of children with challenging behaviors.

Program Educator -
Writes family development plans; ensures preschool meets Head Start standards.

3K Instructor -
Teaches students age 3-4; intentionally set up to support young learners.

Paraeducator -
Assists with instruction in the classroom; assists with student file follow up; assists parents with health follow up needs.

Parent Liaison -
Supports the entire family unit with providing playgroups and parent workshops
CREATIVE CURRICULUM

➢ Comprehensive, research-based curriculum that features exploration and discovery as a way of learning

➢ Creative Curriculum helps teachers build children’s confidence, creativity and critical thinking skills

➢ Creative Curriculum includes 6 studies, which are hands-on, project based investigations (Beginning of the Year; Trees Study; Balls Study; Clothing Study; Buildings Study; Reduce, Reuse, Recycle Study)
January

**Monday, 1/7**
- **Non-Multi-Funded Emp.** & **Multi-Funded Emp.**
- **Teachers**: Professional Learning @ District Office in the boardroom from 8am – 9:30am

**Tuesday, 1/8**
- **All Programs**: All classes return from Winter Break
- **Office Assistants**: Make calls to families who have not returned from Winter Break
- **Head Start**: Parent Committee Meeting @ Prine Elementary from 9am – 10:30am
- **School Readiness**: Playgroup registrations @ Leimbach from 5:30pm – 7:30pm

**Wednesday, 1/9**
- **Office Assistants**: 2019-20 PreK Registrations @ James McKee Elementary
- **School Readiness**: Playgroup Registrations @ Kennedy from 5:30pm – 7:30pm

**Thursday, 1/10**
- **Program Educators**: Program Educators Meeting @ District Office from 8am – 10am

**Monday, 1/14**
- **Office Assistants**: 2019-20 PreK Registrations @ Samuel Kennedy Elementary
- **Generate and distribute Martin Luther King, Jr. Holiday flyers to classes**

**Wednesday, 1/16**
- **Office Assistants**: PreK Office Assistants Meeting @ District Office in Room D from 9am – 12pm
- **Teachers**: Send home Martin Luther King, Jr. Holiday flyers

**Thursday, 1/17**
- **Office Assistants**: 2019-20 PreK Registrations @ David Reese Elementary
- **School Readiness**: Playgroup Registrations (Spanish Speaking) @ Leimbach from 3pm – 5pm

**Monday, 1/21**
- **All Employees**: Non Contract Day – Martin Luther King, Jr. Holiday

**Wednesday, 1/23**
- **Office Assistants**: 2019-20 PreK Registrations @ Prairie Elementary

**Friday, 1/25**
- **Head Start**: DRDP evidence collection ends
- **Office Assistants**: 2019-20 PreK Registrations @ Robin Elementary

**Monday, 1/28**
- **Head Start**: DRDP rating window for Learning Genie begins

**Tuesday, 1/29**
- **Office Assistants**: 2019-20 PreK Registrations @ Herman Leimbach Elementary

**Thursday, 1/31**
- **Head Start**: DRDP rating window for Learning Genie ends
- **Office Assistants**: Meter Readings Due
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Assessment Scoring System (CLASS)</td>
<td>An observation instrument to assess classroom quality in PreK-3 grades.</td>
</tr>
<tr>
<td>Desired Results Developmental Profile (DRDP)</td>
<td>A developmental continuum for formative assessment through teacher observation.</td>
</tr>
<tr>
<td>Early Childhood Environment Rating Scale (ECERS)</td>
<td>Used to evaluate quality related to environment under three domains: health and safety, relationships, and stimulation.</td>
</tr>
<tr>
<td>School Readiness Screening</td>
<td>Skills are monitored four times a year and administered 1:1.</td>
</tr>
<tr>
<td>Ages and Stages Questionnaire (ASQ)</td>
<td>A developmental and social-emotional screening tool used to identify if more intensive assessment is needed.</td>
</tr>
<tr>
<td>Fluharty</td>
<td>A screener tool used to identify if a child needs additional speech evaluation.</td>
</tr>
</tbody>
</table>
The Teaching Pyramid is a framework and reference tool for Supporting Social-Emotional Competence and Preventing Challenging Behavior in Young Children.

The Teaching Pyramid approach is built on the Positive Behavior Interventions and Support (PBIS) model with the incorporation of quality early childhood practices.

A 6 Week parent workshop, Supporting Positive Behavior in Children, is offered at two different schools (Fall and Spring).

* Two certified coaches Gerri Lacalle and Kate Barbero
<table>
<thead>
<tr>
<th>Date</th>
<th>Parent Education</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Read to me Daddy</td>
<td>Florin, Kennedy, Mack, Reese, Leimbach</td>
</tr>
<tr>
<td>October thru November</td>
<td>Supporting Positive Behavior in Children</td>
<td>Prairie</td>
</tr>
<tr>
<td></td>
<td>Keeping Your Traditions &amp; Cultures Alive / Family Ready Time</td>
<td>Mack, Reese</td>
</tr>
<tr>
<td>November thru December</td>
<td>Winter Wonderland Through Discover Art</td>
<td>Mack, Reese, Kennedy, Leimbach, Florin</td>
</tr>
<tr>
<td>January thru February</td>
<td>Setting Expectations with Children</td>
<td>Mack, Florin, Reese, Leimbach, Kennedy</td>
</tr>
<tr>
<td>February thru March</td>
<td>Supporting Positive Behavior in Children</td>
<td>Reese</td>
</tr>
<tr>
<td></td>
<td>Keeping Your Traditions &amp; Cultures Alive / Family Reading Time</td>
<td>Kennedy, Leimbach</td>
</tr>
<tr>
<td>March thru April</td>
<td>I Am Moving, I Am Learning</td>
<td>Kennedy, Florin, Mack, Reese, Leimbach</td>
</tr>
</tbody>
</table>
Accomplishments

★ Continue certified Teaching Pyramid coaches Gerri Lacalle and Kate Barbero
★ Awarded QRIS for having quality early learning programs
★ Continue to incorporate On Grade Level Reading into preschool
★ Continue to incorporate PreK coaches into district instructional coach professional development
★ New PreK class at Irene B. West Elementary
★ Online parent engagement/education
Next Steps

- Continue needs assessment process

- Continue collaboration with RED on long term monitoring of school readiness criteria and student achievement

- Continue collaboration with EGEA to standardize days, hours and minutes for all programs

- Continue integration with sites

- Expand programs to new Title I sites
PRESCHOOL AND PALSS SCC

- Program for the Acquisition of Language and Social Skills (PALSS)
  - Integrated Preschool
  - Self-Contained Preschool Classrooms

2018-2019 School Year
Continuum of Services for Preschool in EGUSD

**Home Hospital Placement and/or Home Based Services**
Instruction provided for a limited time for students who cannot attend school due to health needs and/or home based services provided by a non-public agency.

**Non-Public Agency**
Provided in the event that the school district doesn’t have a program or services to meet the needs of a student.

**Moderate to Severe Preschool**
Preschool classroom for children with moderate to severe disabilities and/or who have medical issues that need a lower ratio of adults to children.

**Integrated Moderate Preschool**
Integrated preschool classroom for children with moderate disabilities that has access to typically developing peers, with integrated DIS supports, such as speech and occupational therapy.

**PALS®**
Program for the Acquisition of Language and Social Skills
- **Highly Intensive**
  - 1:1-1:3 teacher to student recommended ratio
  - 0 hours with typical peers a week
- **Intensive**
  - 1:4 teacher to student recommended ratio
  - 8 hours with typical peers a week
- **Integrative**
  - 1:6 teacher to student recommended ratio
  - 12 hours with typical peers a week

Program designed to provide intensive ABA instruction for children who are demonstrating difficulty with language, socialization, and behavior skills.

**Language Development Class and Intensive Preschool Speech Services**
Specialized speech and language services at centralized District location.

**General Education Preschool**
Child doesn’t require additional support, can function and access the general education curriculum like a typically developing peer. Examples include Tiny Tots, Head Start, and Private Preschool.

**Home School Speech Therapy Services**
Direct speech therapy service that is provided at the student’s home school for children with a mild language delay that usually focuses on articulation.
Pre-K Special Education
Self-Contained Classrooms

- Integrated Moderate Preschool
- Self-Contained Mod/Severe Preschool
- Diagnostic Preschool
- PALSS Preschool
  - Highly Intensive
  - Intensive
  - Integrative
Who Attends these Classes?

- **Integrated Preschool**: Designed for students with global delays of up to 50% of their chronological age. Students should be able to work in a small group of up to 8 students with an adult. Program is structured like a typical preschool and includes typical peers 2-3 days per week (depending on student age). Goal for students exiting this program is placement in general education Kindergarten setting.

- **Moderate/Severe Preschool**: Designed for students with global delays of 50% or more of their chronological age. Students require significant adult support across most of the instructional day. Opportunities are built in for time with typical peers across the instructional week, usually during social activities (indoor and outdoor structured play). Most students in this program require specialized academic instruction in Kindergarten and above.

- **Diagnostic Preschool**: Program is designed for students with significant behaviors that can be harmful to the student or others, or that have resulted in removal from other preschool programs. Placement in this program does not require an IEP but may be tied to additional assessment. Placement is offered on a diagnostic basis; some students continue in the program on an IEP and some are offered alternate placements after the diagnostic period.
Who Attends these Classes?

- **PALSS Highly Intensive SCC**: Designed for students with limited language skills, social skills, and classroom readiness skills, and those who have had little to no intervention in a group setting. Staff to student ratio varies from 1:1 – 1:3, based on individual student needs. Program utilizes a specialized curriculum designed to meet the needs of students with core deficits in language, socialization, and behavior.

- **PALSS Intensive SCC**: Designed for students who have mastered foundational lessons in the Highly Intensive SCC and are able to work within a staff to student ratio of 1:4 – 1:6. Program includes a typical peer component in which general education students join the classroom for 40% of the school day. Students have access to the specialized curriculum as well as a general preschool curriculum.

- **PALSS Integrative SCC**: Designed for students who are able to access instruction in a large group model. Program includes a typical peer component in which general education students join the classroom for 60% of the school day. The goal for students transitioning into kindergarten from this level is placement in a general education setting.
**Integrated Preschool, Mod/Severe Preschool, and Diagnostic Preschool**

**Organization & Class Descriptions**

*Integrated Preschool Program (3 year olds – 2 hours/day; 4 year olds – 3 hours/day)*

Addressing all areas of identified deficit with special attention to classroom readiness, functional communication, language, play, self-help and functional pre-academics. Curriculum follows the Preschool Learning Foundations. Students are integrated with typical peers 50% - 75% of their instructional week.

*Mod/Severe Preschool (3 year olds – 2 hours/day; 4 year olds – 3 hours/day)*

Addressing all areas of identified deficit with special attention to functional communication, language, gross & fine motor and self-help.

*Diagnostic Preschool (4 year olds – 2 hours/day)*

Addressing all areas of identified deficit with special attention to behavior, functional communication, self-regulation, classroom readiness, socialization, and pre-academics.
Elk Grove organized the Pre-K PALSS programs by student skill levels to better tailor the program, curriculum and instructional strategies to the unique needs of the learners.

**Highly Intensive Program (ratio 1:1 – 1:3)**

Addressing all areas of identified deficit with special attention to instructional control, readiness, compliance, functional communication, self-help, functional academic skills, play skills, positive behavior management.

**Intensive Program (ratio 1:4 – 1:6)**

Addressing all areas of identified deficit with special attention to communication, social skills, academic skills, self-help, executive functioning skills, small group and large group learner skills.

**Integrative Program (ratio 1:6 – 1:8)**

Addressing all areas of identified deficit with special attention to advanced communication and language, social skills, academic skills, executive functioning skills, small group and large group learner skills, peer relationships and interactions, independence.
In addition to IEP goals, the students also progress through a curriculum individualized to meet their needs.

**Curriculum**: Work in Progress (PALSS), District Developed Curriculum, Handwriting Without Tears and Unique Learning Systems (aligned to Preschool Learning Foundations)

We have a scope and sequence of lessons and phases that all students work through at their own pace. We target all areas of development:

- **Pre-Academics**: NVI, Matching, Block Imitation, Quantitative Concepts, Categories, Attributes, Functions, Prepositions, Reading, Recall, Sequencing, Same vs. Different
- **Communication and Language Development**: Receptive Instructions, Receptive Labeling, Expressive Labeling, Functional Communication (PECS/AAC), Verbal Imitation, Joint Attention, Help, Wait, Break, Yes/No, Word combinations, Conversation Basic and Intermediate, Pronouns, Comprehension, I don’t know, asking questions, Social Communication
- **Fine & Gross Motor Development**: Fine motor general, pre-writing, handwriting without tears, scissor skills
- **Social Emotional Development**: Emotions, gestures, social interaction, object play, social play
- **Self-Help/Independence**: Toileting, handwashing, arrival and departure routines, meal time routines, independent work
- **Classroom Readiness & Behavioral**: compliance, group responding,
Coaching and Collaboration with Support Personnel
ABSP, SLP, OT

- Each classroom has a Behavior Support Specialist (BSS), Speech and Language Pathologist (SLP) and Occupational Therapist (OT) assigned to the classroom. Some classrooms also have a Physical Therapist assigned to the classroom.
- These specialists provide training and coaching to the teacher and para-educators in the classroom on a regular basis.
Integrated Speech and Language & Occupational Therapy Model

- The classroom Integrated model includes: direct work with student, consultation with staff, collaboration and coaching services with staff.
  - Work directly with and observing students while coaching staff on strategies to implement with students. This allows the intervention to be carried out throughout the day and week even when SLP and OT are not present.
  - Results in increased generalization for the student.
BSS Support and Model

- Behavior Support Specialist is assigned to every Special Education Preschool classroom.
- Highly Intensive classes have one assigned to the site while other programs (PALSS Intensive, PALSS Integrative, Integrated Preschool and HILS) BSS’s float between the sites.
- BSS’s provide training on Evidence-Based Practices to the Teacher and para-educators.
- Review fidelity checklists with teams to reach fidelity of EBP’s.
- Hands on coaching to show them and train them how to implement strategies when students are in attendance.
- Training on curriculum and data collection.
- Training, development and monitoring of Behavior Intervention Plans as needed.
- In classrooms regularly depending on needs of classroom (teacher, paras, students).
Autism Program Development and Review (APDAR) Protocols

- Based on work and findings of NRC (2001), Collaborative Workgroup of Key Stakeholders in CA (Best Practices, 1997 and 2003) and the National Professional Development Center (NPDC-ASD)
- Protocol was developed by Patty Schetter and Victoria Murphy, two Board Certified Behavior Analysts with extensive experience with students with Autism and related disabilities.
- APDAR reflects our findings for most effective implementation of programs and services.
- In general, APDAR provides a tool by which Teachers and Leadership can review program effectiveness and needs.
In 2012, EGUSD preschool teachers participated in the Autism Program Development and Review (APDAR) self-review process to determine programming needs. The purpose of participating in this program was to create legally defensible Autism classrooms and increase positive outcomes for our students.

As a result of this process, EGUSD made significant changes to the preschool autism program.

- A Behaviorist was added to support staff across classrooms and school sites
- Students were grouped based on skills and abilities and classrooms were staffed accordingly with more adults provided in those classes where students required more intensive interventions
- A curriculum was selected with a scope and sequence that addressed the core deficits of students enrolled in these classrooms
- Program wide systems were put into place to insure consistency across classrooms and to provide additional support to staff
- Training model was developed to insure that Evidence Based Practices (EBP) were used with fidelity across classrooms
What are Evidence-Based Practices?

● “Many interventions exist for autism spectrum disorder (ASD). Yet, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). One reason for using EBPs is because, by law, teaching practices must be based on evidence of effectiveness.” (NPDC)

● NPDC definition of an EBP: “Focused intervention practices that have substantial evidence for effectiveness in promoting positive outcomes for learners with ASD”

http://autismmpdc.fpg.unc.edu/evidence-based-practices
Current EBPs Identified by Two Organizations:  
NAC vs. NPDC - Why Two Resources?

<table>
<thead>
<tr>
<th>National Autism Center (NAC) developed National Standards Project</th>
<th>National Professional Development Center on Autism Spectrum Disorder (NPDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Treatment Packages</td>
<td>Targeted Intervention Practices</td>
</tr>
<tr>
<td>Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD</td>
<td>Established Treatments Identified by the National Standards Project (NSP)</td>
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<tr>
<td>---</td>
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<tr>
<td><strong>Prompting</strong></td>
<td><strong>Antecedent Package</strong></td>
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<td><strong>Antecedent-Based Intervention</strong></td>
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<tr>
<td><strong>Time delay</strong></td>
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</tr>
<tr>
<td><strong>Reinforcement</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>Task analysis</strong></td>
<td></td>
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<tr>
<td><strong>Discrete Trial Training</strong></td>
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<tr>
<td><strong>Functional Behavior Analysis</strong></td>
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<tr>
<td><strong>Functional Communication Training</strong></td>
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<tr>
<td><strong>Response Interruption/Redirection</strong></td>
<td></td>
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<tr>
<td><strong>Differential Reinforcement</strong></td>
<td></td>
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<tr>
<td><strong>Social Narratives</strong></td>
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<tr>
<td><strong>Video Modeling</strong></td>
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<tr>
<td><strong>Naturalistic Interventions</strong></td>
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<tr>
<td><strong>Peer Mediated Intervention</strong></td>
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<td><strong>Pivotal Response Training</strong></td>
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<tr>
<td><strong>Visual Supports</strong></td>
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<tr>
<td><strong>Structured Work Systems</strong></td>
<td></td>
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<tr>
<td><strong>Self-Management</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Implemented Intervention</strong></td>
<td>The NSP did not consider parent-implemented intervention as a category of evidence-based practice. However, 24 of the studies reviewed by the NSP under other intervention categories involved parents implementing the intervention.</td>
</tr>
<tr>
<td><strong>Social Skills Training Groups</strong></td>
<td>Social Skills Training Groups (Social Skills Package) was identified as an emerging practice by the NSP.</td>
</tr>
<tr>
<td><strong>Speech Generating Devices</strong></td>
<td>Speech Generating Devices (Augmentative and Alternative Communication Device) was identified as an emerging practice by the NSP.</td>
</tr>
<tr>
<td><strong>Computer Aided Instruction</strong></td>
<td>Computer Aided Instruction (Technology-based Treatment) was identified as an emerging practice by the NSP.</td>
</tr>
<tr>
<td><strong>Picture Exchange Communication</strong></td>
<td>Picture Exchange Communication System was identified as an emerging practice by the NSP.</td>
</tr>
</tbody>
</table>
| **Extinction** | | | | | | | | | | | Extinction (Reductive Package) was identified as an emerging practice by the NSP.
The Evidence-Based Practices implemented in each classroom may vary depending on the needs of the students.
EGUSD Classrooms Use Basic Principles of Applied Behavior Analysis
### Three-Year Comparison

<table>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>• 19 teachers</td>
<td>19 teacher</td>
<td>22 Teachers</td>
</tr>
<tr>
<td></td>
<td>• 5 sites (Sims, Donner, McKee, Sierra, Jackson)</td>
<td>7 sites</td>
<td>8 sites</td>
</tr>
<tr>
<td></td>
<td>• 1 ABSP</td>
<td>3 ABSP</td>
<td>3 ABSP</td>
</tr>
<tr>
<td></td>
<td>• 1 PS</td>
<td>1 PS</td>
<td>1 PS</td>
</tr>
<tr>
<td>January</td>
<td>Adding:</td>
<td></td>
<td>January Adding:</td>
</tr>
<tr>
<td></td>
<td>• 6 Teachers</td>
<td></td>
<td>• 6 Teachers</td>
</tr>
<tr>
<td></td>
<td>• 2 Sites</td>
<td></td>
<td>• 2 Sites</td>
</tr>
<tr>
<td></td>
<td>• 1 ABSP</td>
<td></td>
<td>• 1 ABSP</td>
</tr>
<tr>
<td>Year</td>
<td>HI to INT</td>
<td>INT to INTG</td>
<td>INTG to IE</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>2015-2016</td>
<td>34</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>August - March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>43</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>August - March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>76</td>
<td>57</td>
<td>35</td>
</tr>
<tr>
<td>August - March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>39</td>
<td>38</td>
<td>Data calculated &amp; end year</td>
</tr>
<tr>
<td>August - November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All HI to INT</td>
<td>All INT to INTG</td>
<td>Kinder Age INTG to IE</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>2016-2017</td>
<td>43/153 = 28%</td>
<td>29/89 = 33%</td>
<td>9/20 = 45%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>76/207 = 36%</td>
<td>57/114 = 50.0%</td>
<td>35/42 = 83%</td>
</tr>
<tr>
<td></td>
<td>+ 8%</td>
<td>+ 17%</td>
<td>+ 38%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>39/146 = 27%</td>
<td>38/113 = 34%</td>
<td>Data calculated at end year</td>
</tr>
</tbody>
</table>

The total number of transitions from one level to another divided by the number of students that were in that level at some point in the year.

Kinder INTG to IE is the percentage of students that are eligible for Kindergarten in an Integrative class.
Percentage of Transitions to a LRE Over Past Three Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Total % Students by end of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>35%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>37%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>58%</td>
</tr>
</tbody>
</table>

Overall we had 21% more transitions this year than last year.

- Center Model for HI
- Remained in ratio for ¾ of the year
- Increase in support (2 more ABSP’s)
The Assessment Center

- Staff at the assessment center (located at Elitha Donner Elementary) conduct initial assessments and determine eligibility for Special Education services at age 3.
- Agencies (i.e., SCOE and ALTA) refer students living within EGUSD boundaries to the District when they are 33 months old.
- Parents can also refer students to the District if they have concerns.
- Students who are referred for a full assessment attend the “Assessment Preschool” for one full week.
- Throughout the week, staff interview parents, conduct on-going observations, and complete direct assessments.
Data show steady increase in the total number of students who are assessed each year.

In 2018, there were 150 assessments completed by the beginning of December. This is an increase of almost 30 students from the previous year.

*Growth Rate Equation: (Present/Past)^1/n – 1
Questions/Comments
Elk Grove Unified School District

Safety and Security Update

Board of Education Retreat | January 23, 2019
Mark Cerutti, Deputy Superintendent, Education Services & Schools
Joseph Airoso, Director, Safety & Security
Board Action

- Approval of service delivery model
- Approval of service provider(s)
Assurances of safe and secure schools (PreK-12)

- A balance of proactive and response services
- Consistent adherence to new and revised Board Policies/Administrative Regulations
- Integrated services – Campus Supervisors/Yard Duty Supervisors, School Security Specialists, School Resource Offices
- The provision of high quality service in a fiscally responsible manner
Priorities

- Safety & Security
  - Students, staff, and families
  - Sites and support facilities
  - District assets
- 24/7 Coverage
  - Threat assessments
  - Alarm response
  - Emergency incident response
- 3 to 6 year term
How

- Thorough analysis of current model
  - Positives/Negatives
  - Gaps
    - In service
    - Expertise
    - Coverage
  - Trend analysis
  - Historical data analysis
Options

- Continue current model – Contract with SSD
- Seek other contract options – EGPD – SPD
- District-employed officers
- Hybrid model
What - Key Planning Criteria

- Meet the needs at all levels
  - High schools
  - Middle schools
  - Elementary schools
  - Support sites
- Move from reactive to proactive philosophy
- New/revised BPs and ARs
- Multi-level integrated model
  - Campus Supervisors/Yard Duty
  - School Security Specialist
  - School Resource Officers
- Budget restraints
# Current Staffing

<table>
<thead>
<tr>
<th>VHS</th>
<th>LCHS</th>
<th>MTHS</th>
<th>COHS</th>
<th>FRHS</th>
<th>EGHS</th>
<th>FHS</th>
<th>SHS</th>
<th>PGHS</th>
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<tbody>
<tr>
<td>TRAN 1</td>
<td>VACANT</td>
<td>SOTO 1</td>
<td>ADMIN LEAVE</td>
<td>VACANT</td>
<td>DYER</td>
<td>VACANT</td>
<td>EDWARDS</td>
<td>PAPAC</td>
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<td>TRAN 2</td>
<td>ADMIN LEAVE</td>
<td>SOTO 2</td>
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<table>
<thead>
<tr>
<th>WELLS</th>
<th>AVALOS</th>
<th>VACANT</th>
<th>HUYNH (INJ.)</th>
<th>SCHRAMM</th>
<th>VACANT</th>
<th>WEIGHTMAN</th>
<th>JOHNSON</th>
<th>BALL</th>
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<tbody>
<tr>
<td>Jackman</td>
<td>Eddy</td>
<td>Harris</td>
<td>Pinkerton</td>
<td>Johnson</td>
<td>Kerr</td>
<td>Rutter</td>
<td>Smedberg</td>
<td>Albiani</td>
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<tr>
<td>Prairie</td>
<td>Ehrhardt</td>
<td>Case</td>
<td>Carroll</td>
<td>Castello</td>
<td>Baker</td>
<td>Florin</td>
<td>Adreani</td>
<td>Cosumnes River</td>
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<tr>
<td>Union House</td>
<td>Foulks Ranch</td>
<td>Herburger</td>
<td>Donner</td>
<td>Elliott Ranch</td>
<td>Elk Grove ES</td>
<td>Jackson</td>
<td>Beitzel</td>
<td>Dillard</td>
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<tr>
<td>Reith</td>
<td>Mix</td>
<td>Morse</td>
<td>Zehnder Ranch</td>
<td>Sims</td>
<td>Feickert</td>
<td>Kennedy</td>
<td>Fite</td>
<td>Batey</td>
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<tr>
<td>Leimbach</td>
<td>West</td>
<td>Hein</td>
<td>Franklin ES</td>
<td>Markofer</td>
<td>Kirchgater</td>
<td>Tsukamoto</td>
<td>Sunrise</td>
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<tr>
<td>Mack</td>
<td></td>
<td></td>
<td></td>
<td>Stone Lake</td>
<td>McKee</td>
<td>Reese</td>
<td>Butler</td>
<td>McGarvey</td>
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<th>ALT. ED</th>
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<th></th>
<th></th>
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<th>O'CONNOR</th>
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<tbody>
<tr>
<td>Rio / Las Flores</td>
<td>Calvine</td>
<td></td>
<td>EG Charter</td>
<td></td>
<td></td>
<td>Daylor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| SUPPORT SITES | | | | | | | | |
| Trigg Center | VACANT | | | | | | | |
| Franklin Library | VACANT | | | | | | | |

| Regions | | | | | | | | |
| Sec. Specialist | | | | | | | | |
| SRO | | | | | | | | |

| After Hours Patrol | | | | | | | | |
| A Watch | 0700 - 1600 | 8 Hours | Sat - Sun | 2 |
| B Watch | 1500 - 2300 | 8 Hours | Mon - Sun | 7 |
| C Watch | 2230 - 0630 | 8 Hours | Mon - Sun | 7 |
## Proposed Staffing

<table>
<thead>
<tr>
<th>VHS</th>
<th>LCHS</th>
<th>MTHS</th>
<th>COHS</th>
<th>FRHS</th>
<th>EGHS</th>
<th>FHS</th>
<th>SHS</th>
<th>PGHS</th>
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</thead>
<tbody>
<tr>
<td>TRAN</td>
<td>Security #1</td>
<td>SOTO</td>
<td>Security #2</td>
<td>Vacant</td>
<td>DYER</td>
<td>Security #3</td>
<td>EDWARDS</td>
<td>PAPAC</td>
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<td>SSD 1</td>
<td>SSD 2</td>
<td>SSD 3</td>
<td>EGPD 1</td>
<td>EGPD 2</td>
<td>SSD 4</td>
<td>SSD 5</td>
<td>SSD 6</td>
<td>SSD 7</td>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Jackman</td>
<td>Eddy</td>
</tr>
<tr>
<td>Prairie</td>
<td>Ehrhardt</td>
</tr>
<tr>
<td>Union House</td>
<td>Foulks Ranch</td>
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<tr>
<td>Reith</td>
<td>Mix</td>
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<tr>
<td>Leimbach</td>
<td>West</td>
</tr>
<tr>
<td>Mack</td>
<td>Stone Lake</td>
</tr>
<tr>
<td>Rio / Las Flores</td>
<td>Calvine</td>
</tr>
</tbody>
</table>

### SUPPORT SITES

- Trigg Center: Security #4
- Franklin Library
- Stud. Support Center: Security 5

### Beat #1
- After Hours Patrol
- A Watch: 0700 - 1600 8 Hours Sat - Sun 2
- B Watch: 1500 - 2300 8 Hours Mon - Sun 7
- C Watch: 2230 - 0630 8 Hours Mon - Sun 7
## Cost Breakdown

<table>
<thead>
<tr>
<th>Description</th>
<th>18/19 Contracted Security</th>
<th>19/20 SSD</th>
<th>19/20 EGPD</th>
<th>Additional School Security Specialists</th>
<th>After Hours Patrol</th>
<th>Balance</th>
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</thead>
<tbody>
<tr>
<td>18/19 Contracted Security</td>
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<td>19/20 SSD</td>
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<td>Additional School Security Specialists</td>
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<td>$107,000.00</td>
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<td></td>
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<td>$108,692.00</td>
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</tbody>
</table>
Next Steps

- Finalize Contract – with County
- New Memorandum of Understanding
  - More District control over staffing
    - Selection
    - Retention
    - All levels
  - District mandated training
Questions