

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, October 17, 2018**

*Adopted*

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

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

**OPEN SESSION** - The special board meeting was called to order by Ms. Chaires Espinoza at 8:43 a.m. in the Board Room of the Education Center.

- I. Pledge of Allegiance** - Ms. Donna Cherry, Associate Superintendent of PreK-6 Education, led the pledge of allegiance.
- II. Opening & Review of the Day** - Superintendent Hoffman provided an overview of the day.
- III. Public Comment/Bargaining Units** - Ms. Tina Coutee shared information about the 22<sup>nd</sup> Annual Paraeducator Conference on March 6-8, 2019 at the Sacramento Convention and invited the Board to attend for a day.
- IV. Consent Agenda –Action** - Motion No. 46, 2018-19 - 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 5 be approved. *Ayes – Albiani, Chaires Espinoza, Madison, Perez and Singh-Allen; Nays – None; Absent – Forcina, Martinez-Alire*
  - 1. Update to Board Bylaw 9270 - Conflict of Interest** – Adopted Resolution No. 31, 2018-19 and approve the updates made to Board Bylaw 9270 - Conflict of Interest, Conflict of Interest Code and List of Designated Positions.
  - 2. Amended 2018-19 Salary Schedules BSS #30 and MHT #35** – Approved the amendment to Salary Schedules BSS #30 and MHT #35
  - 3. Amended 2018-19 Management #18 and #28 Salary Schedule** – Approved the amendment to Salary Schedule Management #18 and #28.
  - 4. New Job Description Program Specialist - Student Support Center** – Approved the new Program Specialist, Student Support Center job description.
  - 5. Reclassification Request** – Approved the reclassification of the Administrative Assistant III to Senior Administrative Assistant supporting the Executive Director for Education Services.
- V. K-8 History/Social Science (HSS) Instructional Materials Pilot and Potential Adoption** - The instructional materials under consideration for potential Board adoption were approved by the State Board of Education (SBE) on November 9, 2017. Following the SBE approval, the materials were internally reviewed, evaluated, and selected for pilot by teachers who serve on the EGUSD K-12 History/Social Science Steering Committee.

These new materials are aligned with recent changes to the California History/Social Science Framework that include content related to the Fair, Accurate, Inclusive, and Respectful (FAIR)

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Act. Enacted in 2012, the FAIR Act changed the California Education Code 60040 in regards to requirements for instructional materials. EC 60040 directs governing boards to only adopt instructional materials that “accurately portray the cultural and racial diversity of our society.” While this section already included a number of diverse groups, it was amended to include all of those in Section 51204.5 as follows: Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups. Support for a more inclusive portrayal and depiction of different groups can be connected to the California History Social Science Content Standards (1998) and the History/Social Science Framework (2016). The chapter on Access and Equity in the History/Social Science Framework also identifies the importance of inclusive curriculum for LGBTQ students.

Instructional materials used in California public schools must comply with Education Code sections 60040-60045 and 60048 as well as the SBE guidelines in Standards for Evaluating Instructional Materials for Social Content (2013 Edition) which require the following in regards to the depiction of Sexual Orientation and Gender Identity in instructional materials:

- (1) Achievements. Whenever developments in history or current events, or achievements in art, science, or other fields are presented, the contributions of persons of gay, lesbian, or bisexual orientation, or transgender persons, particularly prominent persons, should be included and discussed when it is historically accurate to do so.
- (2) Proportion of portrayals. Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse sexual orientations and gender identities.
- (3) Roles. The presentation of persons of gay, lesbian, or bisexual orientation, or transgender identity, in instructional materials should not be significantly different from the portrayal of people of other sexual orientations and gender identities.

In order to ensure adequate opportunities for parents and community members to view the instructional materials under consideration for EGUSD adoption, the following dates have been scheduled for Board and public preview of the materials:

- |   |  |
|---|--|
| 1. Tuesday, August 14 <sup>th</sup>     | 2pm – 8pm Café Express, Robert L. Trigg Education Center |
| 2. Monday, September 10 <sup>th</sup>   | 2pm – 8pm Café Express, Robert L. Trigg Education Center |
| 3. Thursday, October 11 <sup>th</sup>   | 2pm – 8pm Café Express, Robert L. Trigg Education Center |
| 4. Tuesday, November 6 <sup>th</sup>    | 2pm – 8pm Café Express, Robert L. Trigg Education Center |
| 5. Tuesday, November 13 <sup>th</sup>   | 2pm – 8pm Café Express, Robert L. Trigg Education Center |
| 6. Wednesday, November 14 <sup>th</sup> | 2pm – 8pm Café Express, Robert L. Trigg Education Center |
| 7. Friday, December 14 <sup>th</sup>    | 2pm – 8pm Café Express, Robert L. Trigg Education Center |

During the pilot and review period of the instructional materials outlined above, we will gather information from all stakeholders and will bring forward a recommendation to the Board in February 2019.

The Board provided feedback for Ms. Anna Trunnell, Ms. Dawniell Black and Ms. Jerrilyn Ewing. (Presentation Attached – Appendix A)

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- VI. Budget Reserve Policy and Practices** - Mr. Robert Pierce provided the board with information about Reserve Adequacy Requirements, Reserve History and Comparisons, School District Reserve Categories, California Reserve Cap and Options/Direction. (Presentation Attached – Appendix B)

The Board shared their thoughts and provided Mr. Pierce with feedback.

*Ms. Chaires Espinoza called for a break at 10:09 a.m. and called the meeting back to order at 10:26 a.m.*

- VII. Arbinger Refresher for the Board of Education** - Mr. Mike Merchant of the Arbinger Institute provided the Board with Arbinger Training.

*Ms. Chaires Espinoza called for a lunch break at 11:30 a.m. and called the meeting back to order at 12:12 p.m.*

- VIII. Board Policy and Administrative Regulation Update** – Mr. Mark Cerutti provided the Board with an update on the following Board Policies and Administrative Regulations:

- BP/AR 5144.1 – Suspension and Expulsion Due Process
- BP/AR 5144.3 – Roles and Responsibilities of School Administrators and Law Enforcement Relative to Student Behavior
- BP/AR 5145.11 – Questioning and Apprehension by Law Enforcement (Presentation Attached – Appendix C)

The Board thanked Mr. Cerutti and provided him with feedback and agreed that the Board Subcommittee would meet before the November 13<sup>th</sup> board meeting.

- IX. Presentation on Branding** – Ms. Xanthi Pinkerton and Ms. Pam Daly provided the Board with a presentation on branding that prompted a discussion on defining the organization's structure and culture for the 21st Century.

**CLOSED SESSION** - Ms. Chaires Espinoza ended Open Session at: 2:10 p.m. and announced that the Board would meet in closed session to address the item 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 item:

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

**OPEN SESSION** – Ms. Chaires Espinoza called the regular meeting to order at 2:22 p.m. and announced that the Board met in closed session and that no action was taken and adjourned the meeting.

- X. ADJOURNMENT** – 2:22 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by:   
Beth Albiani, Clerk



# K-8 History/Social Science (H/SS) Instructional Materials Pilot & Potential Adoption Information

EGUSD Board of Education Retreat  
October 17th, 2018

Sue Larson, Executive Director - Education Services  
Annal Trunnell, Director - Curriculum/Professional Learning  
Jerrilyn M. Ewing, Director - Instructional Support  
Dawniell Black, K-12 History/Social Science Program Specialist



# EGUSD STRATEGIC GOALS

## High-Quality Classroom Instruction & Curriculum

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

## Assessment, Data Analysis, & Action

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

## Wellness

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

## Family & Community Engagement

All students will benefit from programs and services designed to inform and involve family and community partners.

# Why do we need new Instructional Materials in History Social Science?

# Current History Social Science Instructional Materials

- ❑ The current curriculum is no longer in alignment with the California State Framework for History/Social Science.
- ❑ The current materials were adopted in 2007 and, through normal usage, there is wear and tear overtime warranting replacement of materials.
- ❑ Online programs are rudimentary because they were designed 10 years ago to align to the existing materials.

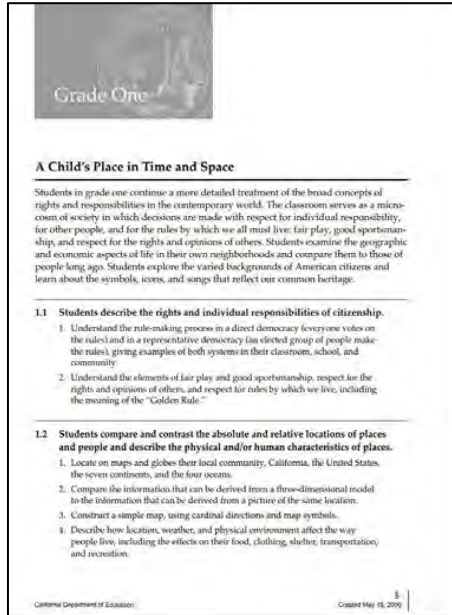




# Standards, Curriculum Frameworks & Adoptions

Schedule for K–12 Curriculum Framework Development and Adoption of K–8 Instructional Materials									
Based on Current Law as of July 20, 2017									
Calendar Year		2017	2018	2019	2020	2021	2022	2023	2024
Content standards and State Board of Education (SBE) adopted instructional materials	Mathematics				Framework				
						Adoption			
	English Language Arts/ELD						Framework		
								Adoption	
	History–Social Science							Framework	
		Adoption							Adoption
	Science								Framework
		Adoption							
	Health	Framework							
				Adoption					
	World Language	Standards		Framework					
						Adoption			
	Visual & Performing Arts	Standards		Framework					
						Adoption			
Model content standards but no SBE-adopted instructional materials	Physical Education					Framework			
Unique projects mandated by statute	Ethnic Studies		Model Curriculum						

# History Social Science Content Standards & Framework




The History Social Science Content Standards and Framework are both tools that support teachers in History Social Science instruction.

We will discuss how they are different but work together.

Handout #1

# History Social Science Content Standards

The History Social Science Content Standards were approved by the State Board of Education in 1998 and were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.



**WHAT  
WE  
TEACH**

# History Social Science Content Standards

The focus of History Social Science in 1<sup>st</sup> Grade is “A Child’s Place in Space and Time.” The focus is on rights and responsibilities in the contemporary world.

According to the HSS standards, *“The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others”.*



# History Social Science Content Standards

Grade Level Theme: A Child's Place in Space and Time

Standard

1.4 Students compare and contrast everyday life in different times and places around the world and recognize some aspects of people, places and things change over time while others stay the same.


Sub-Standard

3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside of the home), dress, manners, stories, games, and festivals drawing from biographies, oral histories, and folklore.

HSS 1.4, 1.4.3 ELA RI.1.1, W.1.2, 3...

★ **Citizenship**

**Quality:**  
Respect for the rights of others



**Gavin Newsom**  
**Champion for People's Rights**

Biographies tell stories. They can show how people caused change. Gavin Newsom was mayor of San Francisco.

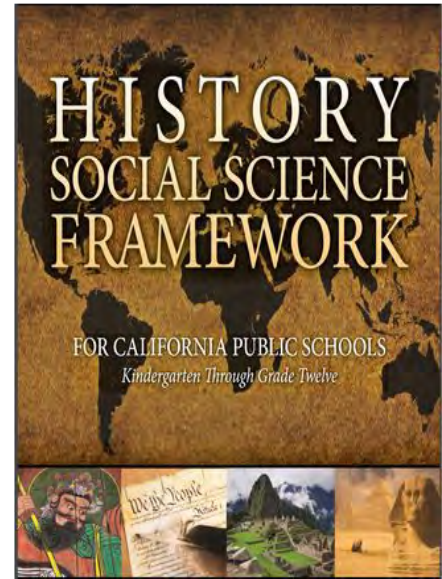
Gavin said that people could marry who they choose. Sometimes, Gavin helped marry people. Some marriages were not between a man and a woman. He made sure that people's rights were respected.

**Write** about changes Gavin Newsom made as mayor to respect people's rights.

# History Social Science Framework

The new California History Social Science Framework was approved by the State Board of Education in July of 2016 - the first update since 2005.

Curriculum frameworks are guidelines for implementing the content standards at each grade level, as well as providing the criteria for evaluating instructional materials.



**HOW  
WE  
TEACH**

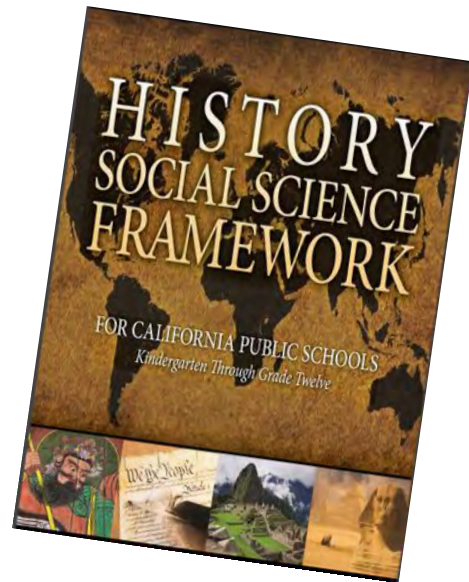
# History Social Science Framework



Students in the first grade are ready to learn more about the world they live in, about the choices they make, and about their responsibilities to other people.

Students also are ready to develop a deeper understanding of cultural diversity and to appreciate people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore.

In Standard 1.4, students learn about times past, especially continuity and change. The focus is to compare different times and different places and how certain aspects of life change over time while some things stay the same. Schools, communities, and transportation of the past provide areas of study that students are familiar with in the present. Teachers may also examine such areas as work, clothing, games, and holidays to compare with the students' lives today, using the frame How is our life different from those who lived in the past, and how is it the same?

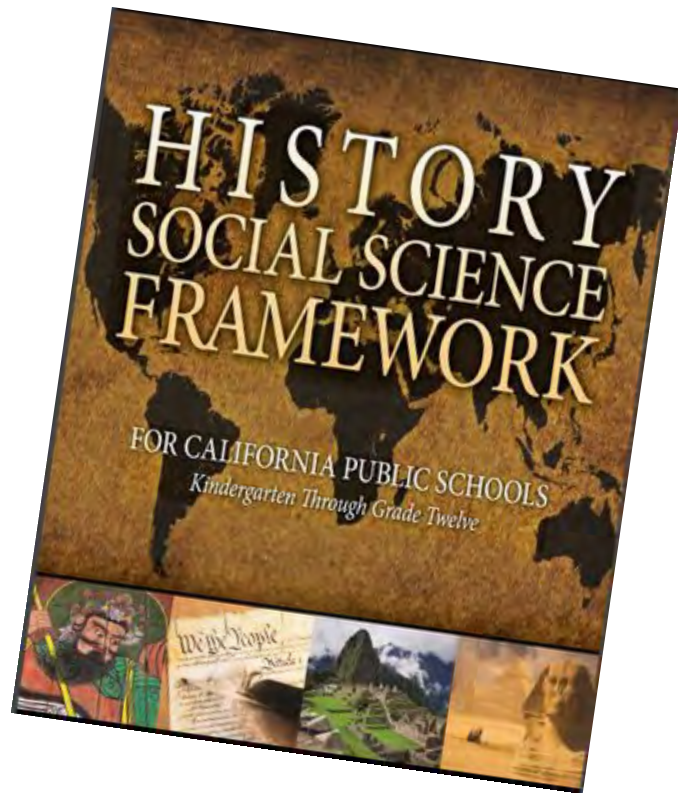


(Excerpted from pgs. 39-41 History Social Science Framework, 2016)

# History Social Science Framework

Additional chapters in the HSS Framework

- Instructional Practices
- Assessment of Proficiency in History
- Access and Equity
- Instructional Strategies
- Criteria for Evaluating Instructional Materials K-8



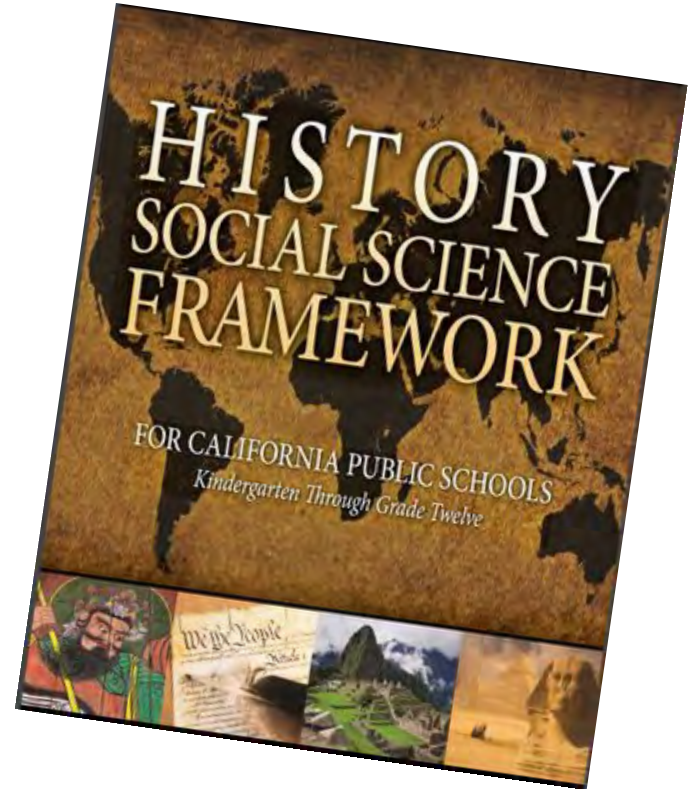




# History Social Science Framework

The History Social Science Framework outlines four key shifts in instruction that should be reflected and supported in the new K-8 instructional materials.

- Content
- Literacy
- Inquiry
- Citizenship



# FOUR SHIFTS IN HSS INSTRUCTION

## CONTENT

The framework incorporates new scholarship and recent state mandates including the FAIR Act. The K-8 course descriptions have been rewritten to reflect the contributions of diverse groups.

## LITERACY

The framework emphasizes giving all students access to the academic vocabulary and skills necessary for success in college, careers, and civic life. The development of literacy is not limited to the ELA classroom.

## INQUIRY

The framework emphasizes student inquiry - with a goal of teaching the students the skills to do history- social science. Students should conduct research, evaluate sources and develop arguments.

## CITIZENSHIP

The framework places a strong emphasis on democratic values in relations between citizens and the state. It encourages teachers to help their students practice the skills of engaged citizenship

# SHIFT IN INSTRUCTION: CONTENT

## SBE Guidelines for HSS Framework Revision (excerpts, adopted September, 2014)

The updated History–Social Science Framework for California Public Schools shall:

- Be **aligned to the state-adopted history–social science standards** adopted by the SBE in October 1998.
- Include accurate information based on **current and confirmed research**.
- When appropriate, **follow the organization and design of other standards-based frameworks**
- Be **accessible and inclusive** to all students.
- Promote the values of **civic engagement and civic responsibility**.
- Align to the Literacy Standards for History/Social Studies within the **California Common Core State Standards** for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, as appropriate.

Sample Topics to be addressed because of Statutory Requirements:

- Financial Literacy
  - Great Irish Potato Famine
  - Cesar Chavez and Martin Luther King, Jr.
  - Environmental Principles and Concepts
  - LGBTQ and Disability History (Fair Act, or SB48)
  - Mexican Repatriation Program
  - Use of oral histories to teach about Bracero program and WWII veterans
  - Filipino & Filipino-American Contributions to the farm Labor Movement and World War II.
  - Armenian Genocide
  - Presidency of Barak Obama
  - Voter Education and consideration for the College, Career, and Civic Life (C3) Framework
-

# SENATE BILL 48 - THE FAIR ACT



SB 48 added language to Education Code Section 51204.5, which prescribes the inclusion of the contributions of various groups in the history of California and the United States.

This section already included men and women and numerous ethnic groups.

The expanded language now includes (additions **bolded**): "...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican **Americans**, Asian **Americans**, Pacific Islanders, **European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities**, and members of other ethnic and **cultural groups**, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society."

# SENATE BILL 48 - THE FAIR ACT



***The legislation also added some requirements with regard to instructional materials.***

Education Code Section 51501 outlines prohibitions on material included in textbooks or other instructional materials. This section already includes prohibitions on matter “reflecting adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry”; SB 48 added “sexual orientation” to the list.

Education Code Section 60040 directs Governing Boards to only adopt instructional materials that “accurately portray the cultural and racial diversity of our society.” This section already includes a number of groups, but was amended to include all of those in Section 51204.5 as listed above.

# THE CALIFORNIA HEALTHY YOUTH ACT

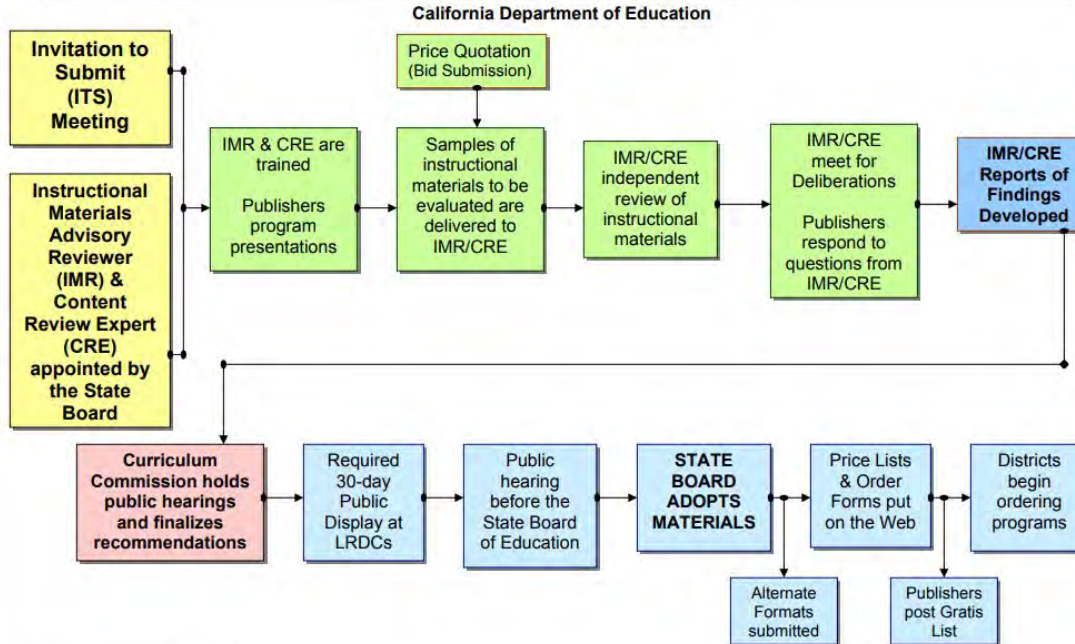
EGUSD's Family Life philosophy, curriculum, and instruction refer to what is now known as Comprehensive Sexual Health Education and HIV/AIDS Prevention (Education Code 51930-51939). Teaching about gender and sexual orientation outside of sex education is not comprehensive sexual health education.

According to the CDE FAQ's for The California Healthy Youth Act (CHYA), "The "opt-out" provision [of CHYA], does not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (EC § 51932(b).) This is to ensure a positive school climate so that all students feel safe on and off campus knowing that all peers have the same basic understanding on acceptable and unacceptable behaviors."

# NEW INSTRUCTIONAL MATERIALS - THE STATE PROCESS

## INSTRUCTIONAL MATERIALS ADOPTION PROCESS

This flowchart shows the sequence of major components of California's Instructional Materials Adoption Process. From the time samples of programs are submitted by publishers for evaluation, approximately six months elapse before final adoption action is taken by the State Board of Education.



Modified September 9, 2008



# NEW K-8 H/SS INSTRUCTIONAL MATERIALS - THE STATE PROCESS & TIMELINE

## **JULY 2016**

The State Board of Education (SBE) approves the California H/SS Framework which includes the criteria for evaluating instructional materials.

## **MARCH 2017**

Publishers submit their materials to be reviewed by a panel selected from a pool of applicants by the California Instructional Quality Commission (IQC).

## **AUGUST 2017**

The IQC conducts a review of instructional materials and obtains public comment to generate a list of recommendations for the SBE.

## **NOVEMBER 2017**

SBE takes action on the recommendations by the IQC based on the formal report by the IQC and public comment (both written and during the hearing).

## **FEBRUARY 2018**

The California County Superintendents Educational Services Association (CCSESA) releases their History Social Science Adoption Toolkit with rubrics for LEAs to use for evaluation of materials.





# NEW K- H/SS INSTRUCTIONAL MATERIALS - STATE RECOMMENDATIONS

## The Following Programs Are Adopted

Publisher	Program Title	Grade Level (s)
Discovery Education	<i>Discovery Education Social Science Techbook</i>	6–8
First Choice Educational Publishing	<i>E Pluribus Unum: The American Pursuit of Liberty, Growth, and Equality, 1750-1900</i>	8
McGraw-Hill School Education	<i>Impact: California Social Studies</i>	K–5
McGraw-Hill School Education	<i>Impact: California Social Studies</i>	6–8
National Geographic Learning	<i>National Geographic World History</i>	6–8
Pearson Scott Foresman and Prentice Hall	<i>California History-Social Science myWorld Interactive</i>	K–5
Pearson Scott Foresman and Prentice Hall	<i>California History-Social Science: myWorld Interactive</i>	6–8
Studies Weekly	<i>California Studies Weekly – Social Studies</i>	K–6
Teachers' Curriculum Institute	<i>Social Studies Alive! California Series</i>	K–5
Teachers' Curriculum Institute	<i>History Alive! California Series</i>	6–8



# History Social Science K-8 Adoption Process & Timeline

## ELK GROVE UNIFIED SCHOOL DISTRICT



### MAY - DECEMBER 2018

- ❑ Evaluation and selection of instructional materials recommended to pilot in K-8 classrooms by K-12 History Social Science Steering Committee
- ❑ Recruitment and training for K-8 Pilot Teachers
- ❑ K-8 New H/SS Instructional Materials Preview Nights held for Parents, Staff & Community (seven events provided)
- ❑ Evaluation of materials by pilot teachers and students
- ❑ K-12 H/SS Steering Committee recommendations for new materials

### July-September/October, 2018

Implementation of recommended instructional materials in K-8 classrooms

- ❑ Grades K-5: Pearson *myWorld* (6-8 weeks)
- ❑ Grades 6-8: *National Geographic* (6-8 weeks)

### October-December, 2018

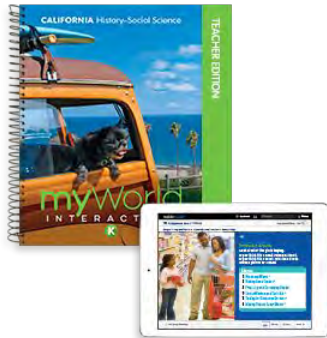
Implementation of recommended instructional materials in K-8 classrooms

- ❑ Grades K-8: McGraw-Hill *Impact California* (6-8 weeks)

# EGUSD History Social Science K-8 Instructional Materials Pilot

## K-5 myWorld (Pearson)

Currently 100+ teachers at 33 elementary schools are currently piloting the materials in their classrooms.



## 6-8 National Geographic

Currently:

22 6th Grade Teachers

13 7th Grade Teachers

8 8th Grade Teachers

are piloting the materials in their classrooms.



## K-8 Impact California (McGraw Hill)

By October 15th all K-8 pilot teachers will begin implementing McGraw Hill.



# History Social Science K-8 Adoption Process & Timeline

## ELK GROVE UNIFIED SCHOOL DISTRICT



In addition to the concurrent work of the pilot teachers, the independent review of the materials by the K-12 History Social Science Steering Committee and the EGUSD K-8 Instructional Preview Events, presentations about the History Social Science Instructional Materials Pilot and Adoption have been made to the following groups:

- ❑ School Principals (Elementary Principals in Sept./Secondary Principals in Nov.)
- ❑ CPL and OGLR Instructional Coaches
- ❑ District English Learner Advisory Committee
- ❑ Superintendent's Cabinet
- ❑ EL Steering Committee (including EL Instructional Coaches)
- ❑ Learning System Leadership Team (LSLT)
- ❑ Superintendent's Parent Advisory Committee

# EGUSD K-8 INSTRUCTIONAL MATERIALS PREVIEW

- ❑ Tuesday, August 14, 2018
- ❑ Tuesday, September 4, 2018
- ❑ Thursday, October 11, 2018
- ❑ Tuesday, November 6, 2018
- ❑ Tuesday, November 13, 2018
- ❑ Wednesday, November 14, 2018
- ❑ Friday, December 14, 2018

**Instructional Materials Preview Feedback Form**

In accordance with Board Policy 4881, the Eureka Regional Office of Education (EROE) is providing this form to parents and staff to provide feedback on the proposed instructional materials. The form is intended to be completed by parents and staff who are reviewing the instructional materials for the 2018-2019 school year.

Please check one of the following:

School Site: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Demographic Information:**

- I am a parent enrolled in EGUSD
- I am a teacher in EGUSD
- I am an administrator in EGUSD
- I am a staff member in EGUSD
- I am a community member
- I am a community member representing an organization
- Other: \_\_\_\_\_

**Instructional Materials Feedback**

Please select a checkbox if the materials present the following issues and enter the grade level:

- Not aligned to the state standards
- Not aligned to the state standards (State Standard) K 1st 2nd 3rd 4th 5th 6th
- Not aligned to the state standards (State Standard) 6th 7th 8th 9th 10th 11th 12th
- Not aligned to the state standards (State Standard) 6th 7th 8th 9th 10th 11th 12th
- Not aligned to the state standards (State Standard) 6th 7th 8th 9th 10th 11th 12th
- Not aligned to the state standards (State Standard) 6th 7th 8th 9th 10th 11th 12th

The table below is to be used to provide specific quantitative feedback on the materials. Please complete the table for each grade level you are reviewing. Use the following rating scale to identify the percent of the percent of each topic that is present in the materials.

Evaluation Topics	None	Some	Most	All
Includes clear, measurable learning objectives				
Includes clear, measurable standards (including the standards)				
Provides support for students with diverse needs				
Includes support for students with diverse needs (including English learners)				
Includes support for students with diverse needs (including students with disabilities)				
Includes support for students with diverse needs (including students with diverse backgrounds)				
Includes an ongoing assessment				
Provides opportunities for students to practice their skills				
Includes opportunities for students to practice their skills				
Includes opportunities for students to practice their skills				
Includes opportunities for students to practice their skills				

Parents, staff, and community members are welcome to drop-in anytime between 2:00 p.m. and 8:00 p.m. to review and provide feedback on the proposed instructional materials.

# K-8 H/SS Instructional Materials: Concerns Received

- ❑ Inclusion of Gavin Newsom in the Pearson *myWorld* 1st Grade text
- ❑ Inclusion of LGBTQ definitions and representation, including Chaz Bono, in the Pearson *myWorld* 3rd Grade text
- ❑ Inclusion of Ellen Degeneres' identification as a lesbian in the McGraw-Hill *Impact California* 1st Grade text
- ❑ Inclusion of a caption for a photo that reads, "Lea likes to go to the beach with her dads." in the McGraw-Hill *Impact California* 3rd Grade text
- ❑ Inclusion of Sally Ride's identification as a lesbian in the McGraw-Hill *Impact California* 3rd Grade text
- ❑ The representation of Indian History and the Hindu religion in the McGraw-Hill 6th/7th Grade *World History* text.



# History Social Science K-8 Adoption Process

## ELK GROVE UNIFIED SCHOOL DISTRICT



### DECEMBER 2018

- ❑ Grade K-5 Consensus Meeting (Dec 5th, 2018)
  - ❑ Grade K-5 Pilot Teachers will make a recommendation on which program to recommend for adoption.
- ❑ Grade 6-8 Consensus Meeting (Dec 5th, 2018)
  - ❑ Grade 6-8 Pilot Teachers will make a recommendation on which program to adopt.
- ❑ EGUSD K-12 H/SS Steering Committee Meeting (Dec 18th, 2018)
  - ❑ The K-12 History Social Science Steering Committee will make a recommendation on which program(s) to adopt based upon the reports and recommendations of pilot teachers, their own extensive review and evaluation of the publishers' materials, and the feedback received from students, parents, and the community.

# History Social Science K-8 Adoption Process

## ELK GROVE UNIFIED SCHOOL DISTRICT



### JANUARY - MARCH 2019

- ❑ EGUSD Curriculum Council (January 8, 2019)
  - ❑ The EGUSD Curriculum Council will review the recommendations of the K-12 History/Social Science Steering Committee and will either recommend that the program(s) move forward, return the recommendation(s) back to HSS Steering for correction, or not recommend that the program(s) move to the the Board for approval.
- ❑ EGUSD Board of Education (February 5, 2019)
  - ❑ Based on the recommendation of the Curriculum Council the Board will adopt or not approve the materials for adoption.
- ❑ EGUSD Purchase of Materials (following Board adoption)
  - ❑ If the instructional materials are approved for adoption by the Board of Education, the purchasing process will begin to ensure that materials arrive in time for use by students beginning in the 2019-2020 school year.



**Questions?**

# Elk Grove Unified School District

## Budget Reserve Discussion

### Board Retreat – October 17, 2018

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Robert Pierce, Deputy Superintendent  
Business Services and Facilities

Shannon Hayes, Chief Financial Officer  
Finance and School Support

# Agenda

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- Reserve Adequacy/Requirements
- Reserve History and Comparisons
- School District Reserve Categories
- California's Reserve Cap
- Options/Direction

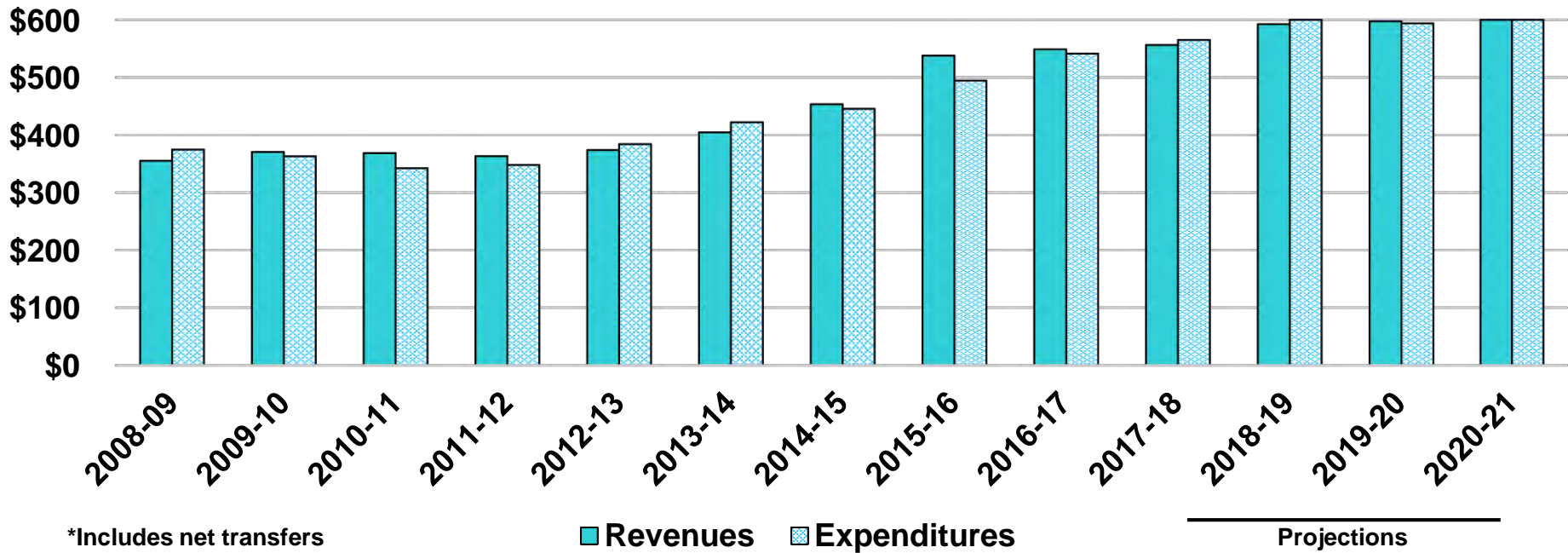
# What is an Adequate Reserve?

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- School districts, like all public agencies, should establish and maintain an adequate budget reserve to mitigate current and future risks
- An adequate reserve allows the district to maintain fiscal solvency and continue its educational programs (minimizing reductions) during economic downturns
- California Code of Regulations (CCR) 15450, calls for a 2% reserve for a district the size of EGUSD (based on average daily attendance)
- The Government Finance Officers Association (GFOA) recommends a reserve of two months of general fund operating revenues or expenditures (16.7%), whichever is more predictable

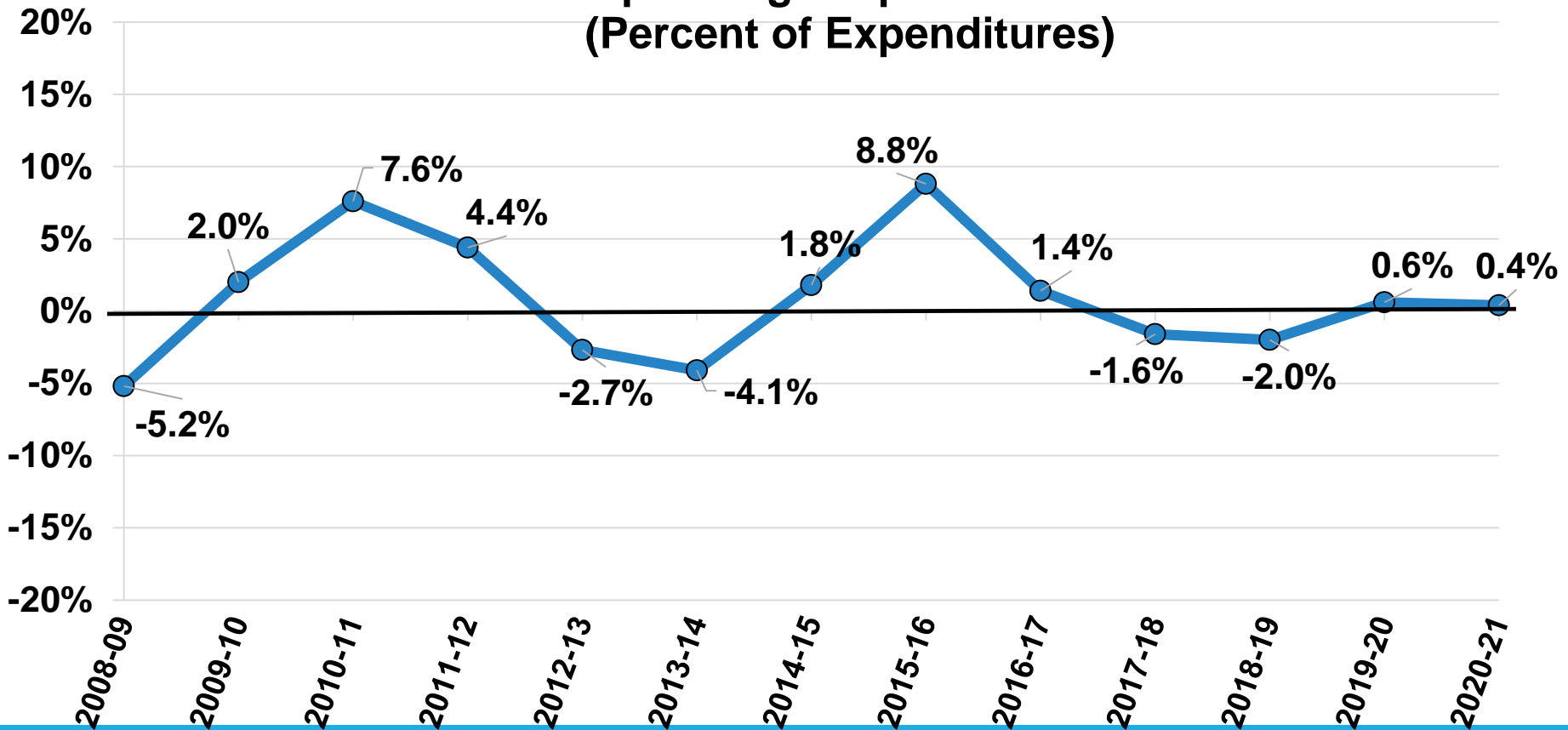
# Elk Grove USD – Revenues vs. Expenditures

**Chart 1**  
**Revenues vs. Expenditures\***  
**(In Millions)**



# Elk Grove USD – Operating Surplus/Deficit Percentages

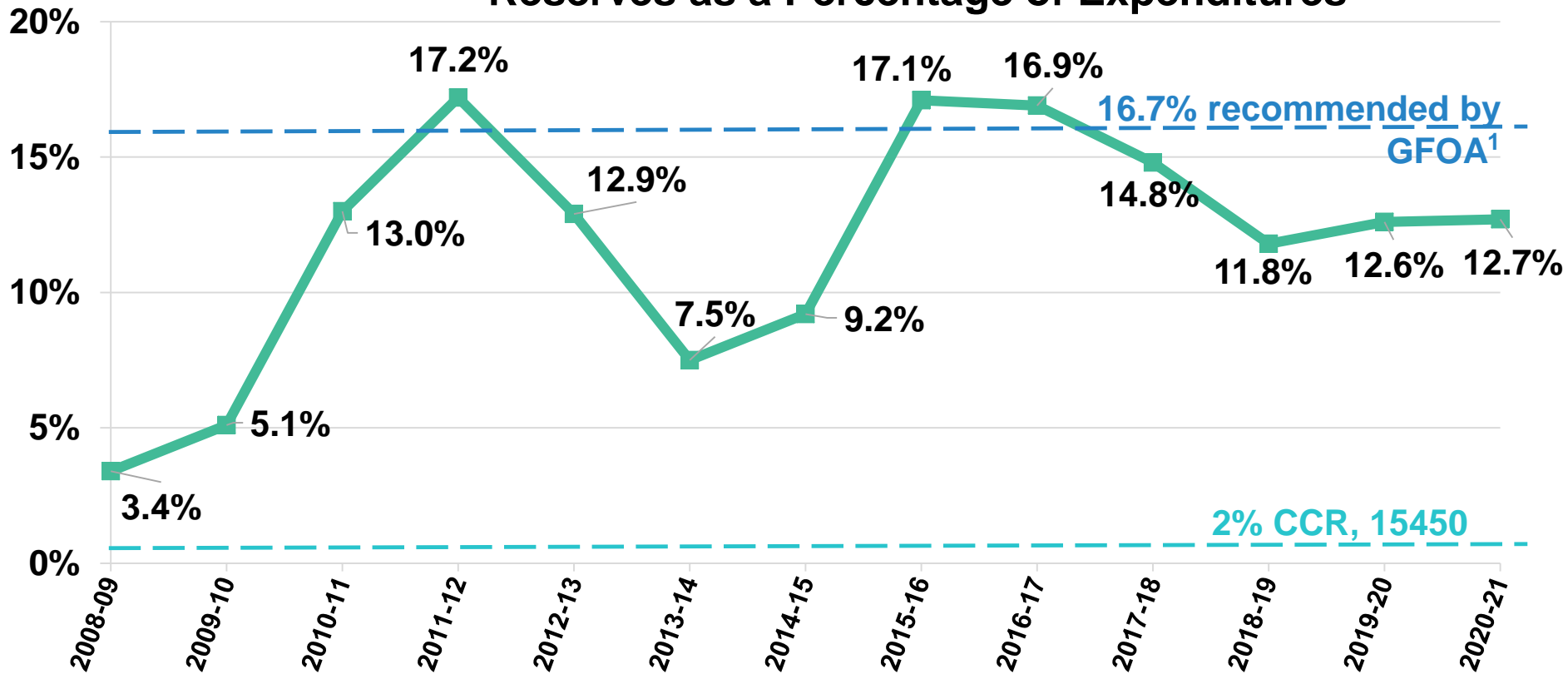
Chart 3  
Operating Surplus/Deficit  
(Percent of Expenditures)



# Elk Grove USD – Reserves as a Percentage of Expenditures

Chart 5

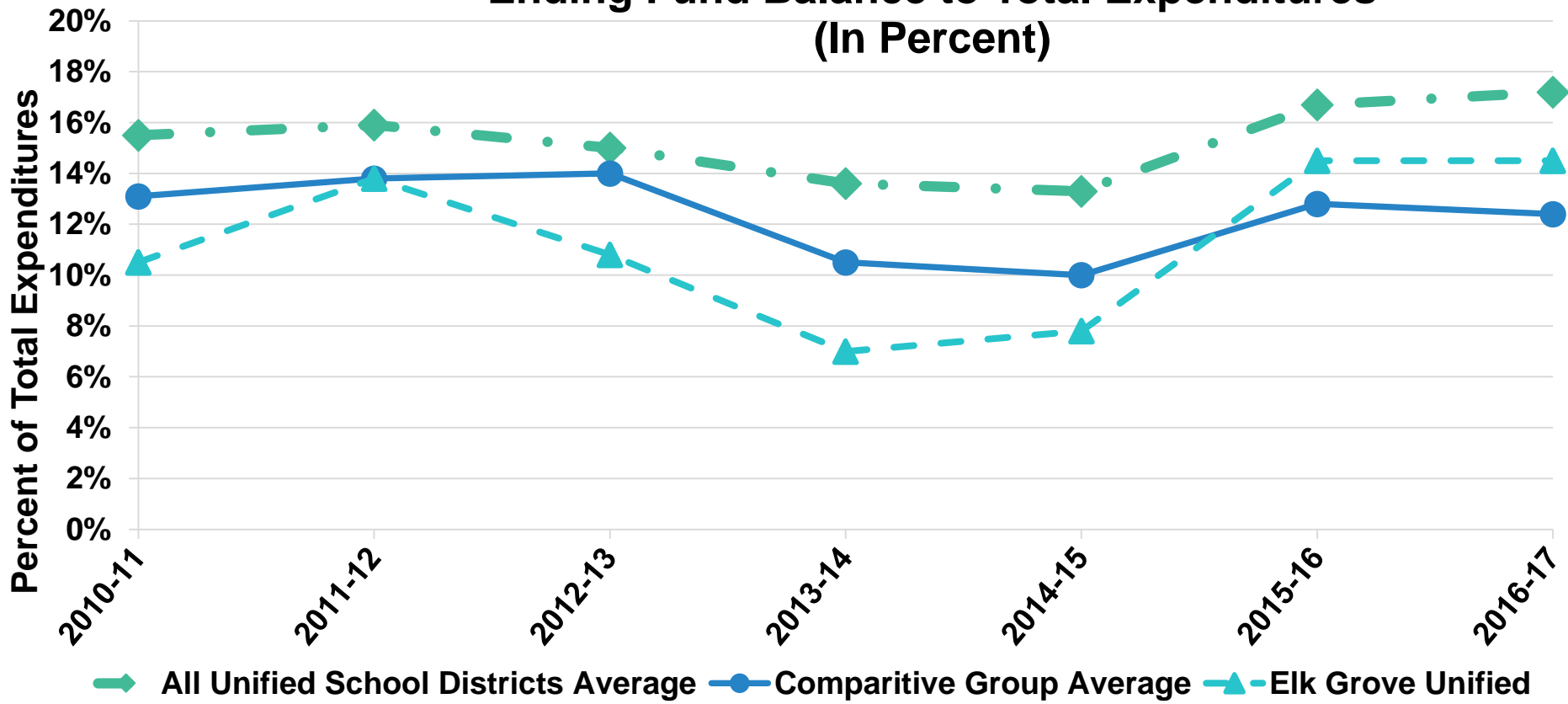
Reserves as a Percentage of Expenditures



¹ Two months of operating expenditures.

# Ending Fund Balance to Total Expenditures

Chart 6  
Ending Fund Balance to Total Expenditures  
(In Percent)





# Typical Reserve Categories

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- Committed/Designated
  - Earmarked for future use by the Board
- Assigned
  - Earmarked by the Superintendent or designee
- Unassigned
  - All other reserve monies

# Examples of EGUSD Reserve Categories

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- Committed/Designated
- Assigned
  - Instructional Materials
  - ROP/CTE Reserve
  - One time employee compensation
  - Arbinger Training
  - Reserve for Funding Priorities
- Unassigned
  - 2% Mandated Reserve – Economic Uncertainties

# California's Education Reserve Cap – Part I

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In June of 2014 the Governor Signed SB 858 - Known as the school district reserve cap

- Limits a school district's reserve levels
- In a year following a contribution of any amount to the education Rainy Day Account (created in Prop 2), school districts would be forced to spend down their reserves to just two times their minimum required level. For most districts this is 3% and for EGUSD its 2%
- Was not clear if it applied to just the unrestricted General Fund or all funds
- Beginning in the 2014-15 Fiscal Year districts must prepare a statement justifying the rational for reserves in excess of the minimum level

# California's Education Reserve Cap – Part II

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In October of 2017 the Governor Signed SB 751

- Raises the level of statutory reserve limit to 10%
- Also modifies the “trigger” based on an accumulation of an amount equal to at least 3% of the Prop 98 guarantee before the “trigger” would be pulled
- Clarified that the cap applies only to General Fund revenues, not other accounts such as construction, cafeteria, or other funds
  - Assigned and unassigned reserves
- No restrictions on funds saved for large expenditures such as new textbooks or capital projects

# Options - Budget Reserve Practice

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- Continue making budget decisions including reserve levels under the **current practice** - adding a reserve percentage to MYP
  - The Board reviews the current and projected budget reserve levels at a minimum of 8 times throughout the year
- **Establish Guidelines** for Staff to implement when building and presenting the budget
  - Establishes an understanding between the Board and Staff in establishing the budget and reserve levels
- Adopt a formal **Board Policy** establishing reserve levels
  - Creates a requirement, prescriptive steps to achieve reserve, and conditions to spend down the reserve

# Thank You!



# BP/AR Update

MARK CERUTTI, DEPUTY SUPERINTENDENT  
EDUCATION SERVICES AND SCHOOLS

# BPs and ARs

- ▶ BP/AR 5144
  - ▶ Discipline
- ▶ BP/AR 5144.1
  - ▶ Suspension and Expulsion Due Process
- ▶ BP/AR 5144.3
  - ▶ Roles and Responsibilities of School Administrators and Law Enforcement Relative to Student Behavior
- ▶ BP/AR 5145.11
  - ▶ Questioning and Apprehension by Law Enforcement



# Meetings

- ▶ Stakeholder meeting
  - ▶ August 29
  - ▶ 5:00 – 7:00
- ▶ Working group meetings
  - ▶ September 10, September 27, October 8, October 15
  - ▶ 6:00 – 8:00
- ▶ Board meeting
  - ▶ November 13

# Working Group Members

## ▶ Community members

- ▶ Danielle Lawrence
- ▶ Sonia Lewis
- ▶ Pastor Chris Logan
- ▶ Lorreen Pryor
- ▶ Etoyia Roberts
- ▶ Allegra Taylor
- ▶ Charles Taylor

## ▶ EGUSD members

- ▶ Joe Airoso
- ▶ Mark Beard
- ▶ Mark Cerutti
- ▶ Bindy Grewal
- ▶ Michael Gulden
- ▶ Mechale Murphy
- ▶ Craig Murray
- ▶ Xanthi Pinkerton
- ▶ Alan Williams
- ▶ Deidra Wood

# Next Steps

- ▶ BP/AR approval November 13
- ▶ Training
- ▶ Data management
- ▶ Progress monitoring
- ▶ Communicating results