

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, August 7, 2019**

Adopted

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

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

Open Session: The meeting was called to order by Mr. Madison at 8:33 a.m. in the Board Room of the Education Center.

- I. Pledge of Allegiance** – David Reilly, Associate Superintendent of Human Resources led the pledge of allegiance.
- II. Opening & Review of the Day** - Superintendent Hoffman thanked the Board for taking the time to be in attendance and provided an overview of the day.
- III. Public Comment/Bargaining Units - None**
- IV. Elementary School Calendars** - Robert Pierce and Bindy Grewal provided elementary school enrollment and facility data to the board for possible calendar change recommendations.

The recommendation for the 2020-21 School Year will be to transition Samuel Kennedy Elementary School from a Modified Traditional to a Multi-Track Year-Round calendar. The following timeline to complete the school calendar conversion process was provided. For additional information, refer to Attachment A.

Timeline to Transition	
Date	Action
July 2019	<ul style="list-style-type: none"> • Develop plan with input from District departments and Cabinet members. Communicate proposal and solicit input for seamless transition.
August 2019	<ul style="list-style-type: none"> • Present initial recommendation and proposed timeline to the Board of Education.
August-September 2019	<ul style="list-style-type: none"> • Meet with site staff to discuss transition, obtain input and answer questions.
August-September 2019	<ul style="list-style-type: none"> • Conduct community meetings to discuss transition, obtain input and answer questions.
September 2019	<ul style="list-style-type: none"> • Bring forward a recommendation based on community and staff input.
October 2019	<ul style="list-style-type: none"> • Communicate recommendation to communities.
October-November 2019	<ul style="list-style-type: none"> • Continue to work on transition process.

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, August 7, 2019**

Timeline To Transition (Continued)	
Date	Action
November 2019	<ul style="list-style-type: none"> Provide once a week public notice as required by EdCode 37611: <i>Whenever the governing board of any school district, pursuant to Section 37610, determines to operate one or more schools of the district on a continuous school program, it shall publish, not later than November 1st of the school year preceding the commencement of such a program, its intention to operate a continuous school program in such a manner as to require any pupil to enroll in a continuous school program in a newspaper of general circulation within the district, or if there is no such newspaper, then in any newspaper of general circulation that is regularly circulated in the district. Publication of notice pursuant to this section shall be once each week for three successive weeks. Three publications in a newspaper regularly published once a week or oftener, with at least five days intervening between the respective publication date not counting such publication dates, are sufficient.</i>
February 2020	<ul style="list-style-type: none"> Randomized process to determine track assignments or notify parents of track assignments.
July 2020	<ul style="list-style-type: none"> Start of new school year for Multi-Track Year Round schools.

The Board held a discussion and thanked Mr. Pierce and Dr. Grewal for the report.

Mr. Madison called for a break at 9:27 a.m. and reconvened the meeting at 9:37 a.m.

- V. Educational Program Evaluation** – Mark Cerutti presented information and engaged in a discussion pertaining to the District’s comprehensive data system with a specific emphasis on programmatic evaluation data. For additional information, refer to Attachment B.

Next Steps

- Deepening the understanding of PIC data
- How to use PIC data
- How PIC data intersects with the DMM and site LCAP development; goal setting and determinations of actions/services and related expenditures

The Board held a discussion, asked for clarification and provided suggestions. Mr. Cerutti and Christine Hikido were thanked for the informative report.

- VI. Planning for Upcoming Regional Meetings** – Mark Cerutti asked the Board for direction about the upcoming regional meetings. Regional meetings will be held at the District Office on the following dates. For additional information, refer to Attachment C.

- October 16: Two Regions – 1 hour per region
- November 6: Three Regions – 1 hour per region
- January 22: Two Regions – 1 hour per region
- March 17: Two Regions – 1 hour per region

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, August 7, 2019**

The Board requested information about the following topics during the regional meetings:

- Academic Achievement
- Culture Climate
- Where we Are
 - What is working well?
 - What needs to be sustained?
 - What needs to be improved?
- 30 minutes for questions/discussion with the Board

VII. Board Governance Handbook Review – Superintendent Hoffman provided the Board with an update of the changes that were made to the handbook after the Legislative Subcommittee met in April. Those changes included adding information about legislative process on the last page of the handbook.

The Board held a discussion and agreed on the following:

- There will be no changes to the Governance Handbook other than adding the legislation information on page 8
- Self-Monitoring of Governance Team Effectiveness, Bullet 2, page 7 – A date/time will be scheduled to self-reflect with an outside person from CSBA or Mike Merchant from Arbinger
- Individual Board Member Requests, Bullet 3 & 4, page 5 – Board members shall adhere to these bullets and come prepared by asking questions prior to the board meeting
- The word “sporadic” will be removed from last paragraph under the State & Federal Legislation section of the EGUSD State and Federal Legislation Position and Update Process sheet.

Mr. Madison called for a lunch break at 12:08 p.m. and reconvened the meeting at 12:44 p.m.

VIII. 2019-20 Budget Review/Priorities – Ms. Shannon Hayes provided the Board with a budget overview comparing the District’s 2019-20 Adopted Budget to the State’s Adopted Budget. Ms. Hayes’s report included an overview of the enacted State Budget, January Budget vs. May Revision vs. Enacted Budget, Reserve Cap, LCFF in EGUSD, School Employees Pension Relief – CalSTRS and CalPERS, Special Education Funding to SELPAs, Special Education Preschool Funding, Impact of the 2019-20 State Adopted Budget, 2019-20 Unrestricted General Fund Multi-Year Projection, 2020-21 Funding Priorities, Special Education Growth, Minimum Wage Rate Increases and the 2019-20 Board Approved Funding Priorities. For additional information, refer to Attachment D.

IX. Report on Student Suspensions – Mark Cerutti, provided the Board with information about the District’s Exclusionary Discipline Report. Elementary and Secondary exclusionary discipline information was presented along with progress made and actions planned by the District’s Calibrated Discipline Team. For additional information, refer to Attachment E.

X. Other Items From the Floor – Mr. Madison requested that future workshops be set up in a square and not sit at the dais. Ms. Singh-Allen agreed as long as there are no action items; Mr. Madison agreed and asked if some of the board workshops could take place at school sites.

XI. Adjournment – 2:05 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: _____

Beth Albiani, Clerk

**Board of Education Meeting
August 7, 2019**

DISCUSSION OF POSSIBLE SCHOOL CALENDAR CONVERSIONS

Presented by:

**Rob Pierce, Deputy Superintendent, Business Services and Facilities
Bindy Grewal, Ed.D., Assistant Superintendent, PreK-6 Education**

Purpose

- Provide the Board of Education with enrollment and projection data
- Make recommendations for possible school calendar conversions for 2020/2021
- Provide a timeline to complete the school calendar conversion process

2018/2019 Calendar Configurations

Traditional Calendar (14)	Multi-Track Year Round Calendar (15)	Modified Traditional Calendar (13)
<ul style="list-style-type: none"> • Arnold Adreani ES • Helen Carr Castello ES • Cosumnes River ES • C.W. Dillard ES • Elk Grove ES • Elliott Ranch ES • Ellen Feickert ES • Franklin ES • Florence Markofer ES • James McKee ES • Marion Mix ES* • Pleasant Grove ES • Sierra Enterprise ES • Mary Tsukamoto ES 	<ul style="list-style-type: none"> • Edna Batey ES • Arthur Butler ES • Carroll ES • Elitha Donner ES • Foulks Ranch ES • Arlene Hein ES • Isabelle Jackson ES • Robert J. McGarvey ES* • Prairie ES • David Reese ES • Joseph Sims ES • Stone Lake ES • Sunrise ES • Irene B. West ES • Zehnder Ranch ES* 	<ul style="list-style-type: none"> • Maeola Beitzel ES • Raymond Case ES • John Ehrhardt ES • Robert J. Fite ES • Florin ES • Roy Herburger ES • Samuel Kennedy ES • Anna Kirchgater ES • Herman Leimbach ES • Charles Mack ES • Barbara Comstock Morse ES • John Reith ES • Union House ES

*Indicates new schools opened since previous calendar transitions.

2019/2020 Calendar Configurations

Traditional Calendar (13)	Multi-Track Year Round Calendar (17)	Modified Traditional Calendar (12)
<ul style="list-style-type: none"> • Arnold Adreani ES • Helen Carr Castello ES • Cosumnes River ES • C.W. Dillard ES • Elk Grove ES • Elliott Ranch ES • Ellen Feickert ES • Franklin ES • Florence Markofer ES • James McKee ES • Marion Mix ES • Pleasant Grove ES • Sierra Enterprise ES 	<ul style="list-style-type: none"> • Edna Batey ES • Maeola Beitzel ES* • Arthur Butler ES • Carroll ES • Elitha Donner ES • Foulks Ranch ES • Arlene Hein ES • Isabelle Jackson ES • Robert J. McGarvey ES • Prairie ES • David Reese ES • Joseph Sims ES • Stone Lake ES • Sunrise ES • Mary Tsukamoto ES* • Irene B. West ES • Zehnder Ranch ES 	<ul style="list-style-type: none"> • Raymond Case ES • John Ehrhardt ES • Robert J. Fite ES • Florin ES • Roy Herburger ES • Samuel Kennedy ES • Anna Kirchgater ES • Herman Leimbach ES • Charles Mack ES • Barbara Comstock Morse ES • John Reith ES • Union House ES

*Newly transitioned to Multi-Track Year Round Calendar for the 2019/2020 school year.

Current Enrollment, Capacities and Enrollment Projections for Traditional Schools

School	PreK-6 2018/19 CBEDS Enrollment (Includes Offloads and S.C.C.)	Capacity (Classrooms x Loading Standard)		PreK-6 Projected Enrollment (Adjusted for Intra-District Transfers, S.C.C., but NOT Offloads)		
		Traditional Calendar	YRE Calendar	2019/20	2020/21	2021/22
Arnold Adreani	842	958	1,270	883	939	1,005
Helen Carr Castello	899	958	1,270	872	901	868
Cosumnes River	413	750	984	390	375	387
C.W. Dillard	433	620	802	408	402	390
Elk Grove	833	880	1,166	815	830	942
Elliott Ranch	796	880	1,166	747	723	698
Ellen Feickert	632	1,010	1,322	609	583	578
Franklin	790	958	1,270	808	814	799
Florence Markofer	692	802	1,062	701	706	729
James McKee	656	802	1,062	657	668	701
Marion Mix	801	828	1,088	821	803	797
Pleasant Grove	430	594	776	424	421	440
Sierra Enterprise	549	750	984	570	586	592

All numbers include estimated PreK, SSC, and Intra-District Transfers.
Projected enrollments do not reflect offloads.

5

Current Enrollment, Capacities and Enrollment Projections for Modified Traditional Schools

School	PreK-6 2018/19 CBEDS Enrollment (Includes Offloads and S.C.C.)	Capacity (Classrooms x Loading Standard)		PreK-6 Projected Enrollment (Adjusted for Intra-District Transfers, S.C.C., but NOT Offloads)		
		Traditional Calendar	YRE Calendar	2019/20	2020/21	2021/22
Raymond Case	818	802	1,062	826	881	946
John Ehrhardt	864	958	1,270	859	871	873
Robert J. Fite	640	776	1,010	639	630	673
Florin	672	828	1,088	649	620	602
Roy Herburger	920	958	1,270	950	955	945
Samuel Kennedy	1,069	1,036	1,374	1,137	1,158	1,187
Anna Kirchgater	770	984	1,296	762	742	728
Herman Leimbach	762	880	1,166	766	777	789
Charles Mack	916	958	1,270	895	891	861
Barbara C. Morse	715	906	1,192	708	692	709
John Reith	557	750	984	548	554	565
Union House	820	958	1,270	840	835	826

All numbers include estimated PreK, SSC, and Intra-District Transfers.
Projected enrollments do not reflect offloads.

6

Current Enrollment, Capacities and Enrollment Projections for MTYRE Schools

School	PreK-6 2018/19 CBEDS Enrollment (Includes Offloads and S.C.C.)	Capacity (Classrooms x Loading Standard)		PreK-6 Projected Enrollment (Adjusted for Intra-District Transfers, S.C.C. but NOT Offloads)		
		Traditional Calendar	YRE Calendar	2019/20	2020/21	2021/22
Edna Batey	951	932	1,218	895	874	880
Maeola Beitzel	934	958	1,270	900	874	861
Arthur Butler	926	880	1,166	864	892	893
Carroll	997	1,088	1,426	958	925	936
Elitha Donner	746	932	1,218	769	741	710
Foulks Ranch	881	854	1,114	864	867	868
Arlene Hein	931	958	1,270	935	938	945
Isabelle Jackson	932	828	1,088	942	933	918
Robert McGarvey	744	828	1,088	752	759	757

All numbers include estimated PreK, SSC, and Intra-District Transfers.
Projected enrollments do not reflect offloads.

7

Current Enrollment, Capacities and Enrollment Projections for MTYRE Schools (Continued)

School	PreK-6 2018/19 CBEDS Enrollment (Includes Offloads and S.C.C.)	Capacity (Classrooms x Loading Standard)		PreK-6 Projected Enrollment (Adjusted for Intra-District Transfers, S.C.C. but NOT Offloads)		
		Traditional Calendar	YRE Calendar	2019/20	2020/21	2021/22
Prairie	1,028	1,166	1,530	1,041	1,041	1,049
David Reese	1,006	1,088	1,426	928	877	845
Joseph Sims	853	906	1,192	820	798	789
Stone Lake	759	724	958	724	685	663
Sunrise	734	1,062	1,400	751	871	1,013
Mary Tsukamoto	952	1,010	1,322	1,041	1,048	1,322
Irene B. West	990	984	1,296	986	964	956
Zehnder Ranch	1,129	958	1,270	1,317	1,607	2,016

All numbers include estimated PreK, SSC, and Intra-District Transfers.
Projected enrollments do not reflect offloads.

8

Considerations When Changing School Calendars

- The number of students on campus
- Disruption to families and community
- Matriculation into middle and high schools
- Resident student attendance
- Teacher planning time
- Regional Articulation
- Enrollment capacity



9

Considerations Specific To Year Round Calendars

- Less students on campus at the same time
- Disruption to families and community
- Impacts matriculation into middle and high schools
- Allows for more resident students to attend their home school
- Increases enrollment capacity



10

Recommendation for 2020/2021 School Year

- Transition Samuel Kennedy Elementary School from a Modified Traditional to a Multi-Track Year-Round calendar

11

On Our Radar

- Arnold Adreani Elementary
- Raymond Case Elementary
- Elk Grove Elementary
- Roy Herburger Elementary
- COHS Region
 - Franklin Elementary
 - Helen Carr Castello Elementary

12

Proposed Calendar Schedules for 2020/2021

Transition one current Modified Traditional school to Multi-Track Year Round Calendars:

- 13 Schools on Traditional Calendar
- 18 Schools on Multi-Track Year-Round Calendar
- 11 Schools on Modified Traditional Calendar



13

Timeline to Transition

Date	Action
July 2019	<ul style="list-style-type: none"> • Develop plan with input from District departments and Cabinet members. Communicate proposal and solicit input for seamless transition.
August 2019	<ul style="list-style-type: none"> • Present initial recommendation and proposed timeline to the Board of Education.
August-September 2019	<ul style="list-style-type: none"> • Meet with site staff to discuss transition, obtain input and answer questions.
August-September 2019	<ul style="list-style-type: none"> • Conduct community meetings to discuss transition, obtain input and answer questions.
September 2019	<ul style="list-style-type: none"> • Bring forward a recommendation based on community and staff input.
October 2019	<ul style="list-style-type: none"> • Communicate recommendation to communities.
October-November 2019	<ul style="list-style-type: none"> • Continue to work on transition process.

14

Comprehensive Data Analysis Inputs – Outputs – Outcomes

*Being ACCOUNTABLE and RESPONSIBLE for sustaining
high quality outcomes for students*

Board of Education Retreat | August 7, 2019

Mark Cerutti, Deputy Superintendent, Education Services and Schools
Christine Hikido, Director, Research and Evaluation

1

Objectives

- Understand the why-how-what of comprehensive data analysis
- Introduction to output data analysis



The word "WHY?" is rendered in a bold, 3D font. The letters are white with a red outline and are set against a white background with a subtle reflection below them.

3

Accountability & Responsibility

- **Accountability** – Comes from the Old French word, *aconte*, meaning to count
- **Responsibility** – Comes from the Latin word, *responsus*, meaning to respond



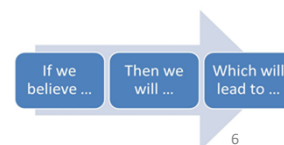
- **WE MUST** be **ACCOUNTABLE** for having robust systems and effective practices of gathering, synthesizing, analyzing, and utilizing timely, and accurate data
- **WE MUST** accept **RESPONSIBILITY** for and respond to the results of our actions

5

Our Theory of Action for Continuous Program (output) Improvement

- **IF WE BELIEVE** we can systematically measure program implementation . . .
- **THEN WE WILL** continue to improve program implementation . . .
- **WHICH WILL LEAD TO** sustained, improved student outcomes.

Putting the Parts of a Theory of Action Together





How did we develop implementation measures?

- Directors and Program Specialists **analyzed the inputs-outputs-outcomes** of high impact programs
- Programs are **conceptually deconstructed** into key components and subcomponents, which can be measured
- Education Services, PreK-12 and Research and Evaluation collaborated to **operationalize data gathering aimed at output implementation measures**

8



9

Effectively leading within the E4 Learning System

- Learning System defined:
 - A social network of children, families, teachers, administrators, support staff and ancillary human and material resources, interacting for the purpose of student learning.
- Thoroughly understanding the learning system necessitates a deep understanding of:
 - **Inputs** – What we invest (human and material resources, time and money)
 - **Outputs** – What we do (actions and services)
 - **Outcomes** – What we accomplish (defined by the LCAP metrics)







10

Where do we currently find the data?

- Input Data
 - Site LCAP, master schedules, calendars
- Output Data
 - This is the gap we are addressing
- Outcome Data
 - Site LCAP data

11

Decision Making Model – Essential Questions

1. Current Performance Level	2. Gap Analysis Results	3. Cause Analysis Results	4. Design & Development	5. Success Assurances	6. Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
					
--- CONFIRMS WHY ---			--- CONFIRMS HOW ---		--- CONFIRMS WHAT ---

Outcome Data

Comparing outcome data with goals

Input and Output Data

12

Putting it all together

- We need to be accountable and responsible stewards of the EGUSD learning system
- Our learning system has inputs, outputs, and outcome and we need to thoroughly analyze all three
- We have rich data sources for inputs, and outcomes but we have a gap in output data
- A lack of output data weakens the accuracy of decision making

13



14

Let's focus on outcomes . . .

but before we do, a minute about fidelity of implementation



Fidelity of Implementation

- **Defined:** The degree to which a program, action, or service is delivered as intended according to design/delivery specifications
- In order to accurately measure program effectiveness there must be clearly defined implementation standards
- Fidelity of implementation must be in place in order to comparatively analyze a program being delivered in more than one setting

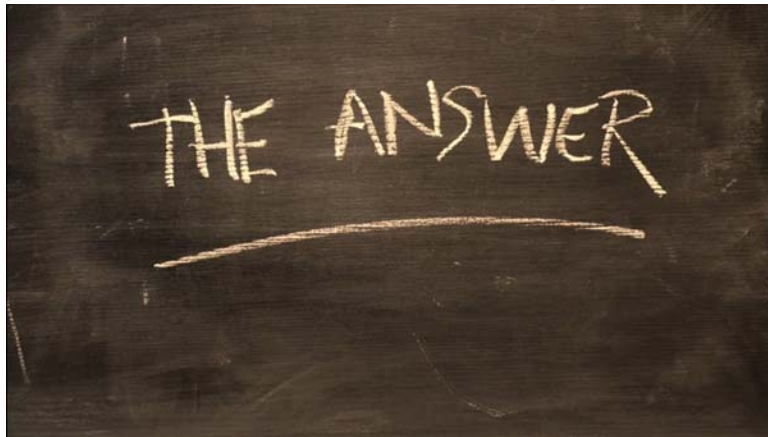
16

People often say, “Hey, they are having success, have everyone do what they are doing!”

- This assumes it is clearly known what the relationship is between a given program/service and student outcomes. This isn’t easy to confirm.
 - Causation is difficult to confirm.
- This also assumes the essential components, systems and process of the program are known and standards of implementation set and adhered to.
 - This should NOT be assumed!

17

So what is our strategy to respond to the question, “how do you know that’s working?”



18

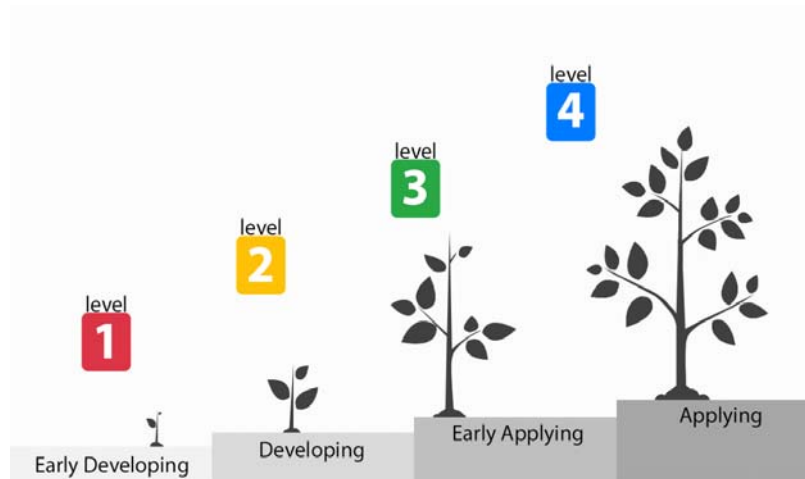
Program Implementation Continuum (PIC)

- EGUSD's methodology to accurately measure program implementation



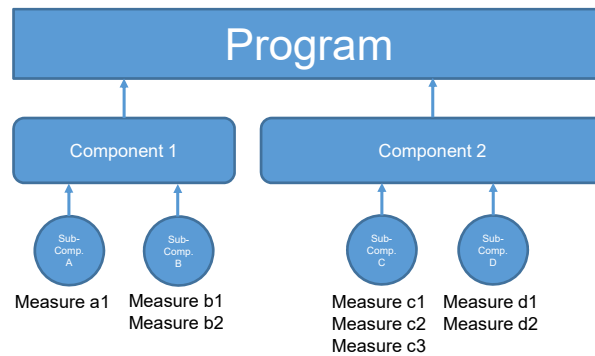
19

The PIC is a continuum of increasing programmatic growth and development



20

Programs, Components, Subcomponents, and Measures



21

PIC Weights

- Overall Program
 - Component 1 – PIC level (weight, X% of overall PIC)
 - Subcomponent A – PIC level (weight, X% of Component 1 PIC)
 - Subcomponent B – PIC level (weight, X% of Component 1 PIC)
 - Etc.
 - Component 2 – PIC level (weight, X% of overall PIC)
 - Subcomponent A – PIC level (weight, X% of Component 2 PIC)
 - Subcomponent B – PIC level (weight, X% of Component 2 PIC)
 - Etc.
 - Component 3
 - Subcomponent A
 - Subcomponent B
 - Etc.
 - Component 4
 - Etc.

22

English Learner Services (ELS) PIC



23

EL PIC: Program and Components



English Learner Program

2017-18 The school's comprehensive approach to English Language Development.

- 1 Program Structure
- 2 Teacher Preparation
- 3 Instructional Strategies

24

EL PIC Component: Program Structure

1 Program Structure

Extent to which EL Program structures and supportive processes are in place. (20% of PiC)

[Program Structure: Details](#)

A. Elementary ELD Program Survey

A combination of scheduling of required ELD minutes at each grade level, instructional materials, and start of ELD/WIN time in the school year. (50% of Program Structure)

[Elementary ELD Program Survey: Details](#)

B. Secondary ELD Course Offerings:

Extent to which the school offers and enrolls students in the appropriate ELD courses. (50% of Program Structure)

[Secondary ELD Course Offerings: Details](#)

C. Walkthrough Rate

Extent to which the practice of walkthroughs and time spent on classroom observations is embedded in the school program. (50% of Program Structure)

[Walkthrough Rate: Details](#)

25

EL PIC Component: Teacher Preparation

2 Teacher Preparation

Extent to which site staff are engaged in ELD professional development and familiarity with instructional strategies. (20% of PiC)

[Teacher Preparation: Details](#)

A. Training Participation

Extent to which teachers participate in EL trainings. (50% of Teacher Preparation)

[Training Participation: Details](#)

B. Familiarity of Instructional Strategies

Teacher self-perception of familiarity with instructional strategies beneficial to EL students: active participation, language support, structured student interaction, and checking for understanding. (50% of Teacher Preparation)

[Familiarity of Instructional Strategies: Details](#)

26

EL PIC Component: Instructional Strategies

3 Instructional Strategies

Quality of implementation of instructional strategies beneficial to EL students. (60% of PiC)

[Instructional Strategies: Details](#)

A. Observed Implementation

Observations of EL instructional strategies as developing, applying, or innovating. (75% of Instructional Strategies)

[Observed Implementation: Details](#)

B. Teachers' Perception of Implementation

Teacher ratings of their implementation of EL instructional strategies as developing, applying, or innovating. (25% of Instructional Strategies)

[Teachers' Perception of Implementation: Details](#)

27

Family and Community Engagement (FACE) PIC



28

PBIS PIC: Program and Components



Positive Behavioral Interventions and Supports (PBIS)

2018-19 A proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional, and academic success.

[More Detailed Information](#)

- 1 Tier 1 Teams
- 2 Tier 1 Policies and Procedures
- 3 Tier 1 Continuous Improvement
- 4 Tier 2 Teams
- 5 Tier 2 Interventions
- 6 Tier 2 Continuous Improvement

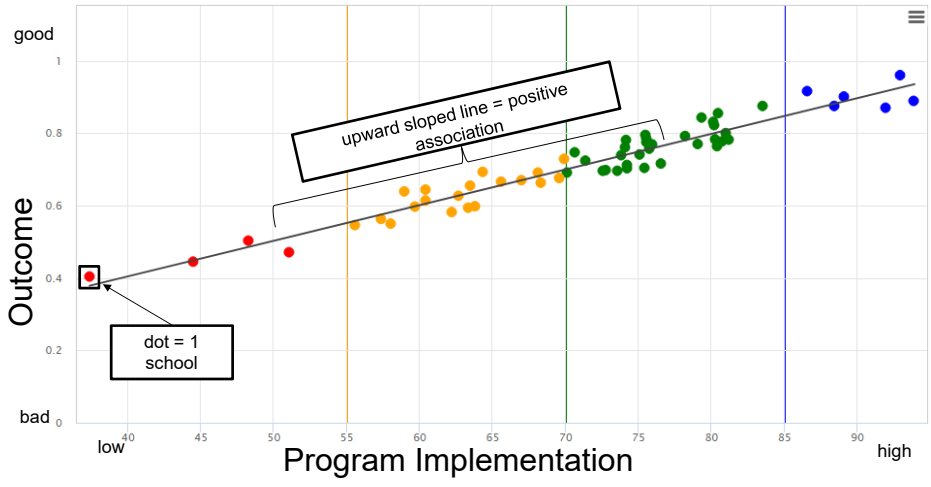
31

Site PIC Data

- We have the ability to:
 - Look at single schools, regions and the entire district
 - Analyze program implementation (PIC) data with LCAP/Dashboard data – looking for critical relationships between program implementation and specific outcome metrics

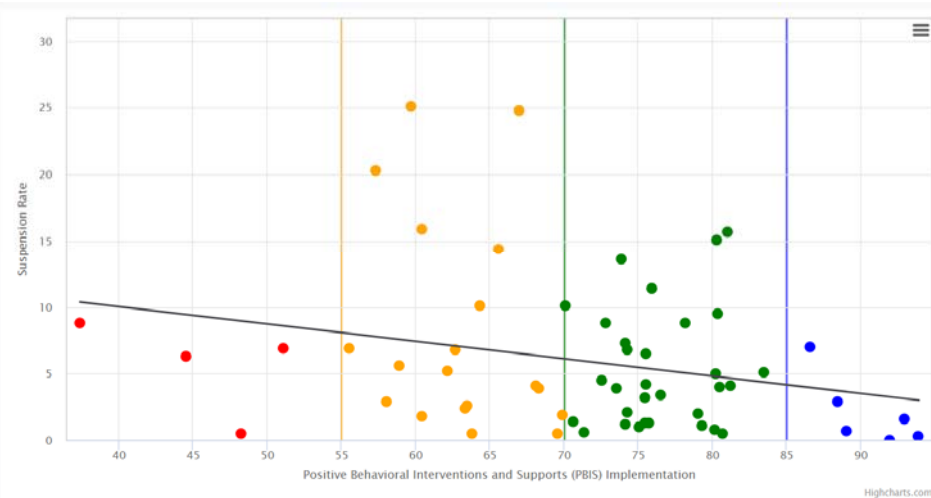
32

Relationship between Program Implementation and Outcome



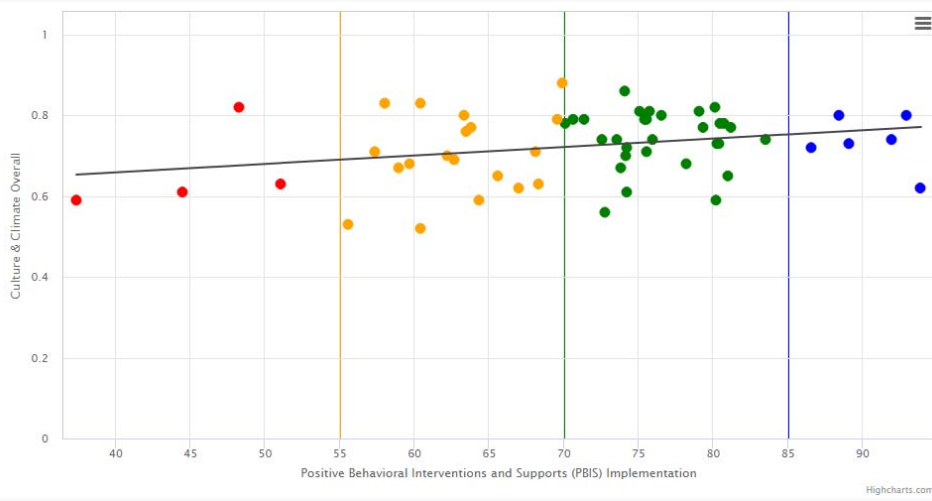
33

PBIS Implementation and Suspension Rate



34

PBIS Implementation and Culture & Climate



35

Percentage of Schools in Each Level

Program	Level 1	Level 2	Level 3	Level 4
2017-18 English Learner Program	17%	25%	26%	32%
<i>Program Structure</i>	18%	37%	38%	8%
<i>Teacher Preparation</i>	3%	48%	42%	7%
<i>Instructional Strategies</i>	20%	16%	23%	41%
2018-19 Family and Community Engagement (FACE)	43%	42%	11%	5%
<i>Relational</i>	39%	30%	17%	11%
<i>Collaborative</i>	32%	24%	30%	11%
<i>Developmental</i>	46%	35%	9%	9%
<i>Interactive</i>	62%	20%	2%	17%
<i>Linked to Learning</i>	22%	43%	14%	22%
2018-19 Positive Behavioral Interventions and Supports (PBIS)	2%	10%	40%	48%
<i>Tier 1 Teams</i>	12%	20%	34%	34%
<i>Tier 1 Policies and Procedures</i>	6%	18%	46%	30%
<i>Tier 1 Continuous Improvement</i>	3%	25%	42%	30%

36

This data set is powerful

- This will enable us to:
 - Deeply analyze educational programs
 - Conduct accurate causes analyses
 - Improve decision making; strengthening the link between cause and intervention
 - More effectively engage, support and develop staff
 - Continuously improve programs
 - Identify promising practices and assess for replication potential
 - Continuously improve student achievement

37

This data set is powerful

- This will enable us to:
 - Be more targeted in our support to principals and schools
 - Deeply analyze educational programs
 - Improve decision making; strengthening the link between cause and intervention
 - Locate promising practices
 - Determine where replication is possible
 - Continuously improve school programs
 - Continuously improve student achievement

38

Next Steps

- Deepening the understanding of:
 - PIC data
 - How to use PIC data
 - How PIC data intersects with the DMM and site LCAP development; goal setting and determinations of actions/services and related expenditures



NEXT STEPS

**RECOMMENDATION
FOR REGIONAL
MEETINGS**

Mark Cerutti
Deputy Superintendent, Educational Services and Schools

PURPOSE

- ▶ The purpose of this presentation is to provide the Board a recommendation for consideration specific to 2019-2020 regional meetings

WHY

- ▶ Accountability
- ▶ Responsibility

HOW

- ▶ Site leaders sharing information on strategies for student success
- ▶ Site leaders responding to Board member questions

WHAT

- ▶ Academic Achievement
- ▶ Culture and Climate
- ▶ Where We Are
 - ▶ What is working well?
 - ▶ What needs to be sustained?
 - ▶ What needs to be improved?

WHEN

Regional Meetings at District Office

- ▶ Oct. 16 Two regions – 1 hour per region
- ▶ Nov. 6 Three regions – 1 hour per region
- ▶ Jan. 22 Two regions – 1 hour per region
- ▶ Mar. 17 Two regions – 1 hour per region

2019-20 Budget Update 45 Day Revision

Presented to the Board of Education
August 7, 2019

Presented by:
Shannon Hayes, Chief Financial Officer, Finance & School Support



Overview of the Enacted State Budget

1

© 2019 School Services of California, Inc.

- Modest state revenue growth allowed Governor Gavin Newsom to achieve his top education priorities
- Proposition 98 is funded at the minimum guarantee level with no manipulations or reinterpretations of the constitutional provisions
- In an unprecedented development, the Governor proposed, and the Legislature appropriated, billions of dollars outside of Proposition 98 to assist local educational agencies (LEAs) in funding the rising costs of pensions
- Vigorous negotiations between the Administration and the Legislature led to a new Special Education program to serve preschool children, which improved upon the Governor's proposal initially unveiled in January



January Budget vs. May Revision vs. Enacted Budget

2

© 2019 School Services of California, Inc.

Item	January Budget	May Revision	Enacted Budget
LCFF ¹ Funding	\$2.023 billion	\$1.959 billion	\$1.959 billion
Proposition 98 Minimum Funding Guarantee			
2017-18	\$75.5 billion	\$75.6 billion	\$75.6 billion
2018-19	\$77.9 billion	\$78.1 billion	\$78.1 billion
2019-20	\$80.7 billion	\$81.1 billion	\$81.1 billion
2019-20 COLA ²	3.46%	3.26%	3.26%
One-Time Discretionary Funds for 2019-20	\$0	\$0	\$0
Special Education Proposal	\$390 million ongoing \$186 million one-time	\$696.2 million (ongoing)	\$645.8 million (ongoing) ³
School Employer Pension Proposal	\$3 billion one-time (non-Proposition 98)	\$3.15 billion one-time (non-Proposition 98)	\$3.15 billion one-time (non-Proposition 98)

¹Local Control Funding Formula (LCFF)

²Cost-of-living adjustment (COLA)

³Contingent upon the passage of statutory changes in the 2020-21 Budget

Reserve Cap

3

© 2019 School Services of California, Inc.

- Senate Bill 751 (Chapter 674/2017) changed the threshold for triggering the cap on district reserves and the limits of how much school districts can maintain in their local reserves

When the reserve reaches 3% of the K-12 portion of Proposition 98 in that year

Caps reserves at 10% of combined assigned/ unassigned ending balance of General and Special Reserve Funds

Exempts basic aid districts and districts with fewer than 2,501 ADA



Criteria

All four criteria have been met



Deposit

Budget allocates \$389 million in 2019-20 for the Proposition 98 Reserve



Not Enough

Luckily, this is significantly less than the 3% level needed (estimated at \$2.1 billion)



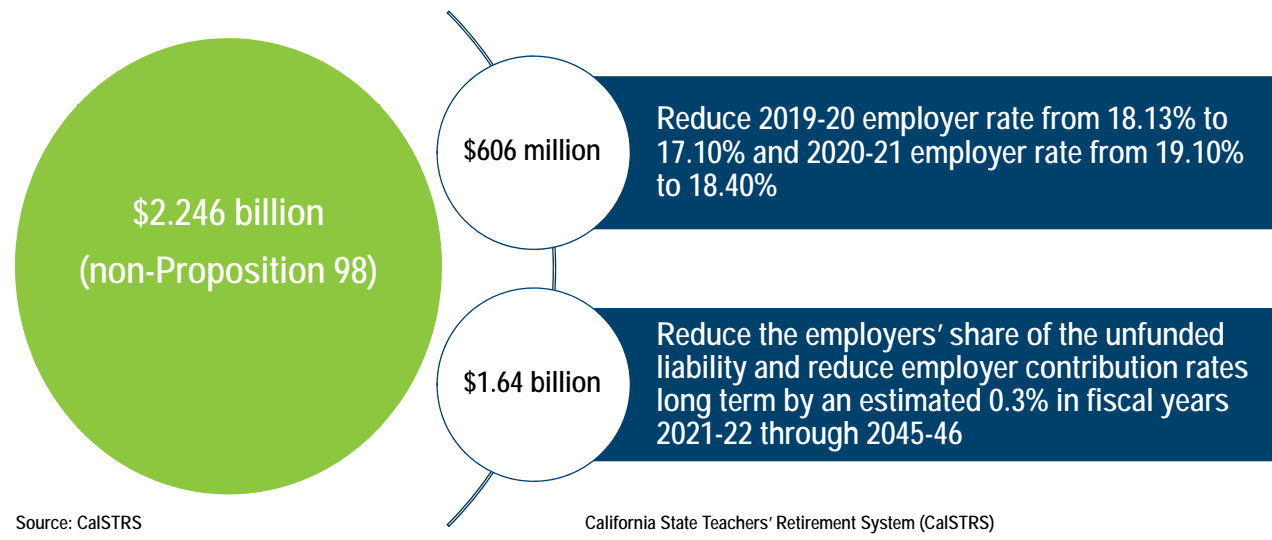
THE CAP ON RESERVES IS NOT TRIGGERED!

Elk Grove Unified School District – 2019-20		
2019-20 LCFF Per-ADA Funding	Projected 2019-20 ADA	Projected 2019-20 LCFF Total Revenue
\$9,725	60,448.40	\$587,854,509

School Employers Pension Relief—CalSTRS

6

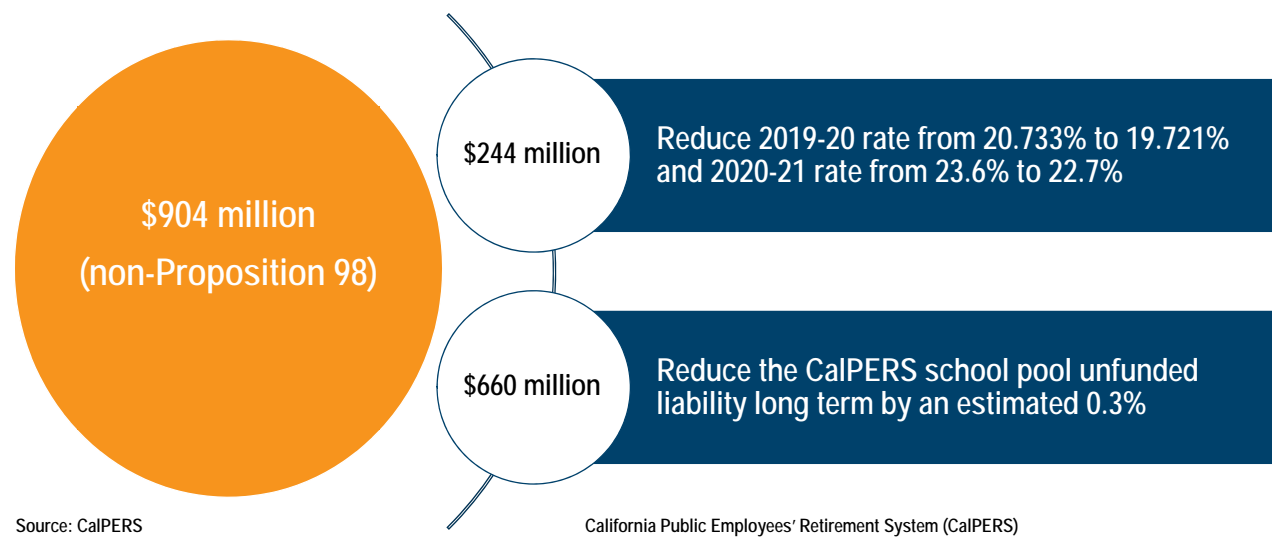
© 2019 School Services of California, Inc.



School Employers Pension Relief—CalPERS

7

© 2019 School Services of California, Inc.



Special Education Funding to SELPAs

8

© 2019 School Services of California, Inc.

Additional funding provided to low-funded Special Education Local Plan Areas (SELPAs) to bring them to the Statewide Target Rate (STR) of \$557.27 per ADA

The funding for the SELPAs ranges from less than \$1 to more than \$60 per ADA depending on the funding needed to reach the STR

Funding in 2020-21 is subject to additional legislation

- LEAs are advised to consider the 2019-20 funding as one-time in nature

Special Education Preschool Funding

9

© 2019 School Services of California, Inc.

- Additional funding for 3- to 5-year olds with an individualized education program will be provided in 2019-20

Funds will be allocated to the district of residence (not SELPA) and will not be included in the AB 602 funding allocation

It is unknown at this time whether the funds will be restricted or unrestricted

Funds are estimated to be \$8,975 per pupil (does not include Transitional Kindergarten and kindergarten students)

Funds are subject to legislation in 2020-21 and as such should be considered one-time in nature

- Funding Provided for Special Education
 - Equalization for AB602 Special Education Funding
 - Per Pupil Funding for 3 and 4 year olds on an IEP not enrolled in TK

- Adjustment in CalPERS rate from 20.733% to 19.721%

ITEM	2019-20 ADOPTED	2020-21	2021-22	
State Revenue	\$ 602,988,550	\$ 602,960,177	\$ 602,960,441	
Estimated 2020-21 (3.26%)		17,320,959	17,320,959	
Estimated 2021-22 (3.00%)			17,378,466	
Contributions/Transfers	(115,264,590)	(118,946,568)	(122,992,676)	
Salary and Benefits	(458,161,766)	(462,529,504)	(473,386,116)	
Supplies and Operating	(51,055,903)	(46,216,420)	(46,555,703)	
Indirect and Transfers	8,870,296	8,467,217	9,074,531	
SURPLUS/(DEFICIT)	\$ (12,623,413)	\$ 1,055,861	\$ 3,799,902	
Estimated Beginning Fund Balance	71,379,554	58,756,141	59,812,002	
Ending Fund Balance	58,756,141	59,812,002	63,611,904	8.47%
Contingency Mandated 2% Reserve	15,322,116	15,472,116	15,772,116	
Instructional Materials/Adoptions	6,177,295	6,177,295	6,177,295	
Arbinger (8 hours training)	1,947,568	1,947,568	1,947,568	
Reserve for Funding Priorities	35,309,162	36,215,023	39,714,925	5.29%
UNDESIGNATED	\$ -	\$ -	\$ -	

2019-20 Unrestricted General Fund Multi-Year Projection

ITEM	2019-20 45 DAY REVISE	2020-21	2021-22
State Revenue	\$ 602,988,550	\$ 602,960,177	\$ 602,960,441
Estimated 2020-21 (3.26%)		17,320,959	17,320,959
Estimated 2021-22 (3.00%)			17,378,466
Contributions/Transfers	(109,856,937)	(113,604,265)	(117,646,546)
Salary and Benefits	(457,558,814)	(461,538,040)	(470,364,739)
Supplies and Operating	(51,055,903)	(46,216,420)	(46,555,703)
Indirect and Transfers	8,851,096	8,448,916	9,056,041
SURPLUS/(DEFICIT)	\$ (6,632,008)	\$ 7,371,327	\$ 12,148,919
Estimated Beginning Fund Balance	71,379,554	64,747,546	72,118,873
Ending Fund Balance	64,747,546	72,118,873	84,267,792
Contingency Mandated 2% Reserve	15,322,116	15,472,116	15,772,116
Instructional Materials/Adoptions	6,177,295	6,177,295	6,177,295
Arbinger (8 hours training)	1,947,568	1,947,568	1,947,568
Reserve for Funding Priorities	35,309,162	36,215,023	39,714,925
UNDESIGNATED	\$ 5,991,405	\$ 12,306,871	\$ 20,655,888

11.28%

8.08%

Other Considerations

- 2020-21 Funding Priorities
- Special Education Growth
- Minimum Wage Rate Increases

2019-20 Board Approved Funding Priorities

14

© 2019 School Services of California, Inc.

	SUPP. / CONC.	F.T.E.	ONE-TIME
I. APPROVED FUNDING PRIORITIES			
A. Visual & Performing Arts - Director		1.0000	\$ 402,580
B. School Attendance Improvement Program		3.0000	5,000
C. Transportation FLHS		3.1300	250,000
D. Custodian I (9 day shift 14 night shift)		23.0000	1,447,183
E. Honors & Advanced Placement Support (OCR):			
1. Academic Competitions \$500 per 7-12 site	Y		9,000
2. Advanced Placement Admin. Costs	Y		19,500
3. Honors/AP Training \$5,000 per 7-12 site	Y		90,000
4. Honors/AP Coord. Stipend (includes benefits) 9-12 site	Y		36,000
5. Honors/AP Recruitment \$1,000 per site	Y		18,000
F. Food & Nutrition Services Support			400,000
G. Marketing*			125,000
H. Improve Your Tomorrow Program	Y		546,000
I. Parent Engagement	Y		190,703
J. Professional Development	Y		1,800,000
K. Summer School/Extended Learning	Y		1,000,000
L. Middle School Athletics (7th Grade)			108,000
M. Middle School Athletics (8th Grade)			108,000
N. Augmentation Equity Office			100,000
TOTAL APPROVED FUNDING PRIORITIES		30.1300	\$ 6,654,966

2019-20 Board Approved Funding Priorities

15

© 2019 School Services of California, Inc.

	SUPP. / CONC.	F.T.E.	ONE-TIME
II. NEGOTIATED ITEMS EXPIRING 6/30/20			
A. Subject Matter Teachers		39.8000	\$ -
B. Non-Instructional FTE		9.0000	781,006
C. Adjunct Duty Salary Schedule Roll Back			34,807
D. TK-3 Class Size Agreement/Overload MOU			1,900,000
TOTAL NEGOTIATED ITEMS EXPIRING 6/30/20		48.8000	\$ 2,715,813
TOTAL 2019-20 APPROVED FUNDING PRIORITIES (4/23/19)		78.9300	\$ 9,370,779

Suspensions and Calibrated Discipline Update

Board Workshop

Special Meeting of the Board of Education

August 7, 2019

Mark Cerutti – Deputy Superintendent

033.0719.054

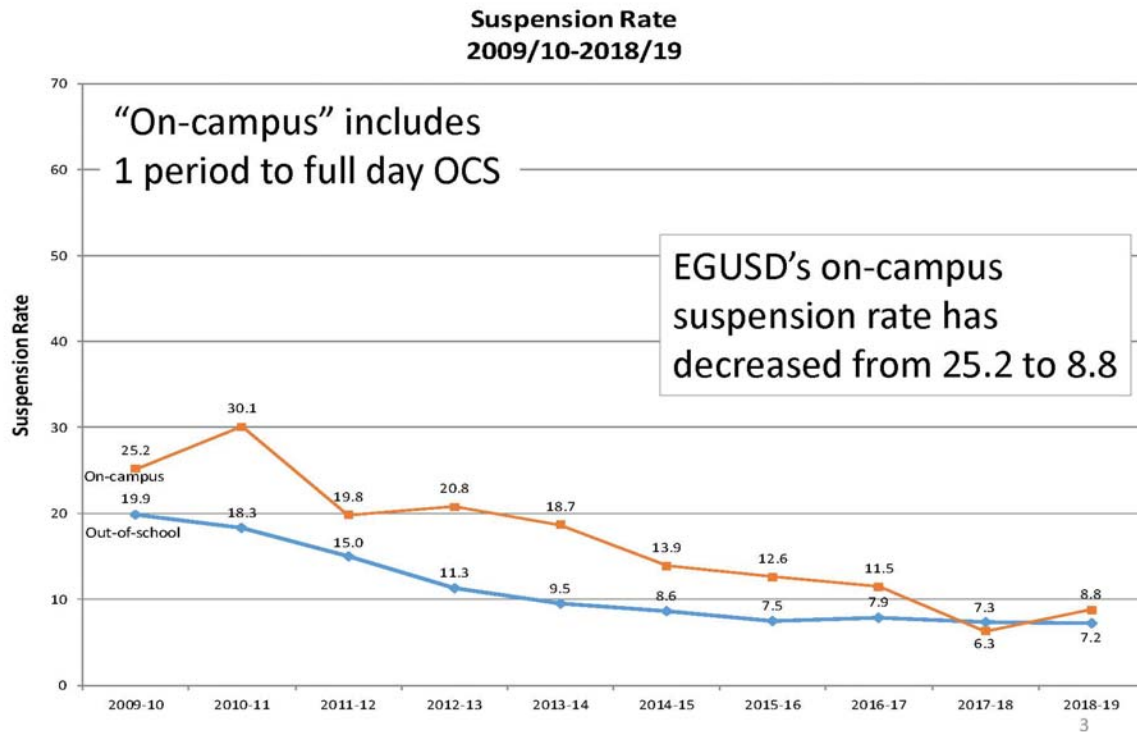
1

Presentation Outline

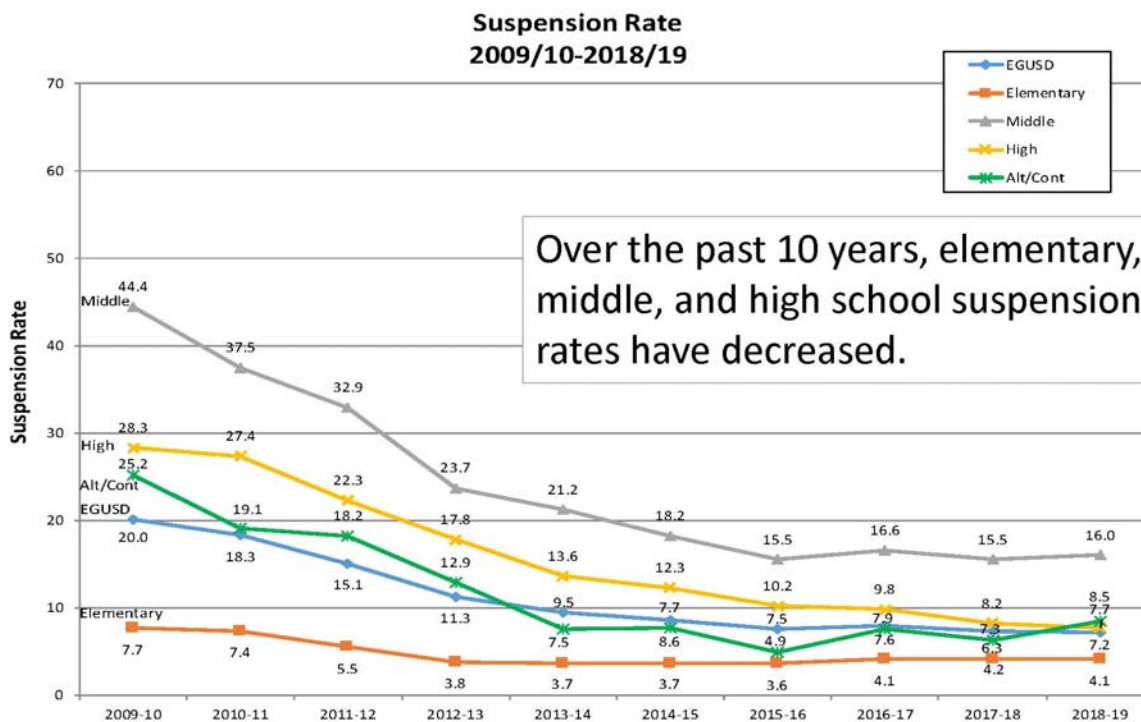
- Suspension Data
- Progress to Date
- Planned Next Steps

2

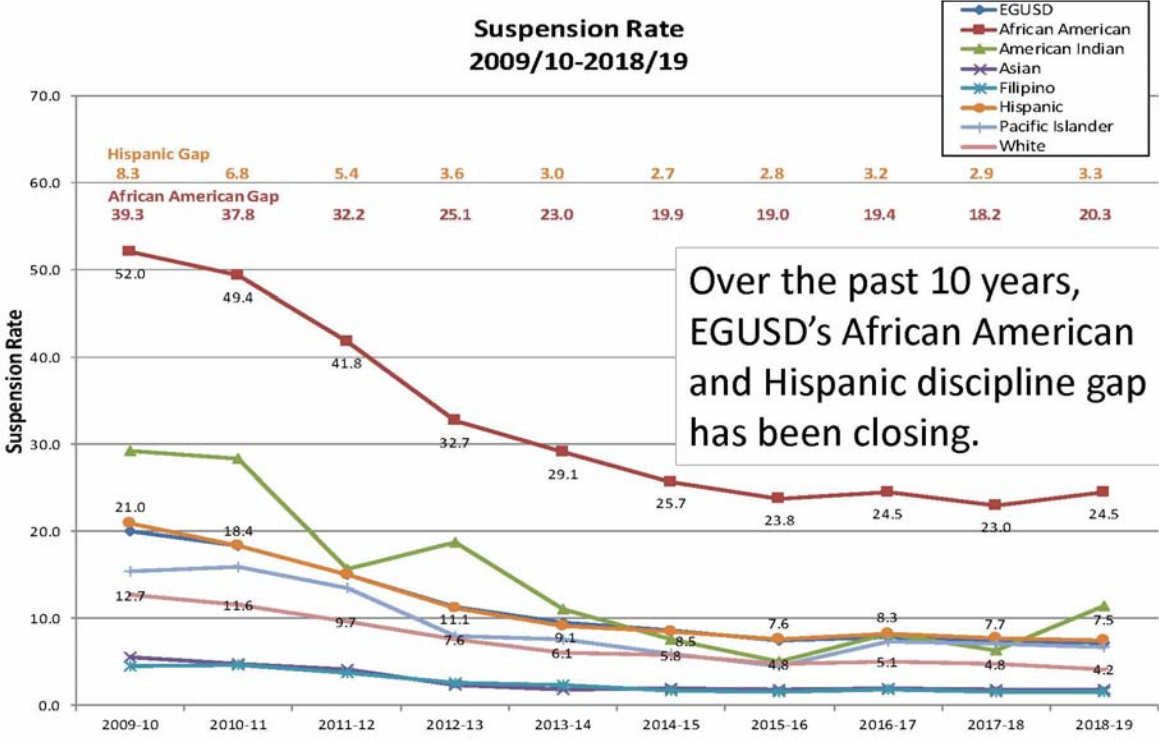
District Suspension Rates



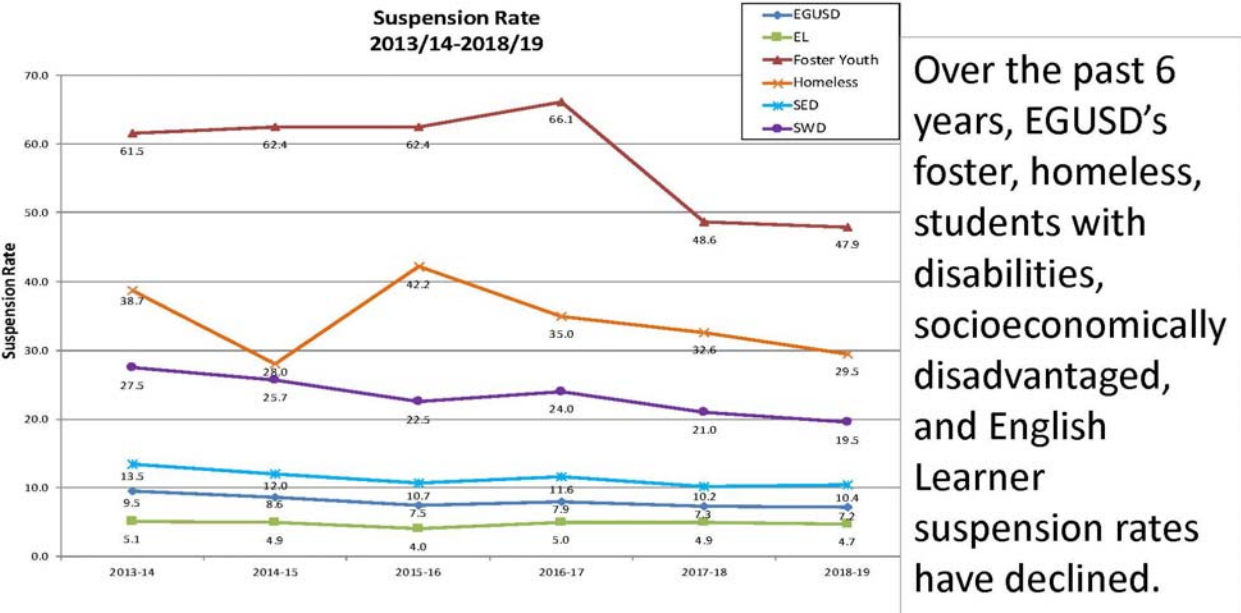
District Out-of-School Suspension Rates: Elementary, Middle and High Schools



District Out-of-School Suspension Rates by Ethnicity



District Out-of-School Suspension Rates by Student Groups



Data Summary

- Over the past 10 years our actions have resulted in significant reductions in the rates of suspension for all students
- The trend has plateaued for the past four years
- A persistent suspension rate gap remains for African American students when compared to the District average

7

Our Common Belief

- Exclusionary Discipline will be significantly reduced and all instances of disparity among specific student groups eliminated when:
 - All students come to school feeling connected, engaged, respected, physical and emotionally safe, and confident in their ability to be successful
 - All staff accept responsibility for needed change and improvement
 - All actions are strategically planned, flawlessly implemented and accurately measured
 - Student discipline is seen as an opportunity for students and staff to learn and grown vs. a punitive consequence

8

Guiding Principles

- We have strong **accountability** systems in place to gather, synthesize, and analyze data
- We accept complete **responsibility** for the outcomes of our actions
- We believe the solution to eliminating disparity in rates of exclusionary discipline, and significantly reducing the overall rate of exclusionary discipline is a **systematic strategy** that combines elements of a **strong infrastructure** with **comprehensive adult mindset and behavioral supports**

9

Strategy

- Infrastructure
- Adult mindset and behavior

10

Progress to Date - Infrastructure

- A focus on infrastructure
 - Board Policies/Administrative Regulations
 - K-12 Discipline Guidelines/updated Student/Parent Handbook
 - Discipline Data Reports integrated with Synergy
 - Anonymous Reporting System
 - Calibrated Discipline Team
 - Partners Accountable and Responsible for Student Success
 - Program Implementation Continuum – Valid and reliable measure of educational program implementation

11

Planned Next Steps – Mindset and Behavior

- Professional Learning
 - Mindset/Discipline Philosophy
 - Trauma Informed Practices
 - Due Process
 - Calibrated Discipline Guide
 - Synergy
 - Implicit Bias Training
- Multi-Tiered Systems of Support
 - Refine MTSS referral process
 - Develop MTSS site team roles and responsibilities
 - Create MTSS team meeting structure: Format, Purpose, Frequency, Facilitator, Attendees
 - Identify MTSS problem solving process
 - Develop MTSS Early Warning System
 - Create School site Intervention Maps

12

Planned Next Steps – Mindset and Behavior

- Continued focus on High Quality Instruction – culturally and linguistically responsive practices and Academic Enablers/Social Emotional Learning
- Expanded Home Visits
- Student Equity Council

13

Acknowledgement

- We are never satisfied with the status quo. We expect the plan we have in place will result in:
 - Improved classroom academic and behavioral support
 - Increased levels of student connectedness to school
 - Increased collaboration with families
 - Increased calibration and consistency with the application of disciplinary consequences
 - Reduced/eliminated disparity in suspension rates

14