

AGENDA
ELK GROVE UNIFIED SCHOOL DISTRICT
Regular Meeting of the Board of Education
Board Room, Education Center
9510 Elk Grove-Florin Road
Elk Grove, CA 95624
June 9, 2015
Closed Session – 4:30 p.m.
Regular Session – 6:00 p.m.

Public Comment on Items on Agenda or Not on the Agenda

NOTICE

Cards are available at the table just outside of the Board Room for anyone who wishes to address the Board. If you wish to address the Board, complete a card and hand it to a staff member at the table to the left as you enter the Board Room. Please be sure to complete the card indicating whether the matter you wish to address is on the agenda or not on the agenda. If the matter is on the agenda, we will assume you wish to speak when it comes time to address that item on the agenda and will hold your card until then. Presentations will be limited to a maximum of three (3) minutes, with a total of thirty (30) minutes designated for public comment on an item. Time limitations are at the discretion of the President of the Board of Trustees. The meeting is recorded on video and audio. Videos are available on the Elk Grove Unified School District's You Tube channel at [http://www.youtube.com /user/Elk Grove Unified](http://www.youtube.com/user/Elk_Grove_Unified).

CLOSED SESSION – 4:30 p.m.

1. Government Code Section 54956.9 Subdivision (d) Paragraph (2)
Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to Litigation – 1 case
2. Government Code Section 54957
Public Employee Discipline/Dismissal/Release/Complaint
3. Government Code Section 54957
Public Employee Appointment/Employment: Elementary and Secondary
School Principals and Vice Principals
4. Government Code Section 54957.6
Conference with Labor Negotiators
Agency designated representatives: Christopher Hoffman,
Glen De Graw, Richard Fagan, Karen Rezendes
Employee Organizations: All Elk Grove Unified School District
Bargaining Units and Unrepresented Employees
5. Government Code Section 54956.9 Subdivision (d) Paragraph (1)
Conference with Legal Counsel – Existing Litigation
Case Numbers: B0003067, 11322233, 12477100, B000315, 14538575,
13513795, 08211894, 13497054
6. Government Code Section 54957
Public Employee Performance Evaluation
Title: Superintendent

RECEPTION FOR EMPLOYEES OF THE YEAR – 5:30 – 6:00 P.M.

AGENDA
 ELK GROVE UNIFIED SCHOOL DISTRICT
 Regular Meeting of the Board of Education
 June 9, 2015

<u>Item</u>	<u>Time - Approximate</u>
OPEN SESSION – 6:00 p.m.	
I. Pledge of Allegiance	
II. Presentations/Recognitions	
7. 2014-15 Employees of the Year Recognition	15 Minutes
8. 2015 FFA California State Judging Contest Finals	5 Minutes
9. ACSA Region 3 Middle School Principal of the Year	5 Minutes
III. Student Expulsion Recommendations	
10. Request for Student Expulsions	5 Minutes
IV. LCAP Update – (See Public Hearing/Action Items Below)	
V. Budget Update – (See Public Hearing/Action Items Below)	
VI. Public Comment	
VII. Bargaining Units	
VIII. Reports	
11. Statewide School Facility Funding Update	20 Minutes
IX. Public Hearing/Action Item	
12. Tentative Agreement Between Elk Grove Unified School District and Psychologist and Social Worker Association (PSWA), 2014-2015 and 2015-2016	5 Minutes
13. Public Hearing of the Elk Grove Unified School District's Local Control Accountability Plan (LCAP)	10 Minutes
14. Public hearing of the Elk Grove Charter School's Local Control Accountability Plan (LCAP)	10 Minutes
15. 2015-16 Adopted Budget Public Hearing	20 Minutes
X. Discussion Items	
16. AB 288 – College and Career Access Pathways Resolution	5 Minutes
XI. Discussion/Action Items	
17. Recommended Staffing Positions	10 Minutes
XII. Action Items	
18. Elk Grove Charter School Petition Renewal	5 Minutes
19. Approval of Annual Site Local Control Accountability Plans	5 Minutes

AGENDA
 ELK GROVE UNIFIED SCHOOL DISTRICT
 Regular Meeting of the Board of Education
 June 9, 2015

<u>Item</u>	<u>Time - Approximate</u>
XIII. Board Member and Superintendent Reports	10 Minutes
XIV. Consent Agenda – Action	10 Minutes
20. Approval of Minutes	
21. Personnel Actions	
22. Declaration of Need for Fully Qualified Educators for 2015-16	
23. Williams Act Quarterly Report Notification	
24. Approval of the Joint Health Care Coalition Agreement between American Federation of State, County, and Municipal Employees (AFSCME), Amalgamated Transit Union (ATU), California School Employees Association (CSEA), Elk Grove Education Association (EGEA), Psychologists/Social Workers Association (PSWA) and Elk Grove Unified School District (EGUSD)	
25. Renewal of the Student Teacher Agreement between University of California Rossier School of Education and Elk Grove Unified School District	
26. Approval of the Renewal of the Visiting Educator Memorandum of Understanding	
27. Approval of Memorandum of Understanding between Elk Grove Unified School District and Elk Grove Education Association Regarding Pre-Kindergarten Program and Teachers	
28. Approval of Revisions to Board Policy 3100 – Budget Development and Control	
29. Approval of Revisions to Board Policy 3553 – Confidentiality of Free and Reduced Priced Meal Eligibility and Board Policy 3555 – Nutrition Program Compliance	
30. Disposal of Obsolete/Surplus Property	
31. Approval of Purchase Order History	
32. Approval of Warrant Register No. 10	
33. Acceptance of Gifts	
34. Ratification of Contracts	
35. Approval of Transitional Support for English/Language Arts (ELA) Common Core State Standards (CCSS) and English Language Development (ELD) Instruction	
36. Approval of Common Core State Funds for Elk Grove Charter School	
37. Florin High School Associated Student Body Principal's Scholarship Expenditure	
38. Extension of Contract with Elk Grove Adult Community Training	
39. First 5 of Sacramento Resolution for 2015-16, 2016-17 and 2017-18	
40. Head Start Preschool Resolution, 2015-16	
41. Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Cash	

AGENDA
 ELK GROVE UNIFIED SCHOOL DISTRICT
 Regular Meeting of the Board of Education
 June 9, 2015

ItemTime - Approximate

XIV. Consent Agenda – Action Continued

- 42. Resolution to Establish CSAC Excess Insurance Authority (EIA) Designated Representative
- 43. Approval to Purchase Copier Toner
- 44. Approval to Purchase Custodial Supplies
- 45. Receipt of Bids and Award of Contract for Food and Nutrition Services – Paper Bid #559 14/15
- 46. Receipt of Bids and Award of Contract for Food and Nutrition Services – Produce Bid #561 14/15
- 47. Receipt of Bids and Award of Contract for Purchasing Department – Trash Can Liners Bid #568 14/15
- 48. Receipt of Bids and Award of Contract for Purchasing Department - Playground Wood Fiber Landing Material Bid #570 14/15
- 49. 2015 John Reith Elementary School Wall Repair, Award of Contract

XV. Other Action Items

- 50. Discussion and Action on Items Removed From the Consent Agenda

XVI. Information Items

- 51. Other Items from the Floor

XVII. Adjournment

AMERICAN WITH DISABILITIES COMPLIANCE NOTICE

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board Secretary, Arlene Hein, at (916) 686-7700. Notification of at least 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodation, auxiliary aids or services.

DOCUMENT AVAILABILITY

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in District office located at 9510 Elk Grove-Florin Road, Elk Grove, CA during normal business hours.

Board Agenda Item

Subject: 2014-2015 EMPLOYEES OF THE YEAR **Department:** Human Resources

Action Requested:
The Board is asked to recognize the 2014-2015 Employees of the Year.

Discussion:
Representatives from American Federation of State, County, and Municipal Employees (AFSCME); Amalgamated Transit Union (ATU); California School Employees Association (CSEA); Elk Grove Education Association (EGEA); and Elk Grove Team for Education/Administrative Management and Support (EGTEAMS) - Elk Grove Administrative Team (EGAT) and Elk Grove Business and Educational Support Team (EGBEST) received dozens of nomination forms submitted by members of each employee group and selected luminaries deserving recognition. The 2014-2015 Employees of the Year are as follows:

AFSCME

- Michael "Mike" Miller, Lead Custodian I, Arnold Adreani Elementary

ATU

- Stephonia "Stephanie" Spivey, Bus Driver, Transportation

CSEA

- Cheryl Russell, Para-SE, Mod/Severe, Albani Middle School

EGEA

- Susan Abbott, 9/12 Teacher, English, Sheldon High School
- Heather Wright, Elementary Teacher, K, Elliott Ranch Elementary School

EGTEAMS:

EGAT


- Mechale Murphy, Elementary Principal, Irene B. West Elementary (Certificated Administrator)


EGBEST

- Tina Haisch, Area Supervisor, Maintenance (Classified Administrator/Confidential/Supervisory)
 - Jakki Bateman, Elementary School Secretary, Prairie Elementary (Administrative Support)

We offer them our congratulations on receiving this honor.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw 

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman 

Board Agenda Item

Subject:

2015 FFA California State Judging Contest Finals

Division: Secondary Education

Action Requested:

The Board of Education is asked to recognize Elk Grove Unified School District students who received recognition at the 2015 FFA State Finals contests.

Discussion:

The Board is asked to recognize Elk Grove Unified School District students who competed with over 2000 students from throughout California and were recognized for their achievements in agriculture.

Financial Summary:

N/A

Prepared By: Kathy Hamilton

Division Approval:  Christina Penna

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman 

Board Agenda Item

Subject: ACSA Region 3 Middle School Principal of the Year **Division:** Secondary Education

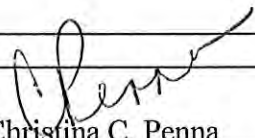

Action Requested:
The Board is asked to recognize Melanie Dopson for having been selected as the Association of California School Administrators Region 3 Middle School Principal of the Year.

Discussion:
The Board is asked to recognize Melanie Dopson for having been selected as the Association of California School Administrators Region 3 Middle School Principal of the Year.

The Association of California School Administrators (ACSA) was established in 1971 and is considered the largest organization for school leaders in the nation. The Elk Grove Unified School District resides in Region 3 of ACSA, serving Sacramento and Yolo counties comprised of 21 school districts and more than 260,000 students. Annually, ACSA regions across the State of California honor deserving administrators for their excellence in leadership. We are pleased to share with the Board that Melanie Dopson, Principal of Katherine L. Albani Middle School, was honored on May 11th, 2015, and receiving the ACSA Region 3 Middle School Principal of the Year Award.

The Board is asked to acknowledge and congratulate Ms. Dopson for this outstanding and well-deserved honor.

Financial Summary:

Prepared By: Christina C. Penna Division Approval: 
Prepared By: _____ Superintendent Approval:  Christopher R. Hoffman

Agenda Item No: 11

Supplement No. _____

Meeting Date June 9, 2015

Board Agenda Item

Subject: _____ **Division:** Facilities and Planning

Statewide School Facility Funding Update


Action Requested:

The Board of Education is asked to receive a report on multiple Statewide school facility program and funding proposals.

Discussion:

District Administration will present a report on the status of various Statewide school facility program and funding proposals. The report will include summary information for multiple K-12 school facility proposals including the Governor's January proposal, the Legislative Analyst's Office recent proposal, separate Statewide School Facility Bond proposals from three members of the legislature (AB 149 (Holden), AB 1088 (O'Donnell), SB 114 (Liu)), as well as an active ballot initiative effort by Californians for Quality Schools.

Financial Summary: N/A

Prepared By: _____ **Division Approval:** Robert Pierce 

Prepared By: _____ **Superintendent Approval:** Christopher R. Hoffman 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 12

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject: _____ **Department:** Human Resources
Tentative Agreement Between Elk Grove Unified School District and Psychologist and Social Worker Association (PSWA), 2014-2015 and 2015-2016, dated May 20, 2015.

Action Requested:
If the Tentative Agreement between the Elk Grove Unified School District (EGUSD) and Psychologist and Social Worker Association (PSWA), is ratified by PSWA, and the AB 1200 review is approved by the Sacramento County Office of Education (SCOE), the Board of Education of EGUSD is asked to conduct a Public Hearing to present the Tentative Agreement reached through negotiations on May 20, 2015. Should there be an affirmative action by PSWA, the EGUSD Board President should announce and open the public hearing with a request for anyone who wishes to speak to the proposal to please come forward. After listening to any speakers, the Board President should close the public hearing. After closing the public hearing, the Board should be asked to take action to approve (ratify) the Tentative Agreement.

Discussion:
If the Tentative Agreement is ratified by a vote of the PSWA members, and the AB 1200 review is approved by the Sacramento County Office of Education (SCOE), the EGUSD Board should be asked to approve (ratify) the attached 2014-2015 and 2015-2016 Tentative Agreement. In addition, Education Code Section 3540.2 stipulates a fiscal review by the Sacramento County Office of Education (SCOE) of negotiated agreements to determine the financial impact of the agreement on the District budget. Therefore, the AB 1200 report which provides the financial analysis of the Tentative Agreement is attached and was submitted to SCOE for their review.

Financial Summary:

Prepared By: _____ Department Approval: Glen De Graw *GD*
Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *CH*

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Elk Grove Unified School District
 Name of Bargaining Unit: Psychologists' and Social Workers' Association (PSWA)
 Certificated, Classified, Other: Certificated - non-management

The proposed agreement covers the period beginning: July 1, 2014 and ending: June 30, 2016
 (date) (date)

The Governing Board will act upon the agreement on: June 9, 2015
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement FY 2014/15	Year 1 Increase (Decrease) FY 2014/15	Year 2 Increase (Decrease) FY 2015/16	Year 3 Increase (Decrease) FY 2016/17
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$4,300,125	\$129,004	\$276,491	\$276,491
			0.03	0.062425596	0.058757616
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$63,389	-\$63,389	\$0	\$0
	Description of other compensation:				
3	Statutory Benefits - STRS, PERS, FICA, WE, UI, Medicare, etc.	\$594,747	\$8,943	\$37,686	\$37,686
			0.015036646	0.06242608	0.058758045
4	Health/Welfare Plans		\$0	\$0	\$0
5	Total Compensation - Add Items 1 through 4 to equal 5	\$4,958,261	\$74,558	\$314,177	\$314,177
			0.01503708	0.06242565	0.05875767
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$8,583	\$0	\$0	\$0
7	Total Number of Represented Employees (Use FTEs if appropriate)	55.8238	55.8238	55.8238	55.8238
8	Total Compensation <u>Average</u> Cost per Employee	\$88,820	\$1,336	\$5,628	\$5,628

- 9 . **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**

N/A

- 10 . **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**

N/A

- 11 . **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**

Effective July 1, 2015 the parties agree to increase the work day of the PSWA bargaining unit members by 15 minutes and to increase the PSWA salary schedule #12 and #13 by a value proportionate to the 15 minute increase to the work day.

- 12 . **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes No

If yes, please describe the cap amount.

The District's maximum contribution toward medical benefit premium costs shall be 80% of the premium cost for the low cost medical plan offered by the District. Each Bargaining Unit member's contribution toward medical benefit premium costs shall be at 20% of the premium cost from the low cost plan medical plan offered by the district. Unit members shall be responsible for the buy up costs related to selecting a medical plan other than the low cost plan.

- B. **Proposed Negotiated Changes in Non-compensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

N/A

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

N/A

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

The parties agree that on February 25, 2015, for the 2015-2016 school year, the District projected that it will receive approximately \$35,284,344 in funding and ongoing new State Local Control Funding Formula ("LCFF") revenue as part of its multi-year projection. The parties agree that if for the 2015-2016 school year, the District actually receives more than the \$35,284,344 projected on February 25, 2015 in ongoing new unrestricted Local Control Funding Formula (LCFF)-Base State revenue; then EGTEAM's proportionate share of the value of the new state ongoing unrestricted LCFF-Base revenue up to a maximum of 1% of compensation shall be added to the 2.5% salary increase for the 2015-2016 school year; and then added to 2014-2015 salary schedules, effective beginning July 1, 2015. The ongoing contingency amount up to a maximum of 1 % shall not be compounded with the 2.5% when added to the 2014-2015 salary schedules.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement will increase deficit financing in 2014-15.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

Ongoing additional state revenue.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will all the district to afford this contract)?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Ongoing additional state revenue.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Unrestricted General Fund
PSWA**

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/17/15)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$432,641,648			\$432,641,648
Remaining Revenues (8100-8799)	\$17,720,869			\$17,720,869
TOTAL REVENUES	\$450,362,517	\$0	\$0	\$450,362,517
EXPENDITURES				
Certificated Salaries (1000-1999)	\$215,977,952	\$44,105	\$2,918,508	\$218,940,565
Classified Salaries (2000-2999)	\$45,366,649		\$157,065	\$45,523,714
Employee Benefits (3000-3999)	\$95,020,996	\$6,012	\$460,089	\$95,487,097
Books and Supplies (4000-4999)	\$20,917,455			\$20,917,455
Services, Other Operating Expenses (5000-5999)	\$21,570,755			\$21,570,755
Capital Outlay (6000-6999)	\$5,779,165			\$5,779,165
Other Outgo (7100-7299) (7400-7499)	\$1,210,948			\$1,210,948
Direct Support/Indirect Cost (7300-7399)	-\$8,248,304			-\$8,248,304
Other Adjustments				\$0
TOTAL EXPENDITURES	\$397,595,616	\$50,117	\$3,535,662	\$401,181,395
OPERATING SURPLUS (DEFICIT)	\$52,766,901	-\$50,117	-\$3,535,662	\$49,181,122
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$4,385,237			\$4,385,237
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,256,756			-\$1,256,756
CONTRIBUTIONS (8980-8999)	-\$59,145,816	-\$22,420	-\$1,002,234	-\$60,170,470
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$3,250,434	-\$72,537	-\$4,537,896	-\$7,860,867
BEGINNING BALANCE	\$34,279,930			\$34,279,930
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$31,029,496	-\$72,537	-\$4,537,896	\$26,419,063
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$701,055			\$701,055
Reserved for Economic Uncertainties (9789)	\$11,450,000		\$110,000	\$11,560,000
Designated Amounts (9780)	\$18,878,441	-\$72,537	-\$4,647,896	\$14,158,008
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Restricted General Fund
PSWA**

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/17/15)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0			\$0
Remaining Revenues (8100-8799)	\$103,044,661			\$103,044,661
TOTAL REVENUES	\$103,044,661	\$0	\$0	\$103,044,661
EXPENDITURES				
Certificated Salaries (1000-1999)	\$53,492,798	\$19,731	\$1,146,349	\$54,658,878
Classified Salaries (2000-2999)	\$25,827,988		\$70,859	\$25,898,847
Employee Benefits (3000-3999)	\$32,776,184	\$2,689	\$182,541	\$32,961,414
Books and Supplies (4000-4999)	\$22,432,577			\$22,432,577
Services, Other Operating Expenses (5000-5999)	\$30,023,791			\$30,023,791
Capital Outlay (6000-6999)	\$147,249			\$147,249
Other Outgo (7100-7299) (7400-7499)	\$1,830,689			\$1,830,689
Direct Support/Indirect Cost (7300-7399)	\$6,527,410			\$6,527,410
Other Adjustments				\$0
TOTAL EXPENDITURES	\$173,058,686	\$22,420	\$1,399,749	\$174,480,855
OPERATING SURPLUS (DEFICIT)	-\$70,014,025	-\$22,420	-\$1,399,749	-\$71,436,194
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0			\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0			\$0
CONTRIBUTIONS (8980-8999)	\$59,145,816	\$22,420	\$1,002,234	\$60,170,470
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$10,868,209	\$0	-\$397,515	-\$11,265,724
BEGINNING BALANCE	\$30,084,263			\$30,084,263
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$19,216,054	\$0	-\$397,515	\$18,818,539
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$19,216,054		-\$397,515	\$18,818,539
Reserved for Economic Uncertainties (9789)				\$0
Designated Amounts (9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Bargaining Unit: **Combined General Fund**
PSWA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/17/15)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$432,641,648	\$0	\$0	\$432,641,648
Remaining Revenues (8100-8799)	\$120,765,530	\$0	\$0	\$120,765,530
TOTAL REVENUES	\$553,407,178	\$0	\$0	\$553,407,178
EXPENDITURES				
Certificated Salaries (1000-1999)	\$269,470,750	\$63,836	\$4,064,857	\$273,599,443
Classified Salaries (2000-2999)	\$71,194,637	\$0	\$227,924	\$71,422,561
Employee Benefits (3000-3999)	\$127,797,180	\$8,701	\$642,630	\$128,448,511
Books and Supplies (4000-4999)	\$43,350,032	\$0	\$0	\$43,350,032
Services, Other Operating Expenses (5000-5999)	\$51,594,546	\$0	\$0	\$51,594,546
Capital Outlay (6000-6999)	\$5,926,414	\$0	\$0	\$5,926,414
Other Outgo (7100-7299) (7400-7499)	\$3,041,637	\$0	\$0	\$3,041,637
Direct Support/Indirect Cost (7300-7399)	-\$1,720,894	\$0	\$0	-\$1,720,894
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$570,654,302	\$72,537	\$4,935,411	\$575,662,250
OPERATING SURPLUS (DEFICIT)	-\$17,247,124	-\$72,537	-\$4,935,411	-\$22,255,072
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$4,385,237	\$0	\$0	\$4,385,237
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,256,756	\$0	\$0	-\$1,256,756
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$14,118,643	-\$72,537	-\$4,935,411	-\$19,126,591
BEGINNING BALANCE	\$64,364,193			\$64,364,193
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$50,245,550	-\$72,537	-\$4,935,411	\$45,237,602
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$19,917,109	\$0	-\$397,515	\$19,519,594
Reserved for Economic Uncertainties (9789)	\$11,450,000	\$0	\$110,000	\$11,560,000
Designated Amounts (9780)	\$18,878,441	-\$72,537	-\$4,647,896	\$14,158,008
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **FUND 12 - CHILD DEVELOPMENT**
Enter Bargaining Unit: **PSWA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/17/15)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$5,714,436	\$0	\$0	\$5,714,436
TOTAL REVENUES	\$5,714,436	\$0	\$0	\$5,714,436
EXPENDITURES				
Certificated Salaries (1000-1999)	\$1,820,886	\$1,779	\$52,109	\$1,874,774
Classified Salaries (2000-2999)	\$988,805		\$1,544	\$990,349
Employee Benefits (3000-3999)	\$1,173,910	\$242	\$7,927	\$1,182,079
Books and Supplies (4000-4999)	\$724,426	\$0	-\$63,601	\$660,825
Services, Other Operating Expenses (5000-5999)	\$931,876	\$0	\$0	\$931,876
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$254,201	\$0	\$0	\$254,201
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$5,894,104	\$2,021	-\$2,021	\$5,894,104
OPERATING SURPLUS (DEFICIT)	-\$179,668	-\$2,021	\$2,021	-\$179,668
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$179,668	\$0	\$0	\$179,668
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	-\$2,021	\$2,021	\$0
BEGINNING BALANCE	\$51,756			\$51,756
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$51,756	-\$2,021	\$2,021	\$51,756
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$51,611	\$0	\$0	\$51,611
Reserved for Economic Uncertainties (9770)		\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$145	\$0	\$0	\$145
Unappropriated Amounts (9790)	\$0	-\$2,021	\$2,021	\$0

* Please see question on page 7.

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Enter Bargaining Unit:	Combined General Fund PSWA		
	2014-15 Total Current Budget After Settlement	2015-16 First Subsequent Year After Settlement	2016-17 Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$432,641,648	\$467,912,890	\$482,827,138
Remaining Revenues (8100-8799)	\$120,765,530	\$127,451,766	\$117,199,650
TOTAL REVENUES	\$553,407,178	\$595,364,656	\$600,026,788
EXPENDITURES			
Certificated Salaries (1000-1999)	\$273,599,443	\$280,682,029	\$284,819,274
Classified Salaries (2000-2999)	\$71,422,561	\$71,583,812	\$72,366,251
Employee Benefits (3000-3999)	\$128,448,511	\$135,521,255	\$149,578,036
Books and Supplies (4000-4999)	\$43,350,032	\$35,713,365	\$35,713,365
Services, Other Operating Expenses (5000-5999)	\$51,594,546	\$49,385,302	\$49,925,231
Capital Outlay (6000-6999)	\$5,926,414	\$147,249	\$147,249
Other Outgo (7100-7299) (7400-7499)	\$3,041,637	\$2,955,437	\$3,018,437
Direct Support/Indirect Cost (7300-7399)	-\$1,720,894	-\$1,720,894	-\$1,720,894
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$575,662,250	\$574,267,555	\$593,846,949
OPERATING SURPLUS (DEFICIT)	-\$22,255,072	\$21,097,101	\$6,179,839
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$4,385,237	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,256,756	\$456,756	-\$1,705,797
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$19,126,591	\$21,553,857	\$4,474,042
BEGINNING BALANCE	\$64,364,193	\$45,237,602	\$66,791,459
CURRENT-YEAR ENDING BALANCE	\$45,237,602	\$66,791,459	\$71,265,501
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$19,519,594	\$12,226,350	\$4,031,271
Reserved for Economic Uncertainties - Unrestricted (9789)	\$11,560,000	\$11,500,000	\$11,920,000
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9780)	\$14,158,008	\$43,065,109	\$55,314,230
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2014-15	2015-16	2016-17
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$576,919,006	\$573,810,799	\$595,552,746
b. State Standard Minimum Reserve Percentage for this District <u>2%</u> enter percentage:	2%	2%	2%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$11,538,380	\$11,476,216	\$11,911,055

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$11,560,000	\$11,500,000	\$11,920,000
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9780)	\$0	\$0	\$0
d. Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9780)	\$0	\$0	\$0
g. Total Available Reserves	\$11,560,000	\$11,500,000	\$11,920,000
h. Reserve for Economic Uncertainties Percentage	2.0%	2.0%	2.0%

3. Do unrestricted reserves meet the state minimum reserve amount?

2014-15	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2015-16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2016-17	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below:

6. Please include any additional comments and explanation of Page 4 if necessary: N/A

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year LCFF Revenue Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	\$ <u>7261.00</u> (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ <u>6563.00</u> (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ <u>698</u>
(d) Percentage Increase in Revenue BRL per ADA: (c) divided by (b)	10.64%
(e) Deficit: (Form RL, Line 9-a)	<u>0</u> %
(f) Percentage Increase in BRL after deficit:	0.00%
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for Current year (Year 1)	1.50%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Elk Grove Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Psychologists' and Social Worker's Association (PSWA), during the term of the agreement from July 1, 2014 to June 30, 2016.

The budget revisions necessary to meet the costs of the agreement are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>0</u>
<u>Expenditures/Other Financing Uses</u>	<u>(72,537)</u>
<u>Ending Balance Increase (Decrease)</u>	<u>72,537</u>

____ (No budget revisions necessary)



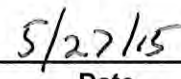
District Superintendent (Signature)
Christopher R. Hoffman



Date



Chief Business Officer (Signature)
Rich Fagan



Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature)
Christopher R. Hoffman

Date

Shannon Stenroos, Director of Budgets

Contact Person

(916) 686-7769 x 7667

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 9, 2015 took action to approve the proposed Agreement with the Psychologists' and Social Workers' Association (PSWA).

President (or Clerk), Governing Board
(Signature)

Date

Tentative Agreement
Between
Elk Grove Unified School District
And
Psychologists' And Social Workers' Association
May 20, 2015

Elk Grove Unified School District (District) and the Psychologists' And Social Workers' Association (PSWA), collectively referred to as "the parties," have considered their mutual interests and have agreed to enter into this Tentative Agreement (Agreement) to completely resolve negotiations for the 2014-2015 and 2015-2016 school years with no reopeners. All of the terms included in this Agreement are contingent upon approval by the Sacramento County Office of Education and ratification by both parties.

1. The parties agree that this Agreement equals a compensation package of 1.5% plus the lottery bonus conversion of 1.5% for a total of 3% for the 2014-2015 school year, and a total of 2.5% for the 2015-2016 school year.
2. The parties agree that if the contingency conditions described in Section 6 below are satisfied, an additional 1% shall be added to the total compensation package for the 2015-2016 school year.

2014-2015 Salary

3. a. Effective retroactive to July 1, 2014, the 2013-2014 PSWA Salary Schedules, titled #12 (Psychologists) and #13 (Social Workers), shall be increased by 1.5%.
 - b. In order to be eligible for any retroactive payment, a unit member must have worked during the 2014-2015 school year.
 - c. When added to the salary schedules, the 1.5% increase described in Section 3(a) shall not be compounded upon the lottery bonus conversion amount described in Section 4 below.

2014-2015 Lottery Conversion

4. a. Effective retroactive to July 1, 2014, the parties agree that the lottery income included in the parties' collective bargaining agreement under Section 15.6 shall be deleted from the parties' collective bargaining agreement and eliminated from the parties' practice. This means that in lieu of receiving a lottery bonus payment in August of each school year for the prior school year, Section 4(b) below shall be implemented.

b. The parties agree that effective retroactive to July 1, 2014, in exchange for permanently eliminating the annual lottery payment from the parties' collective bargaining agreement and practice, the 2013-2014 PSWA Salary Schedules, titled #12 (Psychologists) and #13 (Social Workers), shall be increased by 1.5%. When added to the salary schedules, this 1.5% increase shall not be compounded upon the 2014-2015 increase described in Section 3(a) above.

c. In order to be eligible for the lottery retroactive payment described in Section 4(b), a unit member must have worked during the 2014-2015 school year.

2015-2016 Salary

5. a. Effective July 1, 2015, the 2014-2015 PSWA Salary Schedules, titled #12 (Psychologists) and #13 (Social Workers), shall be increased by 2.5%.

b. If the contingency requirements specified in Section 6 below are satisfied, when added to the salary schedules, the 2.5% increase described in Section 5(a) above shall not be compounded with the 1% contingency amount described in Section 6 below.

2015-2016 Contingency

6. The parties agree that on February 25, 2015, for the 2015-2016 school year, the District projected that it will receive approximately \$35,284,344 in funded and ongoing new State Local Control Funding Formula ("LCFF") revenue as part of its multi-year projection.

a. Ongoing New Unrestricted LCFF-Base Revenue-2015-2016 School Year

- i. The parties agree that if for the 2015-2016 school year, the District actually receives more than the \$35,284,344 projected on February 25, 2015 in ongoing new unrestricted Local Control Funding Formula (LCFF)-Base State revenue;
- ii. then PSWA's proportionate share of the value of the new State ongoing unrestricted LCFF-Base revenue up to a maximum of 1% of compensation shall be added to the 2.5% specified above in Section 5 for the 2015-2016 school year; and
- iii. then added to 2014-2015 salary schedules, #12 and #13, effective beginning July 1, 2015. The ongoing contingency amount up to a maximum of 1% shall not be compounded with the 2.5% described in Section 5 above when added to the 2014-2015 salary schedules.
- iv. If the contingency language described in this Section 6(a) results in an additional 1% ongoing increase for the 2015-2016

school year, then the Section 6(b) contingency regarding one-time money shall not be implemented.

- v. PSWA's "proportionate share" is defined as the PSWA portion (percentage) of a 1% District-wide salary increase. A District-wide 1% compensation increase is estimated to be \$3.5 million for purposes of this Agreement.
- vi. For purposes of this Agreement, LCFF-Base is defined to be 90% of new, ongoing, unrestricted LCFF revenue.

[Note: For illustration purposes only: If the District receives \$3.5 million in new, ongoing, unrestricted, LCFF-Base revenue and all other Section 6(a) requirements are satisfied, PSWA will receive an additional 1% salary schedule increase. If the District receives \$1.75 million in new, ongoing, unrestricted LCFF-Base revenue and all other Section 6(a) requirements are satisfied, then PSWA will receive an additional 0.5% salary schedule increase. The value of the \$3.5 million includes a similar salary schedule increase of 1% District-wide. The value of the \$1.75 million includes a similar salary schedule increase of 0.5% District-wide.]

b. One-time New Unrestricted Revenue-2015-2016 School Year

- i. If the contingency language described in Section 6(a) results in an additional 1% ongoing increase for the 2015-2016 school year, then this Section 6(b) contingency regarding one-time money shall not be implemented.
- ii. The parties agree that if for the 2015-2016 school year, the above Section 6(a) Ongoing New Unrestricted Revenue-2015-2016 School Year Contingency provision does not result in an additional 1% salary schedule increase for the 2015-2016 school year or less than a 1% salary schedule increase for the 2015-2016 school year; and
- iii. if the District actually receives more than the \$10,724,474 in 2015-2016 projected on February 24, 2015 in one-time new unrestricted State revenue;
- iv. then PSWA members who are eligible for the wellness rebate pursuant to Section 1.b. of the April 9, 2012 Tentative Agreement between the parties, attached hereto as Exhibit A and incorporated by reference, will receive an additional one-time wellness rebate for the 2015-2016 school year in an amount not to exceed a total of 1% when combined with any Section 6(a) ongoing contingency salary increase as calculated in this Section 6(b).
- v. PSWA's "proportionate share" is defined as the PSWA portion (percentage) of a 1% District-wide salary increase. A District-wide 1% compensation increase is estimated to be \$3.5 million for purposes of this Agreement.

- vi. LCFF-Base revenue does not include any LCFF-supplemental and/or LCFF-concentration revenue. For purposes of this Agreement, LCFF-Base is equal to 90% of new, ongoing, unrestricted LCFF revenue.
- vii. The value of the 5% rebate calculation shall be based upon the 2013-2014, 5% rebate amount of approximately \$2,107,719. For example, if the District receives \$2,107,719 in unrestricted one-time new 2015-2016 revenue, an additional 5% shall be provided to bargaining unit members eligible for the wellness rebate. The rebate value shall be adjusted for a greater or lower number adequate to backfill for the difference between any ongoing contingency increase provided pursuant to Section 6(a) above and any new unrestricted one-time money for the 2015-2016 school year, up to a total value not to exceed 1% in new compensation. (6(a) and 6(b) combined.)

[Note: For illustration purposes only. If the Section 6(a) ongoing contingency does not result in an ongoing increase 1% in compensation for the 2015-2016 school year and the District receives \$2,107,719 in new one-time State unrestricted funding for the 2015-2016 school year, then PSWA members who comply with the wellness rebate eligibility requirements specified in Section 1.b. of the April 9, 2012 Tentative Agreement shall receive an additional one-time 5% rebate for the 2015-2016 school year only.]

7. Within 30 calendar days after adoption of the State Budget, the District will determine if the contingency requirements described above in Section 6 have been met and notify PSWA of its conclusion in writing.

8. If the ongoing and/or one-time contingency provisions described in Section 6 are not triggered, only the 2.5% salary increase described in Section 5 above shall be implemented for the 2015-2016 school year.

9. The State LCFF rules and calculations are subject to change by the State Legislature upon adoption of a final 2015-2016 State Budget. Therefore, it is impossible for the parties to accurately predict any LCFF changes to the 2015-2016 State Budget. If the parties disagree as to whether or not the contingency requirements specified in Section 6 above have been met, they agree to meet and negotiate the issue.

Increased Costs for Health Benefits

10. Consistent with parties' collective bargaining agreement, the District is responsible for its share of the increased costs for health benefits. It is noted that for the 2014-2015 school year the cost to the District of its increased share was equivalent to a 1.40% increase in compensation and for the 2015-2016 school year, the District's increased costs for health benefits is equivalent to 0.5% increase in compensation.

Sick Leave

11. Consistent with changes in State law regarding the definition of "family members" with regard to allowable uses of sick leave, the parties agree to amend sub-Article 13.1.4 to read as follows:

Immediate family shall mean the mother, father, husband, wife, son, daughter, brother, sister, grandfather, grandmother, grandson, granddaughter, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepchildren, foster parents, <<**foster children, registered domestic partner, parent of the registered domestic partner,**>> or any relative living in the immediate household of the employee.

New Employees Only-Salary Schedule Credit

12. Any new PSWA bargaining unit member hired after July 1, 2015 only shall receive one year of salary schedule credit for each full year of experience working as a Pupil Personnel Services (PPS) credentialed School Psychologist or Social Worker up to a maximum of 10 years of prior School Psychologist or Social Worker experience for a maximum entry level of step 11. "Full year" is defined as at least 75% of a school year.

Any new PSWA bargaining unit member hired after July 1, 2015 only shall receive salary schedule credit for college semester units achieved after receiving their Pupil Personnel Services credential and prior to working for Elk Grove Unified School District.

- A. Credit for prior experience for new employees hired after July 1, 2015 only will be determined by the Human Resources Department guided by the following criteria:
 - a. Prior school psychologist experience shall have required a pupil personnel services credential.
 - b. A year is defined as 75% of the school year. Fractional parts of one (1) year may not be combined to meet the percentage requirements.

- c. Prior teaching and/or vocational experience (including experience in the district) shall have occurred within fifteen (15) years immediately preceding the date of employment with the district.
- B. Credit for college semester units for new employees hired after July 1, 2015 only shall be determined by the Human Resources Department guided by the following criteria:
- a. Credit shall be given for college semester units (Quarter units equal 2/3 of a Semester unit).
 - b. Credit shall be given for those units that are consistent with the criteria established by the Board of Behavioral Sciences and the Commission on Teacher Credentialing (Continuing Education Units).
- C. The parties understand that this new agreement regarding salary schedule credit for experience and units shall not apply to bargaining unit members hired prior to July 1, 2015.

Interns-Salary Schedule Credit

13. Any PSWA bargaining unit member hired after June 1, 2015, who worked for the District or another public school district as a Psychologist Intern for 75% of a school year or more shall receive one year of salary schedule credit if they are employed by the District as a PSWA bargaining unit member.

School Psychologists

14. Effective beginning in the 2015-2016 school year, the parties agree to add 1.6 full time equivalent (FTE) School Psychologists to the District at the secondary level (grades 7-12) based upon collaboratively identified needs by the District and PSWA

[Note: It is a mutual interest of the parties to continue to work on School Psychology ratios across the District.]

[Note: It is a mutual interest of the parties to identify opportunities to review School Psychologist services related to supporting LCFF targeted students in future years.]

Collaboration

15. The parties agree to meet in the District/PSWA Leadership group to discuss roles, responsibilities, professional development, and staffing.

Assessment Materials Budget

16. The parties agree to replace the current assessment materials budget allocation with a new assessment materials budget allocation for new full time Psychologists to \$4,500 and for current Psychologists to \$3,000.

Comparability Study

17. The parties agree to participate in a District-wide Comparability Study Committee with the District to identify comparable districts in terms of LCFF funding, regional location and size, as well as to determine whether the District's compensation, staffing, class size, work time and benefits are comparable from a market perspective, and other agreed upon metrics.

Hours

18. a. Effective beginning July 1, 2015, the parties agree to increase the work day of PSWA bargaining unit members by 15 minutes and to increase PSWA salary schedules #12 and #13 by a value proportionate to the 15 minute increase to the work day consistent with the attached 2015-2016 salary schedules. Effective July 1, 2015, the parties also agree to revise Article 6, Hours, Section 6.1 as follows:

Work day shall consist of ~~450~~ 465 minutes as determined in consultation with school principals and the Director of Student Support and Health Services.

b. Effective beginning July 1, 2016, the parties agree to increase the work day of PSWA bargaining unit members by an additional 15 minutes and to increase PSWA salary schedules #12 and #13 by a value proportionate to the additional 15 minute increase to the work day consistent with the attached 2016-2017 salary schedules. Effective July 1, 2016, the parties also agree to revise Article 6, Hours, Section 6.1 as follows:

Work day shall consist of ~~465~~ 480 minutes as determined in consultation with school principals and the Director of Student Support and Health Services.

Duration

19. The parties agree to extend the term of the collective bargaining agreement between the parties from July 1, 2015 to June 30, 2016. Except as otherwise provided in this Agreement, all other terms and conditions of the

parties' collective bargaining agreement shall remain in full force and effect for the 2014-2015 and 2015-2016 school years.

For PSWA

Joni Mendicino

Al [Signature]

[Signature]

Dated: 5/20/15

For EGUSD

[Signature]

Karen M. Resendes

Rich [Signature]

Dated: 5/20/15

**ELK GROVE UNIFIED SCHOOL DISTRICT
PSYCHOLOGISTS AND SOCIAL WORKERS SALARY SCHEDULES
2014/15**

PSYCHOLOGISTS SCHEDULE #12			SOCIAL WORKERS SCHEDULE #13		
STEP	INITIAL SALARY	INITIAL SALARY +15 UNITS	STEP	INITIAL SALARY	INITIAL SALARY +15 UNITS
1	\$56,817		1	\$53,401	
2	60,782		2	54,384	
3	65,361		3	55,373	
4	69,888		4	57,356	
5	74,366		5	59,331	
6	78,930		6	61,317	
7	84,454		7	63,298	
8		\$88,073	8	65,864	
9		88,752	9	68,444	
10		89,431	10	71,006	
11		90,110	11	73,583	
12		90,788	12	76,354	
13		91,467	13	79,131	
14		92,146	14		\$83,930
15		92,825	15		84,345
16		93,503	16		84,759
17		94,327	17		85,593
18		95,122	18		86,422
19		96,815	19		88,086

PSYCHOLOGISTS WORK YEAR: 195 DAYS

New employees with no prior school psychology experience will be assigned to Step 1. New employees with prior experience may be granted a maximum of five (5) years credit on their initial schedule placement on the recommendation of the Associate Superintendent for Human Resources. Prior experience must have occurred within 10 years immediately preceding hire date.

A Doctoral bonus will be paid to Psychologists each year in an amount equal to 8.25% of Step 1.

Licenses in Marriage & Family Therapy (MFT), Licensed Educational Psychologist (LEP), and Nationally Certified School Psychologist (NCSP) will qualify for a bonus to be paid each year in an amount equal to 8.05% of Step 1.

SOCIAL WORKERS WORK YEAR: 192 DAYS

New employees with no prior school social work experience will be assigned to Step 1. New employees with prior experience may be granted a maximum of five (5) years credit on their initial schedule placement on the recommendation of the Associate Superintendent for Human Resources. Prior experience must have occurred within 10 years immediately preceding hire date.

A Doctoral bonus will be paid each year to Social Workers in an amount equal to 8.25% of Step 1.

Licensed Clinical Social Worker (LCSW) licenses will qualify for a bonus to be paid each year in an amount equal to 8.05% of Step 1.

SUBSTITUTE EMPLOYEES - The pay period is from the 21st of the month to the 20th of the following month. Payroll will mail your check to your mailing address on or before the 10th or 17th of the following month.

Effective 07/01/14 a 3% salary increase was applied to the 2013-14 salary schedule.

Revised 07/01/14 - changed fiscal year dates.

ve:h/salary schedules/2014-2015/pswa #12 and #13

**ELK GROVE UNIFIED SCHOOL DISTRICT
PSYCHOLOGISTS AND SOCIAL WORKERS SALARY SCHEDULES
2015/16**

PSYCHOLOGISTS SCHEDULE #12			SOCIAL WORKERS SCHEDULE #13		
STEP	INITIAL SALARY	INITIAL SALARY +15 UNITS	STEP	INITIAL SALARY	INITIAL SALARY +15 UNITS
1	\$60,179		1	\$56,561	
2	64,378		2	57,602	
3	69,228		3	58,649	
4	74,023		4	60,750	
5	78,766		5	62,841	
6	83,600		6	64,945	
7	89,451		7	67,043	
8		\$93,284	8	69,761	
9		94,003	9	72,494	
10		94,722	10	75,207	
11		95,442	11	77,937	
12		96,160	12	80,872	
13		96,879	13	83,813	
14		97,598	14		\$88,896
15		98,317	15		89,335
16		99,035	16		89,774
17		99,908	17		90,657
18		100,750	18		91,535
19		102,543	19		93,298

PSYCHOLOGISTS WORK YEAR: 195 DAYS

New employees with no prior school psychology experience will be assigned to Step 1. New employees with prior experience may be granted a maximum of five (5) years credit on their initial schedule placement on the recommendation of the Associate Superintendent for Human Resources. Prior experience must have occurred within 10 years immediately preceding hire date.

A Doctoral bonus will be paid to Psychologists each year in an amount equal to 8.25% of Step 1.

Licenses in Marriage & Family Therapy (MFT), Licensed Educational Psychologist (LEP), and Nationally Certified School Psychologist (NCSP) will qualify for a bonus to be paid each year in an amount equal to 8.05% of Step 1.

SOCIAL WORKERS WORK YEAR: 192 DAYS

New employees with no prior school social work experience will be assigned to Step 1. New employees with prior experience may be granted a maximum of five (5) years credit on their initial schedule placement on the recommendation of the Associate Superintendent for Human Resources. Prior experience must have occurred within 10 years immediately preceding hire date.

A Doctoral bonus will be paid each year to Social Workers in an amount equal to 8.25% of Step 1.

Licensed Clinical Social Worker (LCSW) licenses will qualify for a bonus to be paid each year in an amount equal to 8.05% of Step 1.

SUBSTITUTE EMPLOYEES - The pay period is from the 21st of the month to the 20th of the following month. Payroll will mail your check to your mailing address on or before the 10th or 17th of the following month.

Effective 07/01/15 a 2.5% salary increase was applied to the 2014-15 salary schedule.

Effective 07/01/15 an additional 15 minutes was applied to the 2014-15 salary schedule.

Revised 07/01/15 - changed fiscal year dates.

ve:h/salary schedules/2014-2015/pswa #12 and #13

Board Agenda Item

Subject: _____ **Department:** Education Services

**Public Hearing of the Elk Grove Unified School District's
Local Control Accountability Plan (LCAP)**

Action Requested:

The Board of Education is requested to hold a public hearing for anyone who wishes to comment on the Elk Grove Unified School District's Local Control Accountability Plan.

Discussion:

The Board of Education is requested to hold a public hearing to solicit the recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the Elk Grove Unified School District's Local Control Accountability Plan pursuant to Education Code 52062(b)(1). The public hearing shall be posted 72 hours before the meeting and be held at the same meeting that the Board holds a public hearing on the budget to be adopted pursuant to Education Code 42127.

Financial Summary:

A listing and description of expenditures for the fiscal year 2015-2018 are included in the LCAP.

Prepared By: Mark Cerutti Approval: Mark Cerutti *M.C.*

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *CRH*

LCFF | LCAP

ELK GROVE UNIFIED

Local Control Funding Formula • Local Control & Accountability Plan

DRAFT



Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN | 2015-2018

Elk Grove Unified School District

MAY 15, 2015

Below you will find helpful acronyms to assist you as you read the LCAP document.

ACRONYMS			
SES	Socio-economical School	GATE	Gifted and Talented Education
AA	African American	IB	International Baccalaureate
AMAO	Annual Measurable Achievement Objective	LCAP	Local Control Accountability Plan
AP	Advanced Placement	LCFF	Local Control Funding Formula
BTA	Bilingual Teaching Associate	LEA	Local Education Agency
CAAP	Concerned African American Parents	LEP	Limited English Proficient
CAASPP	California Assessment of Student Performance and Progress	LI	Low Income
CAC	Community Advisory Committee	LTEs	Long Term English Learner
CAHSEE	California High School Exit Exam	NEHS	National Elementary Honors Society
CCSS	Common Core State Standards	PBIS	Positive Behavior Intervention Systems
CELDT	California English Language Development Test	PD	Professional Development
CHKS	California Healthy Kids Survey	PL	Professional Learning
CPL	Curriculum and Professional Learning	PLC	Professional Learning Community
CRC	Cosumnes River College	PSAT	Preliminary Scholastic Aptitude Test
CSR	Class Size Reduction	R-FEP	Redesignated - Fluent English Proficient
DELAC	District English Language Advisory Committee	SBAC	Smarter Balanced Assessment Consortium
EL	English Learner	SDAIE	Specially Designed Academic Instruction in English
ELA	English Language Arts	SIS	Student Information System
ELD	English Language Development	STEM	Science Technology Engineering and Math
FEP	Fluent English Proficient	SWD	Students with Disabilities
FY	Foster Youth	TK	Transitional Kindergarten
FYEP	Foster Youth Educational Plan	UCAN	University and College Accountability Network

Introduction:

LEA: Elk Grove Unified School District

Contact: Mark Cerutti, Associate Supt., mcerutti@egusd.net, 916-686-7784

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Stakeholder involvement occurred throughout the entire LCAP process beginning in the fall and concluding in the spring as the Board of Education adopted the LCAP. The process ensured active participation in both consultation and feedback roles. Stakeholders were involved in needs analyses examining data sets that included key performance indicators aligned to the 8 state priorities. The Department of Research and Evaluation developed common data sets that all stakeholder groups analyzed. These data sets were then customized with data that were unique to each specific group. This was done for all district groups/committees and was also done at each of the district's 64 schools. Each school site received a comprehensive, site specific data set which was used as for the needs analysis portion of the site LCAP development process.</p> <p>All stakeholder feedback was recorded and collected including the information obtained from each of the District's 64 schools. Twelve common areas of interest emerged as a result of extensive stakeholder involvement .</p> <ol style="list-style-type: none"> 1. Instructional support – CCSS, ELD, Special Education (materials, professional learning/coaching, technology, assessments) 2. Parent/family engagement 3. Extended day learning (before/after/intersession/summer), includes tutoring and mentoring 4. EL support (increased class time, training for teachers, parent support, bilingual education) 5. Increase transportation 6. Increased academic counseling 7. Increase behavior support (counseling, psych, CLSW, MHT) for all students and targeted subgroups (EL and FY particularly) 	<p>Improved assurance of accurate prioritization of interests: the broad base of authentic stakeholder engagement enabled the District to accurately identify common educational interests and priorities.</p> <p>Increased level of stakeholder involvement in and commitment to the LCAP process.</p> <p>Greater buy in for and support of the proposed actions and services.</p> <p>Deepened level of understanding of district operations and decision making processes among stakeholders.</p> <p>Strengthened systems of communication within the District and with stakeholder constituencies.</p> <p>Acquired valuable continuous improvement feedback on the District' LCAP process.</p> <p>Stakeholder engagement reaffirmed the need for the District's four strategic goals. There was strong consensus that the goals should remain and continue to guide planning and decision making.</p> <p>The Elk Grove Unified School District's four Strategic Goals include:</p> <ol style="list-style-type: none"> 1. All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap

<p>8. Facilities/learning environments 9. Expanded College and Career preparation/Linked Learning 10. Professional learning (certificated and classified) 11. Technology support for students and staff (hardware, software, training, and support) 12. Educational equity – focused efforts to reduce/eliminate the achievement gap</p> <p>The District’s LCAP reflects the interests expressed by the broad base of stakeholders engaged in the LCAP development process. Stakeholder groups, meeting dates and meeting outcome summaries are noted below.</p> <p>The Associate Superintendent presented the LCAP to state required parent advisory groups (DELAC and DAC) on May 14, 2015 and provided written responses to questions and comments gathered during the meeting. The plan was also posted online and the Superintendent notified the public of the opportunity to submit written comments. The LCAP public hearing was held on June 9, 2015 culminating in the board approval of the plan on June 23, 2015.</p>	<p>2. All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p> <p>3. All students will have an equal opportunity to learn in a culturally responsive, physically, and emotionally safe environment.</p> <p>4. All students will benefit from programs and services designed to inform and involve family and community partners.</p>
---	--

STAKEHOLDER INVOLVEMENT

<p>October 15, 2014</p>	<p>EL Parents/DELAC Meeting</p>	<ul style="list-style-type: none"> • Highlighted LCFF/LCAP Main Ideas • Examined the 8 State Priorities • Reviewed EGUSD’s Strategic Goals • Reviewed Mandates Under the Law • Reviewed EGUSD’s Adopted LCAP • Explored Stakeholder Engagement; Two question Engagement Survey • Discussed Next Steps
<p>February 19, 2015</p>	<p>EL Parents/DELAC Meeting</p>	<ul style="list-style-type: none"> • Examine LCAP 8 State Priorities • Reviewed EGUSD Data/LCAP Metrics (14 Data Points, CAHSEE, Reclassification, Absence, Graduation,

		<ul style="list-style-type: none"> Climate, Access/Enrollment, etc.) Data review/needs assessment Stakeholders Completed Formal “Stakeholder Input Form” Discussed Next Steps
March 2, 2015	EL Parents/DELAC Meeting	<ul style="list-style-type: none"> Review LCFF/LCAP Main Ideas Examine 8 State Priorities Video: Review the Changes Made to Spending Regulations and Template Data review/needs assessment Provide Input for English Learners Aligned to the 8 State Priorities: Table Pod Group Think Discussion Discussed Next Steps
April 16, 2015	EL Parents/DELAC Meeting	<ul style="list-style-type: none"> Review LCFF/LCAP Main Ideas Examine 8 State Priorities Video: Review the Changes Made to Spending Regulations and Template Data Review/needs assessment Provide Input for English Learners Aligned to the 8 State Priorities: Table Pod Group Think Discussion Discussed Next Steps
May 14, 2015	EL Parents/DELAC Meeting	<ul style="list-style-type: none"> Superintendent/Designee to Present Draft LCAP for Formal Review and Feedback
October 9, 2014	District Categorical Meeting	<ul style="list-style-type: none"> Highlighted LCFF/LCAP Main Ideas Examined the 8 State Priorities Reviewed EGUSD’s Strategic Goals Reviewed Mandates Under the Law Reviewed EGUSD’s Adopted LCAP Explored Stakeholder Engagement; Two question Engagement Survey Discussed Next Steps
January 15, 2015	District Categorical Meeting	<ul style="list-style-type: none"> Reviewed LCFF/LCAP Main Ideas Video: Explore the Changes to the Template and Regulations Reviewed Annual Reminders and Timeline Explored Stakeholder Engagement: Table Talk Discussion Forum Re: Engaging Non-Traditional Stakeholders in LCAP Development

		<ul style="list-style-type: none"> • Examine the ‘Parent’s Guide to School Funding’ (Parent Engagement Toolkit) • Discussed Next Steps
February 12, 2015	District Categorical Meeting	<ul style="list-style-type: none"> • Reviewed LCFF/LCAP Main Ideas • Video: Explore the Changes to the Template and Regulations • Reviewed Annual Reminders and Timeline • Explored Stakeholder Engagement: Table Talk Discussion Forum Re: Engaging Non-Traditional Stakeholders in LCAP Development • Data review/needs assessment • Examine the ‘Parent’s Guide to School Funding’ (Parent Engagement Toolkit) • Discussed Next Steps
March 12, 2015	District Categorical Meeting	<ul style="list-style-type: none"> • Review LCFF/LCAP Main Ideas • Examined the 8 State Priorities • View: Review the Changes Made to Spending Regulations and Template • Data review/needs assessment • Stakeholders Completed Formal “Stakeholder Input Form” • Discussed Next Steps.
May 14, 2015	District Categorical Meeting	<ul style="list-style-type: none"> • Superintendent/Designee to Present Draft LCAP for Formal Review and Feedback
November 20, 2014	Indian Ed Advisory	<ul style="list-style-type: none"> • Highlighted LCFF/LCAP Main Ideas • Examined the 8 State Priorities • Reviewed EGUSD’s Strategic Goals • Reviewed Mandates Under the Law • Reviewed EGUSD’s Adopted LCAP • Explored Stakeholder Engagement; Two question Engagement Survey • Discussed Next Steps
March 19, 2015	Indian Ed Advisory	<ul style="list-style-type: none"> • Reviewed LCAP-at-a Glance(8 State Priorities, LCAP Strategic Goals, and LCAP Objectives) • Began Discussion to Provide Input for Student Support Aligned to the 8 State Priorities
April 15, 2015	Indian Ed Advisory	<ul style="list-style-type: none"> • Examined 8 State Priorities • Stakeholders Completed Formal “Stakeholder Input

		<p>Form”</p> <ul style="list-style-type: none"> • Discussed Next Steps
December 4, 2014	After School Parent Advisory	<ul style="list-style-type: none"> • Highlighted LCFF/LCAP Main Ideas • Examined the 8 State Priorities • Reviewed EGUSD’s Strategic Goals • Reviewed Mandates Under the Law • Reviewed EGUSD’s Adopted LCAP • Explored Stakeholder Engagement; Two question Engagement Survey • Discussed Next Steps
April 27, 2015	After School Parent Advisory	<ul style="list-style-type: none"> • Review LCFF/LCAP Main Ideas • Examine 8 State Priorities • Video: Review the Changes Made to Spending Regulations and Template • Data review/needs assessment • Stakeholders Complete Formal “Stakeholder Input Form” • Discussed Next Steps
January 8, 2015	SSHS Collaborative: Foster Youth, Homeless, Positive Youth Development	<p>Membership included stakeholders in programs of SSHS (Youth Development, Foster Youth, Homeless Services, Healthy Start): staff, parents/guardians, students, community partners.</p> <p>LCAP strategic goals for foster youth subgroup were reviewed. Discussion of metrics to be used.</p>
April 20, 2015	SSHS Collaborative: Foster Youth, Homeless, Positive Youth Development	<p>Membership included stakeholders in programs of SSHS (Youth Development, Foster Youth, Homeless Services, Healthy Start): staff, parents/guardians, students, community partners.</p> <p>Reviewed foster youth data and LCAP recommendations to date. Continued discussion with additional recommendations as follows:</p> <ul style="list-style-type: none"> • Identify site level Foster Youth Coordinators (provide stipend) at each school site to welcome new foster youth; review school information; provide Check in, Check Out (CICO) for each new foster youth (daily/weekly); Organize Foster Youth SST: Review academic records; schedule SST

		<p>to plan ESP; identify needs; refer for additional services; review ESP quarterly;</p> <p>Add 2 Foster Youth Elementary Counseling Techs to staff as points of coordination and contact at elementary level</p>
March 16, 2015	Foster Youth Stakeholders Meeting	<p>Additional foster youth stakeholders participated along with SSHA Collaborative membership. (Foster youth attorneys, social workers, parents, and advocates participated.)</p> <p>Data presented as to EGUSD foster youth through common metrics: California Standards Tests for ELA and Math (2011-2013), CAHSEE (First Attempt for Classes of 2014-2016), Students with AP Scores of 3+ (2012-2013), CSU EAP – ELA and Math (2012-2013), Attendance Rate (2011-2013), Chronically Absent Students (2011-2013), 8th Grade Promotion (2013), Suspension Rates (2011-2013), Expulsion Rates (2011-2013), GATE Enrollment (2011-2013) Middle and High School Honors Enrollment (2011-2013), AP/IB Enrollment (2011-2013).</p> <p>Summary of findings. LCAP Recommendations based on data. Major emerging directions:</p> <ul style="list-style-type: none"> • Education Success Plan for all foster youth to assist with successful transition in school; identify educational needs of each foster youth, ongoing monitoring of student performance and engagement of applicable stakeholder. <p>Trauma informed training, approaches, and strategies to address social/emotional and behavioral needs of all foster youth.</p>
November 18, 2014	SpEd Community Advisory Committee	<ul style="list-style-type: none"> • Reviewed LCFF/LCAP main ideas • Examine 8 State Priorities • Reviewed the Changes Made to Spending Regulations and Template
February 26, 2015	CCSS Advisory Meeting	<p>Membership included, (teachers, site administration, district administration, students, EL and special education parent reps). The LCAP goals were reviewed with special emphasis on Focus Goal 1 - All students will receive high quality classroom instruction and curriculum to promote college and career</p>

		readiness and close the achievement gap. Specific emphasis was on needed supports/resources for successful implementation of the Common Core State Standards. All feedback was obtained for review. Major areas of interest that emerged included: professional development for certificated and classified staff, instructional technology, CCSS alignment materials, parent education (particularly related to CCSS math).
December 11, 2014	LCAP Consultation Committee Meeting	<p>Membership included, (teachers, site administration, district administration, bargaining unit representatives, foster youth representative, high school students, EL and special education parent reps). The purpose of this group is to:</p> <p>Provide feedback to the District to support a clearly defined and efficiently executed process that meets all state requirements in terms of parent/community engagement, data acquisition, synthesis and progress reporting</p> <p>Provide feedback to the District on the LCAP annual calendar to ensure it is reflective of the continuous and ongoing nature of the LCAP cycle</p> <p>The District's current LCAP process was reviewed. Recommendations were obtained related to improving "authentic" stakeholder engagement. This resulted in :</p> <p>Electronic integration of the District and site LCAP templates. Expansion of meeting opportunities Consistent feedback processes and templates</p>
April 20, 2015	LCAP Consultation Committee Meeting	<p>Review of the 12 month LCAP cycle. Continued feedback on the District's current LCAP process and recommendations for improvement that included:</p> <p>Development of a 12 month LCAP calendar that includes LCAP action steps, stakeholder meeting dates, budget development benchmarks, and data availability dates.</p> <p>Communication strategy development (identify the audience, match audience with data set, determine optimal modality of delivering information).</p>
February 24, 2015	Bargaining Units Combined Group Meeting	Review of the LCAP process and timeline, review of current LCAP and budget review. An examination of student

		achievement, attendance and suspension/expulsion data was conducted.
May 12, 2015	Bargaining Units Combined Group Meeting	Using the student data a needs analysis was conducted. The outcome of the needs analysis was a listing of recommended programs and services to support student needs.
October 21, 2014	Parents/Staff/Community Meeting	Community School Board meetings were held to discuss the state of the district as well as elicit input on areas of interest/need for students. A review of the LCAP process was provided. Guiding questions to elicit feedback were based upon the District's four Strategic Goals.
October 28, 2014	Parents/Staff/Community Meeting	Continue from October 21
September 9, 2014	New Principal Meeting	<ul style="list-style-type: none"> • Highlighted LCFF/LCAP Main Ideas • Examined the 8 State Priorities • Reviewed EGUSD's Strategic Goals • Gained an Understanding of Mandates Under the Law • Reviewed EGUSD's Adopted LCAP • Learned About the Support and Resources Available to Do the Work
December 9, 2014	Elementary Principals Meeting	<ul style="list-style-type: none"> • Examined the Revised 2014-2015 Site LCAP Plan • Explored the Improved Electronic Budget Page • Learned about "Make and Take" Sessions • Reviewed the Annual Site Plan and Budget Development Timeline • Examined the 2015-2016 School Planning Process to Align with LCAP Process • Discussed Next Steps
February 24, 2015	Elementary Principals Meeting	<ul style="list-style-type: none"> • Reviewed Resources to Use to Support Stakeholder Engagement • Reviewed the Annual Site Plan and Budget Development Timeline • Reviewed the 2015-2016 School Planning Process to Align with LCAP Process • Discussed Evaluation of Site LCAP for Progress Monitoring

		<ul style="list-style-type: none"> Discussed Next Steps
December 5, 2014	Secondary Principals Meeting	<ul style="list-style-type: none"> Examined the Revised 2014-2015 Site LCAP Plan Explored the Improved Electronic Budget Page Learned about “Make and Take” Sessions Reviewed the Annual Site Plan and Budget Development Timeline Examined the 2015-2016 School Planning Process to Align with LCAP Process Discussed Next Steps
February 24, 2015	Secondary Principals Meeting	<ul style="list-style-type: none"> Reviewed Resources to Use to Support Stakeholder Engagement Reviewed the Annual Site Plan and Budget Development Timeline Reviewed the 2015-2016 School Planning Process to Align with LCAP Process Discussed Evaluation of Site LCAP for Progress Monitoring Discussed Next Steps
October 14, 2014	Title I Principal Meeting	<ul style="list-style-type: none"> Reviewed Final Steps to Merge the Former School Plan into Site LCAPs
November 18, 2014	Title I Principal Meeting	<ul style="list-style-type: none"> Reviewed Final Allocations for 2014-2015 Site LCAPs
February 24, 2015	Title I Principal Meeting	<ul style="list-style-type: none"> Reviewed preliminary Budget Allocations for 2015-2016 Site LCAPs
March 24, 2015	Title I Principal Meeting	<ul style="list-style-type: none"> Reviewed Site LCAP Electronic Budget Changes
February 24, 2014	Finance Committee Meeting	Local Control Funding Formula/Local Control Accountability Plan (LCFF/LCAP) presentation by Mark Cerutti, Rich Fagan and Sonjhia Lowery. Review and discussion of the LCAP process, stakeholder priorities, and Board approved priorities.
March 24, 2014	Finance Committee Meeting	LCFF/LCAP/Budget-Board of Education Agenda Items from March 4 and March 18, 2014
April 28, 2014	Finance Committee Meeting	LCFF/LCAP/Budget-Board of Education Agenda Items from April 8 and 22, 2014

May 19, 2014	Finance Committee Meeting	LCFF/LCAP/Budget-Board of Education Agenda Items from May 6, 2014
June 23, 2014	Finance Committee Meeting	LCFF/LCAP/Budget-Board of Education Agenda Items from May 20, June 3 and June 17, 2014
September 22, 2014	Finance Committee Meeting	LCFF/LCAP/Budget-Board of Education Agenda Items from July 1 – September 16, 2014
October 27, 2014	Finance Committee Meeting	LCFF/LCAP/Budget-Board of Education Agenda Items from July 1 – September 16, 2014
November 10, 2014	Finance Committee Meeting	EGUSD LCAP Consultation Committee (LCAP-CC) – Discussion re: Selection of Finance Committee representative
December 15, 2014	Finance Committee Meeting	EGUSD LCAP Consultation Committee (LCAP-CC) – Action re: Selection of Finance Committee representative
February 23, 2015	Finance Committee Meeting	LCFF/LCAP/Budget-Board of Education Agenda Items from July 1 – February 3, 2015
April 27, 2015	Finance Committee Meeting	The LCAP process, the District’s current LCAP and identified 2015-2018 stakeholder interests and Board priorities were reviewed and discussed. Feedback was obtained from the group in terms of process and suggested program considerations.
December 11, 2014	Superintendent Parent Advisory	Review of the LCAP process. Review of the District’s current LCAP. An examination of student achievement, attendance and suspension/expulsion data was conducted. Using the student data a needs analysis was conducted. The outcome of the needs analysis was a listing of recommended programs and services to support student needs.
April 21, 2015	Superintendent Parent Advisory	Review of emerging stakeholder interests and continued feedback obtained.

December 8, 2014	Superintendent Student Advisory (includes two reps from each of the District's nine comprehensive high schools and single reps from each of the 3 alternative education high schools).	Review of the LCAP process. Review of the District's current LCAP. An examination of student achievement, attendance and suspension/expulsion data was conducted. Using the student data a needs analysis was conducted. The outcome of the needs analysis was a listing of recommended programs and services to support student needs.
February 2, 2015	Superintendent Student Advisory	Review of emerging stakeholder interests and continued feedback obtained.
January 22, 2015	Superintendent Certificated Advisory	Review of the LCAP process. Review of the District's current LCAP. An examination of student achievement, attendance and suspension/expulsion data was conducted. Using the student data a needs analysis was conducted. The outcome of the needs analysis was a listing of recommended programs and services to support student needs.
March 2, 2015	District Office Staff Meeting	Review of the LCAP process. Review of the District's current LCAP. Discussion of how district staff contribute to the District's four Strategic Goals
April 7, 2015	Board of Education Meeting	Review of common interests derived from stakeholder meetings
April 14, 2015	Board of Education Workshop	Review and discussion of LCAP programmatic recommendations made by members of the Superintendent's Cabinet.
April 21, 2015	Board of Education Meeting	Examination of alignment of stakeholder interests, Cabinet, and Board Member recommendations for continued or added services.
April 22, 2015	Board of Education Workshop	Board approval of 2015/16 ongoing, and one-time program/service expenditures. Specificity was made as to the funding source being base or supplemental/concentration funds.

Annual Update:			Annual Update:
Meeting Date	Stakeholder	Metrics	
February 19, 2015	ELParents/DELAC	<ul style="list-style-type: none"> Teacher Assignment 	<p>Based on our annual review of our 2014-15 progress, given 2013-14 data to date, we are on-track to meeting the majority of our 2014-15 LCAP goals. While our district-wide average student outcome goals were primarily favorable, disaggregation to student groups, particularly African American, Hispanic, students with disabilities, and Foster Youth students showed a continued disparity. Socioeconomically disadvantaged students, while lower than the overall average, generally showed more favorable results than other focus student groups. Hispanic students also show more favorable results than the remaining student groups. Across almost all measures, Foster Youth students show the most need for focused attention.</p> <p>Districtwide improvements over the past three years in almost all student outcomes are seen across the board. Completion of A-G and access to higher level courses has improved, and we see consistent improvement in African American, Hispanic, and socioeconomically disadvantaged students. Reductions in suspensions and expulsions are evident across all students and all student groups. Even while student groups are making process, the disparity between groups and the overall average continue to be a concern.</p> <p>Some of the measures for goals were not yet available or are in development. For those goals, progress toward data collection tools/procedures and determination of baselines metrics is evident. For example, while we did not yet set a baseline for CTE sequence, we did systematically review and prepare our data for ongoing reporting and monitoring capabilities. Some baseline measures, such as SBAC scores and API measures have not been developed by the state yet. In those cases, we are monitoring development and reporting of these outcomes, and will incorporate quantitative measures as soon as possible.</p>
March 2, 2015	EL Parents/DELAC	<ul style="list-style-type: none"> Access to Instructional Materials 	
April 16, 2015	EL Parents DELAC	<ul style="list-style-type: none"> API 	
February 12, 2015	District Categorical	<ul style="list-style-type: none"> Access to Required Courses 	
March 12, 2015	District Categorical	<ul style="list-style-type: none"> CAASPP Results 	
May 14, 2015	District Categorical/DELAC	<ul style="list-style-type: none"> AMAOs 1, 2, 3 Redesignation College & Career Ready 	
April 27, 2015	After School Parent Advisory	<ul style="list-style-type: none"> EAP Results 	
March 16, 2015	Foster Youth Stakeholders	<ul style="list-style-type: none"> A-G Requirement AP Exams 	
April 20, 2015	LCAP Consultation Committee	<ul style="list-style-type: none"> GATE Participation Honors Enrollment 	
February 24, 2015	Bargaining Units (combined)	<ul style="list-style-type: none"> AP/IB Enrollment Interim Assessment Use 	
May 12, 2015	Bargaining Units (combined)	<ul style="list-style-type: none"> EL Program Implementation 	
December 11, 2014	Supt. Parent Advisory	<ul style="list-style-type: none"> Chronic Absenteeism 	
December 8, 2014	Supt. Student Advisory	<ul style="list-style-type: none"> Attendance Dropout Rate 	
January 22, 2015	Supt. Certificated Advisory Note: All 64 schools engaged on data review processes/need analyses. Each school was provided a comprehensive and customized data package.	<ul style="list-style-type: none"> Suspension Rate Expulsion Rate Graduation Rate 8th Grade Promotion Facilities 	

			<p>Some efforts required strategic efforts to garner input, support, and buy-in from various stakeholders to develop strategic plans for implementation. This important work takes time, and is crucial for long lasting and deep implementation. The TK-3 Strategic Plan and Student Assessment System efforts are in the development stage, and final strategic planning will occur in 2015-16 and implementation will begin. While efforts surrounding some Foster Youth goals were not funded last year, some progress was made through existing grants and programs. Actions and services supporting Foster Youth students will be a focus in the next LCAP. A major emphasis in the 2015-16 LCAP will be on implementing actions and services to support Foster Youth, TK-3 Reading, and a district-wide student assessment system.</p> <p>Through the District's stakeholder engagement process, data analysis and related needs assessment, the stakeholders recommended/concurred with the all changes to the District's LCP.</p>
--	--	--	--

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

3 YEAR LCAP PLAN

2015-16...2016-2017...2017-2018

STRATEGIC GOAL 1

GOAL:	All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap	Related State and/or Local Priorities: 1__x 2__x 3__ 4__x 5__x 6__x 7__x 8__x COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Students need high quality classroom instruction and curriculum The district provides near 100% appropriate teacher assignment and 100% access to instructional materials and courses required for graduation. While nearly all district-wide student outcome measures are favorable and improving over time, disaggregation to student groups, particularly African American, Hispanic, students with disabilities, and foster youth students show continued disparity. Foster youth students show the most need for focused attention. The district will continue to implement Common Core State Standards (CCSS), CCSS material, and professional learning. District staff will continue to expand learning opportunities and increase intervention opportunities for students within the school day. Targeted programs are needed to increase achievement of all students while reducing disproportionality among student groups, particularly foster youth students. 	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: School-wide	
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 98% of teachers are appropriately assigned and fully credentialed/ certified in the subject areas in which they teach. Establish student performance baselines in ELA and mathematics using 2014 CAASPP scores; 5% increase in students meeting or exceeding standards in ELA and mathematics as measured by CAASPP. 100% of students have access to standards-aligned instructional materials. Monitor SBE's and PSAA's development of "new" API or "multiple measures" and assess EGUSD's component measures. 100% of students have access to and are enrolled in all required areas of study. Establish student group baselines in ELA and mathematics using 2014 CAASPP scores; 100% of students not meeting standards in 2015 will increase CAASPP scale scores in ELA and mathematics. 61% of EL students will increase one level of English proficiency as measured by CELDT. 32% of EL students, who have received less than 5 years of English instruction, will attain English proficiency 	

on the CELDT; 51% of EL students, who have received 5 or more years of English instruction, will attain English proficiency on the CELDT.

- Monitor determination of EL AYP measure and threshold goals by CDE and DOE.
- 13% redesignation rate.
- Establish student baseline for on-grade-level reading by the end of K, 1st, 2nd, and 3rd grade.
- Monitor SBE's and PSAA's development of the College and Career Readiness Indicator for API and assess EGUSD's component measures.
- Establish college preparedness baseline using 2014 EAP ELA scores; 5% increase in students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in ELA.
- Establish college preparedness baseline using 2014 EAP Math scores; 5% increase in students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in Math.
- 54% of students will meet A-G requirements upon graduation.
- Establish baseline for CTE sequence completion from 2014-15 data.
- 16% of all grade 11 and 12 students will pass an AP exam with 3+.
- 80% of 9th-12th grade foster students will have Foster Youth Education Plans (FYEPs).
- 8% of students will be identified for GATE; decrease GATE identification disproportionality among student groups.
- 46% of middle school students will enroll in Honors courses; decrease middle school Honors course taking disproportionality among student groups.
- 44% of high school students will enroll in Honors or AP/IB courses; decrease high school Honors or AP/IB course taking disproportionality among student groups.
- 30% of high school students will enroll in AP/IB courses; decrease high school AP/IB course taking disproportionality among student groups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Identified teachers will acquire the necessary authorization and/or certification.	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	N/A

2. Maintain class size at reduction (TK-3) 24:1	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Conc \$1,787,649 OB: 1xxx\$1,287,649 OB: 3xxx\$500,000
3. Maintain intersession, after school and summer school for enrichment, acceleration, academic intervention, and credit recovery, including support for 6-7, 8-9 transitions	School-wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Conc \$3,200,000 OB: 4xxx\$3,200,000
4. Provide K-12 CCSS, ELD and NGSS professional learning to provide student access to standards aligned instructional materials and strategies	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$2,158,000 OB: 1xxx\$1,427,000 OB: 2xxx\$75,000 OB: 3xxx\$312,000 OB: 4xxx\$40,000 OB: 5xxx304,000
5. Provide supplemental programs and services K-12.	School-wide	<input type="checkbox"/> ALL ----- AND: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Site specific targeted students</u>	LCFF Supp/Conc \$5,659,280 OB: 1xxx\$2,200,000 OB: 2xxx\$130,000 OB: 3xxx\$717,000 OB: 4xxx\$2,137,280 OB: 5xxx475,000
6. Provide staffing appropriate to students' individualized education programs	LEA-Wide	<input type="checkbox"/> ALL ----- AND: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	LCFF Supp/Conc \$26,300,000 OB: 1xxx\$19,000,000 OB: 3xxx\$7,300,000

7. Provide instructional coaches to implement CCSS and ELD/maintain Title III coaches and continuously evaluate the delivery model	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title III \$1,000,000 OB: 1xxx\$800,000 OB: 3xxx\$200,000
8. Provide staffing appropriate to prek students' individualized education programs	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>special education</u> _____	LCFF Supp/Conc \$3,700,000 OB: 1xxx\$2,700,000 OB: 3xxx\$1,000,000
9. Maintain CCSS and ELA/Math coaches and continuously evaluate the delivery model	School-Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I \$1,400,000 OB: 1xxx\$1,000,000 OB: 3xxx\$400,000
10. Provide students with disabilities instruction support and resources to promote academic achievement; Hire/maintain staffing to support students with disabilities in accordance with IEP needs	School-wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u> _____	SpEducation \$64,760,000 OB: 1xxx\$18,000,000 OB: 2xxx\$18,000,000 OB: 3xxx\$16,000,000 OB: 4xxx\$760,000 OB: 5xxx\$12,000,000
11. <u>English Learner Support:</u> Provide supplemental staff, programs and services to implement the EL Strategic Plan and support the English language proficiency and academic achievement of English learners	School-Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Conc \$3,707,292 OB: 1xxx\$1,577,313 OB: 2xxx\$540,000 OB: 3xxx\$964,979 OB: 4xxx\$553,000 OB: 5xxx\$72,000

12. Develop the TK-3 Strategic Plan; develop and disseminate Best Practice Models; implement and evaluate the TK-3 Strategic Plan	School-Wide TK-3	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$1,000,000 OB: 1xxx\$652,000 OB: 3xxx\$218,000 OB: 4xxx\$40,000 OB: 5xxx\$90,000
13. Increase students' access to AVID by increasing course sections at each middle and high school, identifying AVID coordinators at each site, and providing site-based AVID budgets	All Sec Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>AA, HSP</u>	LCFF Supp/Conc \$376,202 OB: 1xxx\$227,008 OB: 3xxx\$89,794 OB: 4xxx\$59,400
14. Pilot Improve Your Tomorrow (IYT) college prep program in 2015-2016, specifically designed for young men of color at identified regional secondary schools	Identified Sec Schools	ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>AA, HSP</u>	LCFF Supp/Conc \$100,000 OB: 5xxx\$100,000
15. Develop Foster Youth Education Plan (FYEP) and implement for each 9 th - 12 th grade foster youth student	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Conc, Title I, Foster Youth State Grant \$1,663,000 OB: 1xxx\$420,000 OB: 2xxx\$640,000 OB: 3xxx\$540,000 OB: 4xxx\$7,000 OB: 5xxx\$56,000
16. Support the management and continuous improvement of state un-funded partnership academies	Identified Sec Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At Risk</u>	LCFF Supp/Conc \$165,000 OB: 1xxx\$135,000 OB: 3xxx\$30,000

17. Enhance secondary GATE programming and services	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$600,000 OB: 4xxx\$600,000
18. Implement Middle Years Program (MYP) International Baccalaureate (IB) middle years program	Identified Middle School	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$65,000 OB: 4xxx\$65,000

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 99% of teachers are appropriately assigned and fully credentialed/ certified in the subject areas in which they teach. • 5% increase in students meeting or exceeding standards in ELA and mathematics as measured by CAASPP; Participate in Spring 2017 NGSS pilot. • 100% of students have access to standards-aligned instructional materials. • Establish baseline for “new” API or “multiple measures” and set goals. • 100% of students have access to and are enrolled in all required areas of study. • 100% of students not meeting standards in 2016 will increase CAASPP scale scores in ELA and mathematics including CAA. • 63% of EL students will increase one level of English proficiency as measured by CELDT. • 34% of EL students, who have received less than 5 years of English instruction, will attain English proficiency on the CELDT; 53% of EL students, who have received 5 or more years of English instruction, will attain English proficiency on the CELDT. • Meet EL AYP goals as determined by CDE and DOE. • 14% redesignation rate. • 5% increase in students reading on-grade-level by the end of K, 1st, 2nd, and 3rd grade. • Establish baseline for College and Career Readiness Indicator of API. • 5% increase in students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in ELA. • 5% increase in students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in Math. • 56% of students will meet A-G requirements upon graduation.
---	---

- 10% increase in CTE completion.
- 18% of all grade 11 and 12 students will pass an AP exam with 3+.
- 85% of 7th-12th grade foster students will have FYEPs.
- 9% of students will be identified for GATE; decrease GATE identification disproportionality among student groups.
- 48% of middle school students will enroll in Honors courses; decrease middle school Honors course taking disproportionality among student groups.
- 46% of high school students will enroll in Honors or AP/IB courses; decrease high school Honors or AP/IB course taking disproportionality among student groups.
- 32% of high school students will enroll in AP/IB courses; decrease high school AP/IB course taking disproportionality among student groups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Identified teachers will acquire the necessary authorization and/or certification	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	N/A
2. Maintain class size reduction (TK-3) 24:1	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Conc \$1,787,649 OB: 1xxx\$1,287,649 OB: 3xxx\$500,000

<p>3. Maintain intersession, after school and summer school for enrichment, acceleration, academic intervention, and credit recovery, including support for 6-7, 8-9 transitions</p>	<p>School-wide</p>	<p><u> X </u> ALL ----- AND: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>LCFF Supp/Conc \$2,200,000 OB: 4xxx\$3,200,000</p>
<p>4. Provide K-12 CCSS, ELD and NGSS professional learning to provide student access to standards aligned instructional materials and strategies</p>	<p>LEA-Wide</p>	<p><u> X </u> ALL ----- AND: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>LCFF \$858,000 OB: 1xxx\$427,000 OB: 2xxx\$75,000 OB: 3xxx\$112,000 OB: 4xxx\$40,000 OB: 5xxx204,000</p>
<p>5. Provide supplemental programs and services K-12.</p>	<p>School-wide</p>	<p><u> </u> ALL ----- AND: <u> X </u> Low Income pupils <u> </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u>Site specific targeted students</u></p>	<p>LCFF Supp/Conc \$4,844,480 OB: 1xxx\$2,200,000 OB: 2xxx\$130,000 OB: 3xxx\$717,000 OB: 4xxx\$1,322,480 OB: 5xxx475,000</p>
<p>6. Provide staffing appropriate to students' individualized education programs</p>	<p>LEA-Wide</p>	<p><u> X </u> ALL ----- AND: <u> X </u> Low Income pupils <u> </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>LCFF Supp/Conc \$26,300,000 OB: 1xxx\$19,000,000 OB: 3xxx\$7,300,000</p>

7. Provide instructional coaches to implement CCSS and ELD; maintain Title III coaches and continuously evaluate the delivery model	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title III \$1,000,000 OB: 1xxx\$800,000 OB: 3xxx\$200,000
8. Provide staffing appropriate to prek students' individualized education programs	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>	LCFF Supp/Conc \$3,700,000 OB: 1xxx\$2,700,000 OB: 3xxx\$1,000,000
9. Maintain CCSS and ELA/Math coaches and continuously evaluate the delivery model	School-Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I \$1,400,000 OB: 1xxx\$1,000,000 OB: 3xxx\$400,000
10. Provide students with disabilities instruction support and resources to promote academic achievement; Hire/maintain staffing to support students with disabilities in accordance with IEP needs	School-wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	SpEducation \$64,760,000 OB: 1xxx\$18,000,000 OB: 2xxx\$18,000,000 OB: 3xxx\$16,000,000 OB: 4xxx\$760,000 OB: 5xxx\$12,000,000

<p>11. <u>English Learner Support:</u> Provide supplemental staff, programs and services to implement the EL Strategic Plan and support the English language proficiency and academic achievement of English learners</p>	<p>School-Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supp/Conc \$3,707,292 OB: 1xxx\$1,577,313 OB: 2xxx\$540,000 OB: 3xxx\$964,979 OB: 4xxx\$553,000 OB: 5xxx\$72,000</p>
<p>12. Implement and evaluate the TK-3 Strategic Plan</p>	<p>School-Wide TK-3</p>	<p><u> X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>LCFF \$1,000,000 OB: 1xxx\$652,000 OB: 3xxx\$218,000 OB: 4xxx\$40,000 OB: 5xxx\$90,000</p>
<p>13. Increase students' access to AVID by increasing course sections at each middle and high school, identifying AVID coordinators at each site, and providing site-based AVID budgets</p>	<p>All Sec Schools</p>	<p><u> </u> ALL ----- OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> X</u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> AA, HSP</u></p>	<p>T.B.D.</p>
<p>14. Pilot Improve Your Tomorrow (IYT) college prep program in 2015-2016, specifically designed for young men of color at identified regional secondary schools</p>	<p>Identified Sec Schools</p>	<p>ALL ----- OR: <u> X</u> Low Income pupils <u> </u> English Learners <u> X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> AA, HSP</u></p>	<p>T.B.D.</p>

<p>15. Develop Foster Youth Education Plan (FYEP) and implement for each 7th - 12th grade foster youth student</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supp/Conc, Title I, Foster Youth State Grant \$1,663,000 OB: 1xxx\$420,000 OB: 2xxx\$640,000 OB: 3xxx\$540,000 OB: 4xxx\$7,000 OB: 5xxx\$56,000</p>
<p>16. Support the management and continuous improvement of state un-funded partnership academies</p>	<p>Identified Sec Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At Risk</u></p>	<p>LCFF Supp/Conc \$165,000 OB: 1xxx\$135,000 OB: 3xxx\$30,000</p>
<p>17. Enhance secondary GATE programming and services</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>T.B.D.</p>
<p>18. Implement Middle Years Program (MYP) International Baccalaureate (IB) middle years program</p>	<p>Identified Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF \$65,000 OB: 4xxx\$65,000</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

- 100% of teachers are appropriately assigned and fully credentialed/ certified in the subject areas in which they teach.
- 5% increase in students meeting or exceeding standards in ELA and mathematics as measured by CAASPP; participate in Spring 2018 NGSS field test.
- 100% of students have access to standards-aligned instructional materials.
- Meet “new” API or “multiple measures” goals.
- 100% of students have access to and are enrolled in all required areas of study.
- 100% of students not meeting standards in 2017 will increase CAASPP scale scores in ELA and mathematics including CAA.
- 65% of EL students will increase one level of English proficiency as measured by CELDT.
- 36% of EL students, who have received less than 5 years of English instruction, will attain English proficiency on the CELDT; 55% of EL students, who have received 5 or more years of English instruction, will attain English proficiency on the CELDT.
- Meet EL AYP goals as determined by CDE and DOE.
- 15% redesignation rate.
- 5% increase in students reading on-grade-level by the end of K, 1st, 2nd, and 3rd grade.
- 5% increase in students meeting College and Career Readiness Indicator of API.
- 5% increase in students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in ELA.
- 5% increase in students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in Math.
- 58% of students will meet A-G requirements upon graduation.
- 10% increase in CTE completion.
- 20% of all grade 11 and 12 students will pass an AP exam with 3+.
- 90% of K-12th grade foster students will have FYEPs.
- 10% of students will be identified for GATE; decrease GATE identification disproportionality among student groups.
- 50% of middle school students will enroll in Honors courses; decrease middle school Honors course taking disproportionality among student groups.
- 48% of high school students will enroll in Honors or AP/IB courses; decrease high school Honors or AP/IB course taking disproportionality among student groups.
- 34% of high school students will enroll in AP/IB courses; decrease high school AP/IB course taking disproportionality among student groups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Identified teachers will acquire the necessary authorization and/or certification	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	N/A
2. Maintain class size reduction (TK-3) 24:1	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Conc \$1,787,649 OB: 1xxx\$1,287,649 OB: 3xxx\$500,000
3. Maintain intersession, after school and summer school for enrichment, acceleration, academic intervention, and credit recovery, including support for 6-7, 8-9 transitions	School-wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp/Conc \$2,200,000 OB: 4xxx\$3,200,000
4. Provide K-12 CCSS, ELD and NGSS professional learning to provide student access to standards aligned instructional materials and strategies	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$858,000 OB: 1xxx\$427,000 OB: 2xxx\$75,000 OB: 3xxx\$112,000 OB: 4xxx\$40,000 OB: 5xxx204,000

<p>5. Provide supplemental programs and services K-12.</p>	<p>School-wide</p>	<p><u> </u>ALL</p> <p>-----</p> <p>AND:</p> <p><u> </u>X Low Income pupils <u> </u>English Learners</p> <p><u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups:(Specify) <u>Site specific targeted students</u></p>	<p>LCFF Supp/Conc \$4,844,480 OB: 1xxx\$2,200,000 OB: 2xxx\$130,000 OB: 3xxx\$717,000 OB: 4xxx\$1,322,480 OB: 5xxx475,000</p>
<p>6. Provide staffing appropriate to students' individualized education programs</p>	<p>LEA-Wide</p>	<p><u> </u>X ALL</p> <p>-----</p> <p>AND:</p> <p><u> </u>X Low Income pupils <u> </u>English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups:(Specify) <u>Special Education</u></p>	<p>LCFF Supp/Conc \$26,300,000 OB: 1xxx\$19,000,000 OB: 3xxx\$7,300,000</p>
<p>7. Provide instructional coaches to implement CCSS and ELD/maintain Title III coaches and continuously evaluate the delivery model</p>	<p>LEA-Wide</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>X English Learners</p> <p><u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify) <u> </u></p>	<p>Title III \$1,000,000 OB: 1xxx\$800,000 OB: 3xxx\$200,000</p>
<p>8. Provide staffing appropriate to prek students' individualized education programs</p>	<p>LEA-Wide</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify) <u>special education</u></p>	<p>LCFF Supp/Conc \$3,700,000 OB: 1xxx\$2,700,000 OB: 3xxx\$1,000,000</p>

<p>9. Maintain CCSS and ELA/Math coaches and continuously evaluate the delivery model</p>	<p>School-Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> English Learners <u> </u> x Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Title I \$1,400,000 OB: 1xxx\$1,000,000 OB: 3xxx\$400,000</p>
<p>10. Provide students with disabilities instruction support and resources to promote academic achievement; Hire/maintain staffing to support students with disabilities in accordance with IEP needs</p>	<p>School-wide</p>	<p><u> </u> X ALL ----- AND: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify)_____ Special Education _____</p>	<p>SpEducation \$64,760,000 OB: 1xxx\$18,000,000 OB: 2xxx\$18,000,000 OB: 3xxx\$16,000,000 OB: 4xxx\$760,000 OB: 5xxx\$12,000,000</p>
<p>11. <u>English Learner Support:</u> Provide supplemental staff, programs and services to implement the EL Strategic Plan and support the English language proficiency and academic achievement of English learners</p>	<p>School-Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>LCFF Supp/Conc \$3,707,292 OB: 1xxx\$1,577,313 OB: 2xxx\$540,000 OB: 3xxx\$964,979 OB: 4xxx\$553,000 OB: 5xxx\$72,000</p>
<p>12. Implement and evaluate the TK-3 Strategic Plan</p>	<p>School-Wide TK-3</p>	<p><u> </u> X ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>LCFF \$1,000,000 OB: 1xxx\$652,000 OB: 3xxx\$218,000 OB: 4xxx\$40,000 OB: 5xxx\$90,000</p>

<p>13. Increase students' access to AVID by increasing course sections at each middle and high school, identifying AVID coordinators at each site, and providing site-based AVID budgets</p>	<p>All Sec Schools</p>	<p><u> </u>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u> </u>AA, HSP_____</p>	<p>T.B.D.</p>
<p>14. Pilot Improve Your Tomorrow (IYT) college prep program in 2015-2016, specifically designed for young men of color at identified regional secondary schools</p>	<p>Identified Sec Schools</p>	<p>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u> </u>AA, HSP_____</p>	<p>T.B.D.</p>
<p>15. Develop Foster Youth Education Plan (FYEP) and implement for each K - 12th grade foster youth student</p>	<p>LEA Wide</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supp/Conc, Title I, Foster Youth State Grant \$1,663,000 OB: 1xxx\$420,000 OB: 2xxx\$640,000 OB: 3xxx\$540,000 OB: 4xxx\$7,000 OB: 5xxx\$56,000</p>
<p>16. Support the management and continuous improvement of state un-funded partnership academies</p>	<p>Identified Sec Schools</p>	<p><u> </u>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u> </u>At Risk_____</p>	<p>LCFF Supp/Conc \$165,000 OB: 1xxx\$135,000 OB: 3xxx\$30,000</p>

17. Enhance secondary GATE programming and services	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	T.B.D.
18. Implement Middle Years Program (MYP) International Baccalaureate (IB) middle years program	Identified Middle School	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$65,000 OB: 4xxx\$65,000

STRATEGIC GOAL 2

GOAL:	All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • Students need high quality program and services driven by assessment, data analysis, and actions. • The development of a comprehensive student assessment system is in the input/planning stage. Data feedback is systematic for many student outcomes and program efforts, but in development for others. While survey response is used for many program evaluations and comprehensive multi-method program evaluation is conducted for major initiatives, expansion of program evaluation efforts is limited by staffing resources. • District staff will continue efforts to create comprehensive program evaluation tools for students, staff, and parents. District staff and stakeholders will continue efforts to develop and implement a student assessment system. • Targeted efforts are needed to improve data feedback and programmatic evaluation of actions and services. Targeted efforts are needed to develop or implement a student information system that supports more frequent and improved reporting of data. Targeted efforts are needed to develop and implement a student assessment system. 	
Goal Applies to:	Schools: All	

Applicable Pupil Subgroups: School-wide

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

- Convene student assessment system oversight, strategic planning, and implementation teams and develop the student assessment system (formative, interim, and summative).
- Improve data feedback and program evaluation for focused actions and services (e.g., EL, Wellness, Foster Youth, Parent Involvement, Student Connectedness, School Climate). Metrics include the quantity and quality of program education and tools.
- Capture teacher perceptions of implementation of state content standards, then adjust and refine to improve instruction.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Technology Services manages data for student and programmatic evaluation <ul style="list-style-type: none"> • .5 FTE 	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$58,000 OB: 2xxx\$44,000 OB: 3xxx\$14,000
2. Western Association of Schools and Colleges (WASC) high school accreditation supports continuous site level academic and social/emotional program involvement <ul style="list-style-type: none"> • WASC budget 	Selected Sec Sites	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$28,000 OB: 4xxx\$28,000
3. Department of Research and Evaluation manages the District's student and programmatic data to support and guide continuous improvement planning and decision making <ul style="list-style-type: none"> • Research and Evaluation Budget and new program analyst 	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$778,000 OB: 2xxx\$543,000 OB: 3xxx\$235,000
4. Development of the District's Comprehensive Student Assessment System (including academic and physical/social emotional assessments)	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See item number 4 from Page 3

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Develop the student assessment system and monitor implementation. • Improve data feedback and program evaluation for focused actions and services (e.g., EL, Wellness, Foster Youth, Parent Involvement, Student Connectedness, School Climate). Metrics include the quantity and quality of program education and tools. • Monitor, adjust, and refine implementation of state content standards to continually improve instruction. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Technology Services manages data for student and programmatic evaluation</p> <ul style="list-style-type: none"> • .5 FTE Technology Services staff 	<p>LEA-Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>LCFF \$58,000 OB: 2xxx\$44,000 OB: 3xxx\$14,000</p>
<p>2. Western Association of Schools and Colleges (WASC) high school accreditation supports continuous site level academic and social/emotional program involvement</p> <ul style="list-style-type: none"> • WASC budget 	<p>Selected Sec Sites</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>LCFF \$28,000 OB: 4xxx\$28,000</p>
<p>3. Department of Research and Evaluation manages the District's student and programmatic data to support and guide continuous improvement planning and decision making</p> <ul style="list-style-type: none"> • Research and Evaluation Budget and new program analyst 	<p>LEA-Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>LCFF \$778,000 OB: 2xxx\$543,000 OB: 3xxx\$235,000</p>

4. Development of the District's Comprehensive Student Assessment System (including academic and physical/social emotional assessments)	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See item number 4 from Page 3
---	----------	---	-------------------------------

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Monitor and assess the use of the student assessment system. • Improve data feedback and program evaluation for focused actions and services (e.g., EL, Wellness, Foster Youth, Parent Involvement, Student Connectedness, School Climate). Metrics include the quantity and quality of program education and tools. • Monitor, adjust, and refine implementation of state content standards to continually improve instruction.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Technology Services manages data for student and programmatic evaluation <ul style="list-style-type: none"> • .5 FTE Technology Services staff 	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$58,000 OB: 2xxx\$44,000 OB: 3xxx\$14,000
2. Western Association of Schools and Colleges (WASC) high school accreditation supports continuous site level academic and social/emotional program involvement <ul style="list-style-type: none"> • WASC budget 	Selected Sec Sites	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF \$28,000 OB: 4xxx\$28,000

<p>3. Department of Research and Evaluation manages the District's student and programmatic data to support and guide continuous improvement planning and decision making</p> <ul style="list-style-type: none"> • Research and Evaluation Budget and new program analyst 	LEA-Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF \$778,000 OB: 2xxx\$543,000 OB: 3xxx\$235,000</p>
<p>4. Development of the District's Comprehensive Student Assessment System (including academic and physical/social emotional assessments)</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See item number 4 from Page 3</p>

STRATEGIC GOAL 3

GOAL:	All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment		<p>Related State and/or Local Priorities:</p> <p>1_ 2_ 3_ 4_x 5_x 6_x 7_ 8_</p> <p>COE only: 9_ 10_</p> <p>Local: Specify _____</p>
Identified Need:	<ul style="list-style-type: none"> • Students need a safe and engaging academic, social-emotional, and physical school environment. • District trends show increased attendance, promotion, graduation, and decreased suspension and expulsion; but disparities among student groups persist. Foster Youth outcomes show the most need for focused attend. • District staff will continue efforts to maintain and enhance physical school environment including access and quality of technology, as well as enhancing social/emotional support for student wellness. • Targeted efforts are needed to support foster youth education and wellness, as well as other student groups showing disproportional student outcomes. 		
Goal Applies to:	Schools:	All	
Expected Annual Measurable	<p style="text-align: center;">LCAP Year 1: 2015-2016</p> <ul style="list-style-type: none"> • Decrease chronic absenteeism to 10.5%. • Increase attendance rate to 96.2%. 		

Outcomes:	<ul style="list-style-type: none"> • Decrease middle school dropout rate to 0.20%. • Measure and establish baseline for student connectedness. • Decrease overall suspension rate to 9.3%, and decrease disproportionality among student groups. • Decrease overall expulsion rate to 0.04%, and decrease disproportionality among student groups. • 99.7% of students will promote from 8th to 9th grade. • Decrease high school cohort dropout rate to 4.5%. • 90.5% of students will graduate high school on time. • Maintain 100% student access to wireless technology, and enhance strength and coverage. • 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews. • District staff will notify 95% of known foster youth advocates of an administered home suspension. • Capture baseline of school climate as determined by students, staff, and parent perspectives.
-----------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide transportation services to identified students	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp & Conc \$561,000 <small>OB: 2xxx\$35,870 OB: 3xxx\$185,130</small>
2. Increase in supervision to promote student health, safety, and discipline (breakfast program supervision)	All Elem Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp & Conc \$58,607 <small>OB: 2xxx\$47,000 OB: 3xxx\$11,607</small>
3. Provide additional services and personnel to 12 Title I elementary schools to ensure a clean and safe environment; this denotes a 6.0 FTE increase in personnel from 2014-2015	Identified Elem Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp & Conc \$348,626 <small>OB: 2xxx\$211,848 OB: 3xxx\$136,778</small>

4. Provide services, equipment and personnel to ensure student and staff have access to clean, safe and well-maintained facilities; this denotes an approximate 14.0 FTE increase in personnel from 2014-2015	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF/RRM \$26,700,000 OB: 2xxx\$16,000,000 OB: 3xxx\$8,100,000 OB: 4xxx\$2,000,000 OB: 5xxx\$600,000
5. Expand comprehensive academic and social, emotional services for foster youth students and implement the communication plan to notify FY advocates of social/emotional needs, including behavior, attendance, and school discipline	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See page 6 item 15

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Decrease chronic absenteeism to 10.3%. • Increase attendance rate to 96.3%. • Decrease middle school dropout rate to 0.18%. • Improve student connectedness. • Decrease overall suspension rate to 9.1%, and decrease disproportionality among student groups. • Decrease overall expulsion rate to 0.03%, and decrease disproportionality among student groups. • 99.8% of students will promote from 8th to 9th grade. • Decrease high school cohort dropout rate to 4.3%. • 92.0% of students will graduate high school on time. • Maintain 100% student access to wireless technology, and enhance strength and coverage. • 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews. • District staff will notify 98% of known foster youth advocates of an administered home suspension. • Improve school climate.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide transportation services to identified students	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp & Conc \$561,000 OB: 2xxx\$35,870 OB: 3xxx\$185,130

2. Increase in supervision to promote student health, safety, and discipline (breakfast program supervision)	All Elem Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	T.B.D.
3. Provide additional services and personnel to 12 Title I elementary schools to ensure a clean and safe environment; this denotes a 6.0 FTE increase in personnel from 2014-2015	Identified Elem Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp & Conc \$348,626 OB: 2xxx\$211,848 OB: 3xxx\$136,778
4. Provide services, equipment and personnel to ensure student and staff have access to clean, safe and well-maintained facilities; this denotes an approximate 20.0 FTE increase in personnel from 2014-2015	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF/RRM \$26,700,000 OB: 2xxx\$16,000,000 OB: 3xxx\$8,100,000 OB: 4xxx\$2,000,000 OB: 5xxx\$600,000
5. Expand comprehensive academic and social, emotional services for foster youth students and implement the communication plan to notify FY advocates of social/emotional needs, including behavior, attendance, and school discipline	LEA-Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See page 6 item 15

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Decrease chronic absenteeism to 10.1%. • Increase attendance rate to 96.4%. • Decrease middle school dropout rate to 0.16%.
--------------------------------------	---

- Improve student connectedness.
- Decrease overall suspension rate to 8.9%, and decrease disproportionality among student groups.
- Decrease overall expulsion rate to 0.02%, and decrease disproportionality among student groups.
- 99.9% of students will promote from 8th to 9th grade.
- Decrease high school cohort dropout rate to 4.1%.
- 93.5% of students will graduate high school on time.
- Maintain 100% student access to wireless technology, and enhance strength and coverage.
- 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews.
- District staff will notify 100% of known foster youth advocates of an administered home suspension.
- Improve school climate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide transportation services to identified students	LEA-Wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supp & Conc \$561,000 OB: 2xxx\$35,870 OB: 3xxx\$185,130
2. Increase in supervision to promote student health, safety, and discipline (breakfast program supervision)	All Elem Schools	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	T.B.D.

<p>3. Provide additional services and personnel to 12 Title I elementary schools to ensure a clean and safe environment; this denotes a 6.0 FTE increase in personnel from 2014-2015</p>	<p>Identified Elem Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supp & Conc</p> <p>\$348,626</p> <p>OB: 2xxx\$211,848</p> <p>OB: 3xxx\$136,778</p>
<p>4. Provide services, equipment and personnel to ensure student and staff have access to clean, safe and well-maintained facilities; this denotes an approximate 20.0 FTE increase in personnel from 2014-2015</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF/RRM</p> <p>\$26,700,000</p> <p>OB: 2xxx\$16,000,000</p> <p>OB: 3xxx\$8,100,000</p> <p>OB: 4xxx\$2,000,000</p> <p>OB: 5xxx\$600,000</p>
<p>5. Expand comprehensive academic and social, emotional services for foster youth students and implement the communication plan to notify FY advocates of social/emotional needs, including behavior, attendance, and school discipline</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See page 6 item 15</p>

STRATEGIC GOAL 4

<p>GOAL:</p>	<p>All students will benefit from programs and services designed to inform and involve family and community partners</p>	<p>Related State and/or Local Priorities:</p> <p>1_ 2_ 3_x 4_x 5_x 6_x 7_ 8_</p> <p>COE only: 9_ 10_</p> <p>Local: Specify _____</p>
--------------	--	--

Identified Need:	<ul style="list-style-type: none"> Students need parent, family and community stakeholders as direct partners in their education District efforts have shown expansion of work-based and career programs, and progress in systematic capture and reporting of student participation in these opportunities. Schools implemented renewed efforts to improve family engagement and involvement. District staff will continue to expand linked learning, career academies, and pathway opportunities; and increase parent involvement. Targeted efforts are needed to support a strategic districtwide approach to family engagement and involvement. In addition, targeted efforts are needed to support communication and collaboration among foster youth parents and community agencies.
------------------	---

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: AA, Hispanic, SWD, EL, Foster Youth, Low Income

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Create a Parent, Family, and Community Engagement Strategic Plan. Measure and establish baseline data for partnerships with community agencies, businesses, and institutions of higher learning. Measure and establish baseline on high school students participating in work-based learning activities. Measure and establish baseline on students earning a minimum of 3 units of college credit while in high school. 10% increase in the Foster Youth parent and community partner membership of the Student Support and Health Services Community Advisory Group (SSHS-CAG).
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure effective communication with parents of identified students; maintain 25.4156 FTE BTAs; provide PL to BTAs on effective communication strategies to reach parents – Explore technology advancement such as parent portal to increase communication efforts with parent groups	LEA-Wide	__ALL ----- AND: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	LCFF Supp & Conc \$1,200,000 OB: 2xxx\$684,000 OB: 3xxx \$516,000
2. Continuously improve and expand family, parent, and community partnerships; refine communication efforts and build support structure	LEA-Wide and school wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Other identified subgroups</u>	LCFF Supp & Conc \$456,335 OB: 1xxx\$86,400 OB: 2xxx\$18,708 OB: 3xxx \$39,727

			OB: 4xxx\$311,500
3. Implement Concerned African American Parent (CAAP) pilot program at selected secondary schools to provide parent education, implement peer tutoring, and provide college readiness planning to support the work of closing the achievement gap with African American students	Selected Pilot Sec Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>AA</u>	LCFF Supp & Conc \$35,000 OB: 5xxx\$35,000
4. Further promote educational equity and expanded learning opportunities; refine communication efforts and build support structure	LEA-Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Other identified subgroups</u>	LCFF Supp & Conc \$156,335 OB: 1xxx\$86,400 OB: 2xxx\$18,708 OB: 3xxx \$39,727 OB: 4xxx\$11,500

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Implement the Parent, Family, and Community Engagement Strategic Plan. • Increase by 10% the number of partnerships with community agencies, businesses, and institutions of higher learning. • 5% increase in high school students participating in work-based learning activities. • Increase by 5% the number of high school students earning a minimum of 3 units of college credit while high school. • 10% increase in the Foster Youth parent and community partner membership of the SSSH-CAG.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>1. Ensure effective communication with parents of identified students; maintain 25.4156 BTAs; provide PL to BTAs on effective communication strategies to reach parents – Explore technology advancement such as parent portal to increase communication efforts with parent groups</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>AND:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Supp & Conc</p> <p>\$1,200,000</p> <p>OB: 2xxx\$684,000</p> <p>OB: 3xxx \$516,000</p>
<p>2. Continuously improve and expand family, parent, and community partnership; refine communication efforts and build support structure</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Other identified subgroups</u></p>	<p>LCFF Supp & Conc</p> <p>\$156,335</p> <p>OB: 1xxx\$86,400</p> <p>OB: 2xxx\$18,708</p> <p>OB: 3xxx \$39,727</p> <p>OB: 4xxx\$11,500</p>
<p>3. Implement Concerned African American Parent (CAAP) pilot program at selected secondary schools to provide parent education, implement peer tutoring, and provide college readiness planning to support the work of closing the achievement gap with African American students</p>	<p>Selected Pilot Sec Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>AA</u></p>	<p>T.B.D.</p>
<p>4. Further promote educational equity and expanded learning opportunities; refine communication efforts and build support structure</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Other identified subgroups</u></p>	<p>LCFF Supp & Conc</p> <p>\$156,335</p> <p>OB: 1xxx\$86,400</p> <p>OB: 2xxx\$18,708</p> <p>OB: 3xxx \$39,727</p> <p>OB: 4xxx\$11,500</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Monitor and improve the implementation of the Parent, Family, and Community Engagement Strategic Plan. • Increase by 10% the number of partnerships with community agencies, businesses, and institutions of higher learning.
---	--

- 5% increase in high school students participating in work-based learning activities.
- Increase by 5% the number of high school students earning a minimum of 3 units of college credit while high school.
- Maintain Foster Youth parent and community partner membership level of the SSSH-CAG.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure effective communication with parents of identified students; maintain 25.4156 FTE BTAs; provide PL to BTAs on effective communication strategies to reach parents – Explore technology advancement such as parent portal to increase communication efforts with parent groups	LEA-Wide	__ALL ----- AND: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	LCFF Supp & Conc \$1,200,000 OB: 2xxx\$684,000 OB: 3xxx \$516,000
2. Continuously improve and expand family, parent, and community partnership; refine communication efforts and build support structure	LEA-Wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Other identified subgroups</u>	LCFF Supp & Conc \$156,335 OB: 1xxx\$86,400 OB: 2xxx\$18,708 OB: 3xxx \$39,727 OB: 4xxx\$11,500
3. Implement Concerned African American Parent (CAAP) pilot program at selected secondary schools to provide parent education, implement peer tutoring, and provide college readiness planning to support the work of closing the achievement gap with African American students	Selected Pilot Sec Schools	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>AA</u>	T.B.D.

<p>4. Further promote educational equity and expanded learning opportunities; refine communication efforts and build support structure</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Other identified subgroups</p>	<p>LCFF Supp & Conc \$156,335 OB: 1xxx\$86,400 OB: 2xxx\$18,708 OB: 3xxx \$39,727 OB: 4xxx\$11,500</p>
--	-----------------	--	---

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

2014-2015

STRATEGIC GOAL 1 – All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap

Original GOAL from prior year LCAP:	Focus Goal 1.1: Ensure that students are taught by teachers that are fully credentialed in the subject areas in which they are teaching, and certified as required	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: School-wide		
Expected Annual Measurable Outcomes:	Implement the existing District process to ensure all teachers have proper certification within a two year period.	Actual Annual Measurable Outcomes:	District process was implemented to ensure proper certification in 2 years. 97.1% of core courses were NCLB compliant in 2013-14.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 1.1.1 <ul style="list-style-type: none"> Ensure teachers have appropriate subject matter authorization and required certification <ul style="list-style-type: none"> Identified teachers will acquire the necessary authorization and/or certification Ensure teachers have appropriate subject matter EL authorization and required certification <ul style="list-style-type: none"> Identified teachers will acquire the necessary EL authorization and/or certification 	LCFF \$5,000 OB: 5xxx\$5,000 LCFF \$5,000 OB: 5xxx\$5,000	<ul style="list-style-type: none"> Teachers identified and monitored for necessary authorization and/or certification is completed as part of the hiring and monitoring of staff credentials as preformed as with existing Human Resources staff duties Teachers identified and monitored for necessary EL authorization and/or certification is completed as part of the hiring and monitoring of staff credentials as preformed as with existing Human Resources staff duties 	n/a n/a

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
AND: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			AND: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Identification and monitoring process will continue. EL authorization is considered “base-funded,” and will not be included in future LCAP as an EL activity separate from general teacher authorization/certification. • Teacher certification goals will be adjusted based on trend data. 			
Original GOAL from prior year LCAP:	Focus Goal 1.2: Ensure growth of the academic achievement of students in core content areas			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	School-wide			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Increase engagement in student learning using CCSS, ELD Standards and NGSS and core content areas ▪ 100% of students have access to standards aligned instructional materials ▪ Monitor SBE’s and PSAA’s development of “new” API and assess EGUSD’s component measures ▪ 100% of students have access to and are enrolled in all required areas of study 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Increased engagement through professional development opportunities for all teachers. ▪ 100% of students had access to standards aligned instructional materials ▪ Monitored policy discussion/development of “new” API and assessed EGUSD’s data components. ▪ 100% of students had access to and are enrolled in all required areas of study 	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 1.2.1 <ul style="list-style-type: none"> Maintain Class size reduction (grades TK-3) <ul style="list-style-type: none"> Maintain CSR 		LCFF \$12,902,301 OB: 1xxx\$8,515,519 OB: 3xxx\$4,386,782 LCFF Supp & Conc \$2,389,315 OB: 1xxx\$1,593,673 OB: 3xxx\$795,642	<ul style="list-style-type: none"> Class sizes in grades TK through 3 were maintained at 24:1 	LCFF \$12,902,301 OB: 1xxx\$8,515,519 OB: 3xxx\$4,386,782 LCFF Supp & Conc \$2,389,315 OB: 1xxx\$1,593,673 OB: 3xxx\$795,642
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<u> X </u> ALL			<u> X </u> ALL	
AND: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			AND: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Program/Service will continue, a portion of the dollars allocated to this activity are considered “base-funded,” and those dollars will not be included in future LCAP. 		
Focus Goal 1.2.2 <ul style="list-style-type: none"> Provide students in grades 4-6, 7-8 and 9-12 with instructional support and resources to promote academic achievement <ul style="list-style-type: none"> Hire/maintain staffing according to staff to student ratios 		LCFF \$150,000,000 OB: 1xxx\$114,000,000 OB: 3xxx\$36,000,000	<ul style="list-style-type: none"> Existing staff-to-student ratios maintained 	LCFF \$150,000,000 OB: 1xxx\$114,000,000 OB: 3xxx\$36,000,000

<ul style="list-style-type: none"> Provide additional extended day learning opportunities (Intersession, after school and summer school) at low SES schools <ul style="list-style-type: none"> Reinstate and expand intersession, after school and summer school 	LCFF Supp & Conc \$3,200,000 OB: 4xxx\$3,200,000	<ul style="list-style-type: none"> Summer school/Extended day learning offered at all elementary, middle, and high schools. Elementary school summer programs served 4,429 students (4hr/day, 16 days) Focus: Early Literacy <ul style="list-style-type: none"> Reading Intervention Early Numeracy Enrichment Middle school and high school summer school implemented <ul style="list-style-type: none"> 6060 total students served (middle and high school) 20,717 high school credits earned (average 5.6 per student) Implemented Jump Start Program (Elementary to Middle School transition program) 	LCFF Supp & Conc \$3,000,000 OB: 1xxx\$1,900,000 OB: 2xxx\$250,000 OB: 3xxx\$325,000 OB: 4xxx\$247,000 OB: 5xxx\$278,000
Scope of service:	LEA-Wide/School-Wide	Scope of service:	LEA-Wide/School-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		AND: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> Staffing ratios for instructional program/service will continue. Grades 4-6, & 9 CSR will continue to be included in LCAP, but remaining non-CSR is considered “base-funding” and will not be included in future LCAP. Summer school, intersession, and extended day learning programs will be maintained and expanded. A program specialist and program assistant will be hired to support education equity and expanded learning opportunities. 		

		<ul style="list-style-type: none"> AVID program will be expanded at middle schools and extended to high schools. 			
Focus Goal 1.2.3 <ul style="list-style-type: none"> Maintain Class size reduction (grade 9) <ul style="list-style-type: none"> Maintain CSR Provide professional learning to support culturally responsive instruction <ul style="list-style-type: none"> Provide PL to support Culturally Responsive instruction 		Title II \$702,000 OB: 1xxx\$560,000 OB: 3xxx\$142,000 See Focus Goal 1.3.2	<ul style="list-style-type: none"> CSR FTE allocated to all high schools Trainings provided to all school administrators and offered to teachers 		Title II \$702,000 OB: 1xxx\$560,000 OB: 3xxx\$142,000 See Focus Goal 1.3.2
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> CSR program at 9th grade will continue. Professional learning opportunities/service will continue, considered “base-funded,” and will not be included in future LCAP. 			
Focus Goal 1.2.4 <ul style="list-style-type: none"> Provide K-12 CCSS, ELD and NGSS professional learning to provide student access to standards aligned instructional materials and strategies <ul style="list-style-type: none"> Maintain CPL staff Provide supplemental programs and services <ul style="list-style-type: none"> Provide supplemental programs 		LCFF \$615,000 OB: 1xxx\$409,000 OB: 2xxx\$57,000 OB: 3xxx\$149,000 LCFF Supp & Conc \$4,228,000	<ul style="list-style-type: none"> CPL staffing levels maintained to support access and acquisition of instructional materials and professional development for teachers Supplemental and concentration funds provided to five middle schools and five high schools. This additional funding supported: 		LCFF \$615,000 OB: 1xxx\$409,000 OB: 2xxx\$57,000 OB: 3xxx\$149,000 LCFF Supp & Conc \$4,228,000

<p>and services at targeted secondary sites in the areas of class size reduction, master schedule augmentation, supplemental intervention sections, and support for the development of Foster Youth educational plans</p>		<p>OB: 1xxx\$1,600,000 OB: 2xxx\$51,000 OB: 3xxx\$577,000 OB: 4xxx\$1,100,000 OB: 5xxx\$900,000</p>	<ul style="list-style-type: none"> - Additional course sections/offerings - Targeted counseling and intervention services - Class size reduction - Programs to support targeted subgroups - Augmented school staff to support student safety and social-emotional development - Credit recovery opportunities 	<p>OB: 1xxx\$1,800,000 OB: 2xxx\$100,000 OB: 3xxx\$700,000 OB: 4xxx\$800,000 OB: 5xxx\$828,000</p>
<p>Scope of service:</p>	<p>LEA-Wide/School-Wide</p>		<p>Scope of service:</p>	<p>LEA-Wide/School-Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>AND: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>AND: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> • Increase 1.0FTE in staffing for K-12 Literacy to continue to provide access and acquisition of instructional materials and professional development for teachers. • Continued funding to support achievement of students in targeted subgroups. Intensive counseling and intervention services. Funding to support school safety and social-emotional learning. 		
<p>Focus Goal 1.2.5</p> <ul style="list-style-type: none"> • Refresh/replace student and teacher computers <ul style="list-style-type: none"> - Acquire or replace technology • Provide curricular and instructional support to special education students <ul style="list-style-type: none"> - Provide staffing and materials 		<p>LCFF \$2,000,000 OB: 4xxx\$2,000,000</p> <p>LCFF Supp & Conc \$18,000,000 OB: 1xxx\$12,000,000</p>	<ul style="list-style-type: none"> • Over 2,000 computers were ordered to replace older technology • Appropriate staffing and materials were provided to IEP students to meet the needs of their individualized program 	<p>LCFF \$1,700,000 OB: 4xxx\$1,300,000 OB: 5xxx\$400,000</p> <p>LCFF Supp & Conc \$18,000,000</p>

appropriate to students' individualized education programs		OB: 3xxx\$6,000,000		OB: 1xxx\$12,000,000 OB: 3xxx\$6,000,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
AND: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			AND: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Computer refresh program will continue, considered "base-funded," and will not be included in future LCAP. Acquisition of appropriate services and supports will continue to meet the needs of students based on their IEP goals and service provisions. 		
Focus Goal 1.2.6 <ul style="list-style-type: none"> Provide Instructional coaches to implement CCSS and ELD <ul style="list-style-type: none"> Maintain Title III Coaches and continuously evaluate the delivery model Provide curricular and instructional support to preK special education students <ul style="list-style-type: none"> Provide staffing and materials appropriate to students' individualized education programs 		Title III \$850,000 OB: 1xxx\$646,000 OB: 3xxx\$204,000 LCFF Supp & Conc \$2,800,000 OB: 1xxx\$1,680,000 OB: 3xxx\$1,120,000	<ul style="list-style-type: none"> Maintained Title III coach staffing levels. Evaluation of the EL program is in progress. EL program structure, professional learning training participation, teacher preparation, and classroom EL instruction implementation was measured and utilized to make adjustments to the program. PreK special education programs were provided staffing to meet the needs of their individual education plan and services 	Title III \$850,000 OB: 1xxx\$650,000 OB: 3xxx\$200,000 LCFF Supp & Conc \$2,800,000 OB: 1xxx\$1,680,000 OB: 3xxx\$1,120,000

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Title III coach staffing levels will continue. EL evaluation will continue with modifications to data collection instruments and analysis plans. Monitoring of IEP goals and services will continue to ensure continued progress towards desired goals and objectives. 			
Focus Goal 1.2.7 <ul style="list-style-type: none"> Continue to implement the Bechtel/Math Generation grant, to assist with the implementation of CCSS Mathematics in grades K-8 <ul style="list-style-type: none"> Provide Training and stipends for teacher PLC Leaders and team planning; Monitor, adjust and refine the Bechtel implementation 		Math Generation Grant \$1,349,847 OB: 1xxx\$743,927 OB: 2xxx\$18,882 OB: 3xxx\$148,745 OB: 4xxx\$80,107 OB: 5xxx\$357,826	<ul style="list-style-type: none"> Bechtel/Math Generation grant continued as planned. Program implementation was adjusted based on monitoring and feedback to improve professional development experience and opportunities. 		Math Generation Grant \$1,120,000 OB: 1xxx\$500,000 OB: 2xxx\$20,000 OB: 3xxx\$125,000 OB: 4xxx\$20,000 OB: 5xxx\$275,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services,					

and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Bechtel/Math Generation grant and associated services will continue. This is considered "grant-funded," and will not be included in future LCAP through 2015-2016. 					
Focus Goal 1.2.8 <ul style="list-style-type: none"> Provide instructional coaches to implement CCSS and NGSS <ul style="list-style-type: none"> Maintain CCSS ELA/Math Coaches and continuously evaluate the delivery model 		Title I \$1,400,000 OB: 1xxx\$1,200,000 OB: 3xxx\$200,000		<ul style="list-style-type: none"> Coach staffing level maintained to support CCSS and NGSS implementation. Service delivery and focus adjusted as needed based on survey results following each PL offering. 		Title I \$1,400,000 OB: 1xxx\$1,200,000 OB: 3xxx\$200,000	
Scope of service: LEA-Wide				Scope of service: LEA-Wide			
<input checked="" type="checkbox"/> ALL				<input checked="" type="checkbox"/> ALL			
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____				OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Instructional coach staffing levels will continue to support CCSS and NGSS implementation with adjustments based on results of annual professional learning survey of teachers. 					
Original GOAL from prior year LCAP:		Focus Goal 1.3: Eliminate the achievement gap				Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: All		Applicable Pupil Subgroups: AA, Hispanic, SWD, EL, Foster Youth, Low Income			
Expected Annual Measurable Outcomes:		Increase engagement in student learning using CCSS curriculum in core content areas by implementing Common Core materials		Actual Annual Measurable Outcomes:		Teachers were provided additional materials and training on CCSS curriculum and assessments.	

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Focus Goal 1.3.1 <ul style="list-style-type: none"> Provide students with disabilities instruction support and resources to promote academic achievement <ul style="list-style-type: none"> Hire/maintain staffing to support students with disabilities in accordance with IEP needs Provide extended learning opportunities <ul style="list-style-type: none"> Provide intersession, after and summer school 		SpEducation \$61,760,000 OB: 1xxx\$17,000,000 OB: 2xxx\$17,000,000 OB: 3xxx\$15,000,000 OB: 4xxx\$760,000 OB: 5xxx\$12,000,000 See Focus Goal 1.2.2	<ul style="list-style-type: none"> Staffing levels maintained to support students with disabilities See Focus Goal 1.2.2 SpEducation \$61,760,000 OB: 1xxx\$17,000,000 OB: 2xxx\$17,000,000 OB: 3xxx\$15,000,000 OB: 4xxx\$760,000 OB: 5xxx\$12,000,000 See Focus Goal 1.2.2
Scope of service:	School-Wide		
<u> X </u> ALL			
AND: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) ___SWD			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Staffing levels will continue to meet needs of students with disabilities. Summer school, intersession, and extended day learning programs will be expanded. 	
Focus Goal 1.3.2 <ul style="list-style-type: none"> Provide K-12 CCSS, ELD and NGSS professional learning to provide student access to standards aligned instructional materials and strategies 		LCFF Supp & Conc \$1,300,000 OB: 5xxx\$1,300,000	<ul style="list-style-type: none"> Extensive CCSS, ELD, and NGSS PL opportunities provided Progress monitored to date on CST Science and CAPA. CAA (replacing CAPA & NCSC) LCFF Supp & Conc \$144,000 OB: 1xxx\$90,000 OB: 3xxx\$14,000

<ul style="list-style-type: none"> - Provide CCSS, ELD and NGSS PL - Monitor Student Progress on the CAASPP, CAPA and NCSC 			and SBAC assessments administered.	OB: 4xxx\$20,000 OB: 5xxx\$20,000
Scope of service:	School-Wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Professional learning opportunities and monitoring of student progress will continue. These are considered “base-funded” and will not be included in future LCAP. 		
Original GOAL from prior year LCAP:	Focus Goal 1.4: Increase student achievement for EL students		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ AMAO-1: 59% of EL students will increase one level of English proficiency as measured by CELDT ▪ AMAO-2: ~ 22.8% of EL students, who have received less than 5 years of English instruction will attain English proficiency on CELDT ~ 49% of EL students, who have received 5 or more years of English instruction, will attain English proficiency on CELDT 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ AMAO-1 for 2013-14: 61.3% of EL students increased one level of English proficiency as measured by CELDT ▪ AMAO-2 for 2013-14: ~ 28.7% of EL students, who have received less than 5 years of English instruction attained English proficiency on CELDT ~ 51.8% of EL students, who have received 5 or more years of English instruction, attained English proficiency on CELDT

<ul style="list-style-type: none"> ▪ AMAO-3: ~ Maintain current 2012-2013 EL proficiency and monitor determination of EL AYP measure by CDE and DOE ~ Maintain current 14.3% redesignation rate 	<ul style="list-style-type: none"> ▪ AMAO-3 for 2013-14: ~ Monitored determined of EL AYP by CDE and DOE and it is N/A for 2013-14 ~ 12.6% redesignation rate for 2013-14
--	--

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Focus Goal 1.4.1</p> <ul style="list-style-type: none"> • Provide students with appropriate CELDT level ELD curriculum and instruction <ul style="list-style-type: none"> - Implement ELD and SDAIE curriculum and instruction 	<p>LCFF Supp & Conc \$1,500,000 <small>OB: 1xxx\$990,000 OB: 3xxx\$510,000</small></p>	<ul style="list-style-type: none"> • Varied and extensive PD opportunities and coach consultation support provided to implement ELD/SDAIE curriculum and instructional strategies 	<p>LCFF Supp & Conc \$1,500,000 <small>OB: 1xxx\$990,000 OB: 3xxx\$510,000</small></p>
<p>Scope of service:</p> <p style="margin-left: 20px;">LEA-Wide</p>		<p>Scope of service:</p> <p style="margin-left: 20px;">LEA-Wide</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Administer district-wide survey to get input on teacher and administrator PD and instructional support needs. Monitor EGUSD EL Strategic Plan for Year 3 completion and standing issues. Tailor implementation of Year 4 of Strategic Plan based on feedback, student achievement data.
---	---

<p>Focus Goal 1.4.2</p> <ul style="list-style-type: none"> • Adopt Secondary ELD Materials <ul style="list-style-type: none"> - Implement Curriculum; Provide PL; 	<p>See Focus Goal 1.3.2</p>	<ul style="list-style-type: none"> • Adopted and purchased NG Cengage curriculum materials (<i>Inside</i> for MS and <i>Edge</i> 	<p>See Focus Goal 1.3.2</p>
--	-----------------------------	---	-----------------------------

administer Surveys			for HS). Provided summer (week long) and school year (3 full day release sessions) PL and on-site coaching to support implementation. Administered survey to assist in future planning.	
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
__ALL			__ALL	
OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Add PL series for “second year” implementers/reviewers. Add information, PL and support for teaching Long Term English Learners. 		
Focus Goal 1.4.3 <ul style="list-style-type: none"> Ensure the implementation of the EL strategic plan by providing PL supported by increasing the number of EL Coaches <ul style="list-style-type: none"> Hire 1 EL Instructional Coach; SDAIE release days 		LCFF Supp & Conc \$75,000 <small>OB: 4xxx\$75,000</small>	<ul style="list-style-type: none"> Hired one EL Instructional Coach. 	LCFF Supp & Conc \$91,374 <small>OB: 1xxx\$66,928 OB: 3xxx \$24,446</small>
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
__ALL			__ALL	
OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services,		<ul style="list-style-type: none"> Add one additional release day for SDAIE teachers PL for 2015-16, for a total of 4 (one per 		

and expenditures will be made as a result of reviewing past progress and/or changes to goals?		quarter).		
Focus Goal 1.4.4 <ul style="list-style-type: none"> Implement EL classroom observation tool including the collection and analysis of observation logs <ul style="list-style-type: none"> Implement continuous improvement through implementation, monitoring and refining 		LCFF Supp & Conc \$720 OB: 4xxx\$720	<ul style="list-style-type: none"> EL program evaluation in progress. Evaluation activities include assessment of program implementation survey responses from teachers 	LCFF Supp & Conc \$397 OB: 5xxx\$397
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Create a video library of EGUSD teachers implementing the strategies on the EL Observation Tool to be used for observation calibration and PL. 		
Focus Goal 1.4.5 <ul style="list-style-type: none"> Examination of school and course schedules to ensure appropriate placement of ELs <ul style="list-style-type: none"> Provide PL for Site Administration, counselors and other staff on course scheduling 		LCFF Supp & Conc \$7,000 OB: 4xxx\$7,000	<ul style="list-style-type: none"> District wide EI student placement testing supported by EL coaches. Student data provided to school staff to assist in appropriate placement. Sub time provided to schools for daylong planning/placement activities. PL sessions for EL coordinators, administrators and counselors provided. 	NA
Scope of	LEA-Wide		Scope of	LEA-Wide

service:			service:		
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Create EL instructional /matriculation pathway documents. Assist sites with creating a weighted formula for analyzing multiple data points for student placement. 			
Focus Goal 1.4.6 <ul style="list-style-type: none"> Increase opportunities for EL students to have after school tutoring <ul style="list-style-type: none"> EL after school tutoring 		LCFF Supp & Conc \$271,530 OB: 4xxx\$271,530	<ul style="list-style-type: none"> Funding provided to sites to administer before/after tutoring and intersession programs 		LCFF Supp & Conc \$107,311 OB: 1xxx\$82,000 OB: 2xxx\$1,500 OB: 3xxx\$21,411 OB: 4xxx\$2,400
Scope of service:			Scope of service:		
School-Wide			School-Wide		
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Examine use patterns and program structures developed by sites in 2014/15 to assist with changes in implementation for 2015-16. 			
Focus Goal 1.4.7 <ul style="list-style-type: none"> Add English elective for LTELs at 6 secondary schools 		LCFF Supp & Conc	<ul style="list-style-type: none"> Elective sections added. Partial implementation beginning in March. 		LCFF Supp & Conc

<ul style="list-style-type: none"> - includes teacher salary; student and teacher curriculum - PL and release/planning time 		\$120,000 OB: 4xxx\$120,000		\$36,000 OB: 1xxx\$30,000 OB: 3xxx\$6,000
Scope of service:	School-Wide		Scope of service:	School-Wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Examine EGUSD elective courses to determine if another course needs to be developed. Provide on-going PL for LTEL elective teachers. Determine if more sites need the elective course option for LTELs. 		
Focus Goal 1.4.8 <ul style="list-style-type: none"> • Provide supplemental programs and services (TK-12) <ul style="list-style-type: none"> - Provide staff to perform CELDT duties - EL tutoring and classroom supplies - EL Coordinator stipend (previously EIA) 		LCFF Supp & Conc \$1,900,000 OB: 1xxx\$153,000 OB: 2xxx\$540,000 OB: 3xxx\$418,000 OB: 4xxx\$753,000 OB: 5xxx\$36,000	<ul style="list-style-type: none"> • Staff and funding allocated to sites for purposes of CELDT administration, EL instructional support, and EL coordination 	
Scope of service:	School-Wide		Scope of service:	School-Wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services,		<ul style="list-style-type: none"> • Evaluation of the EL program is in progress. EL program structure and classroom EL 		

and expenditures will be made as a result of reviewing past progress and/or changes to goals?		instruction implementation was measured and utilized to make adjustments to the program.	
Original GOAL from prior year LCAP:	Focus Goal 1.5: Ensure all students will be reading on grade level by the completion of 3 rd grade		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Elementary	Applicable Pupil Subgroups: School-wide	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish uniform student baseline on-grade-level reading assessments and measures 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Work group convened to implement literacy program, discussions held on establishment of uniform student baseline on-grade-level reading assessments and measures
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 1.5.1 <ul style="list-style-type: none"> Promote reading and Increase student access to books in grades TK-6 <ul style="list-style-type: none"> Hire Library Techs (3hrs/site) Provide 20 hours of Early Literacy PL for site administrators <ul style="list-style-type: none"> Provide PL on Early Literacy 	LCFF \$494,000 <small>OB: 2xxx\$334,000 OB: 3xxx\$160,000</small> LCFF Supp & Conc \$1,000,000 <small>OB: 4xxx\$1,000,000</small>	<ul style="list-style-type: none"> Program implementation began in January Hired 4.0 FTE TK-3 reading coaches Library tech staff hired at elementary schools 	LCFF \$494,000 <small>OB: 2xxx\$334,000 OB: 3xxx\$160,000</small> LCFF Supp & Conc \$230,000 <small>OB: 1xxx\$110,000 OB: 3xxx\$30,000 OB: 4xxx\$90,000</small>
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide
<u> </u> X_ALL		<u> </u> X_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Elementary library tech services will continue, considered “base-funded,” and will not be included in future LCAP. • Development of TK-3 On Grade Level Reading Strategic Plan. • Development and dissemination of Best Practice Models. • Implementation and evaluation of the TK-3 On Grade Level Reading Strategic Plan. 			
Focus Goal 1.5.2 <ul style="list-style-type: none"> • Acquire and Implement Curriculum - Pilot Curriculum 		See Focus Goal 1.5.1	<ul style="list-style-type: none"> • Created blending units to target phonemic awareness • Implemented Synced Solutions as a structure to support the bridging of existing curricular materials as we transition to CCSS • Districtwide ELA curriculum pilot will occur during the 2015-16 		See Focus Goal 1.5.1
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Reading Coaches continue to provide small group PL to all TK-3 teachers (3 full days). • Provide additional services to teachers as requested. 			

Focus Goal 1.5.3		See Focus Goal 1.5.1	<ul style="list-style-type: none"> • Provide Professional Learning on Reading Instruction and Intervention <ul style="list-style-type: none"> - Provide PL for Reading Instruction and Intervention; - Provide Planning/release time for curriculum development 		See Focus Goal 1.5.1
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Development of TK-3 OGLR Strategic Plan. • Inclusion of 4-6 grade teachers in PL to address Reading Intervention Programs. • Provide PL to site level classified staff. 			
Original GOAL from prior year LCAP:	Focus Goal 1.6: Ensure all students graduate college and career ready			Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Secondary	Applicable Pupil Subgroups: School-wide			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Establish college and career readiness criteria for graduation based on SBE and PSAA criteria for API ▪ 45% of students will demonstrate college preparedness (conditional and unconditional) 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Monitored SBE/PSAA's API discussions and established a graduate profile. ▪ 45% of students demonstrated college preparedness (conditional and unconditional) through the EAP in ELA in 2013-14 	

	<p>through the EAP in ELA</p> <ul style="list-style-type: none"> ▪ 70% of students will demonstrate college preparedness (conditional and unconditional) through the EAP in Math ▪ 55% of students will meet A-G requirements upon graduation ▪ Establish student baseline for CTE sequence completion ▪ 16% of all grade 11 and 12 students will pass an AP exam with a 3+ 		<ul style="list-style-type: none"> ▪ 62% of students demonstrated college preparedness (conditional and unconditional) through the EAP in Math in 2013-14 ▪ 53.3% of students met A-G requirements upon graduation in 2013-14 (Class of 2014) ▪ CTE sequence data was systematically reviewed and revised in SISWeb. ▪ 15.2% of all grade 11 and 12 students passed an AP exam with a 3+ in 2013-14
--	---	--	---

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Focus Goal 1.6.1</p> <ul style="list-style-type: none"> • Support California Partnership Academies <ul style="list-style-type: none"> - Add to existing Academies • Expand current honors and AP course offerings <ul style="list-style-type: none"> - Based on AP Audit and results from AP Diagnostic, add AP classes at designated high schools 	<p>LCFF \$165,000 <small>OB: 1xxx\$135,000 OB: 3xxx\$30,000</small></p> <p>LCFF Supp & Conc \$230,000 <small>OB: 4xxx\$230,000</small></p>	<ul style="list-style-type: none"> • Provided FTE for a release period for 6 CPA coordinators due to inadequate funding from the state for academies funded through SB 1070. The academies impacted are STEM and GREEN at Franklin, Culinary Arts at COHS, Technology and Design at EGHS, Sports Careers at LCHS, and DATA at MTHS. • Allocated additional FTE for expanded Honors/AP enrollment provided for the following schools: COHS, EGHS, FrHS, PGHS, EPMS, and JKMS 	<p>LCFF \$165,000 <small>OB: 1xxx\$135,000 OB: 3xxx\$30,000</small></p> <p>LCFF Supp & Conc \$150,598 <small>OB: 1xxx\$110,000 OP: 3xxx\$40,598</small></p>
Scope of service:	LEA-Wide/School-Wide	Scope of service:	LEA-Wide/School Wide

<u> X </u> ALL			<u> X </u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Academy, Honors, and AP programs will continue. Academy coordinator staffing will be increased. These are considered “base-funded” and will not be included in future LCAP. 			
Focus Goal 1.6.2 <ul style="list-style-type: none"> Promote reading and Increase student access to books in grades 7-12 <ul style="list-style-type: none"> Hire Library Techs (MS: 4hrs/site; HS: 8hrs/site) Reinstate comprehensive summer school programs at each middle and high school to include both enrichment and credit recovery options <ul style="list-style-type: none"> Offer comprehensive summer school, to include both enrichment and credit recovery, at all comprehensive high schools and at two continuation schools. Offer summer programs at all middle schools, with emphasis on grade 6/7 and 8/9 transitions 		LCFF \$322,000 OB: 2xxx\$186,000 OB: 3xxx\$136,000	<ul style="list-style-type: none"> Library techs hired at both middle and high schools Summer school implemented at all secondary schools <ul style="list-style-type: none"> High schools offered opportunities for credit recovery, as well as for acceleration and enrichment 20,717 high school credits earned All middle schools offered summer school for incoming 8th grade students Jump Start, a 6/7 transition program, offered at each middle school 2,887 total middle school students served in summer school and Jump Start 	LCFF \$380,000 OB: 2xxx\$260,000 OB: 3xxx\$120,000	See Focus Goal 1.2.2
Scope of service:	LEA-Wide/School-Wide		Scope of service:	LEA-Wide/School-Wide	
<u> X </u> ALL			<u> X </u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> MS/HS library tech services will continue, considered “base-funded,” and will not be included in future LCAP. Summer school and enrichment programs will continue and expand to serve additional students. A program specialist and program assistant will be hired to support education equity and expanded learned opportunities. 			
Focus Goal 1.6.3 <ul style="list-style-type: none"> Develop Graduate Profile <ul style="list-style-type: none"> Form committee to develop graduate profile with measurable characteristics. Monitor Student progress on the EAP, AP exams and PSAA criteria for API Increase classroom supplies and supplemental materials <ul style="list-style-type: none"> Increase site allocations for supplies and materials 	N/A LCFF Supp & Conc \$425,000 <small>OB: 4xxx\$425,000</small>	<ul style="list-style-type: none"> Graduate Profile developed and approved by Board of Education Monitored PSAA work on new API development and student outcome measures considered for use in new API Increased site allocations for supplies and materials 	N/A LCFF Supp & Conc \$425,000 <small>OB: 4xxx\$425,000</small>	
Scope of service:	LEA-Wide/School-Wide		Scope of service:	LEA-Wide/School Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a	<ul style="list-style-type: none"> Graduate profile work and monitoring of College and Career indicators in API will continue. 			

result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> These are considered “base-funded” activities and will not be included in future LCAP. Site allocations will continue and be increased. This is considered “base-funded” and will not be included in future LCAP. 					
Focus Goal 1.6.4 <ul style="list-style-type: none"> Conduct annual A-G audit to maximize course offerings and completion rates <ul style="list-style-type: none"> Conduct A-G audit with counselors; identify barriers for A-G completion; adjust master schedules, as indicated 		LCFF \$2,080,000 <small>OB: 1xxx\$1,600,000</small> <small>OB: 3xxx\$480,000</small>		<ul style="list-style-type: none"> Conducted District A-G audit with counselors. Data analyzed and reviewed. 		LCFF \$2,080,000 <small>OB: 1xxx\$1,600,000</small> <small>OB: 3xxx\$480,000</small>	
Scope of service: LEA-Wide				Scope of service: LEA-Wide			
<input checked="" type="checkbox"/> ALL				<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> A-G monitoring and adjustment will continue, considered “base-funded,” and will not be included in future LCAP. A-G goals will be adjusted based on trend data. 					
Original GOAL from prior year LCAP:		Focus Goal 1.7: Ensure all Foster Youth have educational plans (FYEP)				Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6_x 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: All		Applicable Pupil Subgroups: Foster Youth			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish a process to develop Foster Youth Education Plan (FYEP) for all FY 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Discussions occurred on establishing a process to develop FYEP for all FY
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> N/A, activities were not funded 		<ul style="list-style-type: none"> Activities were not funded, but discussions of future activities occurred 	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> Foster Youth services will be enacted in next LCAP. A psychologist or social worker and a program assistant will be hired to coordinate support and enhance Foster Youth services. Design and development of the Foster Youth Education Plan (FYEP) will be coordinated by the social worker, program assistant in collaboration with all FYS staff, community partners and advocates for the foster youth. FYEP goals will be adjusted based on established plan and associated resources. 		
Original GOAL from prior	Focus Goal 1.8: Increase opportunities for K-12 students to participate in enrichment opportunities and advanced coursework (GATE, Honors, AP, IB, and Linked Learning programs) with an emphasis on underrepresented students		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__

year LCAP:		Local : Specify _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: School-wide
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 8% of students will participate in GATE ▪ 36% of middle and high school students will enroll in Honors courses ▪ 28% of high school student will enroll in AP/IB courses 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 6.7% of students were identified as GATE in 2013-14 ▪ 33.5% of middle and high school students were enrolled in Honors courses in 2013-14 ▪ 26.0% of high school students enrolled in AP/IB courses in 2013-14
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Focus Goal 1.8.1</p> <ul style="list-style-type: none"> • Provide opportunities for Honors/AP, IB and linked learning coursework and GATE programs during the summer <ul style="list-style-type: none"> - Institute summer school programs at all comprehensive high schools and middle schools to include pre-honors/AP/IB/LL courses, designed to support students' success in higher level courses during the school year; - Offer summer school program for elementary schools in at least one school per region, and all Title I schools with a focus on STEM enrichment activities 		See Focus Goal 1.2.2	<ul style="list-style-type: none"> • See Focus Goals 1.6.2 and 1.2.2

Scope of service:	School-Wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Summer School intersession, extended day, and enrichment programs will continue and expand to serve additional students. A program specialist and program assistant will be hired to support education equity and expanded learning opportunities. 			
Focus Goal 1.8.2 <ul style="list-style-type: none"> Increase access and opportunities for students to complete college credit-bearing coursework throughout the year <ul style="list-style-type: none"> Expand AP/IB course offerings at designated high schools and offer summer programs to allow students to “fit” AP/IB classes into their schedules during the school year; Expand after school enrichment activities in elementary schools 		See Focus Goal 1.6.1	<ul style="list-style-type: none"> Additional FTE allocated for expanded AP offerings allocated to: COHS, EGHS, FrHS, PGHS, EPMS, JKMS – Total FTE allocated: 2.04 Provided Summer School courses, particularly at schools with traditional schedules, with options for students to complete requirements in order to enroll in elective/specialized courses the following year Offered enrichment opportunities through Summer School, Intersession, and Extended Day Programs Offered GATE programs at every elementary school 		See Focus Goal 1.6.1
Scope of service:	School-Wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Summer and after school enrichment programs will continue. FTE for AP/IB courses considered “base-funded” and will not be included in future LCAP. 			
Focus Goal 1.8.3 <ul style="list-style-type: none"> Provide stipends for K-12 GATE and AP/IB coordination 		LCFF Supp & Conc \$200,000 OB: 4xxx\$200,000	<ul style="list-style-type: none"> Allocated GATE funding to elementary schools based on school size (\$3,000 to small schools; \$4,000 to medium schools; \$5,000 to large schools) with a portion allocated to pay for the GATE coordinator stipends 		LCFF Supp & Conc \$70,000 OB: 1xxx\$30,000 OB: 3xxx\$8,000 OB: 4xxx\$27,000 OB: 5xxx\$5,000
Scope of service:	LEA –Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> GATE and AP/IB coordination services will continue, considered “base-funded,” and will not be included in future LCAP. 			
Focus Goal 1.8.4 <ul style="list-style-type: none"> Expand students' access to the International Baccalaureate Program <ul style="list-style-type: none"> Begin exploration and planning process to implement the Middle Grades IB program at Harriet Eddy 		LCFF Supp & Conc \$20,000 OB: 4xxx\$20,000	<ul style="list-style-type: none"> Developed IB MYP Project Plan and timeline. Submitted Application for Candidacy Implemented Jump Start as part of Focus Goal 1.2.2 (summer School) Restored GATE funding to schools to offer 		LCFF Supp & Conc \$10,000 OB: 5xxx\$10,000

<p>Middle School;</p> <ul style="list-style-type: none"> - Begin exploration and planning of the Jump Start program to transition students from sixth to seventh grade; - Offer GATE programs such as Science Olympiads, NEHS, Geography Bee, Spelling Bee, etc. 			GATE programs as part of Focus Goal 1.8.5	
Scope of service:	LEA –Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> • GATE and IB access program/services will continue. These are considered “base-funded” and will not be included in future LCAP. • IB Middle Years Programme will be implemented. 		
<p>Focus Goal 1.8.5</p> <ul style="list-style-type: none"> • Develop comprehensive district plan to increase number of students participating in GATE, Honors, AP, IB and Linked Learning programs <ul style="list-style-type: none"> - Develop comprehensive district plan that includes: the identification of multiple GATE assessments; - the development and implementation of criteria for students participating in GATE, Honors, AP, IB, and Linked 		<p>LCFF Supp & Conc \$50,000 OB: 4xxx\$50,000</p>	<ul style="list-style-type: none"> • Revised GATE criteria and selection process • Revised Honors/AP/IB pre-requisites. Revised criteria implemented for 2015-2016. • Reviewed and revised site selection criteria. Developed uniform criteria for use across 7-12 sites, beginning in 2015-2016 school year • Increased parent/student outreach to promote increased enrollment in Honors/AP/IB • Reinstated PSAT for All for 10th grade students 	<p>LCFF Supp & Conc \$71,100 OB: 1xxx\$5,000 OB: 3xxx\$600 OB: 4xxx\$3,500 OB: 5xxx\$62,000</p>

Learning; - the expansion of parent outreach; - expansion of teacher preparation; - the development of GATE programs and activities to meet students' interests; - and the reinstatement of PSAT for all		<ul style="list-style-type: none"> Developed GATE school site plans for all elementary and middle schools 	
Scope of service:	LEA –Wide	Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Programs/Services supporting GATE, Honors, AP/IB, and Linked Learning participation will continue. These are considered “base-funded” and will not be included in future LCAP. Goals on GATE, Honors, and AP/IB will be adjusted based on trend data and will also include decreases in disproportionality. 	

STRATEGIC GOAL 2 – All student will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation

Original GOAL from prior year LCAP:	Focus Goal 2.1: Students will benefit from teachers using assessment data to guide instruction	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	

Applicable Pupil Subgroups: School-wide			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Implement the use of interim assessments 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> The Assessment Action Team was convened to determine districtwide policies and practices for the implementation and use of interim assessments.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>Focus Goal 2.1.1</p> <ul style="list-style-type: none"> Redesign Student Information System to provide timely feedback on data to guide instruction <ul style="list-style-type: none"> Provide SISWeb redesign and augmentation 		<p>LCFF Supp & Conc \$500,000 OB: 5xxx\$500,000</p>	<ul style="list-style-type: none"> Reviewed SIS redesign and augmentation options Developed plan for input in SIS decision making and set up demonstrations of new SIS options Made security enhancements and design changes for multi-browser support <p>LCFF Supp & Conc \$20,000 OB: 5xxx\$20,000</p>
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> Review of SIS options will continue, considered "base-funded," and will not be included in future LCAP. 	
Original	Focus Goal 2.2: Through continuous evaluation of program implementation, ensure	Related State and/or Local Priorities:	

GOAL from prior year LCAP:	all EL students have access to research-based EL instructional strategies	1_x 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
----------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL
------------------	--------------	--------------------------------

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Measure program implementation through EL walkthrough forms and observation of strategies 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> EL observation/walkthrough forms were implemented in all schools, and end of year measures will be calculated to determine program implementation.
--------------------------------------	---	------------------------------------	--

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 2.2.1 <ul style="list-style-type: none"> Implement the EL Strategic Plan <ul style="list-style-type: none"> Provide PL to teachers and administrators on research-based EL strategies 	LCFF Supp & Conc \$25,750 <small>OB: 4xxx\$25,750</small>	<ul style="list-style-type: none"> PL opportunities were provided to teachers through the school year, and surveys were administered to provide feedback on PL 	LCFF Supp & Conc \$10,000 <small>OB: 1xxx\$9,000 OB: 3xxx\$1,000</small>
Scope of service: LEA-Wide __ALL OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> Survey results will be utilized to adjust EL PL focus/offerings next year. Improvements in data feedback and expansion of program evaluation to cover other focused actions and services.
--	--

Original GOAL from prior year LCAP:	Focus Goal 2.3: Through continuous evaluation of program implementation, ensure all students have access to CCSS, ELD and NGSS research-based instructional strategies		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	School-wide			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will benefit from continuously improved CCSS, ELD and NGSS standards aligned instruction 		Actual Annual Measurable Outcomes:	Teachers were provided additional materials and training on CCSS curriculum and assessments, and professional learning opportunities were assessed through survey research.	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Focus Goal 2.3.1		LCFF \$746,654 <small>OB: 2xxx\$526,624 OB: 3xxx\$220,030</small>	<ul style="list-style-type: none"> Surveys were administered after each PL offering and near the end of the year to assess offerings and adjust as needed 		LCFF \$778,000 <small>OB: 2xxx\$543,000 OB: 3xxx\$235,000</small>
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Professional Learning services and feedback from surveys will continue. These are considered "base-funded" and will not be included in future LCAP. 			

- Teacher perceptions of implementation of State content standards will inform efforts to continually improve instruction.

STRATEGIC GOAL 3- All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment

Original GOAL from prior year LCAP:	Focus Goal 3.1: Increase the attendance of students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: AA, Hispanic, SWD, EL, Foster Youth, Low Income, All
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Decrease chronic absenteeism to 9.4% ▪ Increase attendance rate to 96.1% ▪ Decrease middle school dropout rate to 0.22% ▪ Measure and establish baseline for student connectedness 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Chronic absenteeism was 10.7% in 2013-14. Rates for targeted subgroups declined, but remain higher than the average. ▪ Attendance rate was 96.1% in 2013-14. Rates for targeted subgroups improved, but remain lower than the average. ▪ Middle school dropout rate was 0.23% in 2013-14. AA and Hispanic rates are disproportionate. Other subgroup rates have not yet been calculated. ▪ Obtained consensus and agreement to conduct CHKS survey in Fall 2015 to capture student connectedness and CSCS survey to capture school climate in all schools in Fall 2015. ▪ Modified measure to collect from parents.
LCAP Year: 2014-2015		
Planned Actions/Services	Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 3.1.1 <ul style="list-style-type: none"> Target services to ensure student attendance <ul style="list-style-type: none"> Replace school buses Provide transportation services to identified students 		LCFF \$3,000,000 <small>OB: 7xxx\$3,000,000</small> LCFF Supp & Conc \$711,500 <small>OB: 2xxx\$476,705</small> <small>OB: 3xxx\$235,095</small>	<ul style="list-style-type: none"> Entered in to 10 year lease purchase agreement to replace 31 buses 	LCFF \$500,000 <small>OB: 7xxx\$500,000</small> LCFF Supp & Conc \$711,500 <small>OB: 2xxx\$476,705</small> <small>OB: 3xxx\$235,095</small>
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<u> X </u> ALL			<u> X </u> ALL	
AND: <u> X </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			AND: <u> X </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> School buses replaced with 10-year lease funding. Ongoing transportation services will continue, considered "base-funded," and will not be included in future LCAP. 		
Focus Goal 3.1.2 <ul style="list-style-type: none"> Implement recommended actions to decrease disproportionality with attendance, suspension/expulsion, promotion and graduation rates for targeted students <ul style="list-style-type: none"> Hire Equity Consultant RED monitor and report out on attendance, suspension/expulsion, 		SpEd \$64,000 <small>OB: 5xxx\$64,000</small>	<ul style="list-style-type: none"> Hired equity consultant. Reported suspension/expulsion on quarterly basis, and other outcomes (including chronically absent) on annual basis. Attendance reported regularly by Fiscal Services. Monitoring and adjustments occur at site level. 	SpEd \$64,000 <small>OB: 5xxx\$64,000</small>

promotion and graduation data				
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>AA, SWD, Hispanic</u>			AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>AA, SWD, Hispanic</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Equity consultant and data monitoring will continue, considered "base-funded," and will not be included in future LCAP. 		
Original GOAL from prior year LCAP:	Focus Goal 3.2: Decrease rates of suspension/expulsion for identified students to mirror the general student population		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: AA, Hispanic, SWD, EL, Foster Youth, Low Income		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Decrease overall suspension rate to 10.2% Decrease overall expulsion numbers by 5% to 34 students 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Decreased overall suspension rate to 9.2% in 2013-14. Hispanic and EL rates decreased to mirror general population. AA, SWD, Foster Youth and Low Income rates were reduced, but remain disproportionate. Decreased overall expulsion numbers to 33 students in 2013-14. Hispanic, EL, AA, SWD, Foster Youth and Low Income were reduced,

			but remain disproportionate.
--	--	--	------------------------------

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Focus Goal 3.2.1 <ul style="list-style-type: none"> Provide full implementation of PBIS <ul style="list-style-type: none"> All schools will be trained in PBIS 		SpEd MH \$2,900,000 OB: 1xxx\$1,800,000 OB: 2xxx\$100,000 OB: 3xxx\$700,000 OB: 4xxx\$100,000 OB: 5xxx\$200,000	<ul style="list-style-type: none"> All elementary schools were trained in PBIS 3 middle schools, three high schools and continuation schools to be trained in 15-16 Site will continue to be trained as measures for implementation are met
Scope of service:	LEA-Wide		
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Scope of service:	LEA-Wide		
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- PBIS program/service will continue, considered "base-funded," and will not be included in future LCAP.

Original GOAL from prior year LCAP:	Focus Goal 3.3: Increase promotion and graduation for identified students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:		Schools: All	Applicable Pupil Subgroups: AA, Hispanic, SWD, EL, Foster Youth, Low Income	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Increase high school graduation and 8th grade promotion rates for all students with an emphasis on credit deficient students ▪ 99.8% of students will promote from 8th to 9th grade ▪ Decrease high school cohort dropout rate to 5% ▪ 92% of students will graduate from high school on time 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Summer school implemented in 2014 to provide opportunities for credit recovery and enrichment. ▪ 99.6% of students promoted from 8th to 9th grade in 2013-14. AA, Hispanic, SWD, EL, Foster Youth, and Low Income promotion rates were lower than the average. ▪ High school cohort dropout rate decreased to 5.4% for the Class of 2013. AA, Hispanic, SWD, EL, and Low Income rates decreased, but remain higher than the average. ▪ 88.1% of students graduated from high school on time for the Class of 2013. AA, Hispanic, SWD, EL, and Low Income rates increased, but remain lower than the average. 	

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 3.3.1 <ul style="list-style-type: none"> • Identify and monitor students at-risk of not promoting from middle school or graduating from high school <ul style="list-style-type: none"> - Utilize School Loop utility or ON-Track California to identify 7-12 grade students at-risk of not graduating or promoting; - analyze data disaggregated by subgroup to determine students 	N/A	<ul style="list-style-type: none"> • Formed committee to research and review options for 7-12 Academic/Career Planning program and process, to include tracking capabilities to monitor students' progress 	N/A

<ul style="list-style-type: none"> most at-risk; - develop template to create an individual monitoring plan for each student; - determine process for parent involvement and communication of student progress 				
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Committee to support the programs/services will continue, considered “base-funded,” and will not be included in future LCAP. 		
Focus Goal 3.3.2 <ul style="list-style-type: none"> Identify and implement programs and strategies to support school engagement and attendance <ul style="list-style-type: none"> - Fully fund high school athletics as a means of engaging at-risk students in school 		LCFF \$400,000 OB: 4xxx\$200,000 OB: 5xxx\$200,000	<ul style="list-style-type: none"> Augmented District budget for high school athletics 	LCFF \$400,000 OB: 4xxx\$200,000 OB: 5xxx\$200,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Ongoing high school funding was implemented. Additional base-funded programs and services to extend ongoing athletic programs at middle schools will be allocated. These are considered “base-funded” and inclusion in district LCAP no longer needed. 			
Focus Goal 3.3.3 <ul style="list-style-type: none"> Identify and implement programs and strategies to support school engagement and attendance <ul style="list-style-type: none"> Reinstate Freshmen sports at Comprehensive High Schools 		LCFF \$500,000 OB: 1xxx\$219,000 OB: 2xxx\$225,000 OB: 3xxx\$56,000	<ul style="list-style-type: none"> Reinstated one or more Freshmen sports teams at nine of nine comprehensive high schools 		LCFF \$400,000 OB: 1xxx\$200,000 OB: 2xxx\$100,000 OB: 3xxx\$50,000 OB: 4xxx\$50,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Freshman sports programs will continue. Additional ongoing athletic programs were extended to middle schools. These are considered “base-funded” and will not be included in future LCAP. 			
Original GOAL from prior	Focus Goal 3.4: Ensure all students have access to clean, safe and well-maintained facilities, including appropriate technology		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__		

year LCAP:				Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: School-wide		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of students will have access to wireless technology and clean, safe, and well-maintained facilities as measured by the FIT Tool 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of students had access to wireless technology in 2013-14 100% of students had clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey, Williams Reviews, and Uniform Complaints in 2013-14 	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Focus Goal 3.4.1 <ul style="list-style-type: none"> Equip all sites with wireless access points and purchase Google Chrome books for students <ul style="list-style-type: none"> Provide all students with access to wireless technology 		State 1 time CCSS Grant funds \$6,000,000 <small>OB: n/a w/be budgeted once 2013-14 carryover is known</small>	<ul style="list-style-type: none"> Wireless access points were installed to ensure all students have access to wireless technology Additional Chrome books were purchased, distributed, and utilized at school sites. 	
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<u> X </u> ALL			<u> X </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a		<ul style="list-style-type: none"> Wireless access points will be maintained and monitored. Service will continue, considered 		

result of reviewing past progress and/or changes to goals?		“base-funded,” and will not be included in future LCAP.			
Focus Goal 3.4.2 <ul style="list-style-type: none"> Open new elementary school site, Marion Mix Elementary, to relieve overcrowding in the Monterey Trail and Laguna regions <ul style="list-style-type: none"> Continue to provide construction/operation costs to build new school site 		LCFF \$187,000 OB: 1xxx\$43,000 OB: 2xxx\$18,000 OB: 3xxx\$37,000 OB: 4xxx\$89,000	<ul style="list-style-type: none"> New school site completed for 2015-16 opening. Staff were hired and classroom startup supplies and library materials budget was provided and will continue to be utilized in the 2015-1026 school year. 		LCFF \$113,000 OB: 1xxx\$43,000 OB: 2xxx\$18,000 OB: 3xxx\$37,000 OB: 4xxx\$15,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> This effort has been completed and will not be included in future LCAP. 			
Focus Goal 3.4.3 <ul style="list-style-type: none"> Provide services, equipment and personnel to ensure student and staff have access to clean, safe and well-maintained facilities <ul style="list-style-type: none"> Hire and maintain maintenance and operations staff 		LCFF/RRM \$23,700,000 OB: 2xxx\$14,000,000 OB: 3xxx\$7,100,000 OB: 4xxx\$2,000,000 OB: 5xxx\$600,000	<ul style="list-style-type: none"> Maintained and enhanced maintenance and operations staff to ensure clean, safe, and well-maintained facilities 		LCFF/RRM \$23,700,000 OB: 2xxx\$14,000,000 OB: 3xxx\$7,100,000 OB: 4xxx\$2,000,000 OB: 5xxx\$600,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Services will continue to ensure clean, safe, and well-maintained facilities. Additional custodial and maintenance and operations staff will be hired, and service and delivery will be modified, to enhance service to schools. 			
Focus Goal 3.4.4 <ul style="list-style-type: none"> Provide clean, safe and well maintained facilities <ul style="list-style-type: none"> 6 construction crew members 		LCFF Supp & Conc \$405,000 OB: 2xxx\$300,000 OB: 3xxx\$105,000	<ul style="list-style-type: none"> Construction crew members hired 		LCFF Supp & Conc \$405,000 OB: 2xxx\$300,000 OB: 3xxx\$105,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Program/Service will continue, considered “base-funded,” and will be built into Focus Goal 3.4.3. It will not be included in future LCAP as a separate action. Facilities will be monitored by FIT Healthy School Survey and Williams Reviews. 			
Original GOAL from prior year LCAP:	Focus Goal 3.5: Increase collaboration between the District and entities providing care, support and services for foster youth to support socio-emotional development		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____		

Goal Applies to:		Schools: All			
		Applicable Pupil Subgroups:	Foster Youth		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish a communication plan to notify advocates and other entities providing support to foster youth regarding the assignment of home suspension 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Communications plans established and training provided 		
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			
			Estimated Actual Annual Expenditures		
<p>Focus Goal 3.5.1</p> <ul style="list-style-type: none"> Establish the communication plan to notify advocates and other entities as to the students' social/emotional needs, including behavior, attendance and school discipline; identify responsible staff <ul style="list-style-type: none"> Develop and implement communication protocols; assure proper staffing 		<p>FY St Grant \$274,000 OB: 1xxx\$70,000 OB: 2xxx\$105,000 OB: 3xxx\$64,000 OB: 4xxx\$35,000</p>	<ul style="list-style-type: none"> Current notification plan includes all foster youth who have been referred for extension of suspension meetings in SSHS includes notification to FYS by Program Assistant in SSHS when a foster youth is referred to SSHS Appropriate FYS staff notifies (via email and telephone) the county social worker, educational rights holder and child's attorney regarding the scheduled meeting, answers any/all questions by those staff Contact information is provided for all of the individuals mentioned above to the Program Assistant for documentation purposes and confirmation of attendance Annual training and updated training is provided to site administrators, school site staff regarding protocol of communication plan based on AB 1909 Upon receipt of contact information of the 		<p>FY St Grant \$274,000 OB: 1xxx\$70,000 OB: 2xxx\$105,000 OB: 3xxx\$64,000 OB: 4xxx\$35,000</p>

		child's attorney, social worker, etc; appropriate FYS staff will update contact information on SISWEB or notification will be made to site administrator and staff to update the contact information for the foster youth		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Foster Youth services will be enacted in next LCAP. A psychologist or social worker and a program assistant will be hired to coordinate support and enhance Foster Youth services. 		
Original GOAL from prior year LCAP:	Focus Goal 3.6: Improve the health and safety for students, staff and families on school campuses		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, staff and families will have access to resources and services to ensure their health and safety 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, staff and families had access to AEDs at schools to help ensure their health and safety. 	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 3.6.1 <ul style="list-style-type: none"> Provide programs, services and equipment to increase student and staff safety and wellness <ul style="list-style-type: none"> Purchase AEDs 		LCFF \$264,000 OB: 4xxx\$255,000 OB: 5xxx\$9,000	<ul style="list-style-type: none"> AEDs purchased 	LCFF \$264,000 OB: 4xxx\$255,000 OB: 5xxx\$9,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> One-time funded equipment/resource will continue to be available and will not be included in future LCAP. 		
Focus Goal 3.6.2 <ul style="list-style-type: none"> Provide programs, services and equipment to increase student and staff safety and wellness <ul style="list-style-type: none"> Provide necessary CPR/AED training 		LCFF \$30,000 OB: 5xxx\$30,000	<ul style="list-style-type: none"> CPR/AED training provided 	LCFF \$30,000 OB: 5xxx\$30,000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> Ongoing, as-needed training will continue to be available, considered “base-funded,” and will not be included in future LCAP. Health and safety will be captured through school climate surveys of students, staff, and parents.

STRATEGIC GOAL 4 – All students will benefit from programs and services designed to inform and involve family and community partners

Original GOAL from prior year LCAP:	Focus Goal 4.1: Increase the number and types of opportunities for parents to meaningfully participate in the education of all students, with emphasis on identified subgroups	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: AA, Hispanic, SWD, EL, Foster Youth, Low Income		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Measure and establish a baseline on the number of participants and the types of activities, decision making opportunities, and education opportunities offered to families 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Parent engagement funds were provided to schools and a survey will be administered in late Spring to measure and establish a baseline on the number of participants and opportunities. 	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus Goal 4.1.1 <ul style="list-style-type: none"> Increase communication with parents of identified students 	N/A	<ul style="list-style-type: none"> Provide specific PL to site administrators in Parent/Community engagement 	N/A

<ul style="list-style-type: none"> - Provide PL to administrators and staff on effective communication strategies to reach parents • Increase communication with parents of identified students <ul style="list-style-type: none"> - Hire 5 additional BTA's; - Provide PL to Administrators, Staff, and BTA's regarding communication strategies to reach parents 	<p>LCFF Supp & Conc \$255,000 OB: 2xxx\$153,000 OB: 3xxx \$102,000</p>	<ul style="list-style-type: none"> • Provide assistance and guidance to site administrators in the development and implementation of Parent Engagement Plans • Four BTAs were hired. One position is outstanding due to lack of applicants. 	<p>LCFF Supp & Conc \$204,000 OB: 2xxx\$122,400 OB: 3xxx \$81,600</p>		
<p>Scope of service:</p>	<p>LEA-Wide</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of service:</p>	<p>LEA-Wide</p>	<p style="background-color: #cccccc;"></p>
<p><input type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>		
<p>AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> • PL for administrators will continue, considered “base-funded,” and will not be included in future LCAP. • Continue to analyze language services. Collaborate with Parent, Family, Community Program Specialist. 			
<p>Focus Goal 4.1.2</p> <ul style="list-style-type: none"> • Build Family engagement and participation <ul style="list-style-type: none"> - Hire parent liaison 		<p>LCFF Supp & Conc \$300,000 OB: 4xxx\$300,000</p>	<ul style="list-style-type: none"> • Allocated funds to sites to build family engagement and participation. All schools developed and submitted plans. 	<p>LCFF Supp & Conc \$163,000 OB: 1xxx\$30,000 OB: 2xxx\$6,000 OB: 3xxx\$6,000 OB: 4xxx\$47,000 OB: 5xxx\$74,000</p>	

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
AND: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Parent engagement programs will continue. A program specialist and program assistant will be hired to provide support, and coordinate parent, family, and community partnerships. • A Parent, Family, and Community Engagement Strategic Plan will be developed. 			
Focus Goal 4.1.3 <ul style="list-style-type: none"> • Provide parent outreach on the GATE/Honors/AP matriculation process K-12 <ul style="list-style-type: none"> - Develop and implement the district communication plan regarding the benefits of GATE/Honors/AP/IB identification and enrollment; - institute parent meetings at district and site levels; - reinstitute GATE Coordinators K-8 to support parent outreach and education; - reinstitute district GATE parent advisory; - include a parent outreach component in the site LCAP 		See Focus Goal 1.6.1	<ul style="list-style-type: none"> • Developed and implemented communication plan • Sent information regarding GATE/Honors/AP benefits to all employees and parents/guardians • Developed GATE plans for all elementary and middle schools, including identification of GATE coordinators 		See Focus Goal 1.6.1
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		

AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Program/Service will continue, considered “base-funded,” and will not be included in future LCAP. 	
Original GOAL from prior year LCAP:	Focus Goal 4.2: Increase partnerships with community agencies, businesses and institutions of higher learning to support students’ achievement and college and career readiness		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: School-wide	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Measure and establish baseline data for: community agencies and business partnerships High school students participating in work-based learning activities including businesses and community partners Increase the number of high school students earning a minimum of 3 units of college credit while in high school 		Actual Annual Measurable Outcomes:
<ul style="list-style-type: none"> Data collection procedures were established to capture 2014-15 measures on <ul style="list-style-type: none"> community/business partnerships participation in work-based learning, and college credit. 			
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Focus Goal 4.2.1 <ul style="list-style-type: none"> Host business partner luncheon to 		LCFF \$10,000	<ul style="list-style-type: none"> The business partner luncheon was not held LCFF \$0

increase the number of business partnerships for Work Based Learning <ul style="list-style-type: none"> - Host business partner luncheon to increase the number of business partnerships for Work Based Learning 		OB: 4xxx\$10,000	and this funding was not used. However, EGUSD has increased business partnerships through the work of its California Career Pathway Trust (CCPT) team. Students have increased access to work-based learning activities as a result of the efforts of EGUSD's CCPT career specialists and NextEd, our employer intermediary.	
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Work Based Learning partnerships will continue, largely as a result of EGUSD's Linked Learning work funded through the California Career Pathway trust grant, and will not be included in future LCAP. 		
Focus Goal 4.2.2 <ul style="list-style-type: none"> • Participate in regional industry councils to increase the number of partnerships for Work-Based Learning (WBL) <ul style="list-style-type: none"> - Inventory regional supply (industry) and demand (education) for WBL 		Perkins/LCFF \$5,000 OB: 4xxx\$5,000	<ul style="list-style-type: none"> • These funds were not used, however, members of EGUSD's California Career Pathway Trust (CCPT) team are participating on 6 industry councils ("roundtables") in order to increase the number of business partnerships for work-based learning. Furthermore, the CCPT team has developed an inventory of the demand for WBL opportunities and is collaborating with NextEd to increase supply. 	Perkins/LCFF \$0

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Work Based Learning partnerships will continue, largely as a result of EGUSD's Linked Learning work funded through the California Career Pathway trust grant, and will not be included in future LCAP. 			
Focus Goal 4.2.3 <ul style="list-style-type: none"> Participate in regional industry sector workgroups with post-secondary partners <ul style="list-style-type: none"> Develop agreements with Los Rios and CSUS to offer college credit-bearing opportunities for students in high school 		Perkins/LCFF \$5,000 <small>OB: 5xxx\$5,000</small>	<ul style="list-style-type: none"> These funds were not used; however, members of EGUSD's California Career Pathway Trust (CCPT) team and EGUSD career academy and pathway teachers are participating in industry sector workgroups with post-secondary partners in order to align curriculum and develop new opportunities for students to earn early college credits while in high school. 		Perkins/LCFF \$0
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a		<ul style="list-style-type: none"> Los Rios and CSUS partnership will continue, largely as a result of EGUSD's Linked 			

result of reviewing past progress and/or changes to goals?		Learning work funded through the California Career Pathway trust grant, and will not be included in future LCAP.	
Original GOAL from prior year LCAP:	Focus Goal 4.3: Increase the participation of foster parents and community partners in the District Youth Advisory Committee		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Foster Youth	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish protocols of the Foster Youth Advisory Committee including strategies to increase foster youth parent and community partner membership 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Decision to combine Foster Youth Advisory Committee with the SSHS-CAG to encourage advocates to learn about all programs that could benefit foster youth Recommendations solicited from the two groups, reviewed, and discussed Identified two former foster youth to participate in the committee to contribute youth perspective
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> N/A, activities were not funded 		<ul style="list-style-type: none"> Activities were not funded, but discussions of future activities occurred 	
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide
<u>X</u> ALL		<u>X</u> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Modify goal to refer to Student Support and Health Services Community Advisory Group (SSHS-CAG) instead of District Youth Advisory Committee. • Expand community partnerships for increased representation in SSHS-CAG. • Follow up meeting will be held during August 2015 to discuss recommendations with group and identify key strategies to address in the 2015-16 academic year, and adjust actions and goals as appropriate. 		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$45,200,000
<p>The Local Control Accountability Program (LCAP) requires academic improvement and reduction in achievement gaps for all student subgroups. Although the identified students, as defined in the LCAP, may in general be students who are experiencing lower academic achievement, there is not a one-to-one correlation between the identified students and students in identified lower academic achievement subgroups. Students in these identified subgroups include African American, Hispanic, American Indian/Alaska Native and Special Education Students. The intent of the LCAP is to support and promote academic achievement for all students, as well as to close the achievement gap for identified (by ethnicity, special education ...) subgroups. If the district were to provide services only to those students that are included in the LCAP identified group of students, the district would create an exclusionary situation for those students in the identified subgroups who are achieving at a lower level and who are not a part of the LCAP identified group of students. The general philosophy being used by EGUSD to develop our LCAP is to provide programs that focus on improving student achievement for identified subgroup students, so we are not excluding non-identified students from these efforts. To exclude non-identified students would mean our programs would be segregated on the basis of income or language, and we believe such segregation is antithetical to our guiding principles and counter to the interests of every student, as well as to the community at large. Specific examples of programs would include a class that might be specifically developed to provide improved achievement for English Learners (EL). This class would also serve students who are not identified as EL students but who would benefit from the EL-specific instructional activities. A school wide summer school program developed to improve achievement for identified students would also allow non-identified students to participate. In addition, not all services for identified students would be remedial in nature. Some schools in EGUSD with high percentages of identified students have a need to promote the achievement of their advanced students by providing additional GATE, Honors and Advanced Placement opportunities for these students.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

10.76	%
-------	---

The demographics of the approximately 62,000 students in the Elk Grove Unified School District (EGUSD) represent a very diverse student population. The EGUSD 2015-16 minimum proportionality percentage is 10.76% and estimated Supplemental and Concentration Grant is \$45.2 million. Expenditures related to this funding include an English Learner augmentation program, on grade level reading program, summer school, extended learning/intersession courses, additional site funding for targeted students and additional support for parent engagement and educational equity for student subgroups. Services will be increased in the areas of GATE, Advanced Placement (AP), and Honors classes for targeted groups of students. We will also continue to maintain reduced class sizes in grades TK-3. The targeted students that qualify for the free and reduced meal program are 55.17% of the district's total student population. Additionally 17.31% of the district's students are English Learners, with 0.6% being Foster Youth students. The EGUSD unduplicated 3 year average count for all 3 targeted groups is 58.92%. While Supplemental and Concentration grant funds are provided to the district based on the number of students in the identified unduplicated groups, some of these funds may be utilized to provide services to students in other identified subgroups. To exclude non-identified students from identified low achieving subgroups; such as African American, Hispanic, American Indian/Alaska Native and Special Education students from these services would be counter to the best interests of every student.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

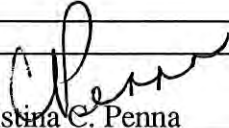

Board Agenda Item

Subject: _____ **Department:** Secondary Education
Public Hearing of the Elk Grove Charter School's Local Control Accountability Plan (LCAP)

Action Requested:
The Board of Education is requested to hold a public hearing for anyone who wishes to comment on the Elk Grove Charter School's Local Control Accountability Plan.

Discussion:
The Board of Education is requested to hold a public hearing to solicit the recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the Elk Grove Charter School's Local Control Accountability Plan pursuant to Education Code 52062(b)(1). The public hearing shall be posted 72 hours before the meeting and be held at the same meeting that the Board holds a public hearing on the budget to be adopted pursuant to Education Code 42127.

Financial Summary:
A listing and description of expenditures for the fiscal year 2015-2018 are included in the LCAP.

Prepared By: Kathy Hamilton **Approval:** 
Prepared By: Kathy Hamilton **Superintendent Approval:**  Christopher R. Hoffman

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 15

Board Agenda Item

Supplement No. _____

Meeting Date: June 9, 2015

Subject:

2015-16 ADOPTED BUDGET PUBLIC HEARING

Department:

Budget

Action Requested:

The Board is asked to hold a Public Hearing of the 2015-16 Adopted Budget for all District funds as detailed in the attachment.

Discussion:

The Education Code 42127(d)(2) requires that each school district submit a Board approved Adopted Budget to their respective county office of education by July 1st of each year.


The 2015-16 Budget for the General Fund reflects the proposed implementation of the Governor's Local Control Funding Formula and Board approved funding priorities.

Staff is continuing to monitor actions at the state level, evaluate new information as it is known and will provide reports recommending adjustments to the budget accordingly.


Attachment to follow.

Financial Summary:

See attachment.

Prepared By: Shannon Stenroos 

Division Approval:

Rich Fagan 

Prepared By: _____

Superintendent Approval:

Christopher R. Hoffman

Board Agenda Item

Subject: AB 288 College and Career Access Pathways

Division: Secondary Education

Action Requested:

The Board is asked to approve a resolution in support of AB 288, College and Career Access Pathways Partnerships.

Discussion:

Assembly Bill 288, College and Career Access Pathways Partnerships, which is currently in committee, would authorize the Board of Education to allow pupils who the district has determined would benefit from advanced scholastic or vocational work to attend community college as special part-time or full-time students. AB 288 also would allow the Governing Boards of a community college and school district to enter into a College and Career Access Pathways Partnership in order to develop a seamless pathway from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness.

Research has shown that dual enrollment can be an effective means of improving the educational outcomes for a broad range of students and is a critical element of college and career readiness. Although dual enrollment has historically targeted high-achieving students, increasingly educators and policymakers are looking toward dual enrollment as a strategy to help students who struggle academically or who are at-risk of dropping out.

Language in the bill protects collective bargaining agreements of both school district and community college instructors and ensures that no teacher be displaced due to students' dual enrollment. The Board is asked to support this dual enrollment initiative by passing a resolution in support of AB 288, College and Career Access Pathways Partnerships.

Financial Summary:

Prepared By: Christina C. Penna

Division Approval: Christina C. Penna

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman

**Elk Grove Unified School District
Resolution in Support for College & Career Access Pathways Act
Assembly Bill 288**

Resolution No: 65

WHEREAS, the connection between a college degree and economic stability has been well-documented, making college access and preparation an issue of social and economic justice; and

WHEREAS, across the United States there is a growing emphasis on high school and community college collaboration to prepare students to be college- and career-ready; and

WHEREAS, dual enrollment is a viable and effective method to prepare any student—even one who may have struggled academically and who may have had no initial interest in pursuing a postsecondary degree or credential—to complete high school and enter college; and

WHEREAS, allowing a greater and more diverse segment of high school students to take community college courses could provide benefits to both students and the state, such as: reducing high school dropouts; increasing the number of community college students who transfer and complete a four-year degree; shortening the time to completion of educational goals; and improving the level of preparation of students to successfully complete for-credit, college level courses; and

WHEREAS, through dual enrollment partnerships, high schools and community colleges will be able to create clear pathways of aligned, sequenced coursework that will allow students to easily and successfully transition to for-credit, college-level coursework leading to an associate degree, transfer to the University of California or the California State University, or a career technical education (CTE) credential or certificate; and

WHEREAS, to facilitate the establishment of dual enrollment partnerships, the state should remove fiscal penalties and policy barriers that discourage dual enrollment opportunities; and

WHEREAS, AB 288, the College & Career Access Pathways (CCAP) Act, reduces some of the state's key barriers around dual enrollment and makes it possible to expand college and career pathway opportunities for all students, thereby saving students and the state valuable time, money, and scarce educational resources;

NOW THEREFORE BE IT RESOLVED that California should establish a policy framework under which K-12 school districts and community college districts can create dual enrollment partnerships as a strategy to provide critical support for under-achieving students, specifically those students from groups underrepresented in higher education, students who are seeking advanced studies while in high school, and student who are seeking a CTE credential or certificate; and

BE IT FURTHER RESOLVED that members of the California State Senate and the California State Assembly should improve and expand college access for all students through these dual enrollment partnerships and pass AB 288 by Assembly Member Christopher Holden, the College & Career Access Pathways (CCAP) Act;

I HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed, and adopted as stated.

CHRISTOPHER R. HOFFMAN, SUPERINTENDENT
AND SECRETARY TO THE GOVERNING BOARD
Of the ELK GROVE UNIFIED SCHOOL DISTRICT

DATE:

148.0515.0404

Board Agenda Item

Subject:**Recommended Staffing Positions****Department:**Education Services**Action Requested:**

The Board of Education is asked to receive information and provide input on recommendations for a Director of English Learner Programs and a Director of SELPA/Mental Health Services. The Board of Education is further asked to approve the addition of these two positions.

Discussion:**Director, English Learner Program**

The EGUSD English Learner program is responsible for monitoring and ensuring State and Federal compliance and accountability requirements, administration and analysis of funding/expenditures, planning and directing curriculum and instructional components, and coordinating data and program analysis and evaluation processes.

In order to provide increased services, funding, and most importantly, continually improving results, the English Learner Program needs to be a separate department within the Education Services Division, augmented by the additional position to effectively restore the program to the administrative level it was before budget cuts.

The additional position will yield greater collaboration and coordination opportunities among Education Service departments as well as interdivisional collaboration with both Elementary and Secondary Education departments. The increased coordination and collaboration will create more effective pathways for communicating the articulation of programs and services for English learners at all school sites, therefore producing more effective direct services to student and families.

Director, SELPA/Mental Health Services

The special education department is responsible for monitoring and ensuring not only the legal mandates from both the federal and state regulations, but ensuring a free appropriate public education (FAPE) for all identified students. The monitoring of these compliance and accountability requirements, along with ensuring FAPE, budgeting, personnel management, curriculum and instruction, parent and community trainings and managing complex data systems necessitates additional program supports.

The primary function of the Director – SELPA and Mental Health Services will be to provide direct support to sites, students and families in the implementation of individualized education plans including related support services such as; behavior intervention plans, guidance and counseling, educationally related mental health services, family support trainings and a myriad of new related services. The position will also serve to assist with greater collaboration and communication between the district and outside mental health agencies, appropriate related services, foster youth services, etc. thus avoiding unnecessary litigation, and most importantly providing improved supports and services for all Elk Grove stakeholders.

Indian Program Educator - .375 FTE Increase

The Program Educator for the American Indian Education program supports the initiatives and oversees all aspects of the Indian Education program which provides supplemental education services to American Indian and Alaska Native children.

These services include home and school based tutoring assistance, presentation of Native American cultural classes during regular day and after school, and outreach to parents of students who have not met grade level requirements or who are at risk.

At current staffing levels, we may be unable to continue to grow the program and possibly need to back out some of the services due to lack of time and capacity.

Financial Summary:

Director, English Learner Program: Existing Learning Support Services Centralized Services: \$140,000 (no impact on general fund)
Director, SELPA/Mental Health: Federal/State Educationally Related Mental Health Services (non-general fund): \$131,288
Additional FTE, Indian Program Educator: \$27,000 from general fund

Prepared By: Mark Cerutti *M.C.* Approval: Mark Cerutti
Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *CH*

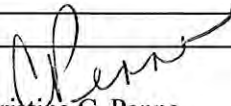

Board Agenda Item

Subject: Charter Action **Division:** Secondary Education

Action Requested:
The Board is asked to adopt findings of fact and act on the request by the Elk Grove Charter School to renew its petition.

Discussion:
The Elk Grove Charter School (EGCS) seeks to renew its charter petition. The Governing Board initially received this petition via board communication in March 2015 and conducted a public hearing on April 21, consistent with timelines described in Board policy.
On May 19, Elk Grove Unified School District Director of College and Career Options Kathy Hamilton, EGCS Site Administrator Marc LaVine, and Lozano Smith attorney Ed Sklar presented the petition to the Board and discussed findings of a staff evaluation of the petition. Based on these findings, EGUSD staff recommends that the Board approve EGCS's request to renew its charter through June 30, 2020.
The Board is asked to take action on the request for renewal.

Financial Summary:
N/A

Prepared By: Kathy Hamilton **Division Approval:**  Christina C. Penna
Prepared By: _____ **Superintendent Approval:**  Christopher R. Hoffman

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No. 19

Board Agenda Item

Supplement No. _____

Meeting Date: June 9, 2015

Subject:

Division: Learning Support Services

Approval of the Annual Site Local Control Accountability Plans

Action Requested:

The Board of Education is requested to approve the site Local Control Accountability Plans.

Discussion:

The 2015-2016 site Local Control Accountability Plans (LCAP) serve as the site-based planning tool to facilitate the development and implementation of the Elk Grove Unified School District Local Control Accountability Plan. The timeline for completing the LCAP has changed this year, to allow schools to begin the school year with an approved plan in place. These site plans will serve as the roadmap for school-based planning for the 2015-2016 school year, and have been consolidated into a comprehensive plan that meets the requirements of the Single Plan for Student Achievement (E.C 64001) and the alignment of the site goals to the Local Control Accountability Plan (E.C. 52062). The plan allows school sites to implement the LCAP goals, in addition to federal requirements, for programs that serve students overall by school and by subgroup. Based on the evaluation of the 2014-2015 student performance data and progress on the 2014-2015 site LCAP goals, school sites establish performance targets for the 2015-2016 school year and align appropriate resources to meet those targets. The following funding sources are included in the site LCAP: Title I, Title II, and LCFF funds.

The process for the development of the site LCAP includes a review of the year's data. Stakeholders, including school administration, teachers, and parents use data sources to establish school wide goals that are in alignment with the District's LCAP goals. Parents are given the opportunity to provide input at the School Site Council and English Learner Advisory Committee. Once site goals are established, the school's resources are aligned to optimally support student achievement. The School Site Council then formally approves the site LCAP and the plans are then submitted to the Department of Learning Support Services for review. The last step in the process is for the Board of Education to approve the site plans.

Title I Schools have a "Fundamentally Different" version of the plan as required by Program Improvement. Their plans provide more detailed strategies for academic improvement that are generated by teachers at each grade level through the Decision Making Framework model. Additionally, the "Fundamentally Different" school plans include the site's Corrective Action.

All site plans are available for review in the Office of Learning Support Services and at each site.

Financial Summary:

Funding for these plans are from Title I, Title II, and dollars allocated via LCFF funds.

Prepared By: Sonjhia Lowery

Division Approval: Mark Cerutti *M.C.*

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman *CRH*

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No. 20

Board Agenda Item

Supplement No. _____

Meeting Date: June 9, 2015

Subject:

Approval of Minutes

Department: Board of Education

Action Requested:

The Board is requested to approve the minutes of the regular and special board meetings held on May 19, 2015.

Discussion:

Financial Summary:

No cost to the District.

Prepared By: Arlene Hein

Division Approval: _____

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman

Agenda Item No: 21

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject: Personnel Actions **Division:** Human Resources

Action Requested:
Recommend the Board of Education approve the personnel actions as attached.

Discussion:
CERTIFICATED:
APPROVE:
1. New Hire(s) [1]
2. Leave(s) of Absence
3. Resignation(s)
4. Retirement(s)
5. Returning from Leave(s)
CLASSIFIED:
APPROVE:
1. New Hire(s) [15]
2. Leave(s) of Absence
3. Promotion(s)
4. Rehire(s)
5. Resignation(s)
6. Retirement(s)
7. Status Change(s)

Financial Summary:

Prepared by: Bindy Grewal, Ed.D. *BG* **Departmental Approval:** Glen De Graw, Interim *GDG*
Prepared by: Evelyn Laluan *EL* **Superintendent Approval:** Christopher R. Hoffman *CHR*

Board Agenda Item

Subject:

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS FOR 2015-16

Action Requested:

The Board is requested to adopt and approve the *Declaration of Need for Fully Qualified Educators* for 2015-16 as required by the California Commission on Teacher Credentialing (CCTC).

Discussion:

Four years ago, the Sacramento County Office of Education (SCOE) audited EGUSD teacher credentials and identified those teachers who did not possess the certification required to work with English Learners. While these teachers were properly credentialed in their subject matter areas, they lacked EL certification. At that time, the District implemented an incentive/training program to assist teachers to become EL authorized. We now have less than 10 teachers working to be EL compliant. The teachers who must still complete their CLAD/BCLAD authorizations are required by law to hold an Emergency CLAD Permit.

Due to recent changes in Special Education certification, all teachers who hold a Mild/Moderate or Learning Handicapped credential and who have students with Autism in their classes or on their caseload must obtain the Added Authorization in Special Education for Autism Spectrum Disorders. The District has implemented a plan to assist the teachers with the coursework required to obtain this authorization. In the interim, all teachers who hold these credentials and have not yet obtained the authorization are required by law to hold a Special Education Limited Assignment Permit, Moderate/Severe. We have approximately 50 teachers who are in the process of earning the authorization.

The remainder of the requests for Emergency/Limited Assignment Permits are to address particular needs that may occur periodically throughout the 2015-2016 school year. Therefore, our *Declaration of Need for Fully Qualified Educators for 2015-16* includes the following request:

Emergency Permits

CLAD	20
Resource Specialist	5
Teacher Librarian Services	2




Limited Assignment Permits

(Limited Assignment Permits may only be issued to applicant holding a valid California teaching credential based upon a baccalaureate degree and a professional preparation program including student teaching.)

Multiple Subject	5
Single Subject	35
Special Education	50

As we make progress toward the certification goals, the Board will be updated accordingly.

Financial Summary: No fiscal impact.

Prepared By: Bindy Grewal, Ed.D.  Division Approval: Glen De Graw 
 Prepared By: _____ Superintendent Approval: Christopher R. Hoffman 



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- Original Declaration of Need for year: 2015-2016
 Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Elk Grove Unified School District District CDS Code: 67314

Name of County: Sacramento County CDS Code: 34

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2016.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Glen De Graw</u>		<u>Interim Assoc. Supt., H.R.</u>
<small>Name</small>	<small>Signature</small>	<small>Title</small>
<u>916-686-8174</u>	<u>916-686-7795</u>	
<small>Fax Number</small>	<small>Telephone Number</small>	<small>Date</small>
<u>Human Resources, Robert L. Trigg Ed. Center, 9510 Elk Grove-Florin Rd., Elk Grove, CA 95624</u>		
<small>Mailing Address</small>		
_____ <small>E-Mail Address</small>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>
_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

<i>Mailing Address</i>		

<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	20 _____
<input type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization:	

<input checked="" type="checkbox"/> Resource Specialist	5 _____
<input checked="" type="checkbox"/> Teacher Librarian Services	2 _____
<input type="checkbox"/> Visiting Faculty Permit	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	35
Special Education	50
TOTAL	90

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. Not needed

Does your agency participate in a Commission-approved college or university intern program? Yes No

If yes, how many interns do you expect to have this year? 35

If yes, list each college or university with which you participate in an intern program.

CSU-Sacramento; CSU-East Bay; UC Davis; University of Pacific; National University;

Brandman University; Chapman University; University of Phoenix; University of LaVerne;

CalState TEACH, CSU Fresno, San Joaquin County Office of Education; CSU-Chico

If no, explain why you do not participate in an intern program.

Board Agenda Item

Subject: Department: **Human Resources**
WILLIAMS ACT QUARTERLY REPORT NOTIFICATION

Action Requested:
The Board is asked to receive a report on the Williams Act Quarterly Report Uniform Complaint Process for the period of January 1, 2015 through March 31, 2015.

Discussion:
Pursuant to the legislation embodied in Education Code section 35186(d), specifically as it relates to the Williams Case legislation, each school district is required by law to report to the County Superintendent of Schools, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints filed with the district. Williams-type complaints relate to the sufficiency of textbooks, emergency school facility issues, and the vacancy or misassignment of teachers.
The summary reports are required to be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district and both the complaint and written responses are public records available to the public. A copy of the electronically submitted report is attached.
During the period of January 1, 2015 through March 31, 2015, there were no complaints filed.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw
Prepared By: _____ Superintendent Approval: Christopher R. Hoffman

Elizabeth Deissroth in Human Resources

From: Glen De Graw in Human Resources
Sent: Tuesday, May 19, 2015 10:55 AM
To: Elizabeth Deissroth in Human Resources
Subject: FW: Williams UCP Report Submission

FYI

-----Original Message-----

From: support@scoe.net [mailto:support@scoe.net]
Sent: Tuesday, May 19, 2015 10:54 AM
To: Glen De Graw in Human Resources
Subject: Williams UCP Report Submission

*** COPY OF YOUR SUBMISSION ***

The following Williams UCP Quarterly Report information has been submitted. The form was submitted on 05/19/15. Questions about this report should be directed to Cyndi Kroeck: (916) 228-2672 or ckroeck@scoe.net.

----- NAME: Glen De Graw

TITLE: Interim Associate Superintendent HR

PHONE: (916) 686-7795

EMAIL: gdegrow@egusd.net

DISTRICT: Elk Grove Unified School District

YEAR: 2014

QUARTER: Quarter 3 (January-March)

TEXTBOOKS_NUM_COMPLAINTS: 0

TEXTBOOKS_NUM_RESOLVED: 0

TEXTBOOKS_NUM_UNRESOLVED: 0

FACILITIES_NUM_COMPLAINTS: 0

FACILITIES_NUM_RESOLVED: 0

FACILITIES_NUM_UNRESOLVED: 0

TEACHERS_NUM_COMPLAINTS: 0

TEACHERS_NUM_RESOLVED: 0

TEACHERS_NUM_UNRESOLVED: 0

CAHSEE_NUM_COMPLAINTS: 0

CAHSEE_NUM_RESOLVED: 0

CAHSEE_NUM_UNRESOLVED: 0

PRESENTED_TO_DISTRICT: Yes

INCLUDES_ALL_SITES: Yes

RESOLUTION_DESCRIPTION: no complaints.

Sender: 207.166.54.97 Mozilla/5.0 (Windows NT 6.1; Win64; x64; Trident/7.0; rv:11.0) like Gecko

ELK GROVE UNIFIED SCHOOL DISTRICT

24

Agenda Item No: _____

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject: _____ **Department:** Human Resources

Joint Health Care Coalition (JHCC) Agreement Between American Federation of State, County, and Municipal Employees (AFSCME), Amalgamated Transit Union (ATU), California School Employees Association (CSEA), Elk Grove Education Association (EGEA), Psychologists/Social Workers Association (PSWA) AND Elk Grove Unified School District (District) signed on May 14, 2015.


Action Requested:


The Board of Education is requested to review and approve the Joint Health Care Coalition (JHCC) Agreement Between American Federation of State, County, and Municipal Employees (AFSCME), Amalgamated Transit Union (ATU), California School Employees Association (CSEA), Elk Grove Education Association (EGEA), Psychologists/Social Workers Association (PSWA) AND Elk Grove Unified School District (District) signed on May 14, 2015.

Discussion:

Attached for review and consideration is a copy of the Joint Health Care Coalition (JHCC) Agreement Between American Federation of State, County, and Municipal Employees (AFSCME), Amalgamated Transit Union (ATU), California School Employees Association (CSEA), Elk Grove Education Association (EGEA), Psychologists/Social Workers Association (PSWA) AND Elk Grove Unified School District (District) signed on May 14, 2015.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw 

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman 

Joint Health Care Coalition (JHCC)
Agreement
Between
American Federation of State, County, and Municipal Employees (AFSCME),
Amalgamated Transit Union (ATU),
California School Employees Association (CSEA),
Elk Grove Education Association (EGEA)
Psychologists/Social Workers Association (PSWA)
and
Elk Grove Unified School District (District)

The Bargaining Units and the Elk Grove Unified School District (District) agree to the following terms and conditions regarding the Joint Health Care Coalition (JHCC):

1. In recognition of a shared responsibility for the highest quality health care at the lowest cost possible, EGUSD and all Bargaining Units listed above will create the Joint Health Care Coalition.
2. The JHCC will analyze price, plan design, carriers, utilization, wellness development, and/or any other factor which may have an impact on the health coverage and cost for the District and its employees.
3. The decisions made by the JHCC will be in the form of recommendations which will be communicated to the Bargaining Units and the District to be negotiated according to their particular contract language.
4. The JHCC will recommend a broker and consultant (when necessary) to the Board of Education who the JHCC believes will provide the most effective support for locating the best coverage for the lowest cost.
5. The JHCC will have two co-chairs. JHCC co-chairs shall serve a two year term. In order to stagger the terms of the co-chairs the first term of the co-chairs will begin on October 1, 2013, the term of management's co-chair will end on September 30, 2015, the term of labor's co-chair will end on September 30, 2016. Thereafter, the terms of the co-chairs will be two years. JHCC co-chairs may be elected to serve multiple terms. One JHCC co-chair will be selected by the District and the other JHCC co-chair will be selected by the Bargaining Units. The JHCC co-chairs will do all that is necessary to effectively run the JHCC meetings such as, but not limited to: setting the agendas, setting meeting dates, chairing the meetings, communicating with committee members, and contacting carriers, brokers, and consultants.
6. The District (Management) and the Bargaining Units (Labor) will each have one vote. Labor's one vote will be the majority vote of the five groups (AFSCME, ATU, CSEA, EGEA, and PSWA) that comprise it. Management's one vote will be the majority vote of the groups that comprise it. It will be up to Management to determine who shall participate on the JHCC on behalf of Management.
7. JHCC decisions regarding recommendations will be made by consensus of a 2-0 vote.
8. In the event of a JHCC 1-1 vote, there will be no recommendation made by the JHCC to the Bargaining Units and the District.
9. At the beginning of each school year each participating group will submit the name(s) of their JHCC representative(s) to the JHCC co-chairs. Each participating group will also submit the name of their representative who will vote whenever necessary. In the event that the regular member cannot attend

and vote, the alternate group representative should identify him or herself, and the group they represent, at the beginning of any JHCC meeting.

10. By October 1st of each school year, the JHCC shall meet at least once. The first order of business will be to select co-chairs when necessary.
11. JHCC members will be appointed for a period of two years beginning on October 1st of each even year period. All coalition members are expected to make every effort to attend all meetings.
12. JHCC Subcommittees will be utilized whenever the efficiency and effectiveness of the JHCC will be improved by the work of a subcommittee. As the need arises, subcommittees and members will be decided upon during JHCC meetings. All subcommittees will be chaired by one of the JHCC co-chairs or designee, chosen from among the appointed members of the coalition. If an Employee Wellness Committee is established and/or maintained by the District, the Employee Wellness Committee will be a subcommittee of the JHCC.
13. The JHCC sub-committee chair will report to the JHCC any findings or recommendations of the subcommittee. All subcommittee work will be on an as needed basis.
14. All sub-committee votes will follow the consensus model outline in sections 7 and 8 of this agreement.
15. The parties agree that, upon agreement by all Bargaining Units and the District this Tentative Agreement shall take effect.

Giuseppe Ballerini
AFSCME

Date: 5/13/15

Roger P. ...
ATU

Date: 5/13/15

Mary Deutsch
CSEA

Date: 5-13-15

John ...
EGFA

Date: 5/13/15

[Signature]
PSWA

Date: 5/14/15

Brandon Kruger
District
{SR147874}

Date: 5/14/15

Board Agenda Item

Subject: _____ **Department:** Human Resources
Renewal of the Student Teacher Agreement from the University of California Rossier School of Education

Action Requested:
Approval of the Student Teacher Agreement between the University of California Rossier School of Education and Elk Grove Unified School District

Discussion:
The Board needs to Approve the Student Teacher Agreement between the University of California Rossier School of Education and Elk Grove Unified School District to allow the following credential programs to do their field work :
-Master of Arts in Teaching –Multiple Subject and Single Subject Credentials (English, Math, Science and Social Science)
-Master of Arts in Teaching –TESOL
-Special Education Credential
-Gifted Education Certificate
-Master of Education in Learning Design and Technology
-Ed.D in Organizational Change and Leadership

The new agreement will be in effect from: _____ July 1, 2015-June 30-2020

Financial Summary:

Prepared By: Bindy Grewal, Ed.D. *BG* Division Approval: Glen De Graw-Interim *GD*
Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *CH*

Kathleen Flint in Human Resources

From: Christine Lee (USC Rossier) <cl_281@usc.edu>
Sent: Thursday, April 30, 2015 2:07 PM
To: Kathleen Flint in Human Resources
Subject: USC Rossier - Renewal Agreement for ELK GROVE USD
Attachments: Adult Video Release Form_Updated.pdf; Child Video Release Form_Updated.pdf; Rossier at USC - Elk Grove USD '15-'20.pdf

Categories: Green Category



Dear Kathleen,

Thank you for taking my call this afternoon. Attached, please find the proposed renewal Agreement between Elk Grove Unified School District and the USC Rossier School of Education. I have also attached copies of our student and adult video release forms, which are referenced in Article 6 of the Agreement.

Here is the information you requested:

<http://rossieronline.usc.edu/admissions/admissions-overview/>

We offer:

- Master of Arts in Teaching - Multiple and Single Subject (English, Math, Science, Social Science)
- Master of Arts in Teaching - TESOL
- Special Education Credential
- Gifted Education Certificate
- Master of Education in Learning Design and Technology
- EdD in Organizational Change and Leadership

Please let me know if you have any modifications to the attached documents. Should you have questions or concerns, I can be reached at (213) 234-2642 or at christine.lee.2@usc.edu.

Thank you for your time.

With kind regards,

Christine Lee
Senior Contracts Administrator
USC Rossier School of Education
cl_281@usc.edu
Direct: 213-234-2642
Cell: 310-498-4928
Fax: 213-741-0503

AGREEMENT

This Agreement is made this 1st day of July, 2015, by and between Elk Grove Unified School District, with an address located at 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 ("School" or "District"), the University of Southern California, a California nonprofit educational institution, with an address of Waite Phillips Hall, 3470 Trousdale Parkway, Los Angeles, CA 90089 ("USC") and 2U, Inc., a Delaware corporation with an address located at 8201 Corporate Drive, Suite 900, Landover, MD 20785 ("2U"), acting on behalf of USC.

WHEREAS, USC offers masters degree programs to its students in classroom and in online learning environments; and

WHEREAS, with respect to the online learning environment, 2U supplies the technology platform that enables delivery of the USC Rossier Online programs, facilitates online student and faculty interaction, and provides other support services to USC; and

WHEREAS, USC may fulfill its obligations set forth below with respect to the online program through 2U and 2U's provision of support services to USC;

NOW THEREFORE, intending to be legally bound hereby, the parties agree as follows:

1. Placements. The School/District may agree to host one or more teacher candidates as Observation Students, Research Students and/or Student Teachers. The School/District shall facilitate opportunities for Observation Students and Research Students to observe School/District students, and/or Student Teachers to teach well-planned lessons mediated by Guiding Teachers (defined below), all to occur during the School's/District's operating hours. Opportunities may also include interviewing teachers, school leaders, students and other members of the school community.

2. Placement Opportunities.

(a) USC will request placements for its students. Each request shall identify the particular student (or, for groups of students, a composite description of relevant background, assignment request, assignment objectives and suggested activities as appropriate to requested assignments for the student group). USC shall comply with any School/District policy applicable to such placement requests and provided by the School/District to USC (including through 2U).

(b) USC shall identify prospective Observation Students to the School/District for potential placement (*e.g.*, recess observation, lunchtime interactions, interactions with parents/teachers, etc.) within the School/District including assignment to a teacher of record. USC shall supply the prospect's name, relevant program and background clearance information and type of assignment appropriately matching the prospect's needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of students it shall accept as Observation Students, the length of assignments, and the distribution of assignments.

(c) USC shall identify prospective Research Students to the School/District for potential placement (*e.g.*, case study, classroom observation with student interaction, lesson delivery as part of fieldwork, etc.) within the School/District including assignment to a teacher of record. USC shall supply the prospect's name, relevant program and background clearance information and type of assignment appropriately matching the prospect's needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of students it shall accept as Observation Students, the length of assignments, and the distribution of assignments.



(d) USC shall identify prospective Student Teachers to the School/District for potential placement (*i.e.*, "Guided Practice") within the School/District. USC shall supply the prospect's name, relevant background information and type of assignment appropriately matching the prospect's needs; and, in conjunction with the School/District as set forth in Section 3(a) below, recommend School/District teachers to be Guiding Teachers (as defined below) for such Student Teacher prospects. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of students it shall accept as Student Teachers, the length of assignments, and the distribution of assignments.

(e) The School/District agrees to use good-faith efforts to place teacher candidates proposed by USC within the School/District. The School/District shall have the sole discretion with respect to all Observation Student, Research Student, and/or Student Teacher assignments hereunder, provided that the School/District shall involve USC throughout the decision-making process. The School/District shall not in any way be obligated to accept assignments of teacher candidates beyond the capabilities of the School/District, as determined by the School/District in its sole discretion. The School/District shall have the right to terminate its relationship with any teacher candidate for violation of the School's/District's regulations or for other reasonable cause in accordance with the School's/District's standard policies or practice.

3. Guiding Teachers.

(a) The School/District shall make recommendations to USC regarding teachers whom it believes are appropriate to serve as Guiding Teachers (defined below). Through the School's/District's recommendations, USC's observations and Student Teacher reference, USC shall identify teachers working within the School/District to supervise and prepare Student Teachers during their student teaching experiences ("Guiding Teacher").

(b) Both the School/District and USC shall approve the participation of any teacher as a Guiding Teacher, provided that the School/District shall use its best efforts to approve a sufficient quantity of Guiding Teachers necessary to oversee the agreed-upon number of Student Teachers placed within the School/District at any time.

(c) Should any Guiding Teacher become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative Guiding Teacher to the teacher candidate (excluding a substitute teacher that replaces the original Guiding Teacher within the School/District).

4. Compliance with California Law.

(a) *Background Investigations.* (i) USC shall ensure that all Student Teachers being hosted by the School/District have obtained a Certificate of Clearance from the State of California in accordance with the California Education Code prior to commencing any assignment as a Student Teacher at the School/District. (ii) The School/District may impose requirements upon teacher candidates in addition to those required by the State of California and the California Education Code to obtain a Certificate of Clearance (the "Additional Requirements"). In such event, the School/District agrees to provide all such Additional Requirements in writing to USC promptly following execution of this Agreement (or, as applicable, promptly upon any adoption or modification thereof occurring during the Term of this Agreement). USC shall communicate all such Additional Requirements to teacher candidates, and shall advise teacher candidates to make any and all additionally required submissions directly to the School/District. Upon notice to the teacher candidate, the School/District shall have the right to reject any teacher candidate who fails to comply with the Additional Requirements from participating in an assignment at the School/District.



(b) *Credential Seeking Candidates.* Any credential seeking USC Student Teacher shall be required to sit for and pass applicable, subject-specific exams (e.g., CSET, CBEST, etc.) prior to the commencement of his or her assignment as a Student Teacher.

5. Honorarium.

(a) Upon each Student Teacher's completion of his or her guided learning assignment, USC or 2U shall pay an honorarium of \$350.00 directly to each Guiding Teacher for his or her participation in a Student Teacher's guided learning assignment. The School/District agrees that USC/2U (as applicable) may require Guiding Teachers to submit reasonable documentation to USC/2U (as applicable) prior to USC/2U (as applicable) making payments hereunder.

(b) USC and 2U shall comply with any School/District policy requiring that the School/District, and not third parties, make Guiding Teacher payments to Guiding Teachers. In such event, the School/District may require USC/2U (as applicable) to make Guiding Teacher payments to the School/District for distribution by the School/District to Guiding Teachers, provided that the School/District shall first invoice USC/2U (as applicable) for any such payment(s). For the avoidance of doubt, in the event that USC/2U makes Guiding Teacher payments to the School/District in accordance with this Section 5(b), Section 5(a) above shall be deemed stricken from this Agreement with respect thereto.

(c) Should any Guiding Teacher fail to complete his or her assignment hereunder (either due to such teacher's own circumstances or due to USC's removal of the teacher as a Guiding Teacher), USC/2U (as applicable) shall pay the corresponding honorarium on a pro rata basis.

(d) USC and 2U shall comply with any written School/District policy or procedure contrary to this Section 5, provided that the School/District shall provide any copy/copies thereof upon execution of this Agreement or subsequent adoption thereof.

6. Use of Video. USC utilizes video recording pervasively throughout its programs, including as an essential element of its instruction methodology. (By way of example only, the State of California requires USC to administer a Teaching Performance Assessment ("TPA") of its students as part of USC's teacher preparation program, with a component of that TPA being video that USC must obtain from each Student Teacher and maintain on file with the California Commission on Teacher Credentialing.) As such, any teacher candidate may make video recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require teacher candidates to be responsible for obtaining appropriate and signed video release/authorization forms (which USC shall provide to teacher candidates) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (i.e., under the age of legal competence). The School/District may provide reasonable assistance to teacher candidates in obtaining signatures on such forms.

7. No Employment Relationship of Teacher Candidates.

(a) Teacher candidates are students, and not employees of USC, 2U or the School/District. As such, they are not covered by USC's, 2U's or the School's/District's workers' compensation policies.

(b) Teacher candidates are neither entitled to, nor shall receive, any compensation or other employee-related benefit (without limitation) from USC, 2U or the School/District. Teacher candidates shall not displace any School/District employee.



(c) The School/District shall provide in writing any requirements for teacher candidates to obtain and maintain personal liability insurance coverage. USC shall communicate to teacher candidates any such School/District coverage requirements, provide reasonable assistance to teacher candidates in obtaining such coverage, and facilitate teacher candidate's submission of appropriate documentation thereof directly to the School/District (which the School/District agrees to accept).

8. Information, Hiring & Confidentiality.

(a) USC is a non-profit, educational research institution interested in evaluating the success of its graduates in impacting student achievement relative to comparable teachers. As such, USC may request the School/District to provide information to assist USC in its evaluative process. If available, the School/District shall provide such information to USC following any such reasonable request.

(b) The School/District may hire any teacher candidate(s) upon program completion, but is under no obligation to do so. Should the School/District hire any teacher candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she teaches to measure teacher efficiency relative to other Master of Arts in Teaching graduates and to other new teachers prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 8(b) shall survive the expiration or termination of this Agreement for any reason.

(c) Neither USC nor 2U shall request the School/District to provide any health or other records of any student of the School/District covered by the Family Educational Rights and Privacy Act ("FERPA"); nor shall USC or 2U request any teacher candidate to share any protected School/District data (whether about School/District students or personnel) with USC or 2U.

(d) To the extent that any party to this Agreement discloses any confidential information to any other party hereto in connection with the relationships contemplated hereunder, the parties agree during the term of this Agreement (and all renewals thereof) and for a period of two (2) years thereafter to use reasonable efforts to protect, maintain as confidential, and not disclose, any such confidential information of any other party.

9. Compliance with the Law. The parties hereto shall comply with all applicable federal, state and local laws, rules, statutes, acts, regulations, code and similar legal requirements, including but not limited to FERPA.

10. Non-Discrimination. Each party represents that it is an equal opportunity employer. Each party certifies that it does not, and shall not, discriminate against its employees, students or applicants on any unlawful basis. Each party certifies that it is, and shall remain, in compliance with all laws, regulations, executive orders or other legal prohibitions against discrimination.

11. Indemnification.

(a) *Indemnification by School/District.* The School/District shall indemnify, defend and hold harmless USC and 2U, their employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of the School/District, its employees, agents or representatives.

(b) *Indemnification by USC.* USC shall indemnify, defend and hold harmless the School/District, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of



School of Education

USC, its employees, agents or representatives.

(c) *Indemnification by 2U.* 2U shall indemnify, defend and hold harmless the School/District, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of 2U, its employees, agents or representatives.

12. *Governing Law.* The interpretation, application, and enforcement of this Agreement shall be governed by the laws of the State of California without reference to choice of law principles. Any claim, suit, or cause of action involving the interpretation, application, or enforcement of this Agreement shall be commenced in the appropriate state or federal courts in the State of California.

13. *Term, Termination and Renewal.* The Term of this Agreement shall be from the date of the School's/District's signature set forth below through June 30, 2020. Any party may terminate this Agreement with or without cause upon written notice to the other parties, provided that any such termination shall only be effective after the end of the school year during which the written notice of termination is issued. For the avoidance of doubt, other than where the School/District removes a teacher candidate pursuant to Section 2(e) above, the School/District shall permit current teacher candidates to complete the current school year at the time of any such termination.

14. *Notices.* Any notice to be given hereunder by any party to this Agreement shall be in writing and will be deemed given on the date received as evidenced by confirmation of receipt, except if such confirmation is later than 3:00 p.m. (School/District local time), addressed as follows (provided that, upon written notice in accordance herewith, any party may update its notice recipients at any time during the term of this Agreement):

(a) *If to the School/District:* Elk Grove Unified School District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624; attention: Carrie Hargis, Director of Fiscal Services; Facsimile No. _____.

(b) *If to USC:* University of Southern California, Rossier School of Education, Waite Phillips Hall, 3470 Trousdale Parkway, WPH-504G, Los Angeles, CA 90089; attention: Dr. Kathy Stowe, Associate Dean of Academic Programs; Facsimile No. (213) 740-5799.

(c) *If to 2U:* 2U, Inc., attention: Office of Placement Services, attention: Alex Waters; 8201 Corporate Drive, Suite 900; Landover, MD 20785; Facsimile No. (213) 947-4436; *with a copy to:* Obermayer Rebmann Maxwell & Hippel LLP, attention: Peter Oberkircher, Esq.; One Penn Center -- Suite 1900; 1617 John F. Kennedy Boulevard, Philadelphia, PA 19103-1895; Facsimile No. (215) 665-3165.

15. *Limitation of Liability.* Except as such damages may be sought or assessed in respect to third party actions covered by the indemnification provisions herein, no party shall be liable to the other for consequential, incidental, indirect, exemplary, punitive or special damages of any nature or character (including loss of profits, data, business or goodwill), from causes of action of any kind, including contract, tort or otherwise, even if the party at fault or in breach has been advised of the possibility of such damages.

16. *Severability.* In the event that any provision of this Agreement conflicts with the law under which this Agreement is to be construed or if any such provision is held invalid or unenforceable by a court with jurisdiction over the Parties to this Agreement, such provision will be restated to reflect as nearly as possible the original intentions of the Parties in accordance with applicable law; and the remaining terms, provisions, covenants, and restrictions of this Agreement will remain in full force and effect.

17. *Entire Agreement/No Modification/Counterparts/Execution/Binding Agreement.* This Agreement



constitutes the entire agreement between the Parties with respect to its subject matter, and supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter. Any waiver, amendment or other modification of any provision of this Agreement will be effective only if in writing and signed by all parties hereto. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original as against any Party whose signature appears thereon, and all of which shall together constitute one and the same instrument. This Agreement shall become binding when one or more counterparts hereof, individually or taken together, bear the signatures of all of the Parties reflected hereon as the signatories. A faxed, PDF or electronic signature shall have the same legally binding effect as an original signature. This Agreement will be binding upon the parties and their successors, affiliates, subsidiaries, assigns, officers, directors, employees, and agents.

18. Waiver of Jury Trial. The parties hereby irrevocably and unconditionally waive any right(s) to trial by jury in any action or proceeding arising out of, in connection with or relating to this Agreement.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

ELK GROVE UNIFIED SCHOOL DISTRICT	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION	2U, INC.
Print Name: Carrie Hargis Director of Fiscal Services	Print Name: _____	Print Name: _____
Signature: _____	Signature: _____	Signature: _____
Dated: _____	Dated: _____	Dated: _____

X VB
X [Signature]



Master of Arts in Teaching (MAT@USC)
AUTHORIZATION AND RELEASE

I hereby authorize _____, a student enrolled in MAT@USC ("Student") to make audiovisual recordings ("audiovisual recordings", as used throughout this document, to include, without limitation, audio (sound) and video (picture, including (without limitation) video recordings and photographs)) of me (each a "Recording" and collectively the "Recordings") in connection with Student's participation in the MAT@USC educational learning program (the "Program"). I further acknowledge and agree that Student's use of the Recording(s) in connection with Student's participation in the Program may include Student's submission of any or all of the Recordings to the School of Education of the University of Southern California, a California nonprofit education institution, and/or its agents, contractors, service providers or assigns (collectively "University").

By my signature below, (i) I grant to Student the right to make the Recordings, including without limitation, audiovisual recordings of my name, voice, likeness, statements and created materials, and to use the Recordings in connection with Student's participation in the Program as permitted by the University; (ii) I grant to the University and any party authorized by the University the right to reproduce, publish, display, distribute and otherwise use my name, voice, likeness, statements, created materials and the Recordings, in any manner and media (including the Internet), worldwide and in perpetuity without the payment of any consideration solely in connection with educational purposes; and (iii) if any part or all of the Recordings are considered an educational record under the Family Educational Rights and Privacy Act of 1974, as amended, I consent to the disclosure of any or all of the Recordings by the University and any party authorized by the University.

I understand and agree that, upon Student's submission of any or all of the Recordings to the University, the University will be the owner of such Recordings that include my name, voice, likeness, statements and created materials, and that the University has the exclusive right to use and edit the Recordings in whatever way it wishes, and I waive any rights of privacy and/or publicity that I might otherwise have with regard to the Recording(s) and/or any derivative work(s) of the Recording(s).

I understand and agree that I will not receive any compensation as a result of, and will have no approval rights regarding, any use of the Recording(s) by Student, the University or any parties authorized by the University. I further understand and agree that neither Student nor the University will have any obligation to include me in, or make any use of, any Recording.

I hereby waive, and release the school, the School District to which the School belongs, the Student, the University and any third parties authorized by the University to use the Recording(s), and all of their respective officers, shareholders, directors and employees, from any and all claims, liabilities, damages, and costs whatsoever, including reasonable attorneys' fees, that may arise out of the use of my name, voice, likeness, statements, created materials and/or the Recording(s) as authorized in this release.

I also hereby agree that a facsimile, photocopy or electronic (e.g., PDF or other digital format) or other reproduction of this release may be used in place of my originally executed release; and, further, that such reproduction (in any form) shall have the same legal or other effect as my original release, and may be used in place of my original release for any purpose that my original release may have served.

I CERTIFY THAT I HAVE READ THIS AUTHORIZATION AND RELEASE BEFORE SIGNING IT AND THAT I FULLY UNDERSTAND ITS CONTENTS, MEANING AND EFFECT AND, INTENDING TO BE LEGALLY BOUND, I HAVE VOLUNTARILY SIGNED THIS RELEASE.

Signature: _____ Date: _____

Name: _____ Telephone Number: _____
(Please Print)

Address: _____

Exhibit A

Master of Arts in Teaching (MAT) at USC
AUTHORIZATION AND RELEASE

I am the parent or legal guardian of a child, whose name is listed below ("Child"). I acknowledge that my Child is enrolled in - _____ ("School"), a school that is participating in an educational, teacher preparation program conducted by or on behalf of the School of Education of the University of Southern California, a California nonprofit educational institution ("USC"). I hereby authorize _____, a student enrolled in MAT@USC ("Student") to make audiovisual recordings ("audiovisual recordings", as used throughout this document, to include, without limitation, audio (sound) and video (picture, including (without limitation) video recordings and photographs)) of my child (each a "Recording" and collectively the "Recordings") and to use the Recordings in connection with Student's participation in the MAT@USC educational learning program (the "Program"). I further acknowledge and agree that Student's use of the Recording(s) in connection with Student's participation in the Program may include Student's submission of any or all of the Recordings to the School of Education of the University of Southern California, a California nonprofit education institution, and/or its agents, contractors, service providers or assigns (collectively "University").

By my signature below, (i) I grant to School the right to assist and facilitate a student in the making of the Recordings; (ii) I grant to Student the right to make the Recordings, including without limitation, audiovisual recordings of my Child's name, voice, likeness, statements, and created materials, and to use the Recordings in connection with Student's participation in the Program as permitted by the University; (iii) I grant to the University and any party authorized by the University the right to reproduce, publish, display, distribute and otherwise use my Child's name, voice, likeness, statements, created materials and the Recordings in any manner and media (including the Internet), worldwide and in perpetuity without the payment of any consideration solely in connection with educational purposes; and (iv) if any part or all of the Recordings are considered an educational record under the Family Educational Rights and Privacy Act of 1974, as amended, I consent to the disclosure any or all of the Recordings by the University and any party authorized by the School and/or the University.

I understand and agree that, upon Student's submission of any or all of the Recordings to the University, the University will be the owner of such Recording(s) that include my Child's name, voice, likeness, statements and created materials, and that the University has the exclusive right to use and edit the Recording(s) in whatever way it wishes, and on my own behalf and on behalf of my Child I waive any rights of privacy and/or publicity that I or my Child might otherwise have with regard to the Recording(s) and/or any derivative work(s) of the Recording(s).

I understand and agree that I will not receive any compensation as a result of, and that I will have no approval rights regarding, any use of any of the Recording(s) by Student, the University or any parties authorized by the University. I further understand and agree that neither the Student nor the University will have any obligation to include my Child in, or make any use of, any Recording.

On behalf of myself and my Child, I hereby waive and release School, the School District to which the School belongs, the Student, the University, and any third parties authorized by Program Operator to make and use the Recording(s), and all of their respective officers, shareholders, directors and employees, from any and all claims, liabilities, damages, and costs whatsoever, including reasonable attorneys' fees, that may arise out of the use of my Child's name, voice, likeness, statements, created materials and/or the Recording(s) as authorized in this release.

I also hereby agree that a facsimile, photocopy or electronic (e.g., PDF or other digital format) or other reproduction of this release may be used in place of my originally executed release; and, further, that such reproduction (in any form) shall have the same legal or other effect as my original release, and may be used in place of my original release for any purpose that my original release may have served.

I CERTIFY THAT I HAVE READ THIS AUTHORIZATION AND RELEASE BEFORE SIGNING IT, THAT I FULLY UNDERSTAND ITS CONTENTS, MEANING AND EFFECT AND, INTENDING TO BE LEGALLY BOUND; I HAVE VOLUNTARILY SIGNED THIS RELEASE ON MY OWN BEHALF AND ON BEHALF OF MY CHILD (PRINT CHILD'S NAME) _____.

Parent or Legal Guardian Name: (Print) _____ Signature: _____

Address: _____ Phone: _____

School Name: _____ Date: _____

Board Agenda Item

Subject: _____ **Department:** Human Resources
Renewal of the Visiting Educator Memorandum of Understanding with the Sacramento County Office of Education (Diane Lampe)

Action Requested:
Approval of the Visiting Educator Memorandum of Understanding between Sacramento County Office of Education (Diane Lampe) and Elk Grove Unified School District

Discussion:
The Board needs to approve the Visiting Educator Memorandum of Understanding with the Sacramento County Office of Education for Diane Lampe for the 2015-2016 school year.

The new agreement will be in effect from: July 1, 2015-June 30-2020

Financial Summary:

Prepared By: Bindy Grewal, Ed.D. *BG* Division Approval: Glen De Graw-Interim *GDG*
Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *CH*



MEMORANDUM OF UNDERSTANDING

Addendum 2 to MOU of January 23, 2012 through 2014

Follows Addendum 1 to MOU of January 23, 2012 through June 30, 2014, signed June 2014

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, referred to as "SCOE" and the **Elk Grove Unified School District**, referred to as "EGUSD." Once signed by all parties, this MOU is in effect from **July 1, 2015 through June 30, 2016**.

The purpose of this MOU is to outline the roles and responsibilities of SCOE and the EGUSD in regard to the continued assignment of:

Diane Lampe

to the Prevention & Student Services Department of the Sacramento County Office of Education, 10474 Mather Blvd., P.O. Box 269003, Sacramento, CA 95826-9003, to assist in the development and implementation of *Regional & Statewide Activities Coordination of the PreK-12 Student Mental Health Initiative (SMHI)* and related student mental health efforts, including *Creating Community Solutions* and *Sacramento County Bullying Prevention and Youth Mental Health First Aid* programs. The purpose of the SMHI is to develop the capacity of regions and counties to implement effective, sustainable student mental health programs and strategies, for grades Pre-K through 12. *Creating Community Solutions* and *Sacramento County Bullying Prevention and Youth Mental Health First Aid* are local efforts, designed to coordinate with SMHI activities.

Once signed by all parties, this MOU is in effect from July 1, 2015 through June 30, 2016. Financial agreements, including purchase orders and budgets will be prepared and approved by both parties for the project period.

The SCOE agrees to:

- Provide a primary contact person for all work under this agreement. The primary contact will be:
Cheryl Raney, Director II
916.228.2201
craney@scoe.net
- Provide funding not to exceed \$131,825* to reimburse EGUSD the **actual costs** of salary, benefits and EGUSD indirect costs to continue to employ Diane Lampe and assign her position to SCOE. Costs are estimated as follows:
 - July 1, 2015 through June 30, 2016 – Salary for twelve months, benefits and 5.03% indirect, not to exceed \$131,825*
*Actual costs will appear in the financial agreements for each period noted above.
- Continue to assign the employee, Diane Lampe, to the management position of Coordinator in the Prevention & Student Services Department to work under the direct supervision of the department director.
- Be responsible for the employee's approved travel expenses related to the SCOE assignment.
- Diane Lampe will remain an employee of the Elk Grove Unified School District and will not gain any status or be eligible for benefits offered only to employees of the Sacramento County Office of Education as a result of this assignment.

The EGUSD agrees to:

- Provide a primary contact person for all work performed under this agreement. The primary contact will be:
 Name/Title: Carl J. Steinauer, Director, Student Support & Health Services
 Phone: 916-686-7568
 Email: CSteinau@egusd.net
- The assignment of Diane Lampe to the Sacramento County Office of Education during the period of this MOU shall not affect her status and rights as an employee of the Elk Grove Unified School District, and she will be entitled to all pay and allowance, sick leave, vacation, retirement, workers' compensation, retirement health benefits and other benefits offered to the employees of EGUSD.

Indemnity Statement and Agreements

Each party hereto agrees that they shall indemnify, defend and hold the other party and their governing body, officers, agents and employees, harmless from any and all claims, damages, losses, causes of action and demands, including reasonable attorney fees and costs, incurred in connection with or in any manner arising out of the indemnifying party's performance of this Agreement. The indemnifying party, at the indemnifying party's own expense and risk shall defend any and all actions, suits, or other legal proceedings that may be brought or instituted against any other party, the members of their governing body, officers, agents, and employees for any such claims, damages, losses, demands, liabilities, costs or expenses incurred in connection with or in any manner arising out of the indemnifying party's performance of this Agreement. The indemnifying party shall not be liable for damage or injury occasioned by the sole negligence or willful misconduct of the non-indemnifying party and its officers, agents, or employees. This provision shall not be limited to the availability or collectability of insurance coverage.

Neither Elk Grove Unified School District nor the Sacramento County Office of Education shall have any power, right or authority to bind the other to any agreement or obligation or waiver, compromise or settle any account or claim on behalf of the other, or in any manner act on behalf of the other without written authorization to do so.

This MOU shall be amended only in writing and when signed by all parties.

For the Sacramento County Office of Education:

For the Elk Grove Unified School District:

Signature and Date
Sue Stickel, Deputy Superintendent

Signature of Superintendent or Designee and Date
Carrie Hargis, Director of Fiscal Services

X _____
X _____

Carl Steinauer 5/4/15

Signature of Primary Contact Person and Date
Carl Steinauer, Director of Student Support & Health Services

Diane Lampe – Signature and Date

Agenda Item No: _____

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject:

Department: Human Resources

Memorandum of Understanding Between Elk Grove Unified School District And Elk Grove Education Association Regarding Pre-Kindergarten Program and Teachers dated May 11, 2015.

Action Requested:


The Board of Education is requested to review and approve the Memorandum of Understanding Between Elk Grove Unified School District And Elk Grove Education Association Regarding Pre-Kindergarten Program and Teachers dated May 11, 2015.

Discussion:

Attached for review and consideration is a copy of Memorandum of Understanding Between Elk Grove Unified School District And Elk Grove Education Association Regarding Pre-Kindergarten Program and Teachers dated May 11, 2015.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw 

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman 

MEMORANDUM OF UNDERSTANDING BETWEEN
ELK GROVE UNIFIED SCHOOL DISTRICT
AND
ELK GROVE EDUCATION ASSOCIATION REGARDING
PRE-KINDERGARTEN PROGRAM and TEACHERS

May 11, 2015

Elk Grove Unified School District ("District") and Elk Grove Education Association ("EGEA"), collectively referred to as "the parties," have considered their mutual interests and have agreed to enter into this Memorandum of Understanding ("Agreement") regarding teachers serving in the District's Pre-Kindergarten Programs.

Probationary Employees

1. Effective retroactively to July 1, 2014, the parties agree to convert the Categorical Pre-Kindergarten Program Teachers identified in Exhibit A, attached hereto, from temporary employees to probationary employees.
2. Pursuant to Education Code section 44909, any employee identified in Exhibit A that has served at least seventy-five percent (75%) of the 2013-2014 school year shall also receive one year of service credit towards seniority for service provided during the 2013-2014 school year.
3. Employees that qualify under Paragraphs 1 and 2 of this Agreement will acquire permanent status upon the start of the 2015-2016 school as a result of completing one probationary year during the 2014-2015 school year and earning one year of probationary service for the 2013-2014 school year.
4. Going forward, employees who are hired into regular certificated positions in the Pre-Kindergarten Program shall be considered probationary employees until they reach permanent status. This Agreement does not preclude the District from hiring Teachers into the Pre-Kindergarten Program as temporary teachers to back-fill for Teachers out on a leave of absence and/or categorical assignment, and/or to fill Temporary Categorical positions (e.g. a 1-2 year grant/special funding).

Pre-Kindergarten Program Serving Ages 4-5 and Teachers Serving Ages 0-3 and 3

5. Currently, the Pre-Kindergarten Program consists of classes funded by Title I, State and/or Head Start, which are taught by EGEA members and are designed for students between the ages of 4-5, though 3 years olds can be put in such classes in order to meet program needs. This Agreement shall not permit non-certificated teachers to fill these positions.

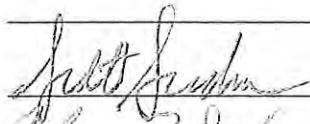
6. Teachers serving classes designated exclusively for students that are enrolled in the classes when they are 0-3 and/or 3 years of age, specifically playgroups and/or 3k classes (3k classes are designed for 3 year olds and will have a different focus than Pre-Kindergarten classes which are designed for 4-5 year olds) shall not be EGEA bargaining unit members unless otherwise indicated in this Agreement. If a child turns 4 years of age while attending a 3 year old class, an EGEA bargaining unit member teacher shall not be required. However, this Agreement does not preclude a student who is 3 years or more being placed in a Pre-Kindergarten program class designed for 4-5 year olds and thus being taught by an EGEA member, in order to meet program needs/requirements.


7. Pre-Kindergarten Teachers serving the following students shall remain EGEA bargaining unit members:
 - a. Students with Autism Spectrum Disorder; and
 - b. Students that are in the District's special education program.
 - c. All other programs in which an employee must be credentialed to teach the class.
 - d. All classes with students from the ages of 4-5.

Student Contact Committee

8. The parties agree to establish an ongoing committee to review student contact time and teacher work time in State, Head Start, and Title I (Federal) Pre-Kindergarten Programs and to develop options to ensure student contact and teacher work time is consistent with equity across all programs. The committee's recommendations shall be consistent with legal and program requirements.


For EGEA





Dated: 5/14/15

For the District



Dated: 5/14/15

Agenda Item No: _____

Supplement No. _____

Meeting Date June 9, 2015

Board Agenda Item

Subject:

Board Policy (BP): Approval
3100 – Budget Development and Control

Division: Finance & School Support

Action Requested:

The Board of Education is asked to approve modifications to BP 3100 – Budget Development & Control.

Discussion:

Based on feedback from the first reading, the attached is the final revision for approval.

Financial Summary:

Prepared By: _____

Division Approval: Rich Fagan 

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman 

BUDGET DEVELOPMENT AND CONTROL

Budget Development

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, and comprehensive plans for all funds operated by the district. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district. The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The district budget shall be prepared annually utilizing board-approved budget guidelines, budget priorities based on identified district needs and goals and the best possible estimates of available resources provided by the district administrative staff. The board-approved budget guidelines shall be reviewed every year by the Board to ensure that the formulas and allocations in the guidelines best align with the district's goals as outlined in the district LCAP. Appropriate consolidation shall occur as the budget progresses through the various levels of administrative review established by the Superintendent or designee. The annual budget preparation shall reflect policies that are compatible with the Local Control and Accountability Plan (LCAP) and long-range goals of the district. The Superintendent or designee shall determine the manner in which the annual budget shall be prepared and issue instructions to the staff. The Superintendent or designee shall also establish a time schedule for the preparation of the budget in accordance with legal time requirements. (See Exhibit 3100)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

The budget shall provide that funding received through state supplemental and concentration grants pursuant to Education Code 42238.02 and 42238.03 shall be used in accordance with regulations adopted by the SBE for schoolwide or districtwide purposes to increase or improve services for students who are English learners, eligible for free or reduced-price meals, and/or foster youth at least in proportion to the increase to the district's revenue generated from such funds. (Education Code 42238.07)

(cf. 0460 - Local Control and Accountability Plan)

Business and Non-instructional Operations**BP 3100(b)****BUDGET DEVELOPMENT AND CONTROL (cont'd)****Preparation**

Under the single budget adoption process (Education Code 42127(i)), the Board must adopt and submit, by July 1, a "final" budget which subsequently may be amended within 45 days after the state budget is adopted. The budget will be prepared so that it shows a complete plan and itemized statement of all proposed expenditures and estimated revenues for the ensuing fiscal year, together with a comparison of estimated revenues and expenditures for the prior fiscal year. It is the intent of the Board that the principles of Program Budgeting be followed. The working budget shall be a clear and concise statement of all costs and all income relating to each of the district's programs. The budget format will isolate program expenditures and income so that detailed cost-effectiveness analyses are feasible and can be performed as simply as possible.

Education Code 42126 requires the district's final budget to be submitted to the County Superintendent in a format prescribed by the Superintendent of Public Instruction. The CDE requires districts to use the Standardized Account Code Structure. The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public. Standards and criteria for fiscal accountability adopted by the State Board of Education shall be used when developing the budget. (Education Code 33129)

The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122).

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year. (Education Code 42127)

The Board shall adopt the budget only after a local control and accountability plan (LCAP) developed pursuant to Education Code 52060-52077 or an annual update to the LCAP is in place for the budget year. Expenditures necessary to implement the LCAP or the annual update during the subsequent fiscal year shall be included in the budget. (Education Code 42127)

Business and Non-instructional Operations

BP 3100(c)

BUDGET DEVELOPMENT AND CONTROL (cont'd)**Public Hearing on Proposed Budget**

The Board encourages public input in the budget development process and shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

The Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing as required by Education Code 42103.

Before adopting the district budget for the subsequent fiscal year, the Board shall hold a public hearing. The agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing and shall be available online on the district's website in an electronic format. This hearing shall be held at the same meeting as the public hearing to solicit public input on the Local Control and Accountability Plan (LCAP) or the annual update to the LCAP. (Education Code 42103, 42127, 52062)

The public hearing on the budget will conclude when there are no requests for further hearing on file. The adoption of the budget shall not take place until the hearing is concluded.

Adoption of Budget

After the public hearing, at a public meeting held on a different date, the Board shall adopt the district budget following adoption of the LCAP at the same meeting. The budget shall not be adopted if an approved LCAP or annual update to the LCAP is not in effect for the budget year. (Education Code 52062)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

45 Day Revision

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

BUDGET DEVELOPMENT AND CONTROL (cont'd)**Fund Balance**

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Non-spendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board. For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period of June 30, although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.
4. Assigned fund balance includes amounts which the Board or its designee intends to use for a specific purpose.
5. Unassigned fund balance includes amounts that are available for any purpose.

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, healthcare costs for current employees, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

The Board shall approve a plan for meeting the district's long-term obligations to fund non-pension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

Business and Non-instructional Operations

BP 3100(e)

BUDGET DEVELOPMENT AND CONTROL (cont'd)**Budget Controls**

A system of budget controls shall be established to govern the administration of the budget and the expenditure of funds.

The Superintendent or designee shall not permit expenditures of funds to exceed the related major budget classification allowances. The Superintendent or designee shall set up and operate budget controls for all schools and departments and administer the budget in conformity with legal requirements and the actions of the governing board.

The Superintendent or designee, shall check the legality of all expenditures and shall ascertain that all expenditures recommended for approval are legal expenditures.

Transfers

Transfers may be made from the designated fund balance or the unappropriated fund balance to any expenditure classification or between expenditure classifications at any time by a majority vote of the Board approving a resolution that is filed with the County Superintendent of Schools and the county auditor. (Education Code 42600)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used to update the current-year budget's beginning balance, projected revenues or expenditures.

Legal Reference: *(See next page)*

Business and Non-instructional Operations

BP 3100(f)

BUDGET DEVELOPMENT AND CONTROL (cont'd)

Legal Reference:

EDUCATION CODE

- 1623 Public hearing, adoption; approval by Superintendent of Public Instruction
- 33128 Standards and criteria
- 33129 Standards and criteria; use by local agencies
- 35035 Powers and duties of superintendent
- 35161 Powers and duties, generally, of governing boards
- 42103 Public hearing on proposed budget; requirements for content of proposed budget
publication of notice of hearing
- 42120-42128 Budget Requirements
- 42602 Use of unbudgeted funds
- 42610 Appropriation of excess funds and limitation thereon
- 45253 Annual budget of personnel commission

GOVERNMENT CODE

- 7900-7913 Expenditure limitations

Policy

- Adopted: October 15, 1984
- Amended: September 18, 1989
- November 6, 1989
- June 9, 2015

ELK GROVE UNIFIED SCHOOL DISTRICT
Elk Grove, California

Board Agenda Item

Subject:

Division: Finance & School Support

Board Policy (BP): Approval
3553 – Confidentiality of Free and Reduced Priced Meal Eligibility
3555 – Nutrition Program Compliance

Action Requested:

The Board of Education is asked to approve modifications to BP 3553 – Confidentiality of Free and Reduced Priced Meal Eligibility and new BP 3555 – Nutrition Program Compliance.

Discussion:

Based on feedback from the first reading, the attached is the final revision for approval.

Financial Summary:

Prepared By: _____

Division Approval: Rich Fagan 

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman 

Business and Noninstructional Operations

BP 3553 (a)

CONFIDENTIALITY OF FREE AND REDUCED PRICED MEAL ELIGIBILITY

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer School)

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. 3550 - Food Service/Child Nutrition Program)

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

The Governing Board recognizes maintenance of confidentiality of students eligible for free and reduced price meals under the federal guidelines of the National School Lunch Program and the California Education Code. All applications and records related to eligibility for the free and reduced-price meals program shall be confidential except as provided by law. (Education Code 49558).

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meals program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data
2. In any school identified as a Title I program improvement school pursuant to 20 USC 6316, identification of students eligible for school choice and supplemental educational services

(cf. 0520.2 - Title I Program Improvement Schools)
 (cf. 5125 - Student Records)
 (cf. 6162.51 - State Academic Achievement Tests)
 (cf. 6171 - Title I Programs)

In addition to Food and Nutrition Services' Director and staff, the Board shall authorize the following district and school personnel to have access to free and reduced price meal eligibility data:

Superintendent's Cabinet Members
 Technology and Budget Personnel directly related to LCFF funding

In sharing the data, no individual indicators of free or reduced-price meal eligibility can be maintained in the permanent record of the student, and no public release of information regarding individual pupil participation in any free or reduced-price meal program is permitted. All other confidentiality provisions required by law must be met.

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term
 49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001
 49490-49494 School breakfast and lunch programs
 49500-49505 School meals
 49510-49520 Nutrition
 49530-49536 Child Nutrition Act of 1974
 49547-49548.3 Comprehensive nutrition service
 49550-49562 Meals for needy students
 CODE OF REGULATIONS, TITLE 5
 15510 Mandatory meals for needy students
 15530-15535 Nutrition education
 15550-15565 School lunch and breakfast programs
 UNITED STATES CODE, TITLE 20
 1232g Federal Educational Rights and Privacy Act
 6301-6514 Title I programs
 UNITED STATES CODE, TITLE 42
 1751-1769j School lunch program
 1771-1791 Child nutrition, especially:
 1773 School breakfast program
 CODE OF FEDERAL REGULATIONS, TITLE 7
 210.1-210.31 National School Lunch Program
 220.10-220.21 National School Breakfast Program
 245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS
 Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
 Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
 CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS
 USDA-SNP-07-2010 Change in Free and Reduced-Price Meal Application Approval Process, September 2010
 NSD-SNP-12-2010 Clarification Regarding the Ability to Share Student Meal Program Eligibility Information Between School Food Authorities, April 2010
 04-103 Implementation of Final Rule on Verification of Applications for Free and Reduced-Price Meals, August 2004
 98-101 Confidentiality of Free and Reduced-Price Eligibility Information, February 1998
 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
 Feed More Kids, Improve Program Participation
 Direct Certification Implementation Checklist, May 2008
 U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
 Eligibility Manual for School Meals: Federal Policy for Determining and Verifying Eligibility, January 2008
 Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002
 WEB SITES
 CSBA: <http://www.csba.org>
 California Department of Education, Nutrition Services Division:
<http://www.cde.ca.gov/ls/nu>
 California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
 California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>
 U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy
Adopted: April 20, 1998
Revised: June 9, 2015

ELK GROVE UNIFIED SCHOOL DISTRICT
Elk Grove, California

Business and Noninstructional Operations

BP 3555 (a)

Nutrition Program Compliance

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate against him/her because of his/her race, color, national origin, gender, sex, sexual orientation, disability, or any other basis prohibited by law, in its implementation of such a program.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5030 - Student Wellness)

Coordinator

The Board designates the compliance officer specified in AR 1312.3 - Uniform Complaint Procedures as coordinator of the district's efforts to comply with the laws governing its nutrition programs and to investigate any related complaints. Any complaint concerning the district's nutrition programs shall be investigated using the process identified in the section entitled "Procedures" in the district's AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The coordinator shall provide training on the laws, regulations, procedures, and directives related to the district's nutrition programs to district Food & Nutrition Services employees involved in administering them. The coordinator also shall develop procedures and systems that do not restrict the participation of individuals in the district's nutrition programs, based on their race, ethnicity, or disability, and that prevent district employees from incorrectly denying the applications for participation submitted by such individuals.

The coordinator shall develop and maintain a system for collecting racial and ethnic data of participants in the district's nutrition programs and shall, at least annually, report to the Board on whether the district's nutrition programs are effectively reaching eligible individuals and whether and where additional outreach may be needed.

(cf. 5022 - Students and Family Privacy Rights)

(cf. 5125 - Student Records)

When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students must be written in English and the primary language.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

(cf. 6174 - English Language Learners)

The coordinator also shall ensure that the district's nutrition programs accommodate the special dietary needs of any individual with a disability who has on file a medical statement that restricts his/her diet because of his/her disability.

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Notifications

The coordinator shall ensure that the U.S. Department of Agriculture's "And Justice for All" or other approved Nutrition Programs Civil Rights posters are displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

Annually, the coordinator shall notify all students, parents/guardians, and employees of program requirements and the procedures for filing a complaint, through the district's usual means of notification.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

In addition, the coordinator shall ensure that every informational release, publication, or poster concerning the district's nutrition programs and/or activities includes, in a prominent location, the following statement:

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities).

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send you completed complaint form or letter to is by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through

the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).
“USDA is an equal opportunity provider and employer.”

If the document is too small (half a page or less) to permit the full statement to be included, the material must, at a minimum, include the statement, in print no smaller than the text, **“This institution is an equal opportunity provider and employer”**

When a complaint is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:

1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 1500, Sacramento, CA 95814-2342 or call 916-445-0850 or 800-952-5609
2. Office of Civil Rights, USDA, Western Region, 90 Seventh Street, Suite 10-100, San Francisco, CA 94103 or call 415-705-1336 or fax 415-705-1364 or email Joe.Torres@fns.usda.gov
3. USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TTY)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

- 36.303 Auxiliary aids and services
- CODE OF FEDERAL REGULATIONS, TITLE 34
- 100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
- 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
- 106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
- 106.9 Dissemination of policy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION, NUTRITION SERVICES DIVISION
PUBLICATIONS

Civil Rights and Complaint Procedures for Child Nutrition Programs, March 2010

U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE
PUBLICATIONS

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS
Instruction 113-1, November 2005

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
PUBLICATIONS

Protecting Students from Harassment and Hate Crime, January 1999

Notice of Non-Discrimination, January 1999

WEB SITES

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>

U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

Policy Adopted: June 9, 2015

Revised:

ELK GROVE UNIFIED SCHOOL DISTRICT
Elk Grove, California

Board Agenda Item

Subject:
DISPOSAL OF OBSOLETE/SURPLUS PROPERTY.

Department: Finance & School Support

Action Requested:

The Board of Education is asked to authorize the disposal of Obsolete/Surplus Property.

Discussion:

Pursuant to Section 39521 of the Education Code, the Board of Education is asked to authorize Ruth Dew, Director of Purchasing & Warehouse to surplus and/or dispose of these items.

All computers have been deemed uneconomical to repair by the Technology Services Department. Per Technology Services, all sensitive data and/or licenses have been removed from hard drives prior to being picked up from the department/site.


We have engaged local non-profits in an effort to determine their interest in refurbishing these computers to be redistributed to students of need. To date, we have seen no interest since most usable parts are removed prior to disposal.

Records of these items are in the Purchasing & Warehouse Department should you need to review them.

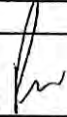
Desktop Computers	4	Laptop Computers	0
Monitors	8	Office Furniture/Equipment	142
Obsolete Network Switches	462	Food & Nutrition Services	25
Classroom Furniture	7	Maintenance/Transportation/Police Services	2
Keyboards/Mouse/CD Rom/Floppy Drives	8	Audio Visual	36
Printers	6	Obsolete Instructional Materials	2349


Financial Summary:

Any income that is received will go into the General Fund.

Prepared By: 

Prepared By: Ruth Dew

Division Approval: Rich Fagan 

Superintendent Approval: Christopher R. Hoffman 

Board Agenda Item

Subject:
APPROVAL OF PURCHASE ORDER HISTORY. Department: Finance & School Support

Action Requested:
 The Board of Education is asked to approve purchase orders for the weeks of April 24, 2015 through May 18, 2015.


Discussion:
 The Purchase Order History and Cost Modifications for the month of April 24, 2015 through May 18, 2015 are listed below. The purchase orders are on file in the Purchasing Department if you wish to review them.


Encumbrances:

<u>Fund</u>	<u>Purchase Orders Issued</u>	<u>Purchase Order Encumbrance Costs</u>
01 General	1031	\$ 3,904,686.96
09 Charter School Funds	11	\$ 52,993.35
11 Adult Education Fund	4	\$ 1,938.81
12 Child Development Fund	99	\$ 41,350.22
13 Cafeteria Special Revenue Fund	7	\$ 511,496.53
14 Deferred Maintenance Fund	3	\$ 221,279.44
25 Capital Facilities Fund	13	\$ 494,240.30
35 State School Facilities Fund	48	\$ 1,104,392.45
49 Special Projects Fund	1	\$ 1,260.19
67 Self Insurance Fund	2	\$ 1,014.12
Total Encumbrances		\$ 6,334,652.37

Modifications:

<u>Fund</u>	<u>Purchase Orders Modified</u>	<u>Purchase Order Modification Costs</u>
01 General	81	\$ 653,348.07
09 Charter School Funds	1	\$ 300.00
11 Adult Education Fund	2	\$ 2,000.00
13 Cafeteria Special Revenue Fund	13	\$ 266,000.00
35 State School Facilities Fund	2	\$ 82,700.00
Total Modifications		\$ 1,004,348.07
Financial Summary Grand Total		\$ 7,339,000.44

Prepared By: _____ Division Approval: Rich Fagan 

Prepared By: Ruth Dew Superintendent Approval: Christopher R. Hoffman 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 32

Board Agenda Item

Supplement No.

Meeting Date: June 9, 2015

Subject:

Warrant Register No. 10
All Funds: April 1, 2015 thru April 30, 2015

Department:

Fiscal Services

Action Requested:

Approve Warrant Register No. 10 – Warrant Numbers 977490-978954, 314711-316003

Discussion:

Education Code 42632 requires that all payments from the funds of a school district shall be made by written order of the governing board of the district.

It is also required that district orders (warrants) must be numbered and include the following per Education Code 42634:

- The particular fund or funds of the district against which it is drawn
- The amount of payment to be made
- An itemized bill showing separate items and the price of each item (This information is retained in Fiscal Services).
- The rate of salary and the period of service of any employee of the district for whom an order is issued for payment of salary or wages (This information is retained in the Payroll Office).

The Board is asked to approve Warrant Register No. 10 – Warrant Numbers 977490-978954, 314711-316003.

See attached report for Warrant Register No. 10 expenditures.

Financial Summary:

Total expenditures for all funds from April 1, 2015 through April 30, 2015 are \$50,407,674.78.

Prepared By:

Shelley Clark *Shelley Clark*

Division Approval:

Rich Fagan *[Signature]*

Prepared By:

Carrie Hargis *Carrie Hargis*

Superintendent Approval:

Christopher R. Hoffman *[Signature]*

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	2876144.63			6527.61	197056.49	1171862.55			547.52	1500150.46
4/10/15	977831-978078	6497801.77			2719.95	192392.41	360393.67			28332.12	5913963.62
4/17/15	978079-978520	1722917.78			130125.04	405452.34	1030747.67	18871.75		796.83	136924.15
4/24/15	978521-978954	3362352.53			2888	217839.91	3126119.92	1341.50		15.00	14148.20
TOTALS		14459216.71	0.00	0.00	142260.60	1012741.15	5689123.81	20213.25	0.00	29691.47	7565186.43

PAYROLL WARRANTS FUND 01

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/10/15	314711-315453	2284577.15	1393372.26	890793.89	216.00						195.00
4/17/15	315454-315495	96189.61	84641.06	11540.45							8.10
4/22/15	315496-315515	218.99	0.01	-898.55							1117.53
4/30/15	315516-316003	27185603.53	21575682.00	5366095.83	11705.00						232120.70
TOTALS		29566589.28	23053695.33	6267531.62	11921.00	0.00	0.00	0.00	0.00	0.00	233441.33
(CANCELS)		-10764.03				-1759.37	-9004.66				
GRAND TOTAL		44015041.96	23053695.33	6267531.62	154181.60	1010981.78	5680119.15	20213.25	0.00	29691.47	7798627.76

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	1168.54				1168.54					
4/10/15	977831-978078	207.47				149.42	58.05				
4/17/15	978079-978520	2534.24				1212.59	1321.65				
4/24/15	978521-978954	12685.30				11948.62	736.68				
TOTALS		16595.55	0.00	0.00	0.00	14479.17	2116.38	0.00	0.00	0.00	0.00

PAYROLL WARRANTS FUND 09

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/10/15	314711-315453	68862.27	63519.41	5342.86							
4/30/15	315516-316003	61219.43	50742.42	10477.01							
TOTALS		130081.70	114261.83	15819.87	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		146677.25	114261.83	15819.87	0.00	14479.17	2116.38	0.00	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	2922.59				302.59	2620.00				
4/10/15	977831-978078	7321.69				1831.17	5490.52				
4/17/15	978079-978520	24518.12				1146.99	17779.13			5592.00	
4/24/15	978521-978954	4852.94				2143.93	2709.01				
TOTALS		39615.34	0.00	0.00	0.00	5424.68	28598.66	0.00	0.00	5592.00	0.00

PAYROLL WARRANTS FUND 11

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/10/15	314711-315453	78201.17	61900.48	16300.69							
4/17/15	315454-315495	309.18	309.18								
4/22/15	315496-315515	-1445.76	-1445.76								
4/30/15	315516-316003	160002.33	86701.90	73300.43							
TOTALS		237066.92	147465.80	89601.12	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		276682.26	147465.80	89601.12	0.00	5424.68	28598.66	0.00	0.00	5592.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certified Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	1008.45				955.09	53.36				
4/10/15	977831-978078	1368.89				752.50	616.39				
4/17/15	978079-978520	75882.16				784.16	75098.00				
4/24/15	978521-978954	1335.57				694.46	641.11				
TOTALS		79595.07	0.00	0.00	0.00	3186.21	76408.86	0.00	0.00	0.00	0.00

PAYROLL WARRANTS FUND 12

DATE	WARRANT NUMBERS	AMOUNT	1000 Certified Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/10/15	314711-315453	29527.17	16913.13	12614.04							
4/17/15	315454-315495	1378.48	237.50	1140.98							
4/30/15	315516-316003	226119.16	151236.34	74882.82							
TOTALS		257024.81	168386.97	88637.84	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)		-25.80					-25.80				
GRAND TOTAL		336594.08	168386.97	88637.84	0.00	3186.21	76383.06	0.00	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	309505.35				274791.01	34675.84			38.50	
4/10/15	977831-978078	134327.60				113286.73	21040.87				
4/17/15	978079-978520	423581.01				411367.67	10089.04	1940.00		184.30	
4/24/15	978521-978954	366544.64				340350.85	26193.79				
TOTALS		1233958.60	0.00	0.00	0.00	1139796.26	91999.54	1940.00	0.00	222.80	0.00

PAYROLL WARRANTS FUND 13

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/10/15	314711-315453	140744.63		140744.63							
4/17/15	315454-315495	821.65		821.65							
4/30/15	315516-316003	515145.38		515046.38	99.00						
TOTALS		656711.66	0.00	656612.66	99.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)		-10885.00					-10885.00				
GRAND TOTAL		1879785.26	0.00	656612.66	99.00	1139796.26	81114.54	1940.00	0.00	222.80	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/24/15	978521-978954	1715.60						1715.60			
TOTALS		1715.60	0.00	0.00	0.00	0.00	0.00	1715.60	0.00	0.00	0.00

PAYROLL WARRANTS FUND 14

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
TOTALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		1715.60	0.00	0.00	0.00	0.00	0.00	1715.60	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	23110.00						23110.00			
4/10/15	977831-978078	4148.00						2200.00		1948.00	
4/24/15	978521-978954	9197.30					8112.05	1085.25			
TOTALS		36455.30	0.00	0.00	0.00	0.00	8112.05	26395.25	0.00	1948.00	0.00

PAYROLL WARRANTS FUND 25

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/30/15	315516-316003	9085.32		9085.32							
TOTALS		9085.32	0.00	9085.32	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		45540.62	0.00	9085.32	0.00	0.00	8112.05	26395.25	0.00	1948.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	44950.54						44950.54			
4/10/15	977831-978078	74060.31						74060.31			
4/17/15	978079-978520	42968.67						42968.67			
4/24/15	978521-978954	2122204.04						2122204.04			
TOTALS		2284183.56	0.00	0.00	0.00	0.00	0.00	2284183.56	0.00	0.00	0.00

PAYROLL WARRANTS FUND 35

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
TOTALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		2284183.56	0.00	0.00	0.00	0.00	0.00	2284183.56	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/10/15	977831-978078	5372.93					5372.93				
TOTALS		5372.93	0.00	0.00	0.00	0.00	5372.93	0.00	0.00	0.00	0.00

PAYROLL WARRANTS FUND 40

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
TOTALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		5372.93	0.00	0.00	0.00	0.00	5372.93	0.00	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	118254.38						118254.38			
4/10/15	977831-978078	294.71				130.58	164.13				
4/17/15	978079-978520	23536.45				719.87	7031.25	15785.33			
4/24/15	978521-978954	2830.05					630.05	2200.00			
TOTALS		144915.59	0.00	0.00	0.00	850.45	7825.43	136239.71	0.00	0.00	0.00

PAYROLL WARRANTS FUND 49

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/30/15	315516-316003	83516.87		83501.87	15.00						
TOTALS		83516.87	0.00	83501.87	15.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		228432.46	0.00	83501.87	15.00	850.45	7825.43	136239.71	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/3/15	977490-977830	545473.14				103.14	195370.00				350000.00
4/10/15	977831-978078	209409.08				30.02	209379.06				
4/17/15	978079-978520	941.40				941.40					
4/24/15	978521-978954	413609.13				613.17	62995.96				350000.00
TOTALS		1169432.75	0.00	0.00	0.00	1687.73	467745.02	0.00	0.00	0.00	700000.00

PAYROLL WARRANTS FUND 67

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
4/30/15	315516-316003	18216.05		18216.05							
TOTALS		18216.05	0.00	18216.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		1187648.80	0.00	18216.05	0.00	1687.73	467745.02	0.00	0.00	0.00	700000.00

TOTAL EXPENDITURES \$50,407,674.78 \$23,483,809.93 \$7,229,006.35 \$154,295.60 \$2,176,406.28 \$6,357,387.22 \$2,470,687.37 \$0.00 \$37,454.27 \$8,498,627.76

ELK GROVE UNIFIED SCHOOL DISTRICT

33

Agenda Item No: _____

Board Agenda Item

Supplement No. _____

Meeting Date: June 9, 2015

Subject: Acceptance of Gifts **Department:** Fiscal Services

Action Requested:
The Board is asked to accept the following donations to the District's schools/programs.

Discussion:

<u>Item</u>	<u>Donor</u>	<u>School/Program</u>	<u>Requested Use</u>	<u>Value</u>	<u>Date Received</u>
Cash Donation	NCS Pearson	Katherine Albiani Middle School	English department	\$3,824.00	4/27/2015
6x4 double-sided magnetic whiteboard with stand	Van T. Vu	Student Services	Department use	\$500.00	5/12/2015
Cash Donation	Recycle America	Franklin High School	Principal's discretion	\$58.00	5/15/2015
Cash Donation	Jacob Iwami	James Rutter Middle School	Principal's discretion	\$5.00	5/18/2015
Cash Donation	Raley's	Franklin High School	Principal's discretion	\$498.07	5/15/2015
Cash Donation	Box Tops for Education	Toby Johnson Middle School	Principal's discretion	\$10.80	5/7/2015
Cash Donation	Sacramento/Yolo County Mosquito and Vector Control	Laguna Creek High School	Arts and music (Mrs. Gamper's class)	\$200.00	4/28/2015
Cash Donation	Raley's	Cosumnes Oaks High School	Principal's discretion	\$392.81	4/28/2015
Cash Donation	Save Mart	Cosumnes Oaks High School	Principal's discretion	\$18.46	4/28/2015

Prepared By: Carrie Hargis *Carrie Hargis* Division Approval: Rich Fagan *[Signature]*

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *[Signature]*

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 34
Supplement No. _____
Meeting Date: June 9, 2015

Board Agenda Item

Subject: Ratification of Contracts
Department: Fiscal Services

Action Requested:
The Board is asked to ratify contracts which have been signed by authorized district staff in accordance with Board Policy 3312-Contracts.

Discussion:

Under current Board Policy 3312 “contracts under the bid limits can be approved by the Designated Personnel, subject to Board ratification.” Staff recommends that the Board ratify the contracts on the attached sheet, which are under the bid limit of \$86,000 and have been approved by authorized district staff.

Copies of the contracts are on file with Fiscal Services should you wish to review them in detail.

Financial Summary:
Please see funding information provided on attached schedule.

Prepared By: Carrie Hargis *Carrie Hargis* Division Approval: Rich Fagan *[Signature]*
Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *[Signature]*

ELK GROVE UNIFIED SCHOOL DISTRICT

Fiscal Services

June 9, 2015 Board of Education Meeting

Agenda Item – Ratification of Contracts

Contracts under bid limit authorized through 5/20/15

	Agreement With	Services Provided	Term of Agreement	Department	Funding Source	Amount
1.	Galt Police Department	Use of firearms range for Police Services	5/1/15 – 6/30/16	Police Services	General Fund (unrestricted)	\$2,250.00
2.	Scholastic Inc.	ABCs of Guided Reading Workshop at Roy Herburger Elementary School	4/20/15 – 6/30/15	Curriculum and Professional Learning	Common Core grant funds	\$18,092.00
*3.	Christine deGuzman	8 week mindfulness course at John Ehrhardt Elementary School	3/23/15 – 5/28/15	Curriculum and Professional Learning	Title II grant funds	\$900.00
*4.	Roberta J. Ching	Professional learning workshops at Florin High School	4/12/15 – 6/30/15	Secondary Education	CAPP grant funds	\$3,000.00
5.	Apex Learning Inc.	Apex Learning Digital Curriculum Solutions renewal	7/1/15 – 6/30/16	Curriculum and Professional Learning	General Fund (unrestricted)	\$49,800.00
6.	Elk Grove Answering Service, Inc.	Phone monitoring and dispatching	7/1/15 – 6/30/15	Police Services	General Fund (unrestricted)	\$82,896.00
7.	Sacramento County Office of Education	Next Generation Science Standards (NGSS) professional development at Marion Mix Elementary School	5/6/15 – 6/30/15	Curriculum and Professional Learning	Common Core grant funds	\$1,500.00
*8.	J. Ross Parrelli	Guest speaker at Academic Awards Night for Foster Youth	4/17/15 – 4/17/15	Student Support and Health Services	Title I Foster Youth funds	\$700.00
9.	Black Belt in Fitness	Fitness, nutrition, and character education program at Anna Kirchgater Elementary School	5/4/15 – 6/5/15	PreK-6 Education	General Fund (unrestricted)	\$2,800.00
10.	Sacramento Zoo	Educational presentations for preschool students	4/1/15 – 3/31/16	PreK-6 Education	School Readiness funds	\$2,500.00
11.	Robert Half International, Inc. (addendum to 3/3/15 BAI #20, item #5 and 11/4/14 BAI #32, item #10)	Technology consultant	5/15/15 – 11/30/15 (extension of end date)	Technology Services	General Fund (unrestricted)	\$64,110.00 (increase 2014-15 total by \$15,610.00) \$42,370.00 (estimated 2015-16 total)
12.	New Songs Music	Music instruction at Franklin Elementary School	3/24/15 – 5/26/15	Learning Support Services	Afterschool grant funds, Gifted and Talented Education (G.A.T.E.) funds	\$2,900.00
13.	SchoolMessenger	Auto-caller service	9/1/15 – 8/30/20	Technology Services	General Fund (unrestricted)	\$78,500.00
*14.	Lisa Dominguez Abraham	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00

ELK GROVE UNIFIED SCHOOL DISTRICT

Fiscal Services

June 9, 2015 Board of Education Meeting

Agenda Item – Ratification of Contracts

Contracts under bid limit authorized through 5/20/15

	Agreement With	Services Provided	Term of Agreement	Department	Funding Source	Amount
*15.	Eric Neff	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00
*16.	Gabriel Gorman	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00
*17.	Kerstin Feindert	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00
18.	Levy Premium Food Service, Limited Partnership	Catering for 2015 graduation ceremonies	5/15/15 – 5/29/15	Secondary Education	General Fund (unrestricted)	\$3,801.81
19.	California Rural Legal Assistance Foundation, Inc.	Citizenship and naturalization preparation services	5/14/15 – 9/30/17	Adult Education	N/A	N/A
20.	Voyager Sopris Learning, Inc.	Step Up to Writing training at Irene West Elementary School	5/14/15 – 6/15/15	Curriculum and Professional Learning	Common Core grant funds	\$5,400.00
21.	DataWORKS	Explicit Direct Instruction (EDI) at Robert Fite Elementary School	5/14/15 – 6/15/15	Curriculum and Professional Learning	Common Core grant funds	\$5,000.00
22.	Senior Center of Elk Grove	Computer courses at Senior Center of Elk Grove	7/1/15 – 6/30/16	Adult Education	Adult Education student fees	\$1,900.00
23.	Solution Tree	Professional development at Union House Elementary School	7/1/15 – 8/11/15	Learning Support Services	Title I grant funds	\$11,225.00
*24.	Yuri Laurenov	Compensatory educational services (academic tutoring services) consistent with a Settlement Agreement dated January, 2015 between the District and Parent	4/1/15 – 9/30/15	Student Services	Mental Health funds	\$10,000.00
*25.	Scott Hamilton	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00
*26.	Anita Scharf	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00
*27.	Rhonda Farley	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00
*28.	Rebecca Mitchell	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00

ELK GROVE UNIFIED SCHOOL DISTRICT

Fiscal Services

June 9, 2015 Board of Education Meeting

Agenda Item – Ratification of Contracts

Contracts under bid limit authorized through 5/20/15

	Agreement With	Services Provided	Term of Agreement	Department	Funding Source	Amount
*29.	David Weinshilboun	Consultation for articulation at Florin High School	5/6/15 – 5/6/15	Secondary Education	CAPP grant funds	\$150.00
30.	Children’s Hospital Medical Center	Project SEARCH implementation	5/20/15 – 5/19/16	Student Services	Medical LEA billing, Schwab donations	\$15,000.00

Board Agenda Item

Agenda Item No: _____

Supplement No. _____

Meeting Date June 9, 2015

Subject: _____ **Department:** Curriculum/Professional Learning

Synced Solution: Transitional Support for CCSS ELA and ELD Instruction for Grades 7-12

Action Requested:

The Board of Education is requested to approve the purchase of Synced Solution from Action Learning Systems for grades 7-12. Synced Solution is a computerized system to support 7-12 teachers with implementing the English/Language Arts (ELA) Common Core State Standards (CCSS) and the California English Language Development (ELD) standards.

Discussion:

On November 4, 2014, the Board of Education took action to approve the purchase of Synced Solution for grades K-6.

In order to ensure that all EGUSD students in grades 7-12 are receiving the highest quality instruction of CCSS-aligned English/Language Arts education and English Language Development given the absence of an ELA CCSS-aligned curriculum adoption, the Board of Education is respectfully requested to take action on approving the purchase of Synced Solution. Synced Solution is an online curricular scope and sequence system for teachers that includes correlated CCSS-aligned assessments for students, in addition to other teacher resources. The product provides the following:

- A research-based scope and sequence of CCSS ELA standards with identified learning objectives;
- ELD-aligned standards that correspond to the ELA standards in the scope and sequence;
- Unit assessments aligned to CCSS that require students to continue to build transferable literacy skills to new reading/writing tasks;
- A repository for district-vetted, high-quality resources for supporting teachers with teaching CCSS;
- Instructional support for teaching writing; and
- A system for repurposing our existing 7-12 ELA curriculum (*Holt Literature and Language Arts*) to align to the CCSS.

In order to prepare 7-12 teachers to use the system, teachers would receive on-going training in the coming months and during the 2015-16 school year. Professional development will be provided by both Synced Solution and EGUSD Curriculum/Professional Learning staff.

Financial Summary:

Total cost for the system is \$92,000 (\$4,000 per secondary school). Funds would come from the Instructional Materials budget.

Prepared By: Jerrilyn M. Ewing *JME* Division Approval: Mark Cerutti *M.C.*

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *CRH*



Board Agenda Item

Subject: Common Core State Funds for Elk Grove Charter School **Division:** Secondary Education

Action Requested:
The Board of Education is asked to approve Elk Grove Charter School's use of State Common Core funds to purchase Common Core Math I textbooks.

Discussion:
The enacted State Budget for 2013-14 provides one-time funds to local educational agencies to support the activities required to implement the federal Common Core State Standards that California has adopted. These one-time funds must be expended by June 30, 2015.
Elk Grove Charter School is requesting approval to spend \$33,000 on Common Core Math I textbooks.

Financial Summary:
\$33,000

Prepared By: Kathy Hamilton **Division Approval:**  Christina Penna
Prepared By: _____ **Superintendent Approval:** Christopher R. Hoffman 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 37
Supplement No.
Meeting Date: June 9, 2015

Board Agenda Item

Subject: Florin High School – Associated Student Body Principal’s Scholarship Expenditure
Department: Fiscal Services

Action Requested: The Board of Education is asked to approve the Florin High School – Associated Student Body Principal’s Scholarship.

Discussion: In accordance with Education Code 48930, the Board of Education is asked to approve the following Florin High School – Associated Student Body Principal’s Scholarship expenditure request.

- Name of scholarship(s): Principal’s Scholarship
- Number of scholarship(s) and amount(s): One (1) scholarship for \$1,000 for the 2014-15 school year made payable to the student’s institution of higher learning made possible by a private donor
- Brief description of scholarship and selection process: The Principal’s Scholarship will be awarded to a graduating senior that demonstrates academic excellence, increased their GPA, has overcome adversity, and will be attending a 4-year college in the Fall. In addition to these requirements, applicants must submit an application form. The selection process will be overseen by Don Ross, principal of Florin High School.

The selection panel is comprised of Mr. Ross and the administrative team at Florin High School. The panel will review the applications and score them according to a rubric. The scholarship winner will be announced by June 11, 2015. All 12th graders may apply for the scholarship.

- Source of funds to provide the scholarship: Donation from a private donor

Financial Summary: One \$1,000 scholarship paid from Florin High School Associated Student Body Funds made possible by a donation from a private donor.

Prepared By: Carrie Hargis *Carrie Hargis* Division Approval: Rich Fagan *[Signature]*
Prepared By: _____ Superintendent Approval: Christopher R. Hoffman *CRH*

Board Agenda Item

Subject:

Extension of contract with Elk Grove Adult Community Training

Division: Secondary Education

Action Requested:

The Board is asked to discuss extending by one year a contract with Elk Grove Adult Community Training (EGACT) to provide educational services for adults with developmental disabilities.

Discussion:

In 2014, the Board agreed to extend the District's contract with Elk Grove Adult Community Training (EGACT) through the 2013/14 year. EGUSD's one-year agreement with EGACT will expire on 6/30/2015. The Board is asked to discuss an extension of this agreement to pay EGACT \$90,863.54 from July 1 through June 30, 2016.

EGACT enrolls approximately 160 developmentally and physically disabled adults into its year-round program, which provides instruction in independent living, basic literacy and numeracy, and job readiness skills. Many EGACT clients are former Jessie Baker School students or EGUSD high school students who transitioned into the adult program.

Per the terms of its agreement with EGACT, from 1991 through June 2009, EGUSD's adult education program earned apportionment from the students enrolled in EGACT's training program. In exchange, EGUSD paid EGACT an annual fee based on a formula tied to average daily attendance (ADA). EGACT has used this fee to employ two teachers who help students develop their basic literacy and employment readiness skills.

The Governor's budget, released in January 2015, proposes \$500 million for an Adult Education Block Grant to fund programs in five core areas, including programs for adults with disabilities. In 2015/16, funding will be provided directly to K-12 districts in the amount of their maintenance of effort funding to support their adult education programs. EGUSD's Maintenance of Effort for 2015/16 will include \$800,000 from the general fund for adult education, which includes \$90,863.54 from the EGACE fund balance for the agreement with EGACT.

Financial Summary:

If the contract extension is approved, the payment to EGACT will be \$90,863.54 for 2015/16 and will be paid from adult education funds.

Prepared By: Karen Malkiewicz Division Approval: Christina Penna

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman

ELK GROVE UNIFIED SCHOOL DISTRICT
Adult & Community Education

COPY

2015/16 FISCAL YEAR MONTHLY PAYMENTS TO ELK GROVE ADULT COMMUNITY TRAINING

I. INCOME

A. Revenue Limit

Base Revenue Limit	\$2,645.30
Deficit (State Cut)	0.846079
Actual Base Revenue Limit	\$2,238.13

B. ADA

ADA	42.64	
2015/16 ADA Income		\$95,433.98

C. Less Indirect/Direct Charges

Indirect/Direct Cost Rate Charge	5.03%	
Total Indirect Cost		(4,570.44)

D. Total 2015/16 Income

\$90,863.54

II. PAYMENTS TO EGACT

A. Computation of Monthly Payments:

Total Due (7/1/15 - 6/30/16)	\$90,863.54
------------------------------	-------------

Months Remaining	12
------------------	----

Monthly Payment Amount:	\$7,571.96
--------------------------------	-------------------

Carrie Hargis, Director of Fiscal Services	Date
<i>Karen Malkiewicz</i> 5/19/2015	Date
Karen Malkiewicz, Principal Adult Education	Date

Rebecca Brubaker, E.G.A.C.T.	Date
Kathy Hamilton, Director Alternative Ed	Date

Agenda Item No. _____

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject:

Department: PreK-6 Education

First 5 of Sacramento Resolution for Fiscal Years 2015/16, 2016/17, 2017/18

Action Requested:

The Board of Education is requested to approve the Contract Resolution between Elk Grove Unified School District and First 5 of Sacramento for three years (July 1, 2015 through June 30, 2018) which is the term of the contract.

Discussion:

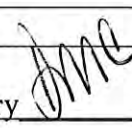
Elk Grove Unified School District and First 5 of Sacramento enters into this agreement effective on July 1, 2015 and ending on June 30, 2018. This agreement allocates a maximum of \$1,530,200 to fund school readiness programs and services in the following school communities: Charles Mack, David Reese, Florin, Herman Leimbach, Samuel Kennedy, William Daylor Schools. These school readiness programs and services are in the areas of Improved Family Functioning, Improved Child Development, Improved Health, and Improved Systems of Care.


The Board of Education is requested to approve the attached resolution to authorize designated Elk Grove Unified School District personnel to sign contract documents for the term of the agreement.

Financial Summary:

There is no cost to the district.

Prepared By: Mikako Fisher

Division Approval: Donna Cherry 

Prepared By: Bob Roe 

Superintendent's Approval: Christopher Hoffman 

RESOLUTION 66, 2015-18

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the First 5 Commission of Sacramento for the purpose of providing school readiness programs and services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2015/18.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Elk Grove Unified School District

authorizes entering into local agreement number/s 15/16-SR-225 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Rich Fagan</u>	<u>Associate Superintendent Finance and School Support</u>	_____
<u>Shannon Stenroos</u>	<u>Director, Budgets</u>	_____
<u>Shelley Clark</u>	<u>Accounting Manager</u>	_____

PASSED AND ADOPTED THIS 9th day of June, 2015, by the Governing Board of Elk Grove Unified School District of Sacramento County, California.

I, Carmine S. Forcina, Clerk of the Governing Board of Elk Grove Unified School District of Sacramento, County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

FIRST 5 SACRAMENTO COMMISSION

Annual Non-Supplantation Certification

CONTRACTOR hereby certifies that:


(a) Any and all funds received from the First 5 Sacramento Commission will be used exclusively to develop new projects, expand existing programs and/or services or to enhance existing programs and services for children who are 0-5 years of age.

(b) CONTRACTOR has not, and will not in the future, utilize such funds to supplant state or local General Fund money for any purpose.

(c) To the extent that CONTRACTOR utilizes funds received from the First 5 Sacramento Commission to replace state or federal categorical funds, CONTRACTOR can demonstrate, upon request by the Commission, that such state or federal categorical funds have been used to increase the level of services provided to children 0-5 years of age.

(d) Any funds received by CONTRACTOR under its agreement with the Commission for prior years have been used consistent with subsections (a)-(c) of this Certification.

NOTE: Failure to comply with the anti-supplantation requirements stated in this Certification, the Agreement with the Commission and/or Revenue and Taxation Code Section 30131.4 shall constitute breach of any agreement with COMMISSION which shall result in termination of such agreement. If the COMMISSION determines that supplantation has occurred, CONTRACTOR shall also be required in accordance with the terms of the Agreement with the COMMISSION to reimburse the COMMISSION for all funds that were used in violation of this Certification, the Agreement with the Commission and/or Revenue and Taxation Code Section 30131.4.

 _____
Applicant Agency

Applicant Representative

Representative Printed Name

Date

FIRST 5 SACRAMENTO COMMISSION Anti-Tobacco Policy

First 5 Sacramento Commission believes that a comprehensive anti-tobacco policy is consistent with the purpose and intent of the Children and Families Act. Therefore, First 5 Sacramento Commission contractors shall be required to certify that they are in compliance with this Anti-Tobacco Policy prior to receipt of funds.

Contractors/funded programs shall comply with the following policy provisions:

1. Dissemination of Smoking Cessation and Tobacco Related Health Information:

- Contractor shall provide to staff, parents and/or clients:
 - a. Information about smoking cessation and support programs;
 - b. Information and materials about secondhand smoke and children.
- The contractor shall encourage families with small children to not allow smoking in their homes and cars whenever and wherever children are present, including outdoors.
- Informational materials shall be available at no cost to the contractor.

2. Tobacco Use in the Workplace:

- All contractor worksites must be in compliance with section 6404.5 of the California Smoke-Free Labor Law (AB 13):

"No employer shall knowingly or intentionally permit, and no person shall engage in, the smoking of tobacco products in an enclosed space at a place of employment."

- Contractors/funded programs shall prohibit the use of any tobacco product at any time in contractor owned vehicles, buildings, and within twenty (20) feet of building entryways or windows.
- Contractors who rent or lease facilities shall be required to request that their landlord impose smoking restrictions in compliance with this policy.

3. Tobacco Industry Funding:


- Contractors receiving funds from the tobacco industry are not eligible to receive funds from First 5 Sacramento Commission.

Note: For the purpose of this policy, the term "tobacco industry" is defined as any entity directly involved in the manufacturing or production of any tobacco product). Additionally this policy does not apply to funding sources such as the Tobacco Litigation Settlement Funds.

Policy Waivers: A Contractor/funded program may request a waiver from a provision of this policy providing that:

1. The request is submitted in writing to the Commission's Executive Director, or Designee;
2. Contractor/Funded program can establish to the satisfaction of the Commission's Executive Director, that compliance with a provision of this policy would negatively impact the contractor's ability achieve program outcomes.

CERTIFICATION

I, the official named below, hereby declare that _____
Organization Name 

is or will be in compliance with the provisions of this anti-tobacco policy and that I am
duly authorized legally to bind _____ to the above
Organization Name

described certification. I declare under penalty of perjury that the foregoing is true and correct.

Signed this _____ day of _____, 2015, in _____, Sacramento
County, California.

Signature

Printed Name / Title

COUNTY OF SACRAMENTO CONTRACTOR CERTIFICATION OF COMPLIANCE FORM

WHEREAS it is in the best interest of Sacramento County that those entities with whom the County does business, or proposes to do business, demonstrate financial responsibility, integrity and lawfulness, it is inequitable for those entities with whom the County does business to receive County funds while failing to pay court-ordered child, family and spousal support which shifts the support of their dependents onto the public treasury.

Therefore, in order to assist the Sacramento County Department of Child Support Services in its efforts to collect unpaid court-ordered child, family and spousal support orders, the following certification must be provided by all entities that do business or desire to do business with the county.

1) CONTRACTOR hereby certifies:


- (a) the CONTRACTOR is a government or non-profit entity (exempt) yes no
- (b) the CONTRACTOR has no Principal Owners (25% or more) (exempt) yes no
- (c) each Principal Owner (25% or more), does not have any existing child support orders yes no
- (d) CONTRACTOR'S Principal Owners are currently in substantial compliance with any court-ordered child, family and spousal support order, including orders to provide current residence address, employment information, and whether dependent health insurance coverage is available. If not in compliance, Principal Owner has become current or has arranged a payment schedule with the Department of Child Support Services or the court. yes no

2) CONTRACTOR shall certify that each of the following statements is true:

- a. CONTRACTOR has fully complied with all applicable state and federal reporting requirements relating to employment reporting for its employees; and
- b. CONTRACTOR has fully complied with all lawfully served wage and earnings assignment orders and notices of assignment and will continue to maintain compliance.

Note: Failure to comply with state and federal reporting requirements regarding a contractor's employees or failure to implement lawfully served wage and earnings assignment orders or notices of assignment constitutes a default under the contract; and failures to cure the default within 90 days of notice by the County shall be grounds for termination of the contract. Principal Owners can contact the Sacramento Department of Child Support Services at (866) 901-3212, by writing to P.O. Box 269112, Sacramento, 95826-9112, or by E-mailing DCSS-BidderCompliance@SacCounty.net.

Applicant Signature

_____
Printed Name

Date

Contract Language:

CHILD SUPPORT COMPLIANCE CERTIFICATION:

A. CONTRACTOR shall comply with all applicable state, federal, and local laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earning assignment orders, as provided in Chapter 8 (commencing with Section 5200) of Part 5 of Division 9 of the California Family Code and Chapter 2,160 of the Sacramento County Code. CONTRACTOR shall comply with all earnings and assignment orders with respect to its employees and shall provide the names of all new employees to the New Hire Registry maintained by the California Employment Development Department;

B. Failure to comply with state and federal reporting requirements regarding CONTRACTOR's employees or failure to implement lawfully served wage and earning assignment orders or notices of assignment shall constitute a default under this Agreement. Failure to cure each default within 90 days of notice by the County shall be ground for termination of the contract.

CONTRACTOR IDENTIFICATION FORM

Contractor is exempt. If not exempt, **CONTRACTOR TO COMPLETE:**

Company Name	_____		
Company Address	_____		
Taxpayer ID	_____	Company Telephone Number	_____
1. Do you or anyone else own 25% or more of this Contractor/ Company? (Sole Proprietors answer yes)	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
2. If so, is dependent health insurance available to/or through Contractor/Company?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
If YES to question #1, please complete the following as to each of these individuals:			
Principal Owner Name	_____		
Social Security #	_____	Residence Telephone #	_____
Residence Address	_____		
Principal Owner Name	_____		
Social Security #	_____	Residence Telephone #	_____
Residence Address	_____		
Principal Owner Name	_____		
Social Security #	_____	Residence Telephone #	_____
Residence Address	_____		
Principal Owner Name	_____		
Social Security #	_____	Residence Telephone #	_____
Residence Address	_____		

Completed by: _____ **Date:** _____

-----Do not write below this line -----

DEPARTMENT TO COMPLETE: (Note: This form does not need to be sent to DCSS if exempt but the County Contract Officer may want to keep for their records)

Contract/PO #	Amount Paid/Payable	Term
	\$	
Department Submitting Information:		
Department Contact Person:		
Telephone Number:		E-mail Address:

Department of Child Support Services, Mail Code 38-001, attention Contractor Match or to FAX # 875-9696

FIRST 5 SACRAMENTO COMMISSION

CERTIFICATION REGARDING DEBARMENT AND SUSPENSION

CONTRACTOR agrees to comply with 45 CFR Part 76.100 (Code of Federal Regulations), which provides that federal funds may not be used for any contracted services, if CONTRACTOR is debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

I (We) certify to the best of my (our) knowledge and belief, that CONTRACTOR named below and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
2. Have not within a three (3)-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
3. Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (2) of this certification; and
4. Have not within a three (3)-year period preceding this application/proposal/agreement had one or more public transactions (Federal, State, or local) terminated for cause or default.
5. Shall notify COMMISSION within ten (10) days of receipt of notification that CONTRACTOR is subject to any proposed or pending debarment, suspension, indictments or termination of a public transaction.
6. Shall obtain a certification regarding debarment and suspension from all its subcontractors that will be funded through this Agreement.
7. Hereby agree to terminate immediately, any subcontractor's services that will be/are funded through this Agreement, upon discovery that the subcontractor is ineligible or voluntarily excluded from covered transactions by any federal department or agency.

«ELK GROVE UNIFIED SCHOOL DISTRICT»

BY:  _____

DATE: _____

FIRST 5 SACRAMENTO COMMISSION

AGREEMENT
TABLE OF CONTENTS

1. SCOPE OF SERVICES 1
2. TERM 1
3. SUPPLANTATION OF FUNDS 2
4. NOTICE 2
5. DIRECTOR 2
6. COMPLIANCE WITH LAWS 2
7. GOVERNING LAWS AND JURISDICTION 2
8. LICENSES, PERMITS AND CONTRACTUAL GOOD STANDING 3
9. PERFORMANCE STANDARDS 3
10. OWNERSHIP OF WORK PRODUCT 3
11. PUBLIC STATEMENTS/MATERIALS 3
12. STATUS OF CONTRACTOR 4
13. CONTRACTOR IDENTIFICATION 4
14. BENEFITS WAIVER 5
15. CONFLICT OF INTEREST 5
16. LOBBYING AND UNION ORGANIZATION ACTIVITIES 5
17. GOOD NEIGHBOR POLICY 5
18. ANTI-TOBACCO POLICY 6
19. USE OF FUNDS 6
20. NONDISCRIMINATION IN EMPLOYMENT, SERVICES, BENEFITS AND FACILITIES 6
21. MANDATED REPORTING 7
22. COMPLIANCE WITH CHILD, FAMILY AND SPOUSAL SUPPORT REPORTING REQUIREMENTS 7
23. CONFIDENTIALITY 8
24. INDEMNIFICATION 8
25. INSURANCE 8
26. INFORMATION TECHNOLOGY ASSURANCES 9
27. COMPENSATION AND PAYMENT OF INVOICES LIMITATIONS 9
28. LEGAL TRAINING INFORMATION 10
29. SUBCONTRACTS, ASSIGNMENT 10
30. AMENDMENT AND WAIVER 10
31. ENTIRE AGREEMENT 11
32. SUCCESSORS 11
33. TIME 11
34. INTERPRETATION 11
35. DISPUTES 11
36. TERMINATION 11
37. EVALUATION 12
38. REPORTS 12
39. AUDIT AND RECORDS 13
40. PRIOR AGREEMENTS 14
41. SEVERABILITY 15
42. FORCE MAJEURE 15
43. SURVIVAL OF TERMS 15
44. DUPLICATE COUNTERPARTS 15
45. AUTHORITY TO EXECUTE 15

Attachments:

- Exhibit A – Scope of Services
- Exhibit B – Budget Requirements

AGREEMENT

THIS AGREEMENT is made and entered into as of this 1st day of July, 2015, by and between the FIRST 5 SACRAMENTO COMMISSION, hereinafter referred to as "COMMISSION," and ELK GROVE UNIFIED SCHOOL DISTRICT, hereinafter referred to as "CONTRACTOR."

RECITALS

WHEREAS, School Readiness is central to the COMMISSION's mission to support the healthy development of children prenatal to age five, the empowerment of families and the strengthening of communities; and

WHEREAS, School Readiness fosters optimal early childhood development in several areas that include social, physical, emotional, language and learning, and provides programs/services to children ages 0-5 to ensure children enter school ready to learn; and

WHEREAS on June 2, 2014, the COMMISSION approved the 2015 Strategic Plan for Fiscal Years 2015-16 through 2017-18, and the Plan included school readiness services; and

WHEREAS on August 4, 2014, the COMMISSION approved the 2015 Implementation Plan which designated resources for school readiness services with a funding level of \$18.5 million over the three-year funding period and approved nine school districts be extended for the provision of school readiness services; and

WHEREAS, CONTRACTOR is one of nine school districts providing school readiness services that are being extended and meets the standards of economy and efficiency; and

WHEREAS, on April 6, 2015, the COMMISSION approved the School Readiness Programs with nine school districts for three years (July 1, 2015 through June 30, 2018). The new Agreement authorized with CONTRACTOR will not exceed \$1,530,200; and

WHEREAS, COMMISSION authorized this Agreement on April 6, 2015 through Resolution No. FFC-2015-0018; and

WHEREAS, COMMISSION AND CONTRACTOR desire to enter into this Agreement on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual promises hereinafter set forth, COMMISSION and CONTRACTOR agree as follows:

1. SCOPE OF SERVICES

CONTRACTOR shall provide services in the amount, type and manner described in Exhibit A, *Scope of Services*, which is attached hereto and incorporated herein.

2. TERM

This Agreement shall be effective and commence on July 1, 2015 and shall end on June 30, 2018.

3. SUPLANTATION OF FUNDS

Funding from First 5 shall be used exclusively to develop new projects, expand existing programs and/or services or to enhance existing programs and services.

CONTRACTOR shall not utilize funding from First 5 to supplant state or local General Fund money for any purpose. If, upon receipt of funding from First 5, CONTRACTOR uses such funds to replace state or federal categorical funds, CONTRACTOR shall demonstrate to the COMMISSION'S satisfaction that such state or federal categorical funds have increased the level of services provided to children 0-5 years of age.

CONTRACTOR shall execute a certification that it has complied with the anti-supplantation requirement stated in Section 30131.4 of the California Tax & Revenue Code. Such certification shall be executed prior to release of funding from First 5 and CONTRACTOR shall annually execute such certification as part of the fiscal audit requirement. If COMMISSION determines that supplantation has occurred, CONTRACTOR shall be required to reimburse COMMISSION for all funding from First 5 that was used in violation of this Section. Use of funding from First 5 in violation of this Section shall be grounds for termination of this Agreement.

4. NOTICE

Any notice, demand, request, consent, or approval that either party hereto may or is required to give the other pursuant to this Agreement shall be in writing and shall be either personally delivered or sent by mail, addressed as follows:

First 5 Sacramento Commission

Toni J. Moore, Executive Director
2750 Gateway Oaks Drive, Suite 330
Sacramento, CA 95833

Elk Grove Unified School District

Mikako Fisher, School Readiness
Coordinator
9510 Elk Grove - Florin Road
Elk Grove, CA 95624

Either party may change the address to which subsequent notice and/or other communications can be sent by giving written notice designating a change of address to the other party, which shall be effective upon receipt.

5. DIRECTOR

As used in this Agreement, "DIRECTOR" shall mean the Executive Director of the First 5 Sacramento Commission or his/her designee.

6. COMPLIANCE WITH LAWS

CONTRACTOR shall observe and comply with all applicable Federal, State, and County laws, regulations and ordinances.

7. GOVERNING LAWS AND JURISDICTION

This Agreement shall be deemed to have been executed and to be performed within the State of California and shall be construed and governed by the internal laws of the State

of California. Any legal proceedings arising out of or relating to this Agreement shall be brought in Sacramento County, California.

8. LICENSES, PERMITS AND CONTRACTUAL GOOD STANDING

- A. CONTRACTOR shall possess and maintain all necessary licenses, permits, certificates and credentials required by the laws of the United States, the State of California, County of Sacramento and all other appropriate governmental agencies, including any certification and credentials required by COMMISSION. Failure to maintain the licenses, permits, certificates, and credentials shall be deemed a breach of this Agreement and constitutes grounds for the termination of this Agreement by COMMISSION.
- B. CONTRACTOR further certifies to COMMISSION that it and its principals are not debarred, suspended, or otherwise excluded from or ineligible for, participation in federal, State or county government contracts. Contractor certifies that it shall not contract with a Subcontractor that is so debarred or suspended.

9. PERFORMANCE STANDARDS

CONTRACTOR shall perform services required under this Agreement in accordance with the professional standards applicable to CONTRACTOR'S services. Work products delivered to the COMMISSION pursuant to this Agreement shall be prepared in a first-class manner and shall conform to the standards of quality normally observed by a person practicing in CONTRACTOR'S profession.

10. OWNERSHIP OF WORK PRODUCT

All technical data, evaluations, plans, specifications, reports, documents, or other work products of CONTRACTOR provided hereunder shall become the property of COMMISSION and shall be delivered to COMMISSION upon completion of the services authorized hereunder; provided, however, that any capital improvement constructed with funds received from COMMISSION shall be the property of CONTRACTOR. CONTRACTOR may retain copies thereof for its files and internal use. Publication of the information directly derived from work performed or data obtained in connection with services rendered under this Agreement must first be approved in writing by COMMISSION. COMMISSION recognizes that all technical data, evaluations, plans, specifications, reports, and other work products are instruments of CONTRACTOR'S services and are not designed for use other than what is intended by this Agreement.

11. PUBLIC STATEMENTS/MATERIALS

CONTRACTOR shall use COMMISSION'S logo in all media statements, press release(s), statements to the public or printed materials i.e. brochures, newsletters, websites and promotional materials, that are developed to describe and promote COMMISSION funded programs and CONTRACTOR shall indicate on said materials that the program is "Funded by the First 5 Sacramento Commission."

CONTRACTOR shall submit all public statements/materials to the COMMISSION'S Communications and Media Officer or authorized staff for review and approval prior to

release to the public. Any exceptions to using the COMMISSION'S logo must be pre-approved by the COMMISSION.

12. STATUS OF CONTRACTOR

- A. It is understood and agreed that CONTRACTOR (including CONTRACTOR'S employees) is an independent CONTRACTOR and that no relationship of employer-employee exists between the parties hereto. CONTRACTOR'S assigned personnel shall not be entitled to any benefits payable to employees of COMMISSION. COMMISSION is not required to make any deductions or withholdings from the compensation payable to CONTRACTOR under the provisions of this agreement; and as an independent CONTRACTOR, CONTRACTOR hereby indemnifies and holds COMMISSION harmless from any and all claims that may be made against COMMISSION based upon any contention by any third party that an employer-employee relationship exists by reason of this agreement.
- B. It is further understood and agreed by the parties hereto that CONTRACTOR in the performance of its obligation hereunder is subject to the control or direction of COMMISSION as to the designation of tasks to be performed, the results to be accomplished by the services hereunder agreed to be rendered and performed, and not the means, methods, or sequence used by CONTRACTOR for accomplishing the results.
- C. If, in the performance of this agreement, any third persons are employed by CONTRACTOR, such person shall be entirely and exclusively under the direction, supervision, and control of CONTRACTOR. All terms of employment, including hours, wages, working conditions, discipline, hiring, and discharging, or any other terms of employment or requirements of law, shall be determined by CONTRACTOR, and the COMMISSION shall have no right or authority over such persons or the terms of such employment.
- D. It is further understood and agreed that as an independent CONTRACTOR and not an employee of COMMISSION, neither the CONTRACTOR nor CONTRACTOR'S assigned personnel shall have any entitlement as a COMMISSION employee, right to act on behalf of COMMISSION in any capacity whatsoever as agent, nor to bind COMMISSION to any obligation whatsoever. CONTRACTOR shall not be covered by worker's compensation; nor shall CONTRACTOR be entitled to compensated sick leave, vacation leave, retirement entitlement, participation in group health, dental, life and other insurance programs, or entitled to other fringe benefits payable by the COMMISSION to employees of the COMMISSION.
- E. It is further understood and agreed that CONTRACTOR must issue W-2 and 941 Forms for income and employment tax purposes, for all of CONTRACTOR'S assigned personnel under the terms and conditions of this agreement.

13. CONTRACTOR IDENTIFICATION

CONTRACTOR shall provide the COMMISSION with the following information for the purpose of compliance with California Unemployment Insurance Code Section 1088.8:

CONTRACTOR'S name, residence address, telephone number, tax identification number, and whether dependent health insurance coverage is available to CONTRACTOR.

14. **BENEFITS WAIVER**

If CONTRACTOR is unincorporated, CONTRACTOR acknowledges and agrees that CONTRACTOR is not entitled to receive the following benefits and/or compensation from COMMISSION: medical, dental, vision and retirement benefits, life and disability insurance, sick leave, bereavement leave, jury duty leave, parental leave, or any other similar benefits or compensation otherwise provided to permanent civil service employees pursuant to the County Charter, the County Code, the Civil Service Rule, the Sacramento County Employees' Retirement System and/or any and all memoranda of understanding between COMMISSION and its employee organizations. Should any employee or agent of CONTRACTOR seek to obtain such benefits from COMMISSION, CONTRACTOR agrees to indemnify and hold harmless COMMISSION from any and all claims that may be made against COMMISSION for such benefits.

15. **CONFLICT OF INTEREST**

CONTRACTOR and CONTRACTOR'S officers and employees shall not have a financial interest, or acquire any financial interest, direct or indirect, in any business, property, or source of income which could be financially affected by or otherwise conflict in any manner or degree with the performance of services required under this Agreement.

16. **LOBBYING AND UNION ORGANIZATION ACTIVITIES**

- A. CONTRACTOR shall comply with all certification and disclosure requirements prescribed by Section 319, Public Law 101-121 (31 U.S.C. § 1352) and any implementing regulations.
- B. If services under this Agreement are funded with state funds granted to COMMISSION, CONTRACTOR shall not utilize any such funds to assist, promote or deter union organization by employees performing work under this Agreement and shall comply with the provisions of Government Code Sections 16645 through 16649.

17. **GOOD NEIGHBOR POLICY**

- A. CONTRACTOR shall comply with COMMISSION'S Good Neighbor Policy. CONTRACTOR shall establish good neighbor practices for its facilities that include, but are not limited to, the following:
 - 1. Provision of parking adequate for the needs of its employees and service population;
 - 2. Provision of adequate waiting and visiting areas;
 - 3. Provision of adequate restroom facilities located inside the facility;
 - 4. Implementation of litter control services;
 - 5. Removal of graffiti within seventy-two hours;

6. Provision of control of loitering and management of crowds;
 7. Maintenance of facility grounds, including landscaping, in a manner that is consistent with the neighborhood in which the facility is located;
 8. Participation in area crime prevention and nuisance abatement efforts; and
 9. Undertake such other good neighbor practices as determined appropriate by COMMISSION, based on COMMISSION'S individualized assessment of CONTRACTOR'S facility, services and actual impacts on the neighborhood in which such facility is location.
- B. CONTRACTOR shall identify, either by sign or other method as approved by the DIRECTOR, a named representative who shall be responsible for responding to any complaints relating to CONTRACTOR'S compliance with the required good neighbor practices specified in this Section. CONTRACTOR shall post the name and telephone number of such contact person on the outside of the facility, unless otherwise advised by DIRECTOR.
- C. CONTRACTOR shall comply with all applicable public nuisance ordinances.
- D. CONTRACTOR shall establish an ongoing relationship with the surrounding businesses, law enforcement and neighborhood groups and shall be an active member of the neighborhood in which CONTRACTOR'S site is located
- E. If COMMISSION finds that CONTRACTOR has failed to comply with the Good Neighbor Policy, COMMISSION shall notify CONTRACTOR in writing that corrective action must be taken by CONTRACTOR within a specified time frame. If CONTRACTOR fails to take the necessary corrective action, COMMISSION shall take such actions as are necessary to implement the necessary corrective action. COMMISSION shall deduct any actual costs incurred by COMMISSION when implementing such corrective action from any amounts payable to CONTRACTOR under this Agreement.
- F. CONTRACTOR'S continued non-compliance with the Good Neighbor Policy shall be grounds for termination of this Agreement any may also result in ineligibility for additional or future contracts with COMMISSION.

18. ANTI-TOBACCO POLICY

CONTRACTOR shall comply with COMMISSION'S Anti-Tobacco Policy that was approved by the COMMISSION on March 3, 2003. CONTRACTOR shall be required to certify compliance with the anti-tobacco policy prior to receipt of COMMISSION funds.

19. USE OF FUNDS

Funds provided by the COMMISSION shall be expended only for the purposes authorized by the "California Children and Families First Act of 1998."

20. NONDISCRIMINATION IN EMPLOYMENT, SERVICES, BENEFITS AND FACILITIES

- A. CONTRACTOR agrees and assures COMMISSION that CONTRACTOR and any subcontractors shall comply with all applicable federal, state, and local anti-

discrimination laws, regulations, and ordinances and to not unlawfully discriminate, harass, or allow harassment against any employee, applicant for employment, employee or agent of COMMISSION, or recipient of services contemplated to be provided or provided under this Agreement, because of race, ancestry, marital status, color, religious creed, political belief, national origin, ethnic group identification, sex, sexual orientation, age (over 40), medical condition (including HIV and AIDS), or physical or mental disability. CONTRACTOR shall ensure that the evaluation and treatment of its employees and applicants for employment, the treatment of COMMISSION employees and agents, and recipients of services are free from such discrimination and harassment.

- B. CONTRACTOR represents that it is in compliance with and agrees that it will continue to comply with the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.) and regulations and guidelines issued pursuant thereto.
- C. CONTRACTOR agrees to compile data, maintain records and submit reports to permit effective enforcement of all applicable anti-discrimination laws and this provision.
- D. CONTRACTOR shall include this nondiscrimination provision in all subcontracts related to this Agreement.
- E. If CONTRACTOR is a faith-based organization or contracts with a faith-based organization for services to be performed under this Agreement, participation in the faith shall not be a prerequisite for receiving services. Outreach for services utilizing funding from First 5 will be to the community at large, and shall not be limited to those members of the community that share the same faith as CONTRACTOR or its agents.

21. MANDATED REPORTING

CONTRACTOR shall comply with the training requirements for identification and reporting of child abuse as defined in Penal code Section 11165.7. All training shall be documented in an individual personnel file. CONTRACTOR shall establish procedures for paid and volunteer staff for reporting suspected child abuse cases.

22. COMPLIANCE WITH CHILD, FAMILY AND SPOUSAL SUPPORT REPORTING REQUIREMENTS

- A. CONTRACTOR'S failure to comply with state and federal child, family and spousal support reporting requirements regarding a CONTRACTOR'S employees or failure to implement lawfully served wage and earnings assignment orders or notices of assignment relating to child, family and spousal support obligations shall constitute a default under this Agreement.
- B. CONTRACTOR'S failure to cure such default within 90 days of notice by COMMISSION shall be grounds for termination of this Agreement.

23. CONFIDENTIALITY

CONTRACTOR shall comply with all applicable state and/or federal confidentiality statutes to assure that:

- A. All applications and records concerning an individual made or kept by CONTRACTOR, COMMISSION, or any public officer or agency in connection with the administration of any provisions of the Welfare and Institutions Code relating to any form of public social services or for services provided under this Agreement, for which grants in aid are received by this State from the Federal Government, shall be confidential and shall not be open to examination for any purpose not directly connected with the administration of such public social services, without the written consent of COMMISSION.
- B. No person shall publish or disclose, or use or permit or cause to be published, disclosed, or used, any confidential information pertaining to a participant, including the fact of the participant's status as an applicant for or recipient of public social services.
- C. CONTRACTOR shall inform all of its officers, employees, agents, subcontractors and partners of the above provisions, and that a knowing and intentional violation of said provisions of State and/or federal law may be a misdemeanor.

24. INDEMNIFICATION

CONTRACTOR shall defend, indemnify and hold harmless COMMISSION, its Board of Supervisors, officers, directors, agents, employees and volunteers from and against all demands, claims, actions, liabilities, losses, damages, and costs, including payment of reasonable attorneys' fees, arising out of or resulting from the performance of the Agreement, caused in whole or in part by the negligent or intentional acts or omissions of CONTRACTOR'S officers, directors, agents, or employees.

COMMISSION shall defend, indemnify and hold harmless CONTRACTOR, its officers, directors, agents, employees, and subcontractors from and against all demands, claims, actions, liabilities, losses, damages and costs, including payment of reasonable attorneys' fees, arising out of or resulting from the performance of the Agreement, caused in whole or in part by the negligent or intentional acts or omissions of COMMISSION 's Board of Supervisors, officers, directors, agents, employees, or volunteers.

It is the intention of COMMISSION and CONTRACTOR that the provisions of this paragraph be interpreted to impose on each party responsibility to the other for the acts and omissions of their respective officers, directors, agents, employees, volunteers, or COMMISSION'S Board of Supervisors. It is also the intention of COMMISSION and CONTRACTOR that, where comparative fault is determined to have been contributory, principles of comparative fault will be followed and each party shall bear the proportionate cost of any damage attributable to the fault of that party, its officers, directors, agents, employees, volunteers, or COMMISSION'S Board of Supervisors.

This indemnity shall not be limited by the types and amounts of insurance or self-insurance maintained by the CONTRACTOR or the CONTRACTOR's subcontractors.

Nothing in this Indemnity shall be construed to create any duty to, any standard of care with reference to, or any liability or obligation, contractual or otherwise, to any third party.

The provisions of this Indemnity shall survive the expiration or termination of the Agreement.

25. INSURANCE

CONTRACTOR, at its sole cost and expense, shall carry insurance or self-insure its activities in connection with this Agreement, and obtain and keep in force insurance or equivalent programs of self-insurance, for general liability, professional liability, workers' compensation, and automobile liability adequate to cover its potential liabilities hereunder. CONTRACTOR agrees to provide thirty (30) days' advance written notice of any cancellation, termination, or lapse of any of the insurance or self-insurance coverage's.

26. INFORMATION TECHNOLOGY ASSURANCES

CONTRACTOR shall take all reasonable precautions to ensure that any hardware, software, and/or embedded chip devices used by CONTRACTOR in the performance of services under this Agreement, other than those owned or provided by COMMISSION, shall be free from viruses. Nothing in this provision shall be construed to limit any rights or remedies otherwise available to COMMISSION under this Agreement.

27. COMPENSATION AND PAYMENT OF INVOICES LIMITATIONS

- A. Compensation under this Agreement shall be limited to the Maximum Total Payment Amount set forth in Exhibit B, or Exhibit B as modified by COMMISSION in accordance with express provisions in this Agreement.
- B. CONTRACTOR shall submit an invoice in the format and in accordance with the procedures prescribed by COMMISSION on a quarterly basis, upon completion of services. Invoices shall be submitted to COMMISSION no later than the fifteenth (15th) day of the month following the invoice period, and COMMISSION shall pay CONTRACTOR within thirty (30) days after receipt of an appropriate and correct invoice.
- C. Excepting the fiscal year and invoices, invoices for services that are received more than ninety (90) days after the last day of the billing period may not be honored unless the CONTRACTOR has obtained prior written approval for such late submittal.
- D. COMMISSION operates on a July through June fiscal year. Fiscal year end invoices for services provided in any fiscal year must be submitted no later than July 31, one month after the end of the fiscal year. Invoices submitted after July 31 for the prior fiscal year shall not be honored by COMMISSION unless CONTRACTOR has obtained prior written COMMISSION approval to the contrary.

- E. Invoices shall be considered to have been received only when all accurate and necessary budget revisions, quarterly reports, and accurate and complete evaluation data have also been received.
- F. CONTRACTOR shall maintain for four years following termination of this agreement full and complete documentation of all services and expenditures associated with performing the services covered under this Agreement. Expense documentation shall include: time sheets or payroll records for each employee; receipts for supplies; applicable subcontract expenditures; applicable overhead and indirect expenditures.
- G. In the event CONTRACTOR fails to comply with any provisions of this Agreement, COMMISSION may withhold payment until such non-compliance has been corrected.

28. LEGAL TRAINING INFORMATION

If under this Agreement CONTRACTOR is to provide training of COMMISSION personnel on legal issues, then CONTRACTOR shall submit all training and program material for prior review and written approval by County Counsel. Only those materials approved by County Counsel shall be utilized.

29. SUBCONTRACTS, ASSIGNMENT

- A. CONTRACTOR shall obtain prior written approval from COMMISSION before subcontracting any of the services delivered under this Agreement. CONTRACTOR shall obtain prior written approval from the COMMISSION if it becomes necessary to change the Subcontractor(s) identified in subsection C of this section. CONTRACTOR remains legally responsible for the performance of all Agreement terms including work performed by third parties under subcontracts. Any subcontracting will be subject to all applicable provisions of this Agreement. CONTRACTOR shall be held responsible by COMMISSION for the performance of any Subcontractor whether approved by COMMISSION or not. CONTRACTOR shall require its Subcontractors to comply with the provisions of this Agreement.
- B. This Agreement is not assignable by CONTRACTOR in whole or in part, without the prior written consent of COMMISSION.
- C. Notwithstanding Subsection A, CONTRACTOR is authorized to subcontract with:

NONE-Not Applicable.

30. AMENDMENT AND WAIVER

Except as provided herein, no alteration, amendment, variation, or waiver of the terms of this Agreement shall be valid unless made in writing and signed by both parties. Waiver by either party of any default, breach or condition precedent shall not be construed as a waiver of any other default, breach or condition precedent, or any other right hereunder. No interpretation of any provision of this Agreement shall be binding upon the COMMISSION unless agreed in writing by DIRECTOR and counsel for COMMISSION.

31. ENTIRE AGREEMENT

This Agreement, together with all exhibits attached hereto, constitutes the entire Agreement between the parties hereto, all other representation or statements heretofore made, verbal or written, are merged herein.

32. SUCCESSORS

This Agreement shall bind the successors of COMMISSION and CONTRACTOR in the same manner as if they were expressly named.

33. TIME

Time is of the essence of this Agreement.

34. INTERPRETATION

This Agreement shall be deemed to have been prepared equally by both of the parties, and the Agreement and its individual provisions shall not be construed or interpreted more favorably for one party on the basis that the other party prepared it.

35. DISPUTES

In the event of any dispute arising out of or relating to this Agreement, the parties shall attempt, in good faith, to promptly resolve the dispute mutually between themselves. Pending resolution of any such dispute, CONTRACTOR shall continue without delay to carry out all its responsibilities under this Agreement unless the Agreement is otherwise terminated in accordance with the Termination provisions herein. COMMISSION shall not be required to make payments for any services that are the subject of this dispute resolution process until such dispute has been mutually resolved by the parties. If the dispute cannot be resolved within 15 calendar days of initiating such negotiations or such other time period as may be mutually agreed to by the parties in writing, either party may pursue its available legal and equitable remedies, pursuant to the laws of the State of California. Nothing in this Agreement or provision shall constitute a waiver of any of the government claim filing requirements set forth in Title 1, Division 3.6, of the California Government Code or as otherwise set forth in local, state and federal law.

36. TERMINATION

- A. COMMISSION may terminate this Agreement without cause upon thirty (30) days written notice to the other party. Notice shall be deemed served on the date of mailing. If notice of termination for cause is given by COMMISSION to CONTRACTOR and it is later determined that CONTRACTOR was not in default or the default was excusable, then the notice of termination shall be deemed to have been given without cause pursuant to this paragraph (A).
- B. COMMISSION may terminate this Agreement for cause immediately upon giving written notice to CONTRACTOR should CONTRACTOR materially fail to perform any of the covenants contained in this Agreement in the time and/or manner specified. In the event of such termination, COMMISSION may proceed with the work in any manner deemed proper by COMMISSION. If notice of termination for cause is given by COMMISSION to CONTRACTOR and it is later determined

that CONTRACTOR was not in default or the default was excusable, then the notice of termination shall be deemed to have been given without cause pursuant to paragraph (A) above.

- C. COMMISSION may terminate or amend this Agreement immediately upon giving written notice to CONTRACTOR, 1) if advised that funds are not available from external sources for this Agreement or any portion thereof, including if distribution of such funds to the COMMISSION is suspended or delayed; 2) if funds for the services and/or programs provided pursuant to this Agreement are not appropriated by the State; 3) if funds in COMMISSION's yearly proposed and/or final budget are not appropriated by COMMISSION for this Agreement or any portion thereof; 4) if funds that were previously appropriated for this Agreement are reduced, eliminated, and/or re-allocated by COMMISSION as a result of mid-year budget reductions.
- D. If this Agreement is terminated under paragraph A or C above, CONTRACTOR shall only be paid for any services completed and provided prior to notice of termination. In the event of termination under paragraph A or C above, CONTRACTOR shall be paid an amount which bears the same ratio to the total compensation authorized by the Agreement as the services actually performed bear to the total services of CONTRACTOR covered by this Agreement, less payments of compensation previously made. In no event, however, shall COMMISSION pay CONTRACTOR an amount which exceeds a pro rata portion of the Agreement total based on the portion of the Agreement term that has elapsed on the effective date of the termination.
- E. CONTRACTOR shall not incur any expenses under this Agreement after notice of termination and shall cancel any outstanding expenses obligations to a third party that CONTRACTOR can legally cancel.

37. EVALUATION

- A. CONTRACTOR shall participate in and comply with results-based and community impact evaluation activities including training and technical assistance, sponsored by the COMMISSION.
- B. CONTRACTOR shall participate in and cooperate with COMMISSION'S evaluation consultants and other COMMISSION sponsored evaluation activities including statewide efforts to evaluate First 5 efforts, whether it occurs during the term of this Agreement or after. CONTRACTOR shall participate in and cooperate with programmatic audit activities required by the COMMISSION.
- C. CONTRACTOR shall utilize evaluation questionnaires or such other tools as required by COMMISSION for purposes of evaluating CONTRACTOR'S services.

38. REPORTS

- A. CONTRACTOR shall, without additional compensation therefore, make fiscal, program evaluation, progress, and such other reports as may be reasonably

required by COMMISSION concerning CONTRACTOR'S activities as they affect the contract duties and purposes herein. The COMMISSION shall explain procedures for reporting the required information.

- B. CONTRACTOR shall submit any required quarterly reports, including complete and accurate evaluation data by the 15th of the month following the end of the quarter. COMMISSION may not make any payments under this Agreement until such reports have been submitted. If submission of any required reports is delayed over ninety (90) days beyond the end of the billing period, the invoice corresponding to the quarterly report may not be honored unless the CONTRACTOR obtained prior written approval of such late submission.

39. AUDIT AND RECORDS

- A. CONTRACTOR shall maintain separate accounting books and records for funding from First 5. Records shall be maintained in accordance with generally accepted accounting principles.
- B. CONTRACTOR shall maintain adequate client records that include diagnostic studies (when applicable), client intervention, program notes, records of services provided by professional and paraprofessional services in sufficient detail to permit evaluation of whether such services comply with all applicable federal, state, County, COMMISSION records maintenance requirements.
- C. For a period of four years following termination of the Agreement, CONTRACTOR shall make records available for copying upon COMMISSION'S request and at COMMISSION'S expense.
- D. Upon COMMISSION'S request, COMMISSION or its designee shall have the right at reasonable times and intervals to audit, at CONTRACTOR'S premises, CONTRACTOR'S financial and program records as COMMISSION deems necessary to determine CONTRACTOR'S compliance with legal and contractual requirements and the correctness of claims submitted by CONTRACTOR.
- E. At regular times during normal business hours, COMMISSION shall have the right to inspect or evaluate CONTRACTOR'S records that pertain to services performed and amounts payable under this Agreement. COMMISSION shall have the right to withhold any payment under this Agreement until CONTRACTOR has provided access to CONTRACTOR's financial and program records related to this Agreement.
- F. CONTRACTOR shall submit to the COMMISSION an annual financial and compliance audit conducted by an independent auditor. CONTRACTOR may use its organizational audit provided that the audit report shows First 5 revenues and expenses separately.
 - 1. CONTRACTOR shall obtain an Audit Engagement Letter from the audit firm selected and submit a copy of that letter to the COMMISSION within 2 months of fiscal year-end. In accordance with COMMISSION policy,

the letter will include a statement saying that the final audit report will show the flow of First 5 revenue through the financials.

2. The audit shall be conducted in accordance with generally accepted auditing standards, as promulgated by the American Institute of Certified Public Accountants and Generally Accepted Government Auditing Standards issued by the General Accounting Office and the Comptroller General of the United States of America.”
3. The audit shall be submitted to the COMMISSION no later than 30 days after the CONTRACTOR’S organizational audit is completed, or no later than 6 months after fiscal year-end, whichever date is earlier. Should there be any delay, CONTRACTOR shall immediately inform COMMISSION staff and request an extension
4. COMMISSION shall not pay any invoices should an audit not be received within timeframes specified in this Agreement unless, prior to the expiration of this Agreement, the CONTRACTOR has obtained written approval from COMMISSION for any delay in submittal of an audit.
5. COMMISSION staff shall review the audit for completeness and findings and may submit the audit to the COMMISSION’S Auditor-Controller for technical review. COMMISSION shall be allowed access to all financial and program records as COMMISSION deems necessary to determine that funding was spent in compliance with applicable guidelines and this Agreement.
6. Should any material findings be noted in the audit report, CONTRACTOR must submit an action plan with the audit report detailing how the deficiency will be addressed. Findings shall be corrected within six months after the audit report. CONTRACTOR shall submit a report documenting corrections of identified audit deficiencies. If CONTRACTOR refuses or fails to cooperate or fails to submit an annual audit as required by this Agreement, COMMISSION may, in its sole discretion, withhold amounts payable under this Agreement until CONTRACTOR has complied with the requirements of this Section to the satisfaction of COMMISSION.
7. CONTRACTOR shall comply with First 5 California Commission audit requirements.
8. If the Agreement is terminated for any reason during the Agreement period, the independent audit shall cover the entire period of the Agreement for which services were provided and shall be submitted within six months of the end of the Agreement period.

40. PRIOR AGREEMENTS

This Agreement constitutes the entire contract between COMMISSION and CONTRACTOR regarding the subject matter of this Agreement. Any prior agreements,

whether oral or written, between COMMISSION and CONTRACTOR regarding the subject matter of this Agreement are hereby terminated effective immediately upon full execution of this Agreement.

41. SEVERABILITY

If any term or condition of this Agreement or the application thereof to any person(s) or circumstance is held invalid or unenforceable, such invalidity or unenforceability shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application; to this end the terms and conditions of this Agreement are declared severable.

42. FORCE MAJEURE

Neither CONTRACTOR nor COMMISSION shall be liable or responsible for delays or failures in performance resulting from events beyond the reasonable control of such party and without fault or negligence of such party. Such events shall include but not be limited to acts of God, strikes, lockouts, riots, acts of war, epidemics, acts of government, fire, power failures, nuclear accidents, earthquakes, unusually severe weather, acts of terrorism, or other disasters, whether or not similar to the foregoing, and acts or omissions or failure to cooperate of the other party or third parties (except as otherwise specifically provided herein).

43. SURVIVAL OF TERMS

All services performed and deliverables provided pursuant to this Agreement are subject to all of the terms, conditions, price discounts and rates set forth herein, notwithstanding the expiration of the initial term of this Agreement or any extension thereof. Further, the terms, conditions and warranties contained in this Agreement that by their sense and context are intended to survive the completion of the performance, cancellation or termination of this Agreement shall so survive.

44. DUPLICATE COUNTERPARTS

This Agreement may be executed in duplicate counterparts. The Agreement shall be deemed executed when it has been signed by both parties.

45. AUTHORITY TO EXECUTE

Each person executing this agreement represents and warrants that he or she is duly authorized and has legal authority to execute and deliver this Agreement for or on behalf of the parties to this Agreement. Each party represents and warrants to the other that the execution and delivery of the Agreement and the performance of such party's obligations hereunder have been duly authorized.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the day and year first written above.

FIRST 5 SACRAMENTO COMMISSION

ELK GROVE UNIFIED SCHOOL DISTRICT

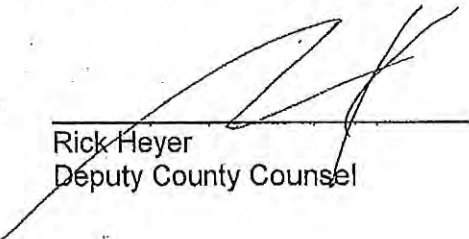
By: _____
TONI J. MOORE
Executive Director

By: _____
CHRISTOPHER HOFFMAN
Superintendent 

Date: _____

Date: _____

Contract and Contractor Tax Status Reviewed and Approved by County Counsel:

By: _____

Rick Heyer
Deputy County Counsel

Date: 4-24-15

EXHIBIT A
to Agreement between the
FIRST 5 SACRAMENTO COMMISSION,
hereinafter referred to as "COMMISSION," and
ELK GROVE UNIFIED SCHOOL DISTRICT,
hereinafter referred to as "CONTRACTOR"

SCOPE OF SERVICES

1. SERVICE LOCATION(S)

Lead Agency Name: Elk Grove Unified School District

Administrative Location

Street Address: 9510 Elk Grove-Florin Road
City and Zip Code: Elk Grove, CA 95624-1801

Site Location 1 *Charles Mack Elementary School (CM)*
Street Address: 4701 Brookfield Drive
City and Zip Code: Sacramento, CA 95823

Site Location 2 *David Reese Elementary School (DR)*
Street Address: 7600 Lindale Drive
City and Zip Code: Sacramento, CA 95828

Site Location 3 *Florin Elementary School (FL)*
Street Address: 7300 Kara Drive
City and Zip code: Sacramento, CA 95828

Site Location 4 *Herman Leimbach Elementary School (HL)*
Street Address: 8101 Grandstaff Drive
City and Zip Code: Sacramento, CA 95823

Site Location 5 *Samuel Kennedy Elementary School (SK)*
Street Address: 7037 Briggs Drive
City and Zip Code: Sacramento, CA 95828

Site Location 6 *William Daylor High School (WD)*
Street Address: 6131 Orange Avenue
City and Zip Code: Sacramento, CA 95828

2. PROGRAM DESCRIPTION

CONTRACTOR is the Elk Grove Unified School District (EGUSD). CONTRACTOR shall use First 5 Sacramento funding to implement School Readiness (SR) services that are in alignment with best and promising practices and provide a comprehensive approach that includes the following components:

- Preschools (3-5 year olds)
- Playgroups (0-3 year olds)
- Family Support and Engagement
- Transition Activities and Summer Camps
- Comprehensive Screening and Early Intervention

Additional detail is specified under Description of Minimum Services.

3. TARGET POPULATION AND SERVICES AREA

The SR program will serve families with children ages 0-5 living within the catchment areas of targeted schools as noted in section 1 above. At minimum, the targeted sites will include those sites that participated in both First 5 California's Child Signature Program (CSP) and Race-to-the-Top (RTT) program quality improvement efforts in the Fiscal Year 2012/13 – 2014/15 SR funding cycle. Services will target families that include children with Child Protective Services involvement, disabilities/special needs, dual language learners, migrant families, poverty and other under-served populations. If space and funding allows, program elements other than preschool services may be provided to families with factors stated above who reside outside of the catchment areas.

4. PROGRAM QUALITY REQUIREMENTS

- A. Provide services without fee and comply with Title 22 (Community Care Licensing) licensing requirements related to both maximum group size and teacher/adult to child ratios.
- B. Use curriculum and activities that are developmentally appropriate, responsive to cultural and linguistic differences, and aligned with California's Learning Foundations and Frameworks. Programs will be tailored to meet the needs of each individual child/family, strengthen relationships, and fully engage families to promote optimal early learning and development.
- C. Be staffed by individuals who meet minimum qualification / quality standards as required by the California Department of Education (CDE) and are consistent with the County's Quality Rating Improvement System (QRIS).
- D. Participate regularly in professional development to increase effectiveness in working with children age 0-5 (curriculum planning, early literacy and language, early math skills, social-emotional development, assessments and instructional planning, dual language learners, disabilities/special needs, and child/brain development). Assessments and data (Applied Survey Research (ASR), Desired Results Developmental Profile (DRDP), Ages & Stages Questionnaire (ASQ), Classroom Assessment Scoring System (CLASS), Environmental Rating Scales (ERS), screenings, et al) will be used to inform and improve instruction.
- E. Have a plan in place for formal program evaluation that includes (1) assessment of child progress (i.e. DRDP, ASQ, et al), (2) formal classroom assessments using CLASS, and (3) environmental assessments using ERS. Assessments and data will be used to support teacher use of data to inform and improve instruction.
- F. Provide transition support among classroom activities and for children moving between programs (infant/toddler programs, preschool, and kindergarten).
- G. Provide nutritious meals and/or snacks using USDA Child & Adult Food Program Standards, participate in USDA Food Program, and provide on-going nutrition education for parents/families.

- H. Provide support designed to strengthen families and fully engage them in their child's early learning and development.
- I. Build strong relationships with private child care providers, kindergarten teachers, key school district personnel, and other partner agencies and have protocols in place for sharing child level information.
- J. Partner with other public and/or private programs to leverage resources, support a mixed delivery system, and advance the quality of early learning and child development programs in Sacramento County (Head Start, State Preschool, Licensed Child Care Providers, Institutions of Higher Learning, Social Services, Behavioral Health, Public Health, Foundations/Philanthropies, et al).

5. COMPLIANCE WITH COMMISSION STRATEGIC PLAN

- A. CONTRACTOR shall ensure that programs, services and projects funded by the COMMISSION reflect the following core components identified in the COMMISSION'S Strategic Plan:
 - Affordable and Accessible – children (0-5) have the opportunities and resources to grow up healthy and happy.
 - Culturally Competent – embrace diversity and respond in culturally appropriate ways.
 - Community-Driven – Community members have an opportunity to be actively involved in decision making and planning for their children's lives.
 - Responsive to Special Needs – people with special needs will be accepted, treated with respect and dignity and have equal access to places, services and opportunities.
- B. CONTRACTOR shall ensure participation in cooperative and collaborative efforts sponsored by the COMMISSION, its Contractors and community partners.

6. SUBCONTRACTORS

The following collaborative partners shall be named as subcontractors and shall receive funding under this agreement. CONTRACTOR shall be required to develop a Memorandum of Understanding (MOU) with subcontractors that shall include total amount to be paid (detail of annual payments), term of contract as well as the specific activities/services that the subcontractor will provide: **NONE**

If a subcontractor withdraws and services cannot be provided for any reason, CONTRACTOR shall be responsible to provide comparable services.

7. COLLABORATING PARTNERS

Collaborating partners may include but are not limited to:

- Sacramento County Office of Education (SCOE)
- Birth and Beyond Family Resource Centers – Valley Hi
- Sacramento County Department of Health and Human Services - Smile Keepers
- Sacramento Public Library
- Elk Grove Community Service District

- Elk Grove Unified School District – Teen Parenting Program
- Vision 2 Learn
- KVIE

8. EVALUATION PLAN AND ACTIVITIES

Upon execution of the Agreement, CONTRACTOR shall be required to work collaboratively with the COMMISSION'S evaluation consultant to provide relevant data for purposes of evaluating the CONTRACTOR'S project.

Upon execution of the Agreement, CONTRACTOR shall ensure staff is trained on data collection processes and input procedures relevant to the CONTRACTOR'S project. CONTRACTOR shall collect and submit Client Level Data, produce quarterly Milestone Reports, and participate in annual Site Visits, as required by the COMMISSION.

- A. Upon execution of the Agreement, CONTRACTOR shall be required to implement a School Readiness Assessment on an annual basis in conjunction with Applied Survey Research (ASR) for the purposes of evaluating outcomes for participants in CONTRACTOR programs. CONTRACTOR shall utilize the Kindergarten Observation Form (KOF), KOF II Class Summary/Profile, Parent Information Form (PIF) and Kindergarten Teacher Expectations Survey (KTES) as required by the COMMISSION.
- B. If deemed necessary during the term of the Agreement, CONTRACTOR shall be required to revise the project's evaluation plan in conjunction with the COMMISSION'S evaluation consultant.

9. HEALTH INSURANCE SCREENING

CONTRACTOR shall cross-train all frontline staff and outreach workers to screen and refer clients to appropriate health, dental and vision insurance programs to increase the number of children with a medical and dental home.

CONTRACTOR shall track all referrals made by number and type and include this information in the Quarterly Program Narrative and Milestone Reports submitted to COMMISSION.

10. REQUIREMENT FOR CONTRACTORS WITH HOME VISITATION COMPONENTS

CONTRACTORS providing home visitation services funded by First 5 Sacramento Commission shall screen and refer women and families with newborns to certified lactation support services.

11. REPORTING REQUIREMENTS/MEETING REQUIREMENTS

As a minimum requirement, CONTRACTOR shall produce Quarterly Program Narrative and Milestone Reports, in a form prescribed by the COMMISSION, due on the 15th of the month following the end of the reporting quarter. (Example: For the reporting period of July 1, 2015 through September 30, 2015, the Quarterly Narrative and Milestone report must be received by the COMMISSION on or before October 15, 2015.)

CONTRACTOR shall submit reports related to data collection and evaluation in the form and frequency required by the Commission.

CONTRACTOR shall attend First 5 Sacramento Commission Quarterly Contractor Meetings, Monthly School Readiness Coordinator Meetings and/or other meetings designed to continuously improve program quality and achieve the goals and objectives of CONTRACTOR'S project funded by the COMMISSION.

12. STAFFING REQUIREMENTS

CONTRACTOR shall be responsible for hiring and supervising staff in the classifications and numbers as identified in this Exhibit. CONTRACTOR shall inform COMMISSION when they are not able to fill positions that have primary responsibility for the project.

A full-time equivalent (FTE) is defined as an employee who works a 40 hours per week which equates to 1.0 FTE.

The program will be staffed as follows:

Position and FTE	Duties
Program Specialist- 0.6 FTE	Provides School Readiness Program oversight to all five program areas; liaison to First 5; ensures program compliance; completes staff performance evaluations; monitors budget and expenditures; liaison with community partners; compiles and submits quarterly progress reports
Instructional Coach- 0.8 FTE	Provides ongoing professional development and coaching for all SR teaching staff; schedules and facilitates parent engagement workshops; develops and implements Kindergarten transition activities for students, teachers and parents; provides developmental assessments and screenings; co-leads parent child Playgroups; provides assistance to all five program areas
Program Educator- 1.0 FTE	Provides outreach and recruitment to parents; creates and translate newsletters and other parent materials into Spanish; provides support and translation services to Spanish-speaking parents at meetings, workshops and events; plans and facilitates Spanish-only parent engagement workshops; refers parents to community services; administers screenings; co-leads parent child Playgroups; provides assistance to all five program areas
Social Worker – 1.0 FTE	Provides preschool and playgroups with screenings and follow-up assessment linkages to district and community services; provides case management services; supervises social work interns; works with community agencies; co-leads Playgroups & workshops; provides assistance to all five program areas; provides home visiting services
Parent Liaison – 1.0 FTE	Primary classroom leader for parents and students at Playgroup sessions; serves as a liaison between families, schools, and community and assists in the planning, organization and implementation of parent involvement efforts in all five program areas
Family Advocate 0.5 FTE	Provides outreach and support services to families in all five programs to improve their well-being
Teacher (Kinder Camp)- hourly	Classroom teacher at summer Transition Camps for students entering Kindergarten
Para-educator (Kinder Camp)- hourly	Provides instructional assistance in the classroom for Transition Camp summer classes
Office Assistant III – 0.25 FTE	Clerical, administrative and technical support for all School Readiness activities
Office Assistant III – 0.25 FTE	Clerical, administrative and technical support for all School Readiness activities
School Nurses – hourly	Conducts hearing and vision assessments of School Readiness children

Substitute Teachers and Support Staff– hourly	Provides relief time for teachers to attend professional development workshops and activities; assists with parent engagement activities and workshops
---	--

13. DESCRIPTION OF MINIMUM SERVICES

CONTRACTOR shall accomplish the following minimum services:

A. PRESCHOOL

Preschool programs are available for children ages 3-5 at targeted school sites listed in section 1. Programs operate 3 or more hours per day throughout the school year. Priority is given to children ages 4-5 without former preschool experience, and/or those with Child Protective Services involvement, disabilities/special needs and dual language learners.

1. Each year CONTRACTOR to provide enhanced preschool services to 440 unduplicated children at the following sites:

Site	Number of Classrooms	Funding Source HS = Head Start	Annual Number of Children
Charles Mack	3 classes share 1 room (AM, PM and Twilight)	2 HS; 1 State	64
David Reese	4 classes share 2 rooms (AM and PM)	3 HS; 1 Title I	80
Florin	5 classes share 2 rooms (AM, PM and Twilight)	2 HS; 2 State; 1 Title I	104
Herman Leimbach	3 classes share 2 rooms (AM and PM)	1 HS; 2 State	68
Samuel Kennedy	4 classes share 2 rooms (AM and PM)	2 HS; 2 Title I	80
William Daylor	2 classes	1 HS; 1 State	44

B. PLAYGROUPS

Playgroups are available for children ages 0-3 and parent(s)/primary caregiver(s) living in the catchment area of targeted school sites listed in section 1. At minimum, playgroups will take place at 50% of the sites and/or alternate locations, and will:

- Operate a minimum of two days per week for one to two hours per day throughout the school year;
- Located in sites that are easily accessible by families such as schools, churches, community centers, apartment complexes, etc.;
- Involve parents/primary caregivers and educate them about the importance of play in child development and the critical role families/caregivers play in supporting early learning and development and school success; and
- Include time for structured play with parent and child, free play with peers to allow social skill building, and opportunities for parents to socialize with each other.

- Each year, CONTRACTOR to provide playgroups to 100 unduplicated children/families at the following sites:

Playgroup Location	Targeted Sites Served	Size of Group/Capacity	Annual Number of Children Served
David Reese Elementary	David Reese Elementary	2 classes x 10 x 2 sessions per year	40
Herman Leimbach Elementary	Herman Leimbach Elementary	2 classes x 10 x 2 sessions per year	40
William Daylor High School	William Daylor High School	20 children through open entry enrollment	20

C. FAMILY SUPPORT AND ENGAGEMENT

CONTRACTOR provides information and support to families with children ages 0-5 and encourages parents to be involved in their child's early learning and development. Family Support and Engagement includes, but is not limited to:

- General information about the school, programs/services, and parents' rights and responsibilities (orientation meetings, handbook, newsletters, monthly calendar of events, et al);
- Participation in classroom activities to support children's learning;
- Information about their child's developmental growth and learning (parent-teacher conferences, DRDP, ASQ);
- Parent education workshops (language and literacy, parenting, positive discipline, physical health and well-being, nutrition, brain development, emotional/behavioral health, protective factors, et al);
- Resources to support early learning and development at home;
- Home Visiting / Case Management;
- Information about community resources (nutrition, health insurance, dental services, social services, libraries, parks and recreation, crisis intervention, et al);
- Opportunities for parents to provide input (DRDP parent survey) and participate in program planning and/or decision-making; and
- All information and resources provided to families should be developmentally, culturally and linguistically appropriate.

- Each year CONTRACTOR to provide specific activities as follows:

Family Support and Engagement Activity	Targeted Sites Activity Will Occur	Frequency and Number of Sessions	Annual Number of Parents to Attend
Family Literacy: Parents learn techniques for reading aloud with their children and establishing a reading routine. Bilingual books (for Spanish-	CM, DR, HL, SK	5 weekly 2-hr. sessions at ea. site	10 at ea. site - 40 total

speaking families) are used and parents create literacy activities to use with their children. 2 sessions will be Spanish-only and 2 will be in English.			
Supporting Positive Behavior in Children: This workshop, based on the principles of The Teaching Pyramid Model, aids parents in building positive relationships and social-emotional competence in their children.	CM, DR	6 weekly 2-hr. sessions at ea. site	10 at ea. site – 20 total
Junior Amazing Readers: To increase the frequency of reading at home, students read a book and submit a story dictation (child draws a picture about the book, parent writes down what the child says). Parents will learn how to implement this activity at home and the importance of reading to school success.	CM, DR, FL, HL, SK, WD	One 1hr. session yearly at ea. site	15 at ea. site - 90 total
Read To Me, Daddy: This workshop focuses on the importance of the nurturing male in a child's life. "Fathers" will learn how simple interactions make a big difference in the lives of their children, including reading books.	CM, DR, FL, HL, SK, WD	One 2-hr. session yearly at each site	15 at ea. site, 90 total
Discover Art: Parents learn the importance of art in children's lives. Parents participate in hands-on art experiences that they can do at home with their children. This workshop is presented in partnership with KVIE.	CM, DR, FL, HL, SK	One 2-hour session yearly at each site	15 at ea. site 75 total
What to Do with the Mad You Feel: This workshop, presented in partnership with KVIE, explores anger and how children can learn the self-control necessary to manage their anger and channel it productively.	CM, DR, HL, SK	One 2-hour session yearly at ea. site	10 at ea. site 40 total
Car Seat Safety and Distribution: This workshop will provide parents with a car seat and inform them of proper installation and car seat safety procedures. Two workshops will be presented in partnership with the Valley Hi Family Resource Center.	DR, HL	Two 1-hour sessions yearly at ea. site	40

California Foundations for Preschool and Correlated Activities to Do at Home: School Readiness Staff will present at monthly classroom meetings to inform parents on the foundations children are learning in school and what activities can be done at home to support learning.	CM, DR, FL, HL, SK, WD	Two ½-hour sessions in each classroom	12 parents per class x 21 classes = 252 parents
I Am Moving, I Am Learning: This interactive workshop focuses on the impact of physical activity on children’s lives. Parents learn that children who are involved in adequate physical activity are healthier and perform better in school. Parents will learn how to use simple materials found at home to promote fitness at home.	CM, DR, HL, SK, WD	One 1.5-hour session yearly at ea. site	15 at ea. site 75 total
Preschool Connections Newsletter: This Spanish and English newsletter is provided to families and early childhood educators. It addresses developmental milestones and current topics related to young children.	CM, DR, FL, HL, SK, WD	Quarterly ea. year	500 each quarter

D. TRANSITION ACTIVITIES AND SUMMER CAMPS

First 5 funded SR programs provide transition support for children ages 0-5 as they move between classroom activities, and as they learn, grow and move into other developmentally and age appropriate programs: Infants and Toddlers/Home to Playgroups; Playgroups to Preschool; and Preschool to Transitional Kindergarten (TK) or Kindergarten.

- SR programs provide all children with ample time to engage in developmentally appropriate activities, minimize transitions, and provide a balance of active and quiet periods throughout the day. Transition activities familiarize children with routines and prepare them for the next activity.
- SR programs support children and families as they grow and transition between programs (playgroups to preschool to kindergarten). Families have opportunities to participate in orientations, visit classrooms and meet staff prior to entering new programs.
- SR programs partner with private providers in targeted school communities to standardize transition activities and strengthen articulation/communication.
- SR programs have protocols in place for sharing individual child level information, and provide adequate time for playgroup and preschool teachers to meet with one another as well as with recipient teachers (preschool and TK/Kindergarten, respectively) prior to transition.

1. CONTRACTOR to provide specific activities as follows:

- a. Orientation sessions will be provided each year to 72 families and children enrolled in Playgroups (0-3), Preschool (3-5), and Kindergarten. Families will have an opportunity to visit classrooms, meet teachers, administrators and support staff, and learn about the school, program objectives, behavior and attendance expectations, and to become acquainted with other parents/families.
- b. SR program staff will actively participate in planning activities and will encourage elementary school administrators, kindergarten teachers and preschool teachers to attend an annual Countywide Early Learning Summit hosted by Sacramento County Office of Education. The annual conference/summit is designed to strengthen transition, articulation and communication between providers in both the public and private sector, as well as between playgroups, preschool and Kindergarten.
- c. Provide Transition Summer Camps to 72 unduplicated children per year. Camps will operate a minimum of 3-4 hours/day, for a minimum of 60 hours per session and will commence in June, July, or August of each year to prepare children and families for school entry in the Fall. Priority for participation will be given to children without previous preschool experience who are entering Kindergarten.

Location of Transition Summer Camp	Targeted Sites Served	Frequency & Duration	Annual Number of Children Served
Charles Mack Elementary	Charles Mack Elementary	3 weeks 5 days per week 4 hours per day	24
David Reese Elementary	David Reese Elementary	3 weeks 5 days per week 4hours per day	24
Herman Leimbach Elementary	Herman Leimbach Elementary	3 weeks 5 days per week 4hours per day	24

E. COMPREHENSIVE SCREENING AND EARLY INTERVENTION

First 5 funded SR programs ensure children ages 0-5 receive developmental (including speech/language as needed) and health screenings (including vision, hearing and dental).

- Services may be provided to any child ages 0-5 and their families residing within the school district; however, priority will be given to children who reside at the targeted sites listed in section 1.
- Families are provided referrals, follow-up services and/or resources for any concerns identified in screenings/assessments.
- SR programs partner with outside agencies to provide screening and/or support services, as appropriate.

1. Each year CONTRACTOR to provide specific screenings as follows:

Screening Type	Screenings Directly Funded by First 5	Coordination and follow-up funded by First 5*	Total Annual Number of Screenings
Developmental	-	440	440
Speech/language	-	440	440
Hearing	440	-	440
Vision	440	-	440
Dental	-	440 (Smile Keepers)	440
Total	880	1320	2200

**EXHIBIT B to Agreement
between the
FIRST 5 SACRAMENTO COMMISSION
hereinafter referred to as "COMMISSION," and
ELK GROVE UNIFIED SCHOOL DISTRICT,
hereinafter referred to as "CONTRACTOR"**

BUDGET REQUIREMENTS

1. MAXIMUM PAYMENT TO CONTRACTOR

- A. The Maximum Total Payment Amount under this Agreement is: \$ 1,530,200.00.
- B. The Maximum Total Payment Amount shall be paid out on a reimbursement basis. Contractor shall submit invoices on a quarterly basis, by the 15th of the following month, for expenses incurred in the prior quarter.
- C. Funds received from the COMMISSION shall be used for to provide services identified in Exhibit A, Scope of Services, of this Agreement. Annual budgets must be reviewed and signed by CONTRACTOR'S Fiscal Officer and approved by COMMISSION staff prior to any payments being issued for this Agreement.
- D. Expenditures shall not exceed the specified amounts identified in the annual budget; to the extent that costs exceed those amounts, they are the responsibility of the CONTRACTOR. If CONTRACTOR fails to use the funding as specified, CONTRACTOR shall be required to return/reimburse the COMMISSION for the amount of the Maximum Total Payment Amount under this Agreement.

2. COMPLIANCE WITH FEDERAL GUIDELINES

The following information shall be maintained by each contractor in response to First 5's requirement that all contractors follow the Federal OMB cost Rules, Section 200, effective December 26, 2014.

- Staff that allocate a share of cost to the contract and are not 100% funded by First 5, are to maintain a functional time study at least twice a year.
- A cost allocation plan should be maintained on file.
- Contractors are required to track other funding sources.
- Each contractor shall maintain written internal control procedures.
- Contractor is required to monitor subcontractors for performance and fiscal compliance.

3. BUDGET REVISIONS

- A. Revisions to approved fiscal year budgets may be made in accordance with the COMMISSION'S budget revision policy.

- B. Invoice payments may not be made unless accompanied by the required budget revision form. Invoices may not be honored if the budget revision is submitted over ninety (90) days after the end of the billing cycle.
- C. Adjusted budgets may be submitted by June 15 for the following fiscal year provided that there is no change in the total amount of the budget or the scope of service. If the adjusted budget is not received by June 15, the budget initially submitted with the contract shall govern.
- D. In the final year of the contract, budget revisions received after June 15 will not be honored and may result in the non-payment of any line item amounts that exceed the budget limits.

4. ROLL OVER OF UNEXPENDED FUNDS

The COMMISSION'S roll over policy does not permit roll over of unexpended funds except under a very limited set of circumstances:

- To fund capital projects/assets that were budgeted in one contract year, and because of unforeseen delays in the project, will be purchased in the following contract year.
- To fund encumbrances not invoiced by the end of the fiscal year.

CONTRACTOR may request roll over under these limited circumstances and in accordance with COMMISSION'S fiscal policies. Requests for roll over must be made prior to the expenditure of the funds and prior to the expiration of the agreement.

5. BASIS FOR ADVANCE PAYMENT

- A. This Agreement allows for advance payment when CONTRACTOR submits a request in writing and request is approved by the COMMISSION'S Director.
- B. If COMMISSION finds that CONTRACTOR requires advance payment in order to perform the service required under this Agreement, Director may authorize a one-time or annual advance in an amount not to exceed 20% of the first twelve (12) months budgeted invoice amounts or the budgeted annual invoice amount, as applicable. All advanced funds shall be offset in equal installments against request for reimbursement claims (invoices) submitted during the first twelve (12) months following the effective date of the Agreement or the term of the Agreement, whichever is less.

6. PURCHASE OF FIXED ASSETS

Fixed assets are defined as those tangible assets of significant value having a utility which extends beyond the contract term that are broadly classified as land, buildings and improvements, and equipment. Significant value is defined as a cost of \$5,000.00 or more.

COMMISSION funds used for the purchase of the following fixed asset(s) shall be of beneficial public service to the target population of children 0-5 years of age and their families:

Description of fixed assets: NONE

Funding for the purchase of fixed asset(s) described above is structured as a no-interest forgivable loan and subject to the following terms.

- A. The term of the forgivable loan will be 0 years beginning on the execution of this agreement.
- B. 10% of the loan amount will be forgiven each year on the anniversary of the agreement provided that the funded program remains in business, and continues the operation of the program for which the asset was purchased.
- C. Fixed asset shall be used for the purposes described in the agreement, or upon approval of the Commission, for another use that served and/or benefited the target population.
- D. In the event the Contractor, or its successor in interest, prior to the loan being forgiven in full, violates the provisions of this agreement, including significantly reducing or ceasing the operation of the program for which the asset was purchased, then the Contractor shall be required to:
 1. Repay the remaining un-forgiven portion of the loan, and;
 2. Pay interest on the remaining un-forgiven portion of the loan at a yearly rate of 6%, compounded daily, calculated from the effective date of the contract. The repayment and the interest shall be due within 30 days following Contractor's cessation of the program or the date that the Commission has notified the Contractor in accordance with the provisions of the agreement, whichever is earlier.

Agenda Item No. _____

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject:

Department: PreK-6 Education

Head Start Preschool Resolution, 2015-2016

Action Requested:


The Board of Education is requested to approve Resolution No. 67, 2015-2016 authorizing the execution of the delegate agency agreement from the Sacramento Employment and Training Agency (SETA) for the 2015-2016 Head Start Preschool Program.



Discussion:

The Board of Education approved the Head Start Preschool contract for 2015-2016 on April 21, 2015. A copy of the Board Agenda Item is attached.

Resolution No. 67 2015-2016 authorized the execution of the agreement and individuals employed by the District to act on behalf of the District.

Financial Summary:

Prepared By: Claudia Charter Division Approval: Donna Cherry 

Prepared By: Bob Roe  Superintendent's Approval: Christopher Hoffman 

RESOLUTION AUTHORIZING EXECUTION OF DELEGATE AGENCY AGREEMENT
FROM THE SACRAMENTO EMPLOYMENT AND TRAINING AGENCY
(GOVERNMENTAL ENTITY)

WHEREAS, ELK GROVE UNIFIED SCHOOL DISTRICT,
(Name of Entity)
a California local governmental entity (hereinafter referred to as "DELEGATE"), desires to enter
into an AGREEMENT with the SACRAMENTO EMPLOYMENT AND TRAINING AGENCY,
a Joint Powers Agency and Head Start Grantee (hereinafter referred to as "SETA"), for the operation
of a Head Start Program under the Head Start Act, 42 U.S.C. Section 9801, et. seq., as amended;

THEREFORE, BE IT RESOLVED THAT the Governing Body of DELEGATE hereby
authorizes the execution of AGREEMENT # 16C2251S0 by and between DELEGATE
and SETA; and

BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the
position(s) of :

Title

1. Superintendent
2. Associate Superintendent
3. Director

is/are hereby authorized on behalf of and in the name of DELEGATE and as its official act and
deed to sign and otherwise enter into AGREEMENT # 16C2251S0 with SETA; and

BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the
position(s) of:

Title

1. Director, Fiscal Services
2. Director, Budgets
3. _____

shall be authorized to act on behalf of DELEGATE with respect to this AGREEMENT # _____
16C2251S0 by and between DELEGATE and SETA and that SETA may rely upon any
communication or act, including telephone communication, made by the individuals authorized
to act on behalf of DELEGATE pursuant to this resolution; and

1 BE IT FURTHER RESOLVED THAT the following individuals comprise the entire
2 Governing Body of DELEGATE:

3	<u>Name</u>	<u>Address</u>	<u>City, Zip Code</u>
4	1. <u>Beth Albiani</u>	<u>9510 Elk Grove -Florin Road</u>	<u>Elk Grove 95624</u>
5	2. <u>Nancy Chaires Espinoza</u>	<u>9510 Elk Grove -Florin Road</u>	<u>Elk Grove 95624</u>
6	3. <u>Carmine S. Forcina</u>	<u>9510 Elk Grove -Florin Road</u>	<u>Elk Grove 95624</u>
7	4. <u>Chet Madison, Sr.</u>	<u>9510 Elk Grove -Florin Road</u>	<u>Elk Grove 95624</u>
8	5. <u>Dr. Crystal Martinez-Alire</u>	<u>9510 Elk Grove -Florin Road</u>	<u>Elk Grove 95624</u>
9	6. <u>Anthony "Tony" Perez</u>	<u>9510 Elk Grove -Florin Road</u>	<u>Elk Grove 95624</u>
10	7. <u>Bobbie Singh-Allen</u>	<u>9510 Elk Grove -Florin Road</u>	<u>Elk Grove 95624</u>
11	8. _____	_____	_____
12	9. _____	_____	_____

13
14 AND BE IT FURTHER RESOLVED that the authority conferred pursuant to this
15 resolution and the representations contained herein shall remain in full force and effect until
16 written notice of the revocation thereof shall have been received by SETA.

17
18 I, Christopher Hoffman, Superintendent,
(Name) (Title)
19 of Elk Grove Unified School District, a California
(Name of Entity)
20 local governmental entity, do hereby certify and declare that the foregoing is a full, true and
21 complete copy of a resolution duly passed and adopted by the Governing Body of _____
22 Elk Grove Unified School District at a meeting of said Body duly and regularly called,
(Name of Entity)
23 Noticed and held, at 9510 Elk-Grove Florin Road, on the 9th day of
24 June 2015,
25 at which meeting a quorum of the Governing Body was present and a majority of which quorum
26 voted in favor of said resolution, and that said resolution is now in full force and effect.

1
2
3
4
5
6
7
8
9
10
11

IN TESTIMONY WHEREOF, I have hereunto set my hand this 9th day of June 2015.

Elk Grove Unified School District
(Name of Entity)

BY: _____
(Signature)



Christopher Hoffman
(Typed Name)

Superintendent
(Title)

EXHIBIT N

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

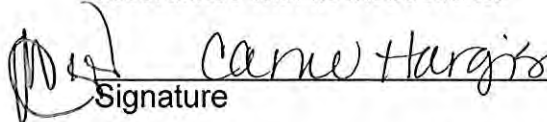
- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The Undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.



Signature

Carrie Hargis, Director of Fiscal Services

Typed Name and Title of Authorized Signatory

Elk Grove Unified School District

Organization

5/15/15

Date

ELK GROVE UNIFIED SCHOOL DISTRICT

41

Board Agenda Item

Agenda Item No: _____

Supplement No. _____

Meeting Date: June 9, 2015

Subject:

Resolution to Establish Temporary Interfund Transfers of
Special or Restricted Fund Cash

Department:

Fiscal Services

Action Requested:

Approval of resolution to allow cash transfers between funds as necessary to meet District financial obligations.

Discussion:

The attached resolution will provide the District flexibility to transfer cash between funds as needed to ensure all funds end the fiscal year June 30, 2015, with positive cash balances.

Prepared By: Carrie Hargis *Carrie Hargis*

Division Approval: Rich Fagan *R*

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman *CRH*

**ELK GROVE UNIFIED SCHOOL DISTRICT
ELK GROVE, CALIFORNIA**

RESOLUTION NO. 68, 2014-15

**RESOLUTION TO ESTABLISH TEMPORARY INTERFUND
TRANSFERS OF SPECIAL OR RESTRICTED FUND CASH**

WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the Elk Grove Unified School District Board of Trustees, in accordance with the provisions of Education Code section 42603 approves authorization for fiscal year 2014-15 to temporarily transfer funds between funds provided that all transfers are approved by the Superintendent or his designee: Associate Superintendent of Finance & School Support.

* * * * *

I, Christopher R. Hoffman, Secretary to the Governing Board of the Elk Grove Unified School District, hereby certify that the foregoing is a true copy of the resolution duly and legally adopted by the Governing Board of said Elk Grove Unified School District at a legal meeting of said Board duly and regularly held on June 9, 2015, and that said resolution has not been revoked.

IN WITNESS WHEREOF, I have hereunto set my hand this ____ day of _____, 2015.

Date: _____

CHRISTOPHER R. HOFFMAN,
Secretary to the GOVERNING
BOARD of the ELK GROVE
UNIFIED SCHOOL DISTRICT

Board Agenda Item

Subject:

Department: Finance & School Support

Resolution to Establish CSAC Excess Insurance Authority (EIA) Designated Representative

Action Requested:

The Board is requested to approve the Resolution to establish a designated representative for CSAC EIA.

Discussion:


The Elk Grove Unified School District is a member of CSAC EIA for procurement of excess workers compensation insurance. CSAC EIA is requiring the governing board of all member entities to officially designate a representative, either an individual or a position, which has authority to officially act on behalf of their entity to utilize available training funding.

It is requested that the Board approve the resolution to designate authority to the Associate Superintendent of Finance and School Support to Act on Behalf of the Elk Grove Unified School District with regard to utilization of available training funding from CSAC EIA.


Financial Summary:

No cost to the District.

Prepared By: _____

Division Approval: Rich Fagan 

Prepared By: _____

Superintendent Approval: Christopher R. Hoffman 

ELK GROVE UNIFIED SCHOOL DISTRICT
ELK GROVE, CALIFORNIA

RESOLUTION NO. 69, 2014-15

ESTABLISHMENT OF CSAC EIA DESIGNATED REPRESENTATIVE

WHEREAS, the Elk Grove Unified School District (EGUSD) is a member of CSAC Excess Insurance Authority (CSAC EIA) for procurement of excess workers compensation insurance.

WHEREAS, to ensure that an EGUSD employee is authorized to fully act on behalf of their respective entity, CSAC EIA is requiring the governing board of all member entities to officially designate a representative, either an individual or a position, which has authority to officially act on behalf of their entity to utilize available training funding.

THEREFORE, BE IT RESOLVED, by the Governing Board of the Elk Grove Unified School District, hereby designates authority to the Associate Superintendent of Finance and School Support to Act on Behalf of the Elk Grove Unified School District with regard to utilization of available training funding from CSAC EIA.

Christopher R. Hoffman
Secretary to the Governing Board
Elk Grove Unified School District

DATE: _____

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 43

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject:

Department: Finance & School Support

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO PURCHASE COPIER TONER AS REQUIRED COOPERATIVELY THROUGH NATIONAL JOINT POWERS ALLIANCE.

Action Requested:

The Board of Education is asked to approve a Contract, authorizing Elk Grove Unified School District Purchasing Department to purchase copier toner through National Joint Powers Alliance (NJPA).

Discussion:

Public Code Section 20118 provides a statutory exception to the competitive bidding requirements set forth in the Public Contract code by allowing districts to utilize cooperative bids secured by other districts or public entities for the purchase of materials, supplies or equipment.


It is in the best interest of the Elk Grove Unified School District to utilize the Cooperative Request for Proposal #010615 through National Joint Powers Alliance.

National Joint Powers Alliance RFP Contract #010615 awarded to Staples Advantage. The contract term is August 1, 2015 to July 31, 2018.


Financial Summary:

Funding source will be budgeted through internal department operational monies.

Prepared By: _____

Division Approval: Rich Fagan 

Prepared By: Ruth Dew

Superintendent Approval: Christopher R. Hoffman 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 44

Board Agenda Item

Supplement No. _____

Meeting Date: June 9, 2015

Subject:

Department: Finance & School Support

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO PURCHASE CUSTODIAL SUPPLIES COOPERATIVELY THROUGH US COMMUNITIES RFP #12-22.

Action Requested:

The Board of Education is asked to authorize Elk Grove Unified School District Purchasing Department to purchase Custodial Supplies cooperatively through US Communities RFP #12-22.

Discussion:

Public Code Section 20118 provides a statutory exception to the competitive bidding requirements set forth in the Public Contract Code by allowing district to utilize cooperative bids/requests for proposals (RFP) secured by other districts or public entities for the purchase of materials, supplies, and equipment.


It is in the best interest of the Elk Grove Unified School District to utilize the contract and pricing from US Communities solicited by Fresno Unified School District for the purchase of Custodial Supplies.

US Communities RFP #12-22 issued to Supply Works (formerly Clean Source). Contract Term is July 1, 2015 through December 31, 2016.


Financial Summary:

Funding source will be budgeted through internal department and school site operational monies.

Prepared By: _____

Division Approval: Rich Fagan 

Prepared By: Ruth Dew

Superintendent Approval: Christopher R. Hoffman 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 45

Board Agenda Item

Supplement No. _____

Meeting Date June 9, 2015

Subject: **Department:** Finance & School Support

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO AWARD BID #559 14/15 PAPER- FOOD & NUTRITION SERVICES.

Action Requested:

The Board of Education is asked to authorize the award of Bid #559 14/15 for Paper – Food & Nutrition Services.

Discussion:

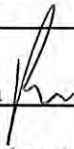
On Tuesday, February 17, 2015, bid requests were sent to twenty-six (26) vendors to furnish the Elk Grove Unified School District with Paper – Food & Nutrition Services.


On Thursday, March 19, 2015, bids were opened and read aloud in the Purchasing Department Conference Room at 2:00 p.m. twelve (12) vendors responded. Bid term expires June 30, 2016. The Bid results and recap are in the Purchasing Department for further review. The administration recommends the award of a one (1) year contract for Paper – Food & Nutrition Services to the following vendors:

<u>VENDOR</u>	<u>SUBTOTAL</u>	<u>TAX</u>	<u>TOTAL AWARD</u>
P & R Paper	\$ 322,276.55	\$ 25,782.12	\$ 348,058.67
Monahan	36,726.48	2,938.12	39,664.60
Sysco	77,038.41	6,163.07	83,201.48
The Danielsen Company	160,922.22	12,873.78	173,796.00
Pressed Paperboard	151,362.21	12,108.98	163,471.19
Plastic Package	134,867.57	10,789.41	145,656.98
Ernest Packaging	2,275.60	182.05	2,457.65
Focus Packaging	13,950.40	1,116.03	15,066.43
Plascon	2,985.15	238.81	3,223.96
Total Award	\$ 902,404.59	\$ 72,192.37	\$ 974,596.96

Financial Summary:

Funding source has been budgeted through the Food & Nutrition Services General Fund.

Prepared By: _____ Division Approval: Rich Fagan 

Prepared By: Ruth Dew Superintendent Approval: Christopher R. Hoffman 

Board Agenda Item

Subject: **Department:** Finance & School Support

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO AWARD BID #561 14/15 PRODUCE - FOOD & NUTRITION SERVICES.

Action Requested:

The Board of Education is asked to authorize the award of Bid #561 14/15 for Produce – Food & Nutrition Services.

Discussion:

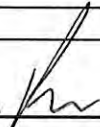
On Friday, January 30, 2015, bid requests were sent to seven (7) vendors to furnish the Elk Grove Unified School District with Produce – Food & Nutrition Services.


On Thursday, March 12, 2015, bids were opened and read aloud in the Purchasing Department Conference Room at 2:00 p.m. Fifteen (15) vendors responded. Bid term expires June 30, 2018. The Bid results and recap are in the Purchasing Department for further review. The administration recommends the award of contract for Produce – Food & Nutrition Services to the following vendors:

<u>VENDOR</u>	<u>AMOUNT</u>
General Produce	\$ 1,461,532.60 per year

Financial Summary:

Funding source has been budgeted through the Food & Nutrition Services General Fund.

Prepared By: _____ Division Approval: Rich Fagan 

Prepared By: Ruth Dew Superintendent Approval: Christopher R. Hoffman 

Board Agenda Item

Subject:

Department: Finance & School Support

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO AWARD BID #568 14/15 FOR TRASH CAN LINERS.

Action Requested:

The Board of Education is asked to authorize the award of Bid #568 14/15 for Trash Can Liners.

Discussion:

On Wednesday, March 18, 2015, bid requests were sent to fifteen (15) vendors to furnish the Elk Grove Unified School District with Trash Can Liners.

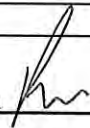
On Wednesday, April 15, 2015, bids were opened and read aloud in the Purchasing Department Conference Room at 2:00 p.m. fifteen (15) vendors responded. Bid term expires June 30, 2018. The Bid results and recap are in the Purchasing Department for further review. The administration recommends the award of a three (3) year contract for Trash Can Liners to the following vendor:

<u>VENDOR</u>	<u>AMOUNT</u>
Unisource - Veritiv	\$ 132,337.80 per year


Financial Summary:

Funding source will be budgeted through internal department and school operational monies.

Prepared By: _____

Division Approval: Rich Fagan 

Prepared By: Ruth Dew

Superintendent Approval: Christopher R. Hoffman 

Agenda Item No: _____

Supplement No. _____

Meeting Date **June 9, 2015**

Board Agenda Item

Subject:

Department: Finance & School Support

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO AWARD BID #570 14/15 FOR PLAYGROUND WOOD FIBER LANDING MATERIAL

Action Requested:

The Board of Education is asked to authorize the award of Bid #570 14/15 for Playground Wood Fiber Landing Material.

Discussion:

On April 6, 2015, bid requests were sent to four (4) vendors to furnish the Elk Grove Unified School District with Playground Wood Fiber Landing Material.

On Tuesday, May 5, 2015 bids were opened and read aloud in the Purchasing Department Conference Room at 2:00 p.m. Three (3) vendors responded. Bid term expires June 30, 2018. The Bid results and recap are in the Purchasing Department for further review. The administration recommends the award of a three year contract for Playground Wood Fiber Landing Material to the following vendor:

<u>VENDOR</u>	<u>AMOUNT</u>
Applied Landscape Materials Inc.	Approximately \$ 130,000.00 per year


Financial Summary:

Funding source will be budgeted through routine restricted maintenance funds.

Prepared By: _____

Division Approval: Rich Fagan 

Prepared By: Ruth Dew

Superintendent Approval: Christopher R. Hoffman 

Board Agenda Item

Subject: _____ Division: Facilities and Planning
**2015 John Reith Elementary School, Wall Repair
Award of Contract**

Action Requested:
The Board of Education is asked to (1) review the tabulation of bids, (2) award a contract to the lowest responsible and responsive bidder, (3) authorize the Administration to sign all documents and contracts pertaining to this work, and (4) authorize the Administration to proceed with the next lowest responsible bidder should a fully endorsed contract with the low bidder, accompanied by certification of the necessary bonds, not be obtained.

Discussion:
This project consists of minor demolition and replacement of a portion of exterior and interior wall finishes and casework to repair vehicular damage to the building.

The Administration received and opened __ () bids for the 2015 John Reith Elementary School, Wall Repair project on June 2, 2015, at 2:00 p.m. See Attachment A for a tabulation of bids. _____ submitted the lowest base bid.

The Administration recommends the award of contract to _____ for the base bid of \$ _____ .00.

Financial Summary:
Funded with Self Insurance Fund.

Prepared By: Stacey Allison *SA* Division Approval: Robert Pierce *RP*
Prepared By: Lee Leavelle *LL* Superintendent Approval: Christopher R. Hoffman *CH*