

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION  
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, February 20, 2018**

*Adopted*

The meeting was called to order by Ms. Chaires Espinoza at 5:00 p.m. in the Board Room of the Education Center.

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

**Others Present:** Christopher R. Hoffman, Superintendent; Mark Cerutti and Robert Pierce, Deputy Superintendents; Donna Cherry and David Reilly, Associate Superintendents and Shannon Hayes, Chief Financial Officer.

**CLOSED SESSION** – Ms. Chaires Espinoza announced that the Board would meet in closed session to address the items on the closed session portion of the agenda and called for public comment on these items. There were no public comments on the following closed session items:

- I. Government Code Section 54956.9 Subdivision (d) Paragraph (2): Conference with Legal Counsel** – Anticipated Litigation Significant Exposure to Litigation
- II. Government Code Section 54957: Public Employee Discipline/Dismissal/Release/Complaint**
- III. Government Code Section 54957.6: Conference with Labor Negotiators**  
Agency designated representatives: Christopher R. Hoffman,  
David Reilly, Robert Pierce, Karen Rezendes  
  
Employee Organizations: All Elk Grove Unified School District  
Bargaining Units and Unrepresented Employees

**OPEN SESSION** – Ms. Chaires Espinoza called the regular meeting to order at 6:15 p.m. and announced that the Board met in closed session and that the following action was taken.

**Item II.** The Board took action by a unanimous vote to approve a retirement agreement of a certificated employee. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*

- I. Pledge of Allegiance - Franklin Elementary School** – Mrs. Goretti Duarte, Franklin Elementary School’s Education Partner, led the pledge of allegiance and was recognized by the Board of Education.
- II. Presentations/Recognitions**
  - 1. High School Student Representative Reports - Franklin, Las Flores, and Valley High Schools** – Students from Franklin, Las Flores and Valley High Schools reported on activities and academics at their schools.
  - 2. CTE Academy/Pathway Recognition and Certification** – The Board recognized Career Technical Education (CTE) pathways that demonstrate progress in quality improvement and certified CTE academies that meet the highest quality indicators.

Motion No. 60, 2017-18 – Motion by Ms. Singh-Allen, seconded by Mr. Perez and carried unanimously by an affirmative vote of all board members present that the Career Technical Education gold and platinum level academies be certified. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*

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**III. Resolutions**

- 1. Arts Education Month** – Motion No. 61, 2017-18, Motion by Mr. Forcina, seconded by Mr. Madison and carried unanimously by an affirmative vote of all board members present that Resolution No. 50, designating March 2018 as Arts Education Month, be adopted. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*
- 2. National Women’s History Month** – Motion No. 62, 2017-18, Motion by Ms. Singh-Allen, seconded by Dr. Martinez-Alire and carried unanimously by an affirmative vote of all board members present that Resolution No. 51, designating March 2018 as National Women’s History Month, be adopted. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*
- 3. World Rare Disease Day Resolution** – Motion No. 63, 2017-18, Motion by Mr. Forcina, seconded by Ms. Albiani and carried unanimously by an affirmative vote of all board members present that Resolution No. 56 which recognizes February 28, 2018, as World Rare Disease Day, be adopted. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*
- 4. National Nutrition Month** – Motion No. 64, 2017-18, Motion by Mr. Madison, seconded by Mr. Perez and carried unanimously by an affirmative vote of all board members present that Resolution No. 54, designating the month of March as National Nutrition Month, be adopted. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*
- 5. Citizenship and Civic Learning Resolution** – Motion No. 65, 2017-18, Motion by Mr. Madison, seconded by Mr. Perez and carried unanimously by an affirmative vote of all board members present that Resolution No. 57, where the Elk Grove Unified School District recognizes the importance of civic engagement opportunities to benefit all students, be adopted. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*

**IV. Student Expulsion/Involuntary Transfer Recommendations – None**

**V. Public Comment**

Kimberly Moore requested that the Board look at the non-reelect list and the credentials of the teachers who are being let go this year. A number of those teachers had over 10 years of experience and were recruited by Elk Grove Unified School District. Ms. Moore also shared her negative experiences.

Lorreen Pryor shared that she loved that Elk Grove Unified School District had a large number of academies available to their students. She requested information about how many black students are in the programs and how black students are recruited for these programs.

**VI. Consent Agenda - Action** – Motion No. 66, 2017-18, Motion by Ms. Albiani, seconded by Ms. Singh-Allen and carried unanimously by an affirmative vote of all board members present that items 1 through 19 be approved. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*

- 1. Approval of Board Policies** - Approved the following Board Policies as aligned with the California School Boards Association:

**Revised:**

- BP 4112.22 Staff Teaching English Learners
- BP 6174 Education for English Learners

**New:**

- BP 0420.43 Charter School Revocation

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2. **Approval of Minutes** – Approved the minutes from the regular board meeting that was held on February 6, 2018.
3. **Personnel Actions** – Approved personnel appointments, leaves of absence, rehires, probationary releases, promotions, resignations, retirements, and returns from reemployment lists as submitted.
4. **Second Quarterly Williams Review Report Fiscal Year 2017-2018** – Received the Second Quarterly Williams Review Report for 2017-2018 Elk Grove Unified School District from Sacramento County Office of Education dated January 31, 2018.
5. **Approval of Job Descriptions** – Approved revised job descriptions for Assessment and Evaluation Analyst and Program Administrator, and to approve new Research Strategist positions, within the Research and Evaluation Department.
6. **Certification of Administrator’s Competence to Evaluate** – Granted Certification of Administrator’s Competence to Evaluate for the newly-hired district administrators who have successfully completed the District’s training process: Jill Jones, Arnold Adreani Elementary School.
7. **Acceptance of Gifts** – Approved donations to the District’s schools/programs as submitted.
8. **Ratification of Contracts** – Approved contracts signed by authorized staff in accordance with Board Policy 3312 as submitted.
9. **Approval of Purchase Order Encumbrance Modification History** – Approved purchase order encumbrance modifications from January 29 through February 13, 2018.
10. **Disposal of Surplus Vehicles** – Authorized the disposal of the following surplus vehicles that have been deemed unreliable. Any income that is received will go into the General Fund.

Vehicle #	Current Odometer	V.I.N.	License	Make & Model	Year Mod.
143	121224	1BABMBFA8NF051303	E373322	Bluebird All American	1992

11. **Approval to Purchase Athletic and Physical Education Supplies, Equipment and Related Products** – Authorized the purchase of athletic and physical education supplies, equipment related products as needed cooperatively through US Communities RFP #16-SRD-010.
12. **Synthetic Turf and Track at Valley High School - Change Order No. 3** – Approved Change Order No. 3 with Robert A. Bothman, Inc., and authorized a district representative to sign the required documents to amend the contract. Change Order No. 3 changes the contract amount of \$1,601,527.00 by (\$58,540.00) to \$1,542,987.00.
13. **Synthetic Turf and Track at Laguna Creek High School - Change Order No. 4** – Approved Change Order No. 4 with Robert A. Bothman, Inc., and authorized a district representative to sign the required documents to amend the contract. Change Order No. 4 changes the contract amount of \$3,565,692.00 by \$30,674.00 to \$3,596,366.00.
14. **Student Support Center, Site Accessibility Improvements Award of Contract** – Approved the award of contract to TJR Resources, Inc., for the total bid of \$247,780.00.

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**15. Lease of Real Property Extension for a Special Education Riding Program at the Jessie Baker Elementary School Site** – Approved an extension of Ground Lease with Project R.I.D.E., Inc. at the Jessie Baker Elementary School Site, and directed Susan Bell, Chief Facilities Officer of Facilities and Planning, to execute the Lease on behalf of the District.

**16. Out-of-State Field Trips** – Approved the out-of-state field trips listed below:

<b>High School</b>	<b>Field Trip Destination</b>	<b>Field Trip Purpose</b>	<b>Dates of Trips</b>
Pleasant Grove HS	Flagstaff, AZ	Northern Arizona Robotic Competition	March 7-11, 2018
Pleasant Grove HS	Ashland, OR	Shakespeare Festival	March 26-30, 2018
Elk Grove HS	Reno, NV	Key Club Convention	April 13-15, 2018
Franklin HS	Reno, NV	Key Club Convention	April 13-15, 2018
Pleasant Grove HS	Reno, NV	Key Club Convention	April 13-15, 2018
Monterey Trail HS	Reno, NV	Key Club Convention	April 13-15, 2018

**17. New High School Courses** – Adopted the following new high school courses:

**Mathematics I A** (Mathematics, Grades 9-12) (This one-year equivalent course earns 5 elective credits in the first semester and 5 mathematics credits in the second semester) This course is the first in a two-part course that integrates the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics. Coupled with Mathematics I B, these two courses are the equivalent of a two-year Mathematics I course. The problem situations, models, and technology used will foster connections to the eight Standards for Mathematical Practice, which develop conceptual understanding from multiple perspectives. Mathematics I A topics focus on the interconnectedness of function elements, tables, graphs, and equations; comparing and contrasting and decision-making using Algebraic models, and modeling using mathematical probability. In addition, students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics I A. This course earns five elective credits in the first semester and five mathematics credits in the second semester. *Adopted curricular materials: Integrated Mathematics 1, Volume 1; Houghton Mifflin Harcourt*

**Mathematics I B** (Mathematics, Grades 9-12) (This one-year equivalent course earns 5 elective credits in the first semester and 5 mathematics credits in the second semester) This course is the second in a two-part course that integrates the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics. Coupled with Mathematics I A, these two courses are the equivalent of a two-year Mathematics I course. The problem situations, models, and technology used will foster connections to the eight Standards for Mathematical Practice, which develop conceptual understanding from multiple perspectives. Mathematics I B topics focus on exponential relationships, geometric transformation and congruence, the properties of lines, angles, and triangles, along with the applications of these properties; and quadrilaterals and coordinate proof. In addition, students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics I B. This course earns five elective credits in the first semester and five mathematics credits in the second semester and meets the district math graduation requirement and the UC and CSU math requirement. *Pre-requisite: Completion of Mathematics I A, Adopted curricular materials: Integrated Mathematics 1, Volume 2; Houghton Mifflin Harcourt*

**Mathematics III Support** (Mathematics Elective, Grades 10-12) (one-year equivalent, 10 credits) This course is designed for the Mathematics III student who is performing below grade level due to learning gaps. The content taught in this course aligns with the

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Mathematics III scope and sequence and provides students the opportunity to receive additional instruction in standards that are essential to success in high school math. Students will be provided with both online and in-class intervention to support mastering the mathematics III standards along with standards from previous grade levels. This course earns ten elective credits. *Co-requisite: Concurrent enrollment in Mathematics III, Adopted curricular materials: ST or IXL Math*

**Preparing for College Math Success** (Mathematics, Grade 12) (one-year equivalent, 10 credits)

This course for seniors is designed to strengthen students' mathematical foundation and to prepare students to be successful in college-level math. The goal of this course is to deepen conceptual understandings of mathematical theory, skills, and strategies required by the California content and practice standards. Utilizing practical life applications, this course serves both college and career-bound high school seniors. This course earns math credit and meets the UC and CSU elective requirement. *Pre-requisite: Mathematics III with a grade of "C" or higher, Adopted curricular materials: None*

**Mathematics II A** (Mathematics, Grades 9-12) (This one-year equivalent course earns 5 elective credits in the first semester and 5 mathematics credits in the second semester)

This course is the first in a two-course Mathematics II sequence focusing on performing operations on polynomials, extending the laws of exponents, comparing the characteristics of functions, graphing and solving quadratic equations, finding inverse functions, and solving systems of quadratic equations and inequalities. Students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics II A. This course earns five elective credits in the first semester and five mathematics credits in the second semester. *Pre-requisite: Mathematics I, Mathematics I B, or Applied Mathematics with a grade of "C" or higher, Adopted curricular materials: Integrated Mathematics 2, Volume 1; Houghton Mifflin Harcourt*

**Mathematics II B** (Mathematics, Grades 9-12) (This one-year equivalent course earns 5 elective credits in the first semester and 5 mathematics credits in the second semester)

This course is the second in a two-course Mathematics II sequence. Utilizing the algebra learned in Mathematics II A, this course focuses on geometric proof, similarity, properties of circles, volume, properties of right triangles, and probability, especially as it relates to making decisions. Students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics II B. This course earns five elective credits in the first semester and five mathematics credits in the second semester. *Pre-requisite: Completion of Mathematics II A, Adopted curricular materials: Integrated Mathematics 2, Volume 2; Houghton Mifflin Harcourt*

**Mathematics III A** (Mathematics, Grades 10-12) (This one-year equivalent course earns 5 elective credits in the first semester and 5 mathematics credits in the second semester)

This course is the first in a two-course Mathematics III sequence focusing on polynomial functions, rational and radical functions, and the use of geometry and functions to model and solve problems. Students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics III A. This course earns five elective credits in the first semester and five mathematics credits in the second semester. *Pre-requisite: Mathematics II or Mathematics II B with a grade of "C" or higher, Adopted curricular materials: Integrated Mathematics 3, Volume 1; Houghton Mifflin Harcourt*

**Mathematics III B** (Mathematics, Grades 10-12) (This one-year equivalent course earns 5 elective credits in the first semester and 5 mathematics credits in the second semester)\

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This course is the second in a two-course mathematics sequence focusing on exponential and logarithmic functions and equations, trigonometric functions, and using data analysis to make decisions. Students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics III A. This course earns five elective credits in the first semester and five mathematics credits in the second semester. *Prerequisite: Completion of Mathematics III A, Adopted curricular materials: Integrated Mathematics 3, Volume 2; Houghton Mifflin Harcourt*

**Mathematics Foundations I** (Mathematics, SpEd Grades 7-12) (one-year equivalent, 10 credits)

Mathematics Foundations I is an intensive intervention class designed for students who have significant gaps in their mathematical learning and require more support to build strong foundational skills in Number Sense. The goal of this first course (in conjunction with Level II and Level III courses) is to prepare students to successfully transition to Mathematics I by 10<sup>th</sup> grade. This series allows students access to a College and Career-ready pathway. Mathematics Foundations I is designed to help students develop an understanding of mathematics that is equally focused on conceptual understanding, procedural fluency, and application; provide support for mastering the prerequisite concepts and skills needed for success in Mathematics I; and prepare students to apply this understanding on high-stakes testing. This course may be repeated for a maximum of 20 credits and earns mathematics credit for graduation. *Adopted curricular materials: Transmath: Developing Number Sense, Voyager Sopris Learning*

**Mathematics Foundations II** (Mathematics, SpEd Grades 7-12) (one-year equivalent, 10 credits) Mathematics Foundations II is an intensive intervention class designed for students who have significant gaps in their mathematical learning and require more support to build strong foundational skills in Making Sense of Rational Numbers. The goal of this second course (in conjunction with Level I and Level III courses) is to prepare students to successfully transition to Mathematics I by 10<sup>th</sup> grade. This series allows students access to a College and Career-ready pathway. Mathematics Foundations II is designed to help students develop an understanding of mathematics that is equally focused on conceptual understanding, procedural fluency, and application; provide support for mastering the prerequisite concepts and skills needed for success in Mathematics I; and prepare students to apply this understanding on high-stakes testing. This course may be repeated for a maximum of 20 credits and earns mathematics credit for graduation. *Adopted curricular materials: Transmath: Making Sense of Rational Numbers, Voyager Sopris Learning*

**Mathematics Foundations III** (Mathematics, SpEd Grades 7-12) (one-year equivalent, 10 credits) Mathematics Foundations III is an intensive intervention class designed for students who have significant gaps in their mathematical learning and require more support to build strong foundational skills in Algebra: Expressions, Equations, and Functions. The goal of this third course (in conjunction with Level I and Level II courses) is to prepare students to successfully transition to Mathematics I by 10<sup>th</sup> grade. This series allows students access to a College and Career-ready pathway. Mathematics Foundations III is designed to help students develop an understanding of mathematics that is equally focused on conceptual understanding, procedural fluency, and application; provide support for mastering the prerequisite concepts and skills needed for success in Mathematics I; and prepare students to apply this understanding on high-stakes testing. This course may be repeated for a maximum of 20 credits and earns mathematics credit for graduation. *Adopted curricular materials: Transmath: Algebra: Expressions, Equations, and Functions, Voyager Sopris Learning*

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**Creative Writing Survey** (English Elective, Grades 9-12) (one-quarter equivalent, 2.5 credits)

This survey course is a truncated version of the Creative Writing course designed for the enthusiastic writer. Activities are geared to develop vivid and concrete descriptions as well as imagination and experimentation in writing. Major assignments include writing short stories, a character sketch, and a variety of exercises to stretch the imagination and convey the sense that writing is truly an act of communication. *Adopted curricular materials: None*

**Literacy Enrichment and Support 9** (English Elective, Grade 9) (one-semester equivalent, 5 credits) This course is designed to supplement and enrich the core English 9 course while students are off-term from their core English course. While the breadth of English 9 standards are covered in the core classes, Literacy Enrichment and Support focuses on a variety of literacy support skills to enrich students' reading, writing, speaking, and presenting skills through units designed to promote critical thinking. *Co-requisite: English 9, Adopted curricular materials: None*

**Literacy Enrichment and Support 10** (English Elective, Grade 10)

This course is designed to supplement and enrich the core English 10 course while students are off-term from their core English course. While the breadth of English 10 standards are covered in the core classes, Literacy Enrichment and Support focuses on a variety of literacy support skills to enrich students' reading, writing, speaking, and presenting skills through units designed to promote critical thinking. *Co-requisite: English 10, Adopted curricular materials: None*

**Medical Careers I** (CTE, Grade 10) (one-year equivalent, 10 credits) This course is the first in a series of three elective courses designed to prepare students to enter a career in healthcare. This course exposes students to the healthcare industry by surveying healthcare occupations. Students will learn about the anatomical structures of the human body, medical terminology, and skills that apply to a variety of health occupations. Students will explore the major career fields and be able to distinguish between technical, professional, and entry-level positions within each area. *Pre-requisite: Mathematics I with a grade of "C" or higher; English 9 with a grade of "C" or higher; Biology (recommended); and Focus on College and Career (recommended), Co-requisite: Biology and Mathematics II, Adopted curricular materials: To be adopted*

**Medical Interventions (PLTW)** (CTE, Grade 11) (one-year equivalent, 10 credits)

This Project Lead The Way course allows students to investigate a variety of interventions involved in the prevention, diagnosis, and treatment of disease. The scenarios will expose students to interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Key biological concepts include preventing and fighting infection, screen and evaluate the DNA code, and cancer prevention, diagnostics, and treatment. *Pre-requisites: Completion of Principles of Biomedical Science; Completion of Human Body Systems; and Completion of Biology, Co-requisite: Student must be enrolled in the Biomedical Academy*

**18. Instructional Materials Adoption** – Adopted the following instructional materials:

**Basic**

*The Musician's Guide to Theory and Analysis, Third Edition*, Copyright 2016, W. W. Norton and Company (AP Music Theory, Grades 10-12)

*Communicating through Graphic Design*; Copyright 2010, Davis Publications, Inc. (Digital Art/Graphic Design Production, Grades 9-12)

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*Focus on Photography, Second Edition*; Copyright 2016, Davis Publications, Inc. (Photography I, Grades 9-12)

*Photography, Twelfth Edition*; Copyright 2017, Pearson Education, Inc. (Photography II, Grades 10-12)

*Discovering Drawing*; Copyright 2018, Davis Publications, Inc. (Art I, Grades 9-12)

*Experience Painting*; Copyright 2015, Davis Publications, Inc. (Art II, Grades 10-12)

*Experience Clay, Second Edition*; Copyright 2011, Davis Publications, Inc. (Ceramics I, Grades 9-12)

*Beginning Sculpture*; Copyright 2005, Davis Publications, Inc. (Ceramics II, Grades 10-12)

*Basic Drama Projects*; Copyright 2015, Perfection Learning (Theatre I, Grades 9-12)

*Drama for Reading & Performance, Collection One* (Copyright 2008) *and Collection Two* (Copyright 2009), Perfection Learning (Theatre II, Grades 9-12)

*Tradition of Excellence: Comprehensive Band Method, Book 1*; Copyright 2016, 2010, Kjos Music Press (Band I, Grades 7-8)

*Jerry Snyder's Guitar School, A Comprehensive Method for Class and Individual Instruction, Method Book 1*; Copyright 1993, Alfred's Publishing Co., Inc. (Guitar Workshop I, Grades 9-12)

*Alfred's Basic Adult Piano Course Lesson Book, Level One*; Copyright 1996, Alfred's Publishing Co., Inc. (Piano Lab, Grades 9-12)

*Discovering Dance*; Copyright 2014, Human Kinetics (Jazz Dance I, Grades 9-12)

*Experiencing Dance: From Student to Dance Artist, Second Edition*; Copyright 2014, Human Kinetics (Jazz Dance II, Grades 10-12)

*Dance Composition, An Interrelated Arts Approach*; Copyright 2009, Human Kinetics (Dance Composition and Performance I, Grades 9-12)

*Transmath: Developing Number Sense*; Copyright 2016, Voyager Sopris Learning (Mathematics Foundations I, SpEd Grades 7-12)

*Transmath: Making Sense of Rational Numbers*; Copyright 2016, Voyager Sopris Learning (Mathematics Foundations II, SpEd Grades 7-12)

*Transmath: Algebra: Expressions, Equations, and Functions*; Copyright 2016, Voyager Sopris Learning (Mathematics Foundations III, SpEd Grades 7-12)

*Medical Interventions (PLTW)* by Project Lead The Way (Medical Interventions (PLTW), Grade 11)

**Supplemental**

*The Scalpel and the Silver Bear*; Copyright 1999, Bantam Books (Medical Careers I, Grade 10)

*Stages of History, Plays About America's Past*; Copyright 2005, Perfection Learning (Theatre II, Grades 9-12) (Free Teacher Material Provided with Theatre II Basic Text "Drama for Reading & Performance")

*Nine Muses, Modern Plays from Classic Myths*; Copyright 2001, Perfection Learning Corporation (Theatre II, Grades 9-12) (Free Teacher Material Provided with Theatre II Basic Text "Drama for Reading & Performance")

**19. Memorandum of Understanding (MOU) between EGUSD and Gateway Community**

**Charters** – Approved the MOU with Gateway Community Charters. This MOU is for the operation of the Sacramento Academic and Vocational Academy (SAVA)-EGUSD.

Furthermore, the MOU addresses the District's interests that SAVA-EGUSD will collaborate and confer with the District Special Education Department about the needs of former special education students; describe the means SAVA-EGUSD will use to report performance data to the District; and describe the processes the two agencies will employ to assure the adequacy of SAVA-EGUSD's safety and security plan.



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**VII. LCAP Update**

1. **2017-2018 LCAP Needs Analysis Survey Results** – Mr. Cerutti and Ms. Lowery provided the Board with a presentation on the results of the 2017-2018 Local Control Accountability Plan (LCAP) Needs Analysis Survey. The 2017-2018 LCAP Needs Analysis Survey is a meaningful engagement of stakeholders in the annual LCAP process.
2. The 2017-2018 LCAP Needs Analysis Survey process occurred during the months from October through December. Stakeholders included teachers, students, parents/families, school site councils, English Learner Advisory Committee members, and leadership teams. A survey with over 10,000 stakeholders participating was also part of the needs analysis survey.

**VIII. Race and Educational Equity**

1. **Educational Equity Strategic Plan - "How"** – Mr. Mark Cerutti provided the board with the second of five presentations about the District's Educational Equity Strategic Plan. This report provided information on how we are engaged in educational equity work.

- EGUSD's E4
- EGUSD's Strategic Goals
  - High-Quality Classroom Instruction & Curriculum
  - Assessment, Data Analysis & Action
  - Wellness
  - Family & Community Engagement
- Recent Actions
  - Completed the draft of the Educational Equity Board Policy and Administrative Regulation
  - Completed the draft of the Educational Equity Strategic Plan
- Engaged in Education Equity Work – a 3-Step Structured Approach
  - Board Policy/Administrative Regulation Review
  - Development of an Educational Equity Framework – Ensuring commonality of the language, purpose and scope of the work.
  - Strategic Plan Development
- Presentation Calendar
  - March 6 – WHAT – Educational Equity Strategic Plan
  - March 20 – WHAT – Educational Equity Strategic Plan
  - High-Quality Classroom Instruction & Curriculum

2. **Progress Report on Race and Educational Equity in EGUSD** – Ms. Xanthi Pinkerton provided a progress report that updated the Board on action the District has taken which included the following:

Strategic Planning - District department project teams have been assigned to address short-term and long-term actions focused on professional learning; school and community relationships; student-centered supports; curriculum; opportunity and access; and recruitment, hiring and staff retention to ensure that equitable decisions, policies and practices are supportive of all students' learning, growth and development.

Communications Actions - The District has created a web page under District Initiatives where the Race and Educational Equity Board Progress Reports will be visible and additional resources will be offered. Below is the hyperlink to the Race and Educational Equity page:  
<http://www.egusd.net/about/district/initiatives/race-educational-equity/>

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Administrative and Management Actions – The District held a joint principals meeting to bring all principals up to date with regard to the District’s response to Race and Educational Equity. The Superintendent also set expectations and made it clear that the work of educational equity is work not done by one group or one department, rather that educational equity is the responsibility of everyone.

**IX. Budget Update – None**

**X. Facilities Update**

**1. Facilities Update** – Mr. Robert Pierce and Ms. Susan Bell provided the Board with a facilities update that included a list of projects that were completed in 2017 at school sites throughout the district. Also included were projects that will be completed in 2018 which include critical roofing repair/replacement, fire alarm and PA system repair/replacements, installations of shade shelters district-wide, and modernization at sites throughout the district.

**XI. Bargaining Units – None**

**XII. Reports – None**

**XIII. Public Hearing/Action Items – None**

**XIV. Discussion Items – None**

**XV. Discussion/Action Items**

**1. District Open Enrollment** – Dr. Melanie Dopson provided the Board with a report summarizing the 2018-19 Open Enrollment Results and Recommendations.

**Open Enrollment Results Summary**

- The district received 1,479 requests for Open Enrollment. Requests have decreased over the past two years:
  - 2017 = 1,529 requests
  - 2016 = 1,601 requests
- Three schools had incoming transfer request rates exceeding 5%; the same as last year
- Four other schools had outgoing transfer request rates exceeding 5%; this is down from seven schools last year (not included this year: Harriet Eddy and Toby Johnson Middle Schools and Laguna Creek High School)

Requests To School		Requests From School	
Edward Harris, Jr.	7.6%	Samuel Jackman	-8.5%
Elizabeth Pinkerton	19.7%	James Rutter	-15.6%
Cosumnes Oaks	12.3%	Florin	-7.4%
		Valley	-5.6%

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Open Enrollment Caps – At the January 24, 2018, board meeting, the Board approved caps at two schools; Monterey Trail High School and Cosumnes Oaks High School. Of these two schools, only Cosumnes Oaks High School will need to impose the approved cap.

School	Cap	Net Impact of Transfer Requests
Cosumnes Oaks High School	100	271
Monterey Trail High School	100	56

**Open Enrollment Considerations:**

- For the past 10 years, the Board has approved a cap of 5%, limiting the number of students leaving any single school to ensure that every school enrolls sufficient students to maintain a comprehensive instructional program
- In order to ensure program stability at all schools, it is recommended that a cap again be approved this year for schools losing more than 5% of enrollment through Open Enrollment transfer
- These schools are James Rutter Middle School, Samuel Jackman Middle School, Valley High School and Florin High School.

Open Enrollment Random Selection Process – If the Board approves the 5% cap, it will be determined through a computerized random selection process which students will enroll at their schools of choice. The selection process will determine which 100 students will be allowed to transfer to Cosumnes Oaks High School, pursuant to the cap.

**Open Enrollment Timeline:**

- February 27, 2018 • If approved, Random Selection Process conducted at Laguna Creek High School at 6:00 p.m.
- Week of March 5, 2018 • Notification of Open Enrollment acceptance sent to students and parents
- March 21, 2018 • Deadline for parents to accept Open Enrollment Agreement to requested school

Motion No. 67, 2017-18 – Motion by Ms. Singh-Allen, seconded by Mr. Perez and carried unanimously by an affirmative vote of all board members present that the following be approved:

- Approved Open Enrollment transfers from schools with fewer than 5% transfer requests.
- Imposed a 5% cap limiting the number of students who would be allowed to transfer from Samuel Jackman, James Rutter Middle Schools and from Florin and Valley High Schools.
- Approved an Open Enrollment random selection process, to be held February 27 at Laguna Creek High School, to:
  - Determine which students from schools whose requests exceed 5% will be allowed to transfer to their schools of choice.
  - Identify 100 students who will open enroll into Cosumnes Oaks High School.

*Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen;  
Noes – None*

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION  
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, February 20, 2018**

**XVI. Action Items**

- 1. 2018 California School Boards Association (CSBA) Delegate Assembly Election** – Motion No. 68, 2017-18 – Motion by Ms. Singh-Allen, seconded by Dr. Martinez-Alire and carried unanimously by an affirmative vote of all board members present that votes be cast for Craig DeLuz and JoAnne Reinking for delegates to the California School Boards Association Sub-Region 6B Delegate Assembly. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*
- 2. Non-Reelection of Probationary Certificated Employees** – Motion No. 69, 2017-18 – Motion by Mr. Forcina, seconded by Mr. Madison and carried unanimously by an affirmative vote of all board members present that Resolution No. 55, authorizing the Governing Board to non-reelect probationary certificated employees per Education Code 44929.21, be adopted. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*
- 3. Resolution Calling for Full and Fair Funding of California’s Public Schools** – Motion No. 70, 2017-18 – Motion by Ms. Singh-Allen, seconded by Dr. Martinez-Alire and carried unanimously by an affirmative vote of all board members present that Resolution No. 52, to support the calling for full and fair funding of California’s Public Schools, be adopted. *Ayes – Albiani, Chaires Espinoza, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Noes – None*
- 4. Resolution in Support of Apportioning \$3 Billion in 2018-19 from Proposition 51 School Facilities Funds** - Motion No. 71, 2017-18 – Motion by Mr. Madison, seconded by Mr. Perez and carried unanimously by an affirmative vote of all board members present that Resolution No. 53, in support of apportioning \$3 billion in 2018-19 from Proposition 51 School Facilities Funds, be adopted.

**XVII. Board Member and Superintendent Reports** – Board members reported on organization and committee meetings and information relative to the District and its operation.

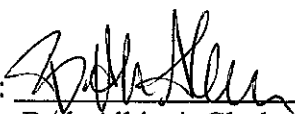
**XVIII. Information Items**

**1. Other Items from the Floor**

Ms. Singh-Allen requested to adjourn the meeting in the memory of the victims of the Marjory Stoneman Douglas High School in Parkland, Florida.

**XIX. Adjournment** – 9:46 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by:   
Beth Albiani, Clerk  
March 6, 2018