

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

Adopted

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

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

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

- I. **Pledge of Allegiance** – Mr. Craig Murray, Assistant Superintendent of Secondary Education led the pledge of allegiance.
- II. **Opening & Review of the Day** – Superintendent Hoffman provided an overview of the day.
- III. **Public Comment/Bargaining Units** - None
- IV. **Governor’s Budget Update** – Ms. Shannon Hayes and Mr. Robert Pierce provided the Board with an update of the information they received at the 2019-2020 Governor’s Budget Workshop that was held on January 15, 2019. (Presentation Attached – Appendix A)

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

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

- I. **Government Code Section 54956.9 Subdivision (d) Paragraph (1):** Conference with Legal Counsel – Existing Litigation
- II. **Government Code Section 54956.9 Subdivision (d) Paragraph (2):** Conference with Legal Counsel - Anticipated Litigation Significant Exposure to Litigation
- III. **Government Code Section 54957:** Public Employee Discipline/Dismissal/Release/Complaint
- IV. **Government Code Section 54957.6:** Conference with Labor Negotiators
Agency designated representatives:
David Reilly, Robert Pierce, Karen Rezendes

Employee Organizations: All Elk Grove Unified School District
Bargaining Units and Unrepresented Employees

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

- V. **Education Specifications Update** – Staff provided the Board with an update on the draft of the EGUSD Education Specifications. A brief overview was provided that included Ed Spec Contents, Process Overview, Participation Structure, and Guiding Principles. (Presentation Attached – Appendix B)

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
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Unadopted

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

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

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

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

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

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

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

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

PBIS Program Implementation

Evidence of Program Success:

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

Examples of High Level of Fidelity Sites:

- Donner Elementary
- Edward Harris, Jr. Middle School
- Monterey Trail High School

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Action Being Taken

Framework for High Quality Instruction

Calibrated Discipline Team

Data Reporting and Analysis

Student Leadership Team

Anonymous Reporting System

Training

PBIS Program Implementation Analysis

Partners Accountable and Responsible for Student Success (PARSS)

New and Updated Board Policies and Administrative Regulations

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

Low Performing Students Block Grant

The Board held a discussion and provided feedback.

IX. Adjournment – 3:18 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: 
Beth Albiani, Clerk



2019-**2020** Governor's Budget Proposal

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



Themes for the 2019-**20 Governor's Budget**

- The economy continues to outperform expectations, but the recovery from the Great Recession is in its tenth year and some fear a downturn is looming
- The growth in Proposition 98 for 2019-20 is meager even though state revenues are outpacing the forecast
- Local educational agencies (LEAs) will continue to face budget challenges as Local Control Funding Formula (LCFF) funding flattens and costs rise
- **The education budget contains some new proposals, but Governor Newsom's early childhood education initiative will take center stage**
- Accountability remains a priority as the California School Dashboard (Dashboard) and other metrics continue to evolve



The California Economy

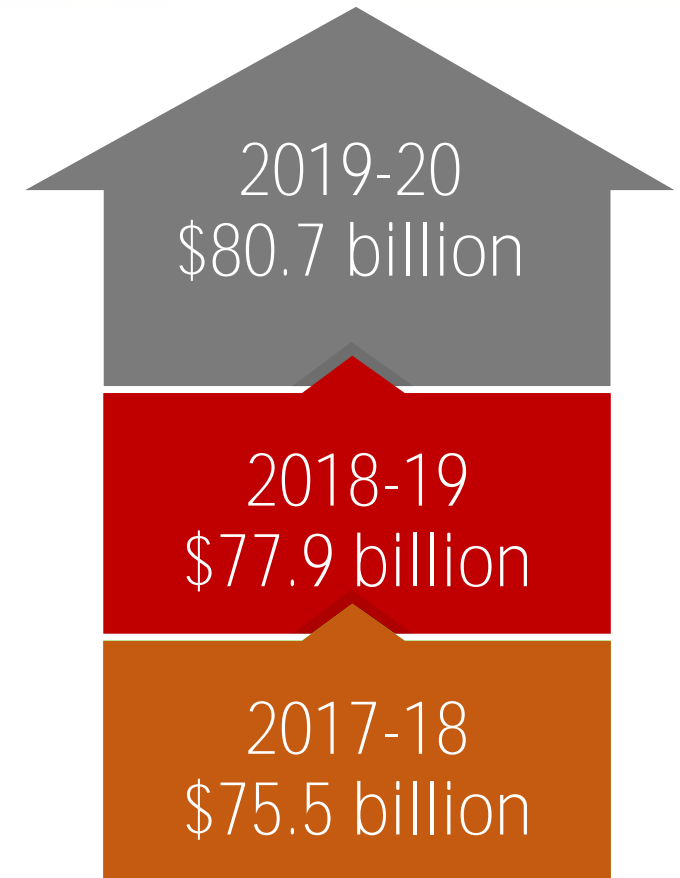
- The California economy continues to grow but at a slower rate than the immediate years following the Great Recession
- Continued growth of the economy will rely on three major factors, which may be difficult to achieve
- The Budget assumes steady job growth and a more balanced distribution of wage increases across all workers





Proposition 98

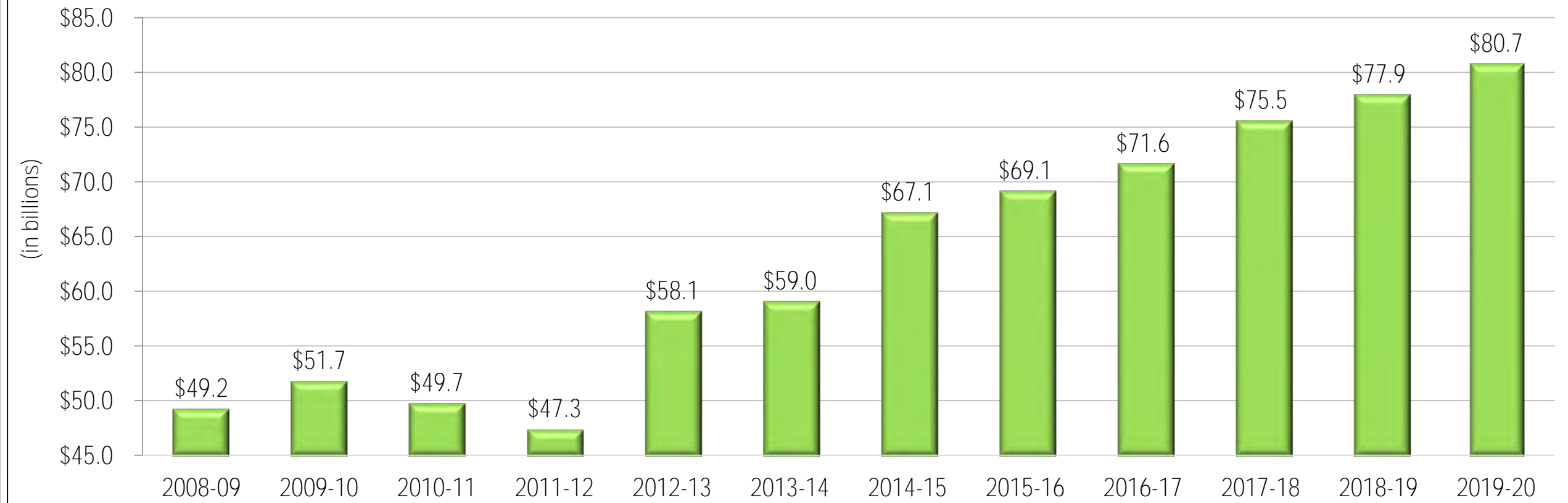
- The 2019-20 minimum guarantee is \$80.7 billion
 - ▣ A \$2.8 billion (3.6%) increase from last **year's** revised State Budget
- The minimum guarantee has declined from the 2018 Budget Act for both 2017-18 and 2018-19
 - ▣ Due to lower-than-anticipated ADA and year-over-year decline in General Fund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





Proposition 98

Proposition 98 Funding Over Time 2008-09 to 2019-20



Source: 2019-20 Governor's Budget, page 32



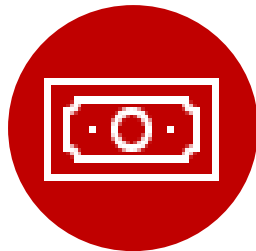
Cap on District Reserves

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



Maintenance Factor

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



Test 1

Met: Minimum Guarantee is determined by Test 1



ADA and COLA*

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



Capital Gains

Met: Capital gains exceed 8% of General Fund revenues



*Cost-of-living adjustment (COLA)



2019-20 Local Control Funding Formula

- The State Budget proposes \$2 billion towards LCFF to fund the 3.46% statutory COLA
 - This brings LCFF funding to \$63 billion (up from \$61 billion in 2018-19)
- 2019-20 LCFF growth provides an average increase in per-pupil funding of an estimated \$343 per ADA, or 3.37% (individual results will vary)
 - The lower 3.37% increase takes into consideration that no COLA is provided for Targeted Instructional Improvement Grant, Transportation, or Economic Recovery Target



2019-20 LCFF Funding Factors

The K-12 COLA is 3.46% for 2019-20 and is applied to the LCFF base grants for each grade span

Grade Span	2018-19 Base Grant Per ADA	3.46% COLA	2019-20 Base Grant Per ADA
K-3	\$7,459	\$258	\$7,717
4-6	\$7,571	\$262	\$7,833
7-8	\$7,796	\$270	\$8,066
9-12	\$9,034	\$313	\$9,347



2019-20 LCFF Funding Factors

- Two grade span adjustments (GSAs) are applied as percentage increases against the adjusted base grant, also receiving the benefit of a 3.46% COLA in 2019-20
 - ▣ Grade K-3 – 10.4% increase for smaller average class sizes
 - ▣ Grades 9-12 – 2.6% increase in recognition of the costs of Career Technical Education coursework

Grade Span	2019-20 Base Grant Per ADA	GSA	2019-20 Adjusted Base Grant
K-3	\$7,717	\$803	\$8,520
4-6	\$7,833	–	\$7,833
7-8	\$8,066	–	\$8,066
9-12	\$9,347	\$243	\$9,590



2019-20 LCFF Funding Factors

- Supplemental and concentration grants are calculated based on the percentage of **an LEA's** enrolled students who are English learners, free and reduced-price meal program eligible, or foster youth – the unduplicated pupil percentage (UPP)

Grade Span	2019-20 Adjusted Grants Per ADA	20% Supplemental Grant – Total UPP	50% Concentration Grant – UPP Above 55%
K-3	\$8,520	\$1,704	\$4,260
4-6	\$7,833	\$1,567	\$3,917
7-8	\$8,066	\$1,613	\$4,033
9-12	\$9,590	\$1,918	\$4,795



What Does the LCFF Mean for Elk Grove?

Elk Grove Unified – 2019-20		
2019-20 LCFF Per ADA Funding	Projected 2019-20 ADA	Projected 2019-20 LCFF Total Revenue
\$9,762	60,210	\$587,750,690

Estimated additional new ongoing revenue of \$5,034,470 for a total estimate of \$21,083,209



CalSTRS – Employer Contributions

- The State Budget recognizes the cost pressures LEAs face with rising the California State **Teachers' Retirement System (CalSTRS)** employer contribution rates

**\$3 billion
one-time
non-
Proposition 98
to reduce
liabilities for
employers**

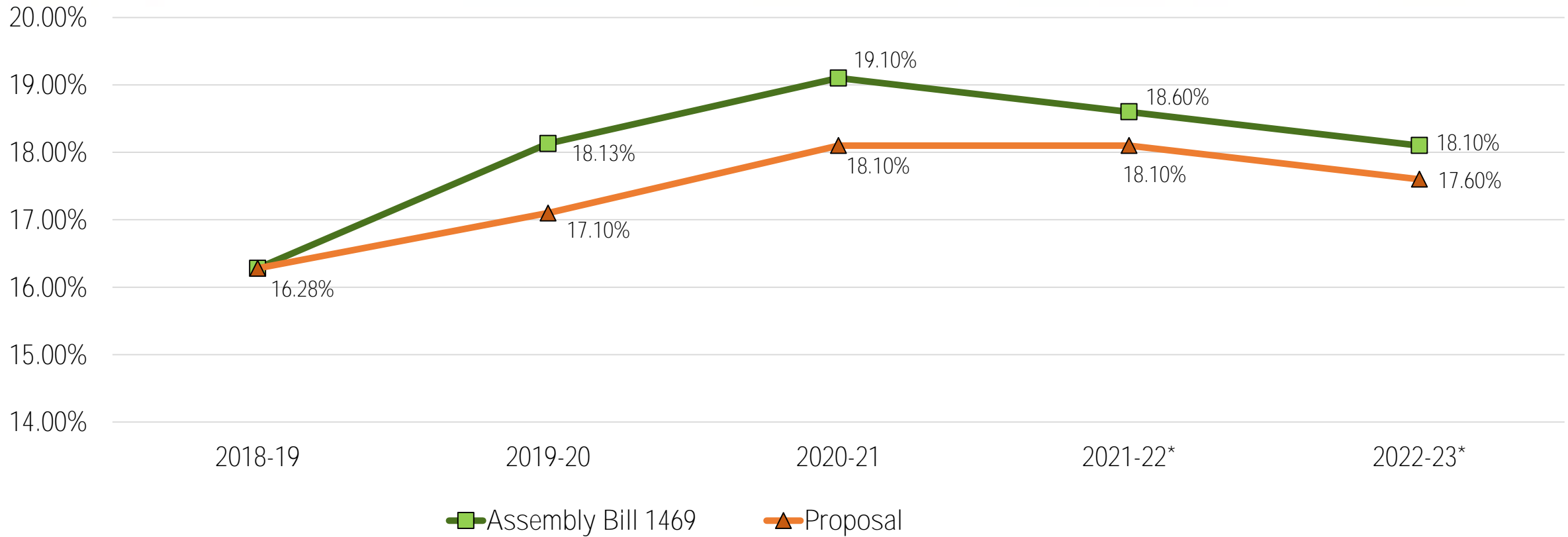
\$700 million to reduce the employer contribution rate in both 2019-20 and 2020-21

\$2.3 billion towards employers' liability, which is expected to reduce the out-year employer contribution rate by approximately 0.5%



CalSTRS Employer Contribution Rates – Current Law **Versus Governor's Proposal**

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



Discretionary Grant Funding

- During the last four years of the economic recovery, school districts have experienced major upward revisions of the current-year Proposition 98 guarantee, providing huge one-time discretionary grants in the following year
 - ▣ 2018-19: \$1.1 billion or \$184 per ADA
 - ▣ 2017-18: \$877 million or \$147 per ADA
 - ▣ 2016-17: \$1.3 billion or \$214 per ADA
 - ▣ 2015-16: \$3.2 billion or \$530 per ADA
- **In contrast, the Governor's Budget indicates that Proposition 98 has been revised downward in the current year and therefore no discretionary grant funding is proposed for 2019-20**
 - ▣ Nor does Governor Newsom use other one-time funds for discretionary grant funding



Mandate Block Grant

- All school districts, charter schools, and county offices of education (COEs) are eligible to participate in the Mandate Block Grant (MBG), notwithstanding the applicability of state mandates on their operations
- The rates for 2019-20, inclusive of the 3.46% COLA, are as follows:

Grade Span	School Districts	Charter Schools	COEs
K-8	\$32.24	\$16.90	\$33.32
9-12	\$61.90	\$46.79	\$62.99

- The Governor’s Budget makes no changes to the mandates recognized for funding under the MBG**



Early Care and Education

- **One of Governor Newsom's most aggressive budget investments** is made in the early care and education sector
- In total, the 2019-20 Budget includes over \$2.4 billion in programs and services to children and families
 - Most are one-time investments
 - Nearly all of them are funded with non-Proposition 98 dollars





Early Access to Care and Education

Kindergarten and Universal Preschool

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

*Non-Proposition 98 funding



Special Education

- In attempts to address these issues, Governor Newsom proposes \$576 million (of which \$186 million is one time) to support expanded Special Education services and school readiness supports at LEAs with high percentages of both SWDs and unduplicated students
 - Eligible LEAs may use these grants to fund supplemental services not currently included in an IEP for a student with disabilities and for preventative services that may reduce the need for additional services in future years
 - Noting that school districts were most likely to be identified as needing support because of poor performance on student outcome indicators for SWDs, this funding could also be used to adopt strategies to improve Special Education student outcomes identified through the statewide system of support and/or other activities to build upon or expand local MTSS efforts
- These funds would be allocated outside of the current Assembly Bill (AB) 602 funding formula



Special Education

- In addition to this funding proposal, Governor Newsom proposes an ongoing 3.46% cost-of-living increase, estimated at \$18.67 per ADA
 - The 2019-20 estimated AB 602 Statewide Target Rate increases to \$558.35 per ADA
 - An official 2018-19 AB 602 Statewide Target Rate has not yet been released as the California Department of Education (CDE) is still calculating the effect of separating the Program Specialists and Regionalized Services funding out of the existing formula in the 2018-19 State Budget
 - No funding is proposed to increase and equalize AB 602 base rates
- Finally, the Administration intends to pursue policy changes to improve coordination regarding Medi-Cal billing to better leverage available federal funding for medically related Special Education costs
 - This has been a long-standing policy issue in past years



Facilities Funding

The State Budget includes:

\$1.5 billion

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

\$1.2 million

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

\$750 million

Additional one-time non-Proposition 98 General Fund for the Full-Day Kindergarten Facilities Grant Program (added to \$100 million in 2018 Budget)

Project savings may fund other activities that reduce barriers to providing full-day kindergarten



AB 1200 Oversight Changes

- Under previous laws, the Fiscal Crisis & Management Assistance Team (FCMAT) would only engage districts upon the request of the district or COE
- As a result of changes in the 2018-19 Budget Act, FCMAT will now automatically engage under the following conditions:
 - Disapproved budget
 - Negative interim report
 - Three consecutive qualified reports
 - Downgrade of interim certification
 - **“Lack of going concern” designation**
- As part of this engagement, FCMAT may engage in a fiscal health risk analysis
 - Analysis will be coordinated with the COE and is expected to build upon the COE oversight process at no cost to the COE or district



Next Steps

- State level
 - ❑ Budget committee hearings
 - ❑ Next update – May Revision



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Thank you

Designing Spectacular Learning Environments: EGUSD Ed Specs



EGUSD Board of Education - Workshop
January 23, 2019



Presentation Outline

Designing Spectacular Learning Environments : Elk Grove Unified School District



1. Ed Spec Contents
2. Process Overview
3. Participation Structure
4. Guiding Principles
5. Document Snapshot
6. Q&A / Discussion

Ed Specs: Contents

Designing Spectacular Learning Environments : Elk Grove Unified School District



ELK GROVE UNIFIED SCHOOL DISTRICT

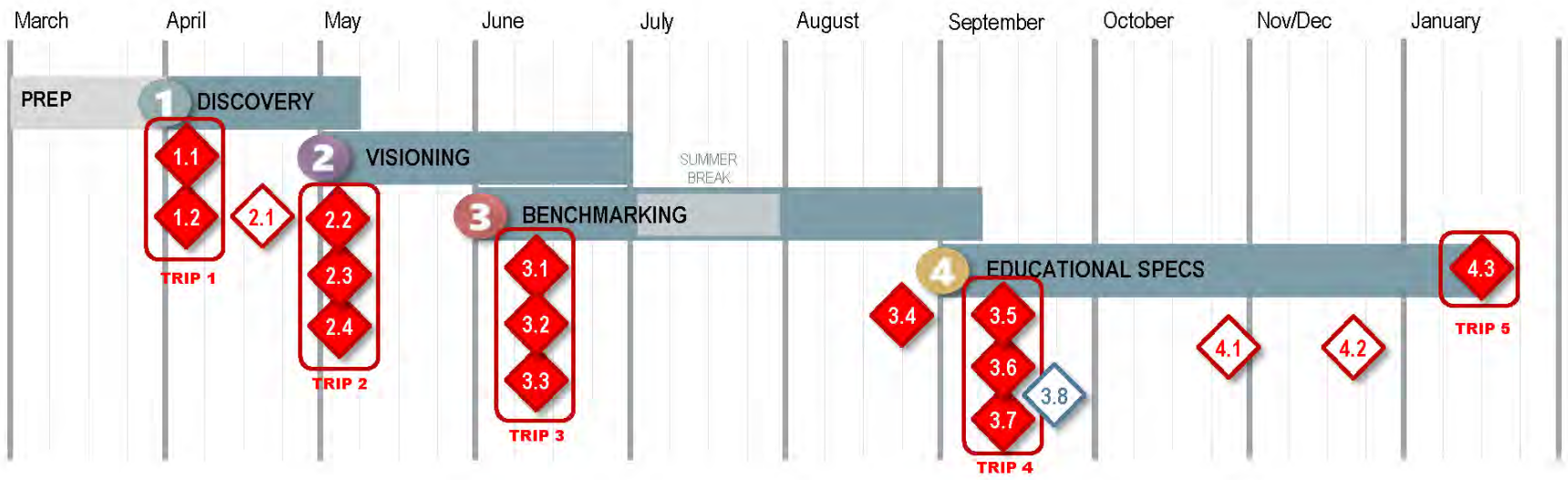
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Process Overview

Designing Spectacular Learning Environments : Elk Grove Unified School District



MEETING SCHEDULE

1.0 Discovery

- 1.1 Cabinet Orientation Meeting
- 1.2 Project Kick Off Meeting

2.0 Visioning

- 2.1 Awareness Sessions
- 2.2 Leadership Team Meeting
- 2.3 Community Forum
- 2.4 Facility Tours / Site Visits

3.0 Benchmarking

- 3.1 Advisory Team Work Sessions
- 3.2 Facility Tours / Site Visits
- 3.3 Focus Group Sessions

3.4

- 3.4 School Board Update
- 3.5 Advisory Team Work Sessions
- 3.6 Project Leadership Meeting
- 3.7 Innovators & Trailblazers Workshop
- 3.8 Tours: Innovations & Exemplars (optional)

4.0 EdSpec Development

- 4.1 Leadership & Advisory Team Sessions
- 4.2 Focus Group Follow-Up Sessions
- 4.3 School Board Presentation

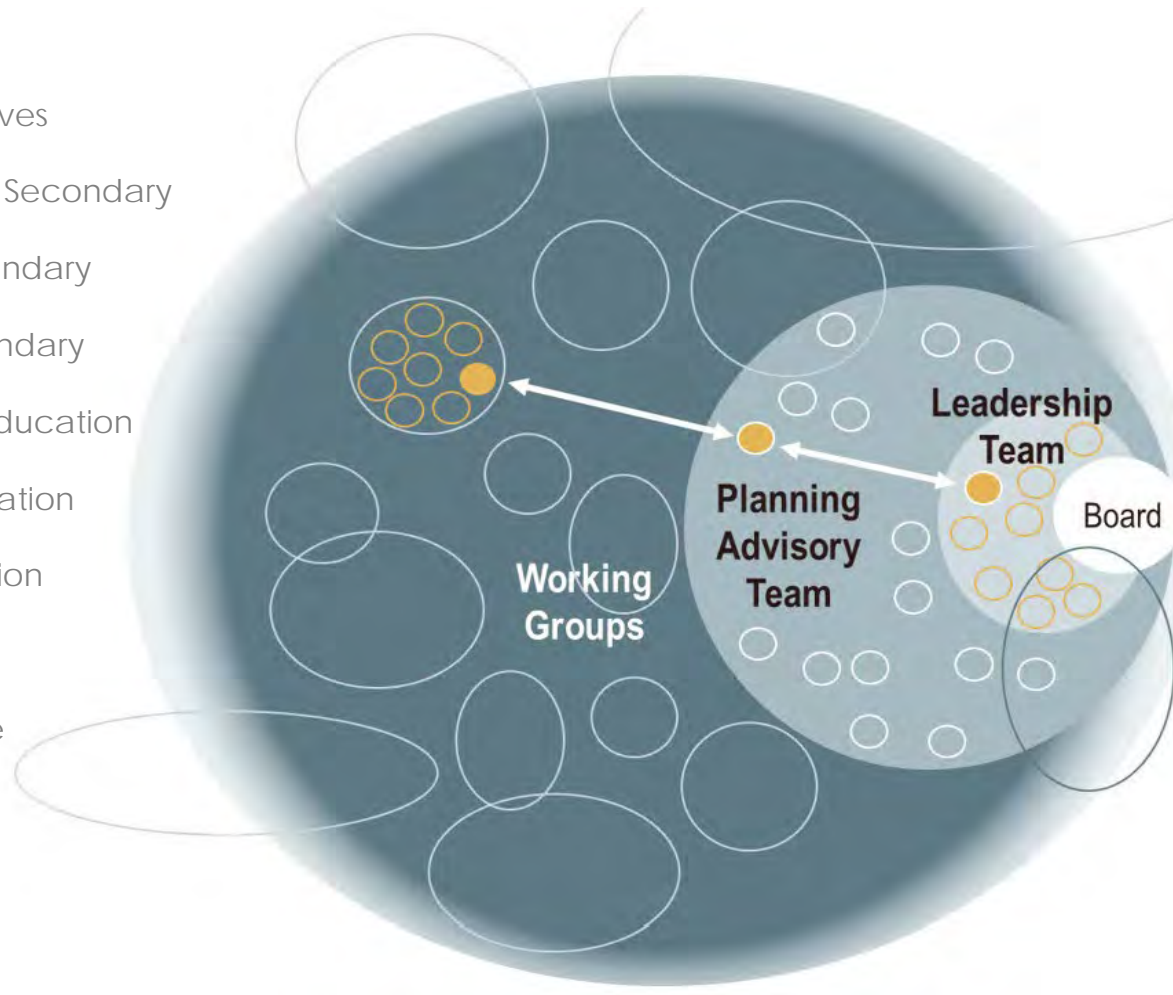
- Over 20 Meeting Sessions
- Contributions by over 200 EGUSD Staff
- Over 75 Community Members attended May 2nd Summit

Participation Structure

Designing Spectacular Learning Environments : Elk Grove Unified School District

FOCUS GROUPS:

- Admin - Elementary
- PreK/K Classrooms
- Primary Classrooms
- Intermediate Classrooms
- Library - Elementary
- Learning Centers (ES)
- MP/FS - elementary
- PE - Elementary
- Admin - Secondary
- Support Services
- MS Classrooms
- MS Art & Performing arts
- HS Classrooms
- HS Art
- Secondary Performing Arts
- HS Science
- HS CTE/electives
- PE/Athletics - Secondary
- Library - Secondary
- MP/FS - Secondary
- Alternative education
- Special Education
- Adult Education
- Custodial
- Maintenance





Guiding Principles

Designing Spectacular Learning Environments : Elk Grove Unified School District

1. Occupants enjoy **Safe, Healthy and Nurturing Environments**
2. Each school campus is an active **Source of Community Pride**
3. Integration of people, programs & spaces **Promote Collaboration**
4. **Innovative Physical Characteristics** inspire learning
5. **Outdoor Connections** reinforce experiential learning
6. Effective **Technology Tools and Resources** readily available
7. **Adaptable Environments** support resiliency of facilities over time
8. **Diverse Needs** of all occupants are supported and celebrated



General Planning Parameters

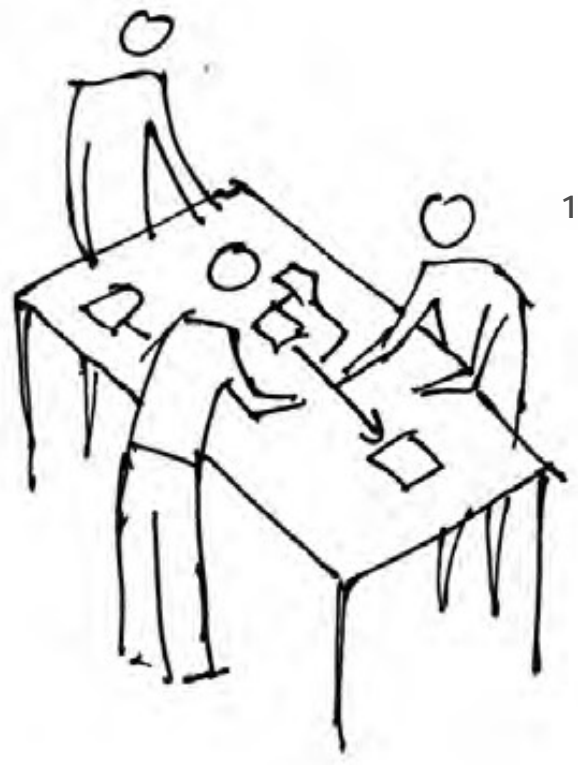
Designing Spectacular Learning Environments : Elk Grove Unified School District

Target Enrollments & Capacity

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

Target Class Sizes

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



Target Average Utilization

Elementary: 95-100%
Middle
Secondary: 85%

Athletics Stadium Facilities

1 for every 2 comprehensive High Schools

Performing Arts Centers

Shared by multiple
comprehensive High Schools

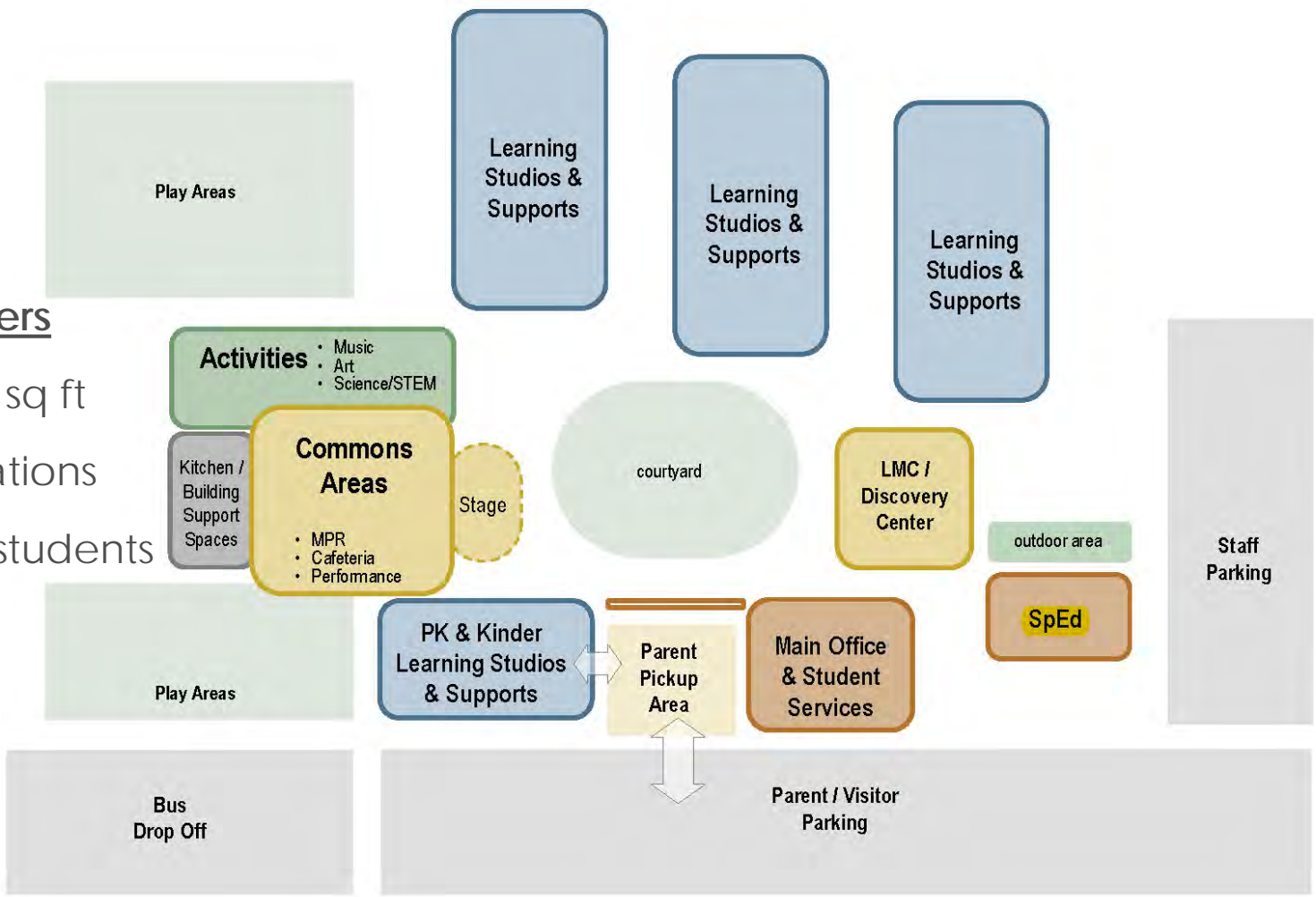


Elementary Schools

Designing Spectacular Learning Environments : Elk Grove Unified School District

Program Parameters

- 50,000 – 55,000 sq ft
- 38 teaching stations
- Capacity: 850 students





Secondary Schools

Designing Spectacular Learning Environments : Elk Grove Unified School District

MIDDLE SCHOOL

QUANTITATIVE PARAMETERS:

Enrollment: 1,200 students

Grade Levels: Grades 7 - 8

Class Sizes:

Grades 7-8 28

SpEd 10

Target Site Size: 70 Acres*

HIGH SCHOOL

QUANTITATIVE PARAMETERS:

Enrollment: 2,200 students

Grade Levels: Grades 9 - 12

Class Sizes:

Grades 9-12 32

SpEd 15

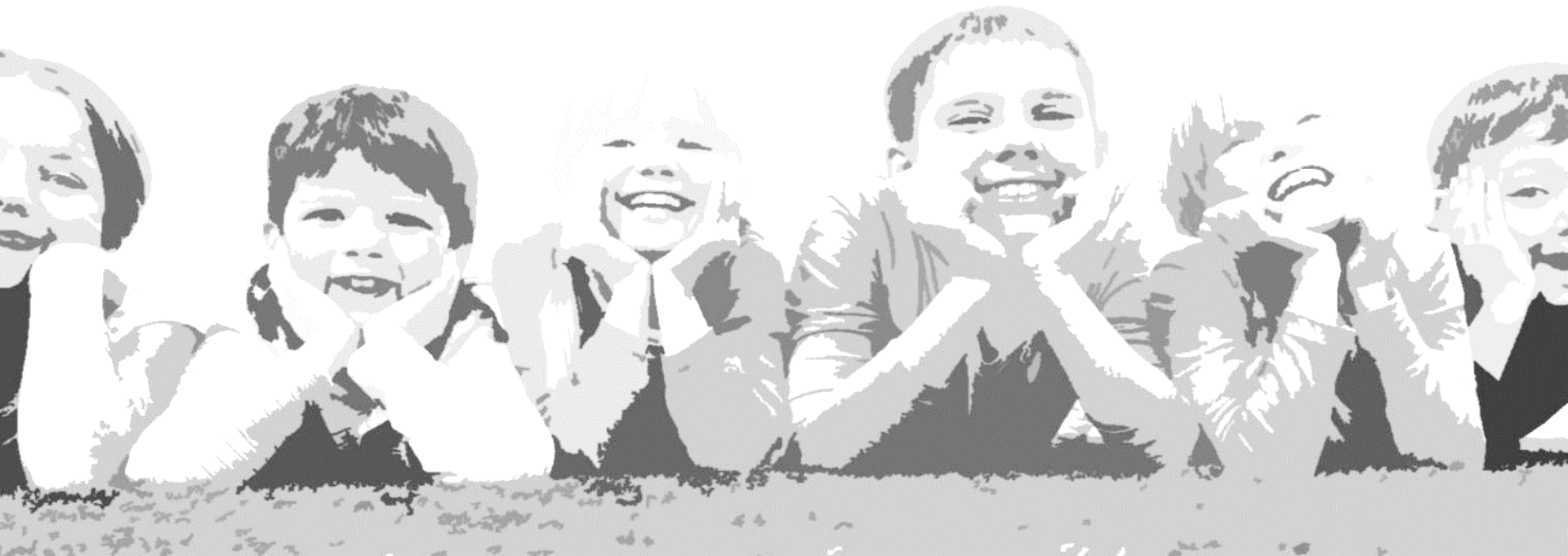
Target Site Size: 70 Acres*

* when MS/HS are co-located





Questions?



EGUSD Preschool Programs

Presenters

Mark Cerutti, Deputy Superintendent, Education Services & Schools

Yvonne Wright, Director, PreK-6 Education

Doug Phillips, Director, Special Education

Board of Education Retreat | January 23, 2019

**PROVIDING:**

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

PREPARING:

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

INVOLVING:

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

INTEGRATING:

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

LOGIC MODEL 6.0

DATE: January 23, 2019

PROGRAM, SERVICE, OR INITIATIVE – VISION: Preschool

INFLUENCING FACTORS: Funding, facilities, licensing, qualified staff, EGEA/CSEA

INPUTS	OUTPUTS	OUTCOMES	
WHAT WE INVEST	WHAT WE DO	FIDELITY OF PROGRAM IMPLEMENTATION	IMPACT KEY PERFORMANCE INDICATORS
<p><u>Head Start</u> \$3,296,934</p> <p><u>State CSPP</u> \$1,682,337</p> <p><u>Title I</u> \$1,510,000</p> <p><u>First 5</u> \$415,819</p> <p><u>QRIS 2018-2020</u> \$105,574</p>	<ul style="list-style-type: none"> Receive, allocate and plan for state and federal funding for preschool programs Design, develop, implement, and evaluate programs and services for young students and families that build a strong educational foundation and maintain integrity to grant requirements Improve quality of early childhood education through implementation and fidelity of curriculum and adhering to high quality grant expectations Employ and implement high quality professional learning for classified and certificated staff Articulate across grade levels with professional colleagues utilize data analysis and data driven instruction Ensure a safe emotional and physical age appropriate environment Create and offer parent engagement opportunities for families that cultivates caregiver knowledge of school readiness focusing on the whole child 	<p>Preschool programs are implemented according to the Head Start and CA State Standards for preschool to include the foundations of:</p> <ul style="list-style-type: none"> Language and literacy Physical development Family involvement School Readiness Social and emotional development Mathematics 	<ul style="list-style-type: none"> Students are able to have successful relationships with others in both social and work environments Students have improved early learning experience which will develop them as young humans Students will have the social and emotional skills to continue their education

Indicators or Data Sources to Document Accomplishments and Progress



- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale (ECERS)
- Parent surveys on parent/education and workforce
- Teacher self-reflection and survey of professional development

- Desired Results Development Profile (DRDP)
- School Readiness Screening
- Ages and Stages Questionnaire (ASQ)
- Attendance

INPUTS

WHAT WE INVEST

Head Start
\$3,296,934

State CSPP
\$1,682,337

Title I
\$1,510,000

First 5
\$415,819

QRIS 2018-2020
\$105,574

- Head Start, California State Preschool Program (CSPP) & Title I are funded annually
- First 5 is funded every three years
- Quality Rating and Improvement System (QRIS) is funding based on the matrix for The Quality Continuum Framework



Head Start is a federally funded program for preschool children. Family income guidelines are based on federal regulations and are used to determine program eligibility. Parents/guardians must provide documentation of program eligibility. Income guidelines are updated each year and are distributed at the time of registration.



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



Title I preschool is a federally funded preschool program funded with Title I funds. There are no income qualifications for the Title I Preschool Program. However, eligibility is limited to those children who reside within the attendance area of a Title I school.

Overview of Programs

STATE – CSPP Family Income Guidelines <i>(effective 7/2018)</i>			HEAD START <i>(effective 1/13/18)</i>		TITLE I
Size of Family	Monthly Gross Income	Annual Gross Income	Monthly Gross Income	Annual Gross Income	Live within the boundaries of a Title I school.
1	\$4,173	\$50,077	\$1,011.66	\$12,140	Income is not considered. To qualify, family must live within the boundaries of a Title I school.
2	\$4,173	\$50,077	\$1,371.66	\$16,460	
3	\$4,502	\$54,027	\$1,731.66	\$20,780	
4	\$5,256	\$63,083	\$2,091.66	\$25,100	
5	\$6,098	\$73,177	\$2,451.66	\$29,420	
6	\$6,939	\$83,270	\$2,811.66	\$33,740	
7	\$6,584	\$85,163	\$3,171.66	\$38,060	
8	\$7,096	\$87,055	\$3,531.66	\$42,380	
9	\$7,254	\$88,948	HEAD START ONLY: For family units with more than 8 members, add \$4,320 a year for each additional family member.		
10	\$7,570	\$90,840			
11	\$7,727	\$92,733			
12 or more	\$7,885	\$94,625			

Income Guidelines

Classified	
Job Title	FTE
3K Instructor	1.0
Bilingual Family Advocate	1.3
Parent Liaison	1.0
Program Educators	5.0
Staff Secretary	1.0
State & Fed Fiscal Technician	1.0
Office Assistant III/ School Office Assistant	5.8
Paraeducators	31.5
Total FTE	46.2

Certificated	
Job Title	FTE
Program Specialist	2.0
Academic Program Coordinator	1.8
School Psychologists	0.2
Social Worker	1.0
Instructional Coaches	2.0
Teachers	23.4
Total FTE	32.4

Total Number of Employees = 91

Total Number of Vacancies = 5

Staffing - Full Time Equivalent (FTE)

Program	# of Classes (18/19 SY)	# of Students (18/19 SY)
0-3 Playgroups	5	120
3K State	2	48
Full-Day Head Start	3	60
Half-Day Head Start	19	380
State	11	264
Title I	7	140
TOTAL	47	1,012

Number of Classes Offered & Number of Students Served

Site	0-3 Playgroups	3K	Full-Day Head Start	Half-Day Head Start	State	Title I	Total Classes
1. Beitzel				1	1		2
2. Daylor H.S.				1	1		2
3. Florin E.S.			1		1	1	3
4. Franklin E.S				1	1		2
5. Jackson				1	1		2
6. Kennedy	2	2		1		1	6
7. Leimbach	2			2	1	1	6
8. Mack	1			1	1		3
9. Markofer				2			2
10. McKee				1	1		2
11. Prairie			1	3	2		6
12. Reese			1		1	1	3
13. Reith				1		1	2
14. Sierra Enterprise				1		1	2
15. Union House				1		1	2
16. West				2			2

School Sites

HEAD START FULL DAY		HEAD START PART DAY	
Hours per day	6 Hours	Hours per day	3.5 Hours
Days of the week	Monday thru Friday	Days of the week	Monday thru Thursday
Total of student contact days	173	Total of student contact days	132
STATE			
Hours per day	3 Hours		
Days of the week	Monday thru Friday		
Total of student contact days	180		
TITLE I			
Hours per day	2.5 Hours		
Days of the week	Monday thru Friday		
Total of student contact days	169		

Overview of Program Schedules

Preschool LCAP Program Goals

District Goal 1	All students will receive high quality classroom instruction and curriculum to promote college and career readiness to close the achievement gap.
1.1	Implement and integrate The Creative Curriculum or Frog Street (3K only) in the classroom.
1.2	Focus on phonemic and phonological awareness, utilizing “Phonemic Awareness in Young Children” in opening and/or meeting circle.
1.3	Utilize classroom “collaborative conversations” by setting up productive partners and focusing on “four Ls (Look, Lean, Lower voice, Listen).”
1.4	Promote language and vocabulary development by establishing questions that require: more than a one word response, encourage back-and-forth exchanges, repetition and extension, and self and parallel talk.
District Goal 2	All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
2.1	Review Desired Results Developmental Profile (DRDP) Tech data results to guide instruction.
2.2	Intentionally support art activities during workshops and small group instruction while monitoring daily art activity time (i.e. 30 minutes a day) as stated in the Environment Rating Scale (ECERS/ERS).
District Goal 3	All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.
* 3.1	Focus on daily attendance and follow up with families on the first day that a student is absent.
3.2	Create a “cool down zone” that encourages a soft, safe and comfortable environment for students in the classroom that supports their choice to be available to learn.
District Goal 4	All students will benefit from programs and services designed to inform and involve family and community partners.
4.1	Increase attendance at parent/guardian events and follow up with information and learning related to the event.
4.2	Complete and collaborate with every parent to complete the Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Social Emotional (ASQ: SE-2) tool for their child. Follow up with the parents/guardians on the results.

Services for Families and Children



Bilingual Family Advocate -

Provides translations to assist staff in providing services for families.

Social Worker -

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

Program Educator -

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

3K Instructor -

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

Paraeducator -

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

Parent Liaison -

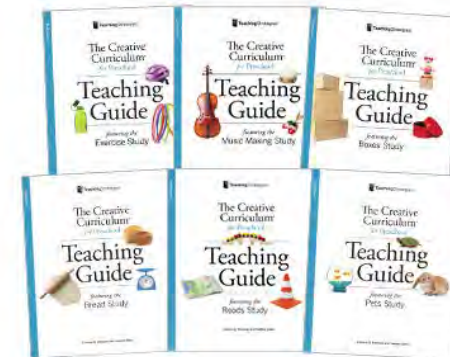
Supports the entire family unit with providing playgroups and parent workshops



CREATIVE CURRICULUM



- Comprehensive, research-based curriculum that features exploration and discovery as a way of learning
- Creative Curriculum helps teachers build children's confidence, creativity and critical thinking skills
- Creative Curriculum includes 6 studies, which are hands-on, project based investigations (Beginning of the Year; Trees Study; Balls Study; Clothing Study; Buildings Study; Reduce, Reuse, Recycle Study)





Preschool's Month at a glance



January

Monday, 1/7	HS & Multi-funded Emp.	Time Accounting Due
	Teachers	Professional Learning @ District Office in the boardroom from 8am – 9:30am
Tuesday, 1/8	All Programs	All classes return from Winter Break
	Office Assistants	Make calls to families who have not returned from Winter Break
	Head Start	Parent Committee Meeting @ Prairie Elementary from 9am – 10:30am
	School Readiness	Playgroup registrations @ Leimbach from 5:30pm – 7:30pm
Wednesday, 1/9	Office Assistants	2019-20 PreK Registrations @ James McKee Elementary
	School Readiness	Playgroup Registrations @ Kennedy from 5:30pm – 7:30pm
Thursday, 1/10	Program Educators	Program Educators Meeting @ District Office from 8am – 10am
Monday, 1/14	Office Assistants	2019-20 PreK Registrations @ Samuel Kennedy Elementary
		Generate and distribute Martin Luther King, Jr. Holiday flyers to classes
Wednesday, 1/16	Office Assistants	PreK Office Assistants Meeting @ District Office in Room D from 8am – 12pm
Thursday, 1/17	Teachers	Send home Martin Luther King, Jr. Holiday flyers
	Office Assistants	2019-20 PreK Registrations @ David Reese Elementary
	School Readiness	Playgroup Registrations (Spanish Speaking) @ Leimbach from 3pm – 5pm
Monday, 1/21	All Employees	Non Contract Day – Martin Luther King, Jr. Holiday
Wednesday, 1/23	Office Assistants	2019-20 PreK Registrations @ Prairie Elementary
Friday, 1/25	Head Start	DRDP evidence collection ends
	Office Assistants	2019-20 PreK Registrations @ Florin Elementary
Monday, 1/28	Head Start	DRDP rating window for Learning Genie begins
Tuesday, 1/29	Office Assistants	2019-20 PreK Registrations @ Herman Leimbach Elementary
Thursday, 1/31	Head Start	DRDP rating window for Learning Genie ends
	Office Assistants	Meter Readings Due



Assessment	Purpose
Classroom Assessment Scoring System (CLASS)	An observation instrument to assess classroom quality in PreK-3 grades.
Desired Results Developmental Profile (DRDP)	A developmental continuum for formative assessment through teacher observation.
Early Childhood Environment Rating Scale (ECERS)	Used to evaluate quality related to environment under three domains: health and safety, relationships, and stimulation.
School Readiness Screening	Skills are monitored four times a year and administered 1:1.
Ages and Stages Questionnaire (ASQ)	A developmental and social-emotional screening tool used to identify if more intensive assessment is needed.
Fluharty	A screener tool used to identify if a child needs additional speech evaluation.



TEACHING PYRAMID

- The Teaching Pyramid is a framework and reference tool for Supporting Social-Emotional Competence and Preventing Challenging Behavior in Young Children
- The Teaching Pyramid approach is built on the Positive Behavior Interventions and Support (PBIS) model with the incorporation of quality early childhood practices
- A 6 Week parent workshop, *Supporting Positive Behavior in Children*, is offered at two different schools (Fall and Spring)

*** Two certified coaches Gerri Lacalle and Kate Barbero**



Date	Parent Education	Site
October	Read to me Daddy	Florin, Kennedy, Mack, Reese, Leimbach
October thru November	Supporting Positive Behavior in Children	Prairie
	Keeping Your Traditions & Cultures Alive / Family Ready Time	Mack , Reese
November thru December	Winter Wonderland Through Discover Art	Mack, Reese, Kennedy, Leimbach, Florin
January thru February	Setting Expectations with Children	Mack, Florin, Reese, Leimbach, Kennedy
February thru March	Supporting Positive Behavior in Children	Reese
	Keeping Your Traditions & Cultures Alive / Family Reading Time	Kennedy, Leimbach
March thru April	I Am Moving, I Am Learning	Kennedy, Florin, Mack, Reese, Leimbach

Parent Workshops



Accomplishments

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

Next Steps

- ❑ Continue needs assessment process
- ❑ Continue collaboration with RED on long term monitoring of school readiness criteria and student achievement
- ❑ Continue collaboration with EGEA to standardize days, hours and minutes for all programs
- ❑ Continue integration with sites
- ❑ Expand programs to new Title I sites



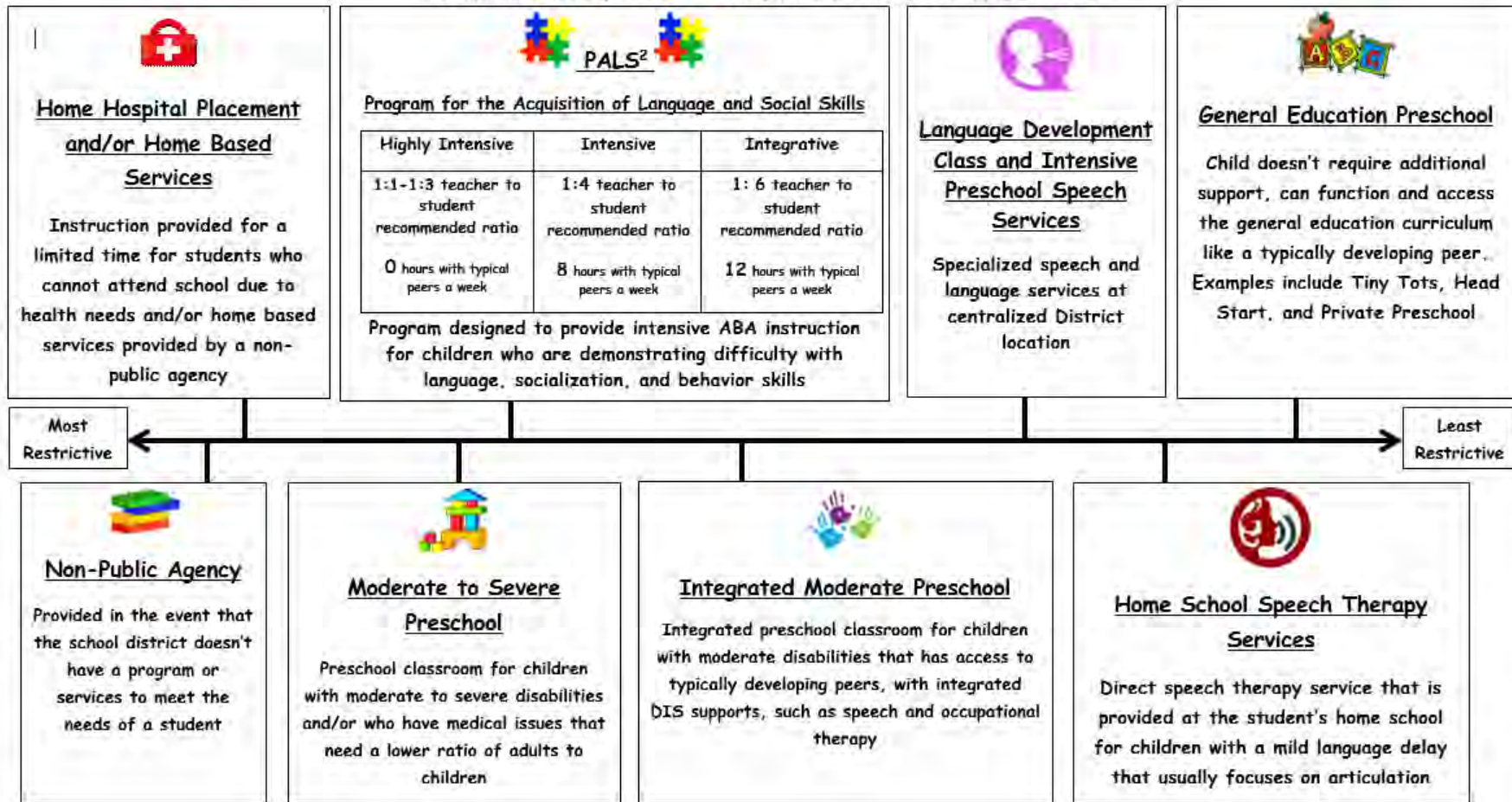
PRESCHOOL AND PALSS SCC

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

2018-2019 School year
-
-



Continuum of Services for Preschool in EGUSD



Pre-K Special Education Self-Contained Classrooms

- Integrated Moderate Preschool
- Self-Contained Mod/Severe Preschool
- Diagnostic Preschool
- PALSS Preschool
 - Highly Intensive
 - Intensive
 - Integrative

Who Attends these Classes?

- **Integrated Preschool:** Designed for students with global delays of up to 50% of their chronological age. Students should be able to work in a small group of up to 8 students with an adult. Program is structured like a typical preschool and includes typical peers 2-3 days per week (depending on student age). Goal for students exiting this program is placement in general education Kindergarten setting.
- **Moderate/Severe Preschool:** Designed for students with global delays of 50% or more of their chronological age. Students require significant adult support across most of the instructional day. Opportunities are built in for time with typical peers across the instructional week, usually during social activities (indoor and outdoor structured play). Most students in this program require specialized academic instruction in Kindergarten and above.
- **Diagnostic Preschool:** Program is designed for students with significant behaviors that can be harmful to the student or others, or that have resulted in removal from other preschool programs. Placement in this program does not require an IEP but may be tied to additional assessment. Placement is offered on a diagnostic basis; some students continue in the program on an IEP and some are offered alternate placements after the diagnostic period.

Who Attends these Classes?

- **PALSS Highly Intensive SCC:** Designed for students with limited language skills, social skills, and classroom readiness skills, and those who have had little to no intervention in a group setting. Staff to student ratio varies from 1:1 – 1:3, based on individual student needs. Program utilizes a specialized curriculum designed to meet the needs of students with core deficits in language, socialization, and behavior.
- **PALSS Intensive SCC:** Designed for students who have mastered foundational lessons in the Highly Intensive SCC and are able to work within a staff to student ratio of 1:4 – 1:6. Program includes a typical peer component in which general education students join the classroom for 40% of the school day. Students have access to the specialized curriculum as well as a general preschool curriculum.
- **PALSS Integrative SCC:** Designed for students who are able to access instruction in a large group model. Program includes a typical peer component in which general education students join the classroom for 60% of the school day. The goal for students transitioning into kindergarten from this level is placement in a general education setting.

Integrated Preschool, Mod/Severe Preschool, and Diagnostic Preschool Organization & Class Descriptions

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

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

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

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

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

Addressing all areas of identified deficit with special attention to behavior, functional communication, self-regulation, classroom readiness, socialization, and pre-academics.

Program for the Acquisition of Language and Social Skills (PALSS) Organization & Class Descriptions

Elk Grove organized the Pre-K PALSS programs by student skill levels to better tailor the program, curriculum and instructional strategies to the unique needs of the learners

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

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

Intensive Program (ratio 1:4 – 1:6)

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

Integrative Program (ratio 1:6 – 1:8)

Addressing all areas of identified deficit with special attention to advanced communication and language, social skills, academic skills, executive functioning skills, small group and large group learner skills, peer relationships and interactions, independence

Pre-K PALSS Curriculum & Lessons

- In addition to IEP goals, the students also progress through a curriculum individualized to meet their needs.
- **Curriculum:** Work in Progress (PALSS), District Developed Curriculum, Handwriting Without Tears and Unique Learning Systems (aligned to Preschool Learning Foundations)
- We have a scope and sequence of lessons and phases that all students work through at their own pace. We target all areas of development:
- **Pre-Academics:** NVI, Matching, Block Imitation, Quantitative Concepts, Categories, Attributes, Functions, Prepositions, Reading, Recall, Sequencing, Same vs. Different
- **Communication and Language Development:** Receptive Instructions, Receptive Labeling, Expressive Labeling, Functional Communication (PECS/AAC), Verbal Imitation, Joint Attention, Help, Wait, Break, Yes/No, Word combinations, Conversation Basic and Intermediate, Pronouns, Comprehension, I don't know, asking questions, Social Communication
- **Fine & Gross Motor Development:** Fine motor general, pre-writing, handwriting without tears, scissor skills
- **Social Emotional Development:** Emotions, gestures, social interaction, object play, social play
- **Self-Help/Independence:** Toileting, handwashing, arrival and departure routines, meal time routines, independent work
- **Classroom Readiness & Behavioral:** compliance, group responding,

Coaching and Collaboration with Support Personnel ABSP, SLP, OT

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

SPEECH -
LANGUAGE
THERAPY

OT
occupational therapy

Integrated Speech and Language & Occupational Therapy Model

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



BSS Support and Model

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



Autism Program Development and Review (APDAR) Protocols

- Based on work and findings of NRC (2001), Collaborative Workgroup of Key Stakeholders in CA (Best Practices, 1997 and 2003) and the National Professional Development Center (NPDC-ASD)
- Protocol was developed by Patty Schetter and Victoria Murphy, two Board Certified Behavior Analysts with extensive experience with students with Autism and related disabilities.
- APDAR reflects our findings for most effective implementation of programs and services
- In general, APDAR provides a tool by which Teachers and Leadership can review program effectiveness and needs.

APDAR and Pre-K Special Ed

- In 2012, EGUSD preschool teachers participated in the Autism Program Development and Review (APDAR) self-review process to determine programming needs. The purpose of participating in this program was to create legally defensible Autism classrooms and increase positive outcomes for our students.
- As a result of this process, EGUSD made significant changes to the preschool autism program.
 - A Behaviorist was added to support staff across classrooms and school sites
 - Students were grouped based on skills and abilities and classrooms were staffed accordingly with more adults provided in those classes where students required more intensive interventions
 - A curriculum was selected with a scope and sequence that addressed the core deficits of students enrolled in these classrooms
 - Program wide systems were put into place to insure consistency across classrooms and to provide additional support to staff
 - Training model was developed to insure that Evidence Based Practices (EBP) were used with fidelity across classrooms

What are Evidence-Based Practices?

- “Many interventions exist for autism spectrum disorder (ASD). Yet, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). One reason for using EBPs is because, by law, teaching practices must be based on evidence of effectiveness.” (NPDC)
- NPDC definition of an EBP: “Focused intervention practices that have substantial evidence for effectiveness in promoting positive outcomes for learners with ASD”



<http://autismpdc.fpg.unc.edu/evidence-based-practices>

Google treatment for a specific disability and what comes up???



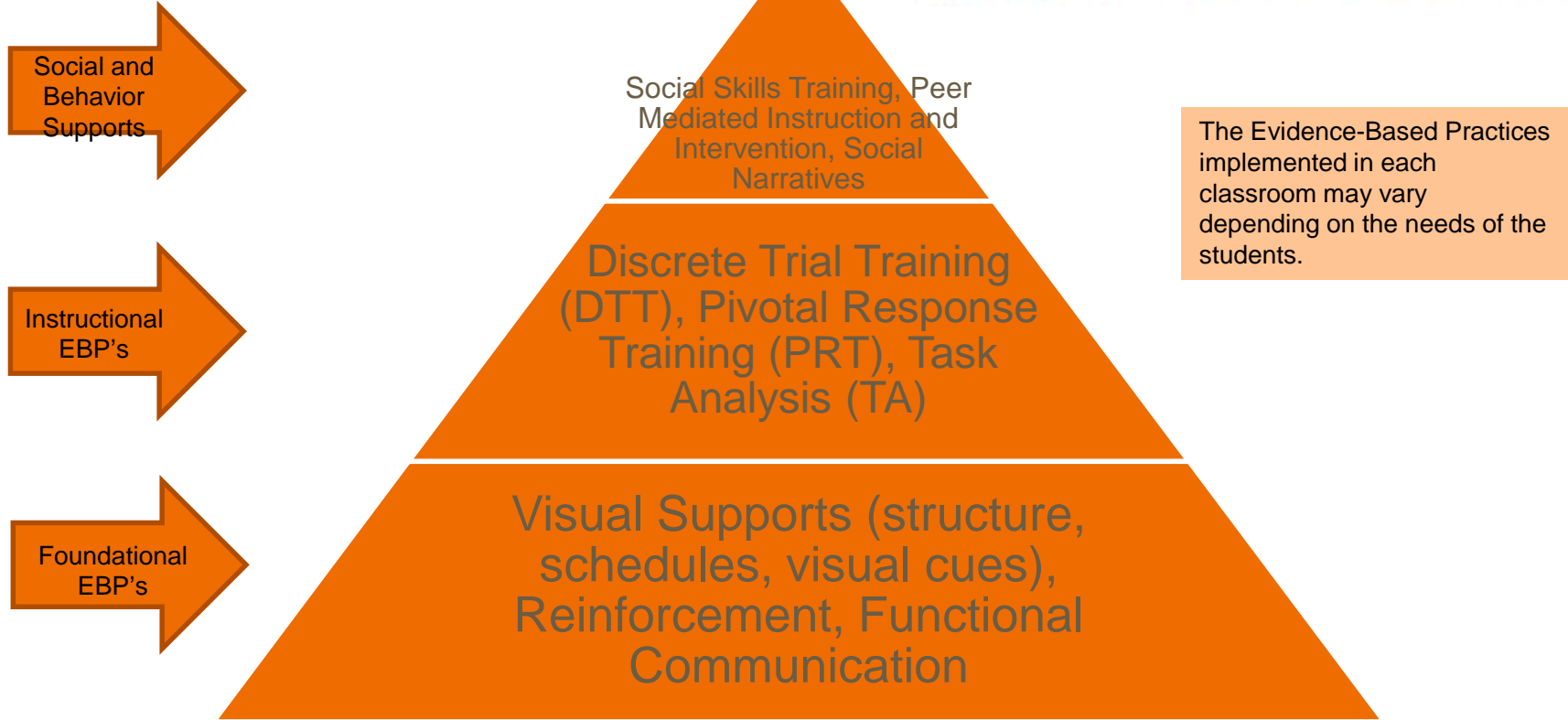
How do we know which “treatments” are effective???

Current EBPs Identified by Two Organizations: NAC vs. NPDC - Why Two Resources?

National Autism Center (NAC) developed National Standards Project	National Professional Development Center on Autism Spectrum Disorder (NPDC)
Comprehensive Treatment Packages	Targeted Intervention Practices
	

Overlap Between Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD and the National Standards Project (NSP)

Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD	Established Treatments Identified by the National Standards Project (NSP)										
	Antecedent Package	Behavioral Package	Story-based Intervention Package	Modeling	Naturalistic Teaching Strategies	Peer Training Package	Pivotal Response Treatment	Schedules	Self-Management	Comprehensive Behavioral Treatment for Young Children	Joint Attention Intervention
Prompting	X			X						The NPDC on ASD did not review comprehensive treatment models. Components of The Comprehensive Behavioral Treatment of Young Children overlap with many NPDC-identified practices.	The NPDC on ASD considers joint attention to be an outcome rather than an intervention. Components of joint attention interventions overlap with many NPDC-identified practices.
Antecedent-Based Intervention	X										
Time delay	X										
Reinforcement		X									
Task analysis		X									
Discrete Trial Training		X									
Functional Behavior Analysis		X									
Functional Communication Training		X									
Response Interruption/Redirection		X									
Differential Reinforcement		X									
Social Narratives			X								
Video Modeling				X							
Naturalistic Interventions					X						
Peer Mediated Intervention						X					
Pivotal Response Training							X				
Visual Supports								X			
Structured Work Systems								X			
Self-Management									X		
Parent Implemented Intervention	The NSP did not consider parent-implemented intervention as a category of evidence-based practice. However, 24 of the studies reviewed by the NSP under other intervention categories involve parents implementing the intervention.										
Social Skills Training Groups	Social Skills Training Groups (Social Skills Package) was identified as an emerging practice by the NSP.										
Speech Generating Devices	Speech Generating Devices (Augmentative and Alternative Communication Device) was identified as an emerging practice by the NSP.										
Computer Aided Instruction	Computer Aided Instruction (Technology-based Treatment) was identified as an emerging practice by the NSP.										
Picture Exchange Communication	Picture Exchange Communication System was identified as an emerging practice by the NSP.										
Extinction	Extinction (Reductive Package) was identified as an emerging practice by the NSP.										



EGUSD Classrooms Use Basic Principles of Applied Behavior Analysis



Three-Year Comparison

2016-2017	2017-2018	2018-2019
<ul style="list-style-type: none">• 19 teachers• 5 sites (Sims, Donner, McKee, Sierra, Jackson)• 1 ABSP• 1 PS	<ul style="list-style-type: none">• 19 teacher• 7 sites• 3 ABSP• 1 PS	<ul style="list-style-type: none">• 22 Teachers• 8 sites• 3 ABSP• 1 PS• January Adding:<ul style="list-style-type: none">• 6 Teachers• 2 Sites• 1 ABSP

Number of Transitions to LRE Per Level Over Past Three Years

	HI to INT	INT to INTG	INTG to IE	# Students enrolled by end of year
2015-2016 August - March	34	23	9	185
2016-2017 August - March	43	29	9	217
2017-2018 August - March	76	57	35	292
2018-2019 August - November	39	38	Data calculated & end year	291 as of Nov 2018 (kids attending)

Percentage of Transitions Per Level

	All HI to INT	All INT to INTG	Kinder Age INTG to IE
2016-2017	43/153 = 28%	29/89 = 33%	9/20 = 45%
2017-2018	76/207 = 36%	57/114 = 50.0%	35/42 = 83%
	+ 8%	+ 17%	+ 38%
2018-2019	39/146 = 27%	38/113 = 34%	Data calculated at end year

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

Kinder INTG to IE is the percentage of students that are eligible for Kindergarten in an Integrative class.

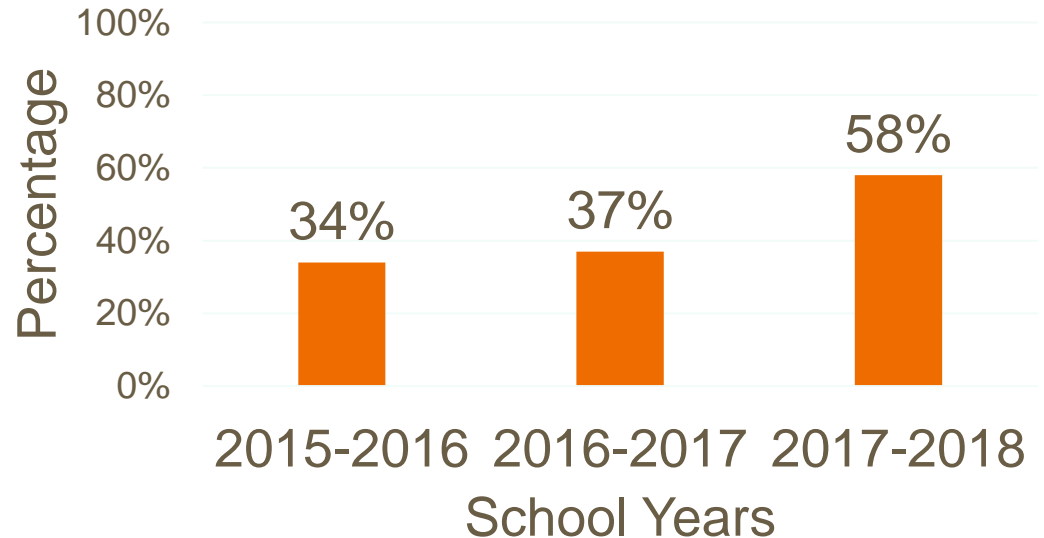
Percentage of Transitions to a LRE Over Past Three Years

	Total % Students by end of year
2015-2016	35%
2016-2017	37%
2017-2018	58%

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

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

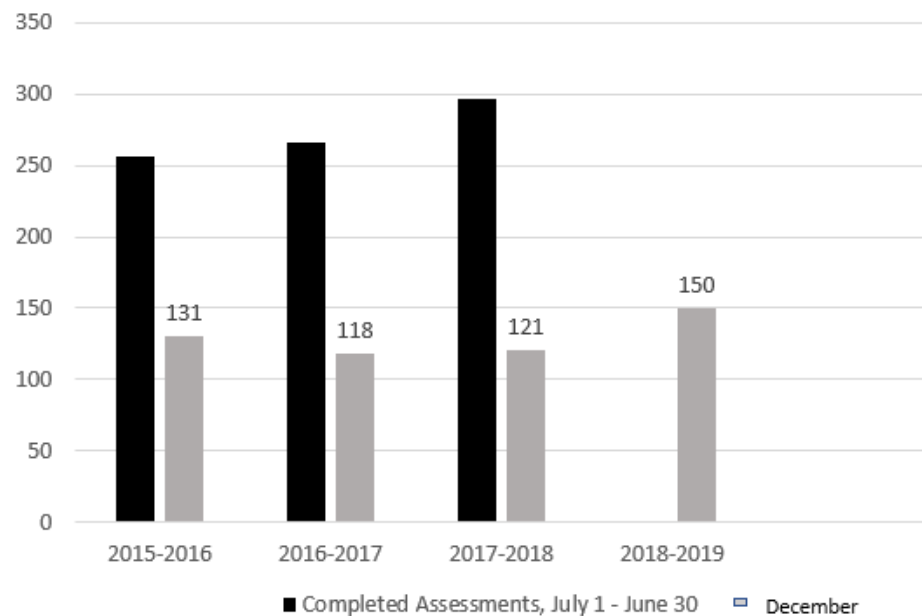
Percentage of Transitions to LRE
Over Past 3 Years From August to
August



The Assessment Center

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

Completed Assessments 2015 - Present



Data show steady increase in the total number of students who are assessed each year.

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

• *Growth Rate Equation: $(\text{Present}/\text{Past})^{1/n} - 1$

Questions/Comments

Elk Grove Unified School District

Safety and Security Update

Board of Education Retreat | January 23, 2019

Mark Cerutti, Deputy Superintendent, Education Services & Schools

Joseph Airoso, Director, Safety & Security

Board Action

- Approval of service delivery model
- Approval of service provider(s)

Why

- Assurances of safe and secure schools (PreK-12)
 - A balance of proactive and response services
 - Consistent adherence to new and revised Board Policies/Administrative Regulations
 - Integrated services – Campus Supervisors/Yard Duty Supervisors, School Security Specialists, School Resource Offices
 - The provision of high quality service in a fiscally responsible manner

Priorities

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

How

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

Options

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

What - Key Planning Criteria

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

Current Staffing

VHS	LCHS	MTHS	COHS	FRHS	EGHS	FHS	SHS	PGHS
TRAN 1	VACANT	SOTO 1	ADMIN LEAVE	VACANT	DYER	VACANT	EDWARDS	PAPAC
	TRAN 2			ADMIN LEAVE		SOTO 2		
WELLS	AVALOS	VACANT	HUYNH (INJ.)	SCHRAMM	VACANT	WEIGHTMAN	JOHNSON	BALL
Jackman	Eddy	Harris	Pinkerton	Johnson	Kerr	Rutter	Smedberg	Albiani
Prairie	Ehrhardt	Case	Carroll	Castello	Baker	Florin	Adreani	Cosumnes River
Union House	Fouls Ranch	Herburger	Donner	Elliott Ranch	Elk Grove ES	Jackson	Beitzel	Dillard
Reith	Mix	Morse	Zehnder Ranch	Sims	Feickert	Kennedy	Fite	Batey
Leimbach		West	Hein	Franklin ES	Markofer	Kirchgater	Tsukamoto	Sunrise
Mack				Stone Lake	McKee	Reese	Butler	McGarvey
ALT. ED								Pleasant Grove ES
O'CONNOR								Sierra Enterprise
Rio / Las Flores		Calvine		EG Charter		Daylor		
SUPPORT SITES								
Trigg Center		VACANT						
Franklin Library		VACANT						
Regions								
Sec. Specialist								
SRO								
				After Hours Patrol				
A Watch	0700 - 1600	8 Hours		Sat - Sun		2		
B Watch	1500 - 2300	8 Hours		Mon - Sun		7		
C Watch	2230 - 0630	8 Hours		Mon - Sun		7		

Proposed Staffing

VHS	LCHS	MTHS	COHS	FRHS	EGHS	FHS	SHS	PGHS
TRAN	Security #1	SOTO	Security #2	Vacant	DYER	Security #3	EDWARDS	PAPAC
SSD 1	SSD 2	SSD 3	EGPD 1	EGPD 2	SSD 4	SSD 5	SSD 6	SSD 7
Jackman	Eddy	Harris	Pinkerton	Johnson	Kerr	Rutter	Smedberg	Albiani
Prairie	Ehrhardt	Case	Carroll	Castello	Baker	Florin	Adreani	Cosumnes Rvr
Union House	Fouls Ranch	Herburger	Donner	Elliot Ranch	Elk Grove ES	Jackson	Beitzel	Dillard
Reith	Mix	Morse	Zehnder Ranch	Sims	Feickert	Kennedy	Fite	Batey
Leimbach		West	Hein	Franklin ES	Markofer	Kirchgater	Tsukamoto	Sunrise
Mack				Stone Lake	McKee	Reese	Butler	McGarvey
								Pleasant Grove ES
Rio / Las Flores		Calvine		EG Charter		Daylor		Sierra Enterprise
SUPPORT SITES								
Trigg Center	Security #4							
Franklin Library								
Stud. Support Center	Security 5							
Beat #1								
Beat #2								
Beat #3								
Beat #4								
				After Hours Patrol				
A Watch	0700 - 1600	8 Hours		Sat - Sun		2		
B Watch	1500 - 2300	8 Hours		Mon - Sun		7		
C Watch	2230 - 0630	8 Hours		Mon - Sun		7		

Cost Breakdown

18/19 Contracted Security		\$3,640,480.00
		Balance
19/20 SSD	\$2,885,788.00	\$754,692.00
19/20 EGPD	\$164,000.00	\$590,692.00
Additional School Security Specialists	\$375,000.00	\$215,692.00
After Hours Patrol	\$107,000.00	\$108,692.00

Next Steps

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

Questions