

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, November 6, 2019**

Adopted

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

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

Open Session: The meeting was called to order by Mr. Madison at 8:30 a.m. in the Board Room of the Education Center.

I. Pledge of Allegiance – Rudy Ortega, Florin High School Principal, 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. Regional Feeder Pattern Board Presentation – Florin/Daylor Region – Administrators from schools in the Florin/Daylor regions provided an update on the work surrounding positive culture and climate at their school sites.

Mr. Madison called for a break at 10:10 a.m. and called the meeting back to order at 10:25 a.m.

V. Regional Feeder Pattern Board Presentation – Elk Grove Region - Administrations from schools in the Elk Grove region provided an update on the work surrounding positive culture and climate at their school sites.

VI. Program Implementation Continuum – Mark Cerutti and Christine Hikido provided an update about the Program Implementation Continuum (PIC). They reviewed the PICsee website and showcased the type of information the Board can retrieve from the website. For additional information, refer to Attachment A.

Mr. Madison call for a lunch break at 1:05 p.m. and called the meeting back to order at 1:45 p.m.

VII. Social Emotional Learning – Building a Framework – Mark Cerutti and Don Ross presented and reviewed with the Board a report on how the district is building the SEL framework and implementing PreK-12 SEL services. For additional information, refer to Attachment B.

VIII. Regional Feeder Pattern Board Presentation – Sheldon Region - Administrators from schools in the Sheldon region provided an update on the work surrounding positive culture and climate at their school sites.

IX. Adjournment – 3:10 pm

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: _____


Clerk, Board of Education

Program Implementation Continuum (PIC)

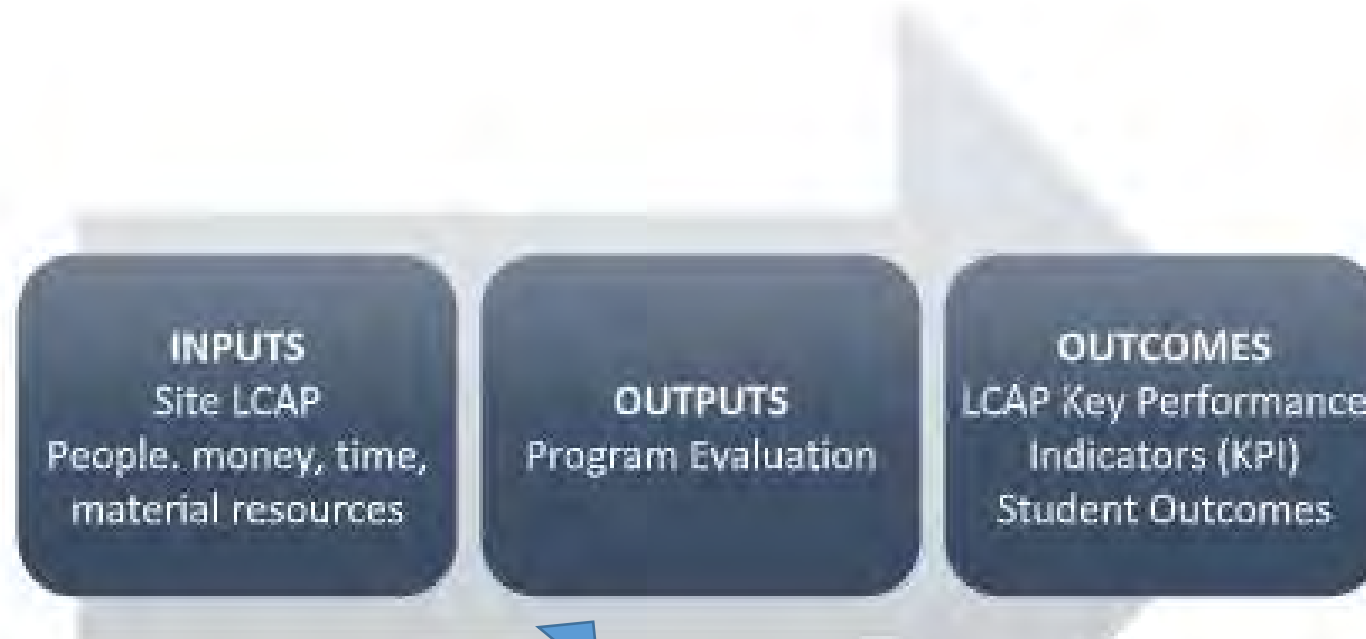
Mark Cerutti, Deputy Superintendent, Education Services & Schools
Christine Hikido, Director, Research & Evaluation

Board Workshop
November 6, 2019

Theory of Action

If we systematically measure program implementation,
we can measurably improve program implementation,
which will then lead to improved student outcomes.

Input / Output / Outcome

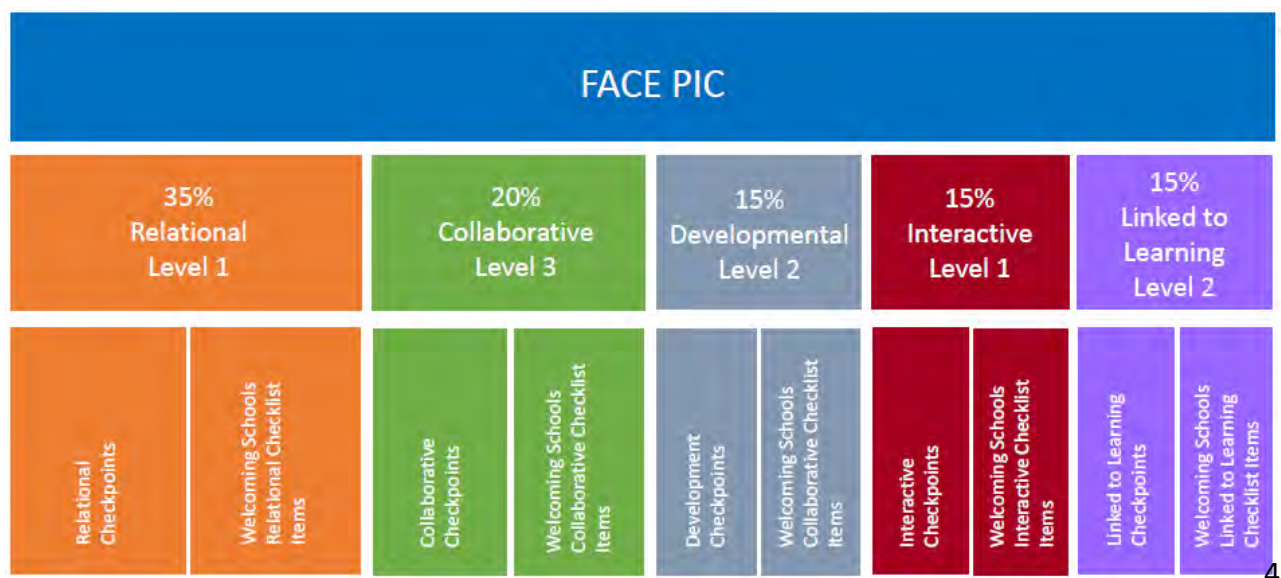
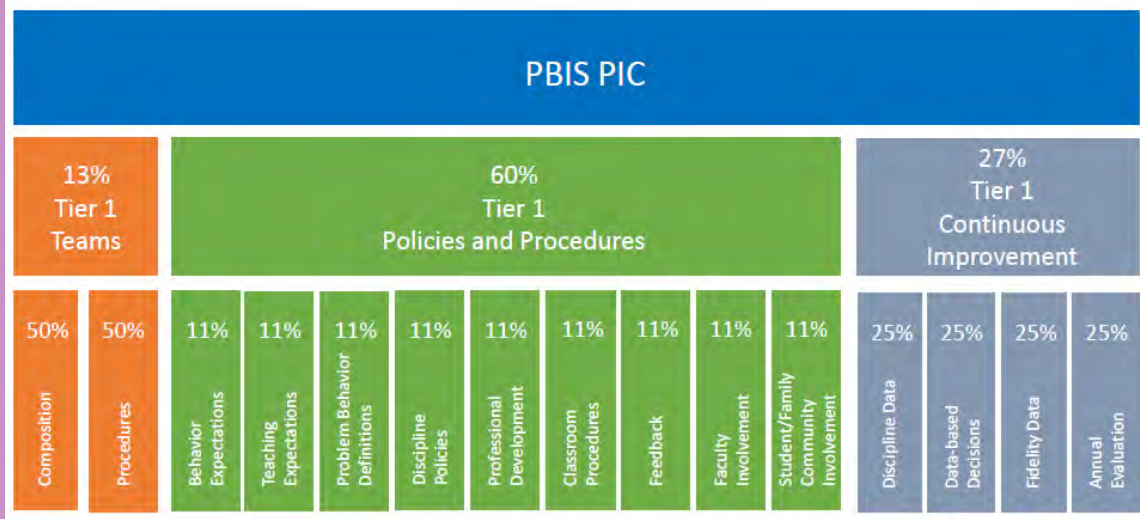
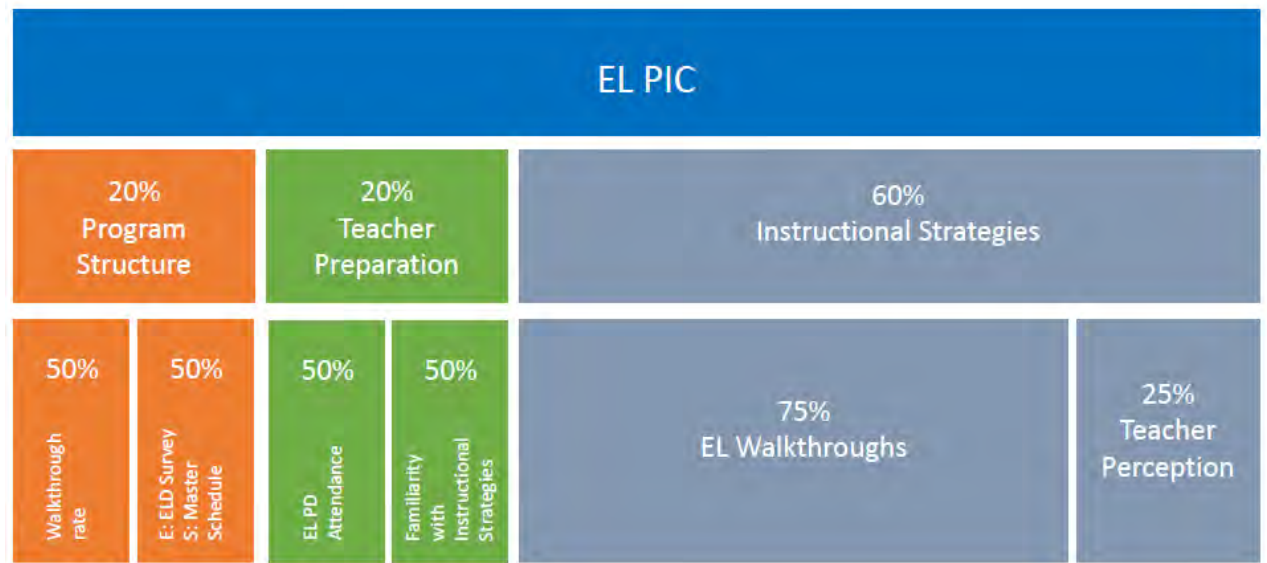


PIC



PIC Hierarchy

- Program
 - Component
 - Subcomponent



Examination of PIC Using EL as an Example

Pro·gram Imp·le·men·ta·tion Con·tin·u·um (PIC)

noun, compound

/'prō,gram ɪmplemən'tāSH(ə)n kən'tinyōōəm/

1. A measurement of program fidelity
2. An evaluative tool for assessing implementation of a program
3. A web application supporting continuous improvement through examination of system outputs and outcomes

Theory of Action

If we systematically measure program implementation, we can measurably improve program implementation, which will then lead to improved student outcomes.

View One School

If you'd like to examine a detailed view of **all programs** for a **particular school**, check out the upper left hand corner of the page. Click the dropdown and pick a school.

Time Travel

Once you've selected a school, you can use the **year buttons** on the header to look at implementation in a different year.

What Am I Looking At?

Implementation for each program is measured continuously, but rated on a 4 point categorical scale, which we refer to as **levels**. Level 1 indicates the lowest level of implementation, while Level 4 indicates the highest. Colors are used to denote the various levels of implementation: **Level 1**

Level 2 **Level 3** **Level 4**

Click on gray icons and component

10,000 Foot Level

See the distribution of implementation across schools or view all school implementation on a single page.

[Distribution](#)

[See All Schools](#)

Show Me Outcomes

See scatter plots of various outcomes by program implementation levels in the PICout, by using the PICout button in the upper right hand corner. Or, click this button here. Either way is fine.

[PICout](#)

One School

Elliott Ranch Elementary



English Learner Program **Level 3** 3.2 (of 4)

2018-19 The school's comprehensive approach to English Language Development.



Family and Community Engagement (FACE) **Level 2** 1.6 (of 5)

2018-19 The school's approach to building authentic relationships, encouraging collaboration, fostering trust and producing a welcoming environment that support both the academic success and the social/emotional wellness of every student.

[Data Collection Instrument](#) · [Individual Site Responses](#)



Positive Behavioral Interventions and Supports (PBIS) **Level 3** 84.9%

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.

[TFI 2.1](#) · [More Detailed Information](#) · [Site Level Survey Scores](#)

EL Components and Subcomponents

English Learner Program Level 3 3.2 (of 4)

2018-19 The school's comprehensive approach to English Language Development.

1 Program Structure: Level 2 2.0 (of 4)

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

[More Info](#)

A. Elementary Program Survey: 2.7 (2 of 4)

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)

[More Info](#)

B. Secondary Schedule: **Missing/Not Collected**

Extent to which students are appropriately placed in courses (50% of Program Structure)

[More Info](#)

C. Walkthrough Rate: 0.4 mins per enr. (2 of 4)

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

[More Info](#)

2 Teacher Preparation: Level 2 2.0 (of 4)

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

[More Info](#)

A. Training Participation: 0.2 training per teacher (1 of 4)

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

[More Info](#)

B. Familiarity of Instructional Strategies: 3.7 (3 of 4)

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)

[More Info](#)

3 Instructional Strategies: Level 4 4.0 (of 4)

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

[More Info](#)

A. Observed Implementation: 1.1 (4 of 4)

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

[More Info](#)

B. Teacher Perception of Implementation: 2.5 (4 of 4)

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

[More Info](#)

PICs for Each School

School	English Learner Program 2018-19	Positive Behavioral Interventions and Supports (PBIS) 2018-19	Family and Community Engagement (FACE) 2018-19
Adreani	2.2 (of 4)	92.6%	1.4 (of 5)
Albiani	2.9 (of 4)	94.8%	1.2 (of 5)
Baker	⊘	⊘	⊘
Batey	2.5 (of 4)	81.5%	1.5 (of 5)
Beitzel	3.5 (of 4)	89.0%	2.1 (of 5)
Butler	2.9 (of 4)	82.1%	2.7 (of 5)
Calvine	3.4 (of 4)	80.1%	3.3 (of 5)
Carroll	3.3 (of 4)	94.7%	1.1 (of 5)
Case	3.9 (of 4)	87.9%	3.3 (of 5)
Castello	1.9 (of 4)	83.7%	3.6 (of 5)
Cosumnes Oaks	2.1 (of 4)	60.8%	1.3 (of 5)
Cosumnes River	2.3 (of 4)	96.6%	1.1 (of 5)
Daylor	3.4 (of 4)	60.6%	1.4 (of 5)



English Learner Program

Search:

PICs Over Time

School	2015-16	2016-17	2017-18	2018-19
Adreani	3.5 (of 4)	3.9 (of 4)	3.2 (of 4)	2.2 (of 4)
Albiani	3.1 (of 4)	3.1 (of 4)	2.3 (of 4)	2.9 (of 4)
Batey	1.8 (of 4)	3.6 (of 4)	3.4 (of 4)	2.5 (of 4)
Beitzel	2.4 (of 4)	2.9 (of 4)	3.4 (of 4)	3.5 (of 4)
Butler	3.2 (of 4)	2.2 (of 4)	2.4 (of 4)	2.9 (of 4)
Carroll	3.5 (of 4)	3.2 (of 4)	3.0 (of 4)	3.3 (of 4)
Case	3.0 (of 4)	3.6 (of 4)	3.7 (of 4)	3.9 (of 4)
Castello	3.4 (of 4)	3.6 (of 4)	3.6 (of 4)	1.9 (of 4)
Cosumnes Oaks	2.5 (of 4)	1.9 (of 4)	3.1 (of 4)	2.1 (of 4)
Cosumnes River	3.7 (of 4)	3.1 (of 4)	3.4 (of 4)	2.3 (of 4)
Dillard	3.5 (of 4)	3.6 (of 4)	3.4 (of 4)	3.7 (of 4)
Donner	2.9 (of 4)	3.3 (of 4)	3.7 (of 4)	3.4 (of 4)
Eddy	2.2 (of 4)	2.5 (of 4)	2.4 (of 4)	1.6 (of 4)

% of Schools at Each Level

District (All Regions)

	Level 1	Level 2	Level 3	Level 4
2018-19 English Learner Program	20%	12%	32%	35%
<i>Program Structure</i>	29%	37%	26%	8%
<i>Teacher Preparation</i>	6%	38%	43%	12%
<i>Instructional Strategies</i>	23%	9%	15%	52%

	Level 1	Level 2	Level 3	Level 4
2018-19 Positive Behavioral Interventions and Supports (PBIS)	2%	12%	42%	45%
<i>Tier 1 Teams</i>	0%	18%	36%	44%
<i>Tier 1 Policies and Procedures</i>	3%	12%	35%	48%
<i>Tier 1 Continuous Improvement</i>	0%	12%	39%	47%
<i>Tier 2 Teams</i>	33%	9%	21%	36%
<i>Tier 2 Interventions</i>	36%	6%	24%	33%
<i>Tier 2 Continuous Improvement</i>	67%	12%	11%	11%

	Level 1	Level 2	Level 3	Level 4
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%

How PICsee is Being Used

- Communicate key program components
- Provide baseline program implementation for individual schools
- Communicate expectation of implementation
- Identify areas for improved implementation
- Identify areas for implementation celebration
- Allow for targeted support to principals and schools
- More effectively engage, support, and develop staff
- Allow for measurable improvement of program implementation
- Support continuous improvement of program

Outcomes Matter

Track how program implementation is associated with outcomes.

***Theory of Action:** If we systematically measure program implementation, we can measurably improve program implementation, which will then lead to improved student outcomes.*

Get Started

Choose a program from the dropdown in the upper left hand corner of the page. Click the dropdown and pick a program to see a scatter plot of site-level outcomes by program implementation scores.

Time Travel

Once you've selected a program, you can use the **year buttons** on the header to look at implementation/outcomes in a different year.

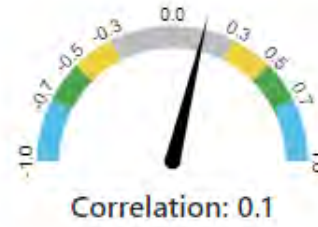
Focus on Implementation

All done with data visualization? Click on the PICsee button up on the navigation bar to check out detailed information on program implementation. Or, click this button here. I won't judge you.

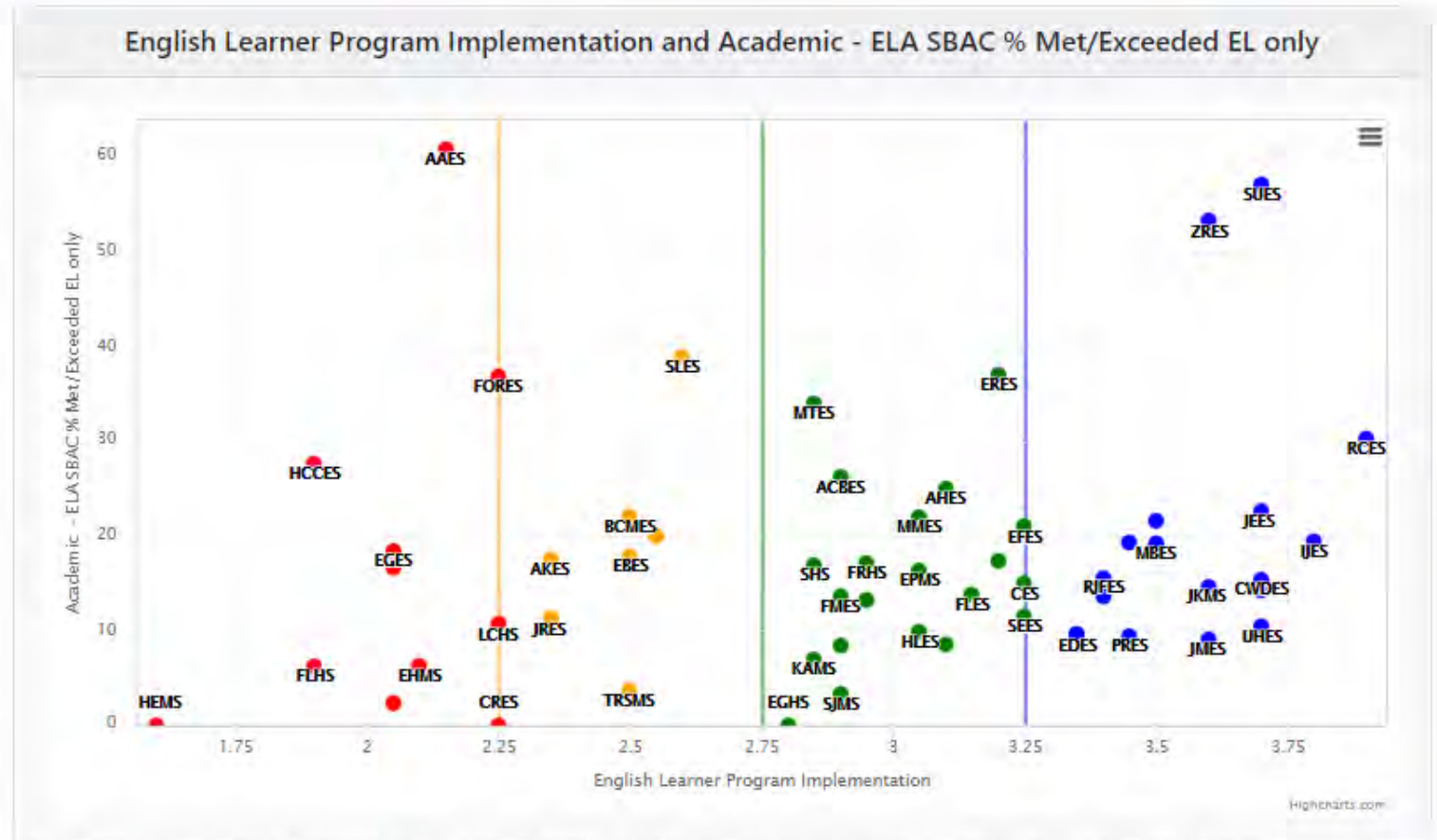
PICsee

Relationship Between Overall EL PIC and ELA SBAC for EL students

Outcomes
Academic - ELA SBAC % Met/Exceeded EL only



Implementation
Overall

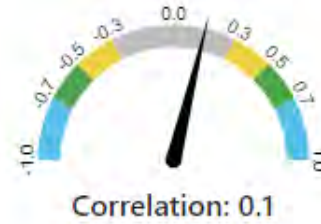


Note: Academic - ELA SBAC % Met/Exceeded EL only is defined here as 'The percentage of EL students tested on the SBAC ELA assessment who scored in the 'Standard Met' or 'Standard Exceeded' performance levels'

Relationship Between Overall EL PIC and ELA SBAC for EL students

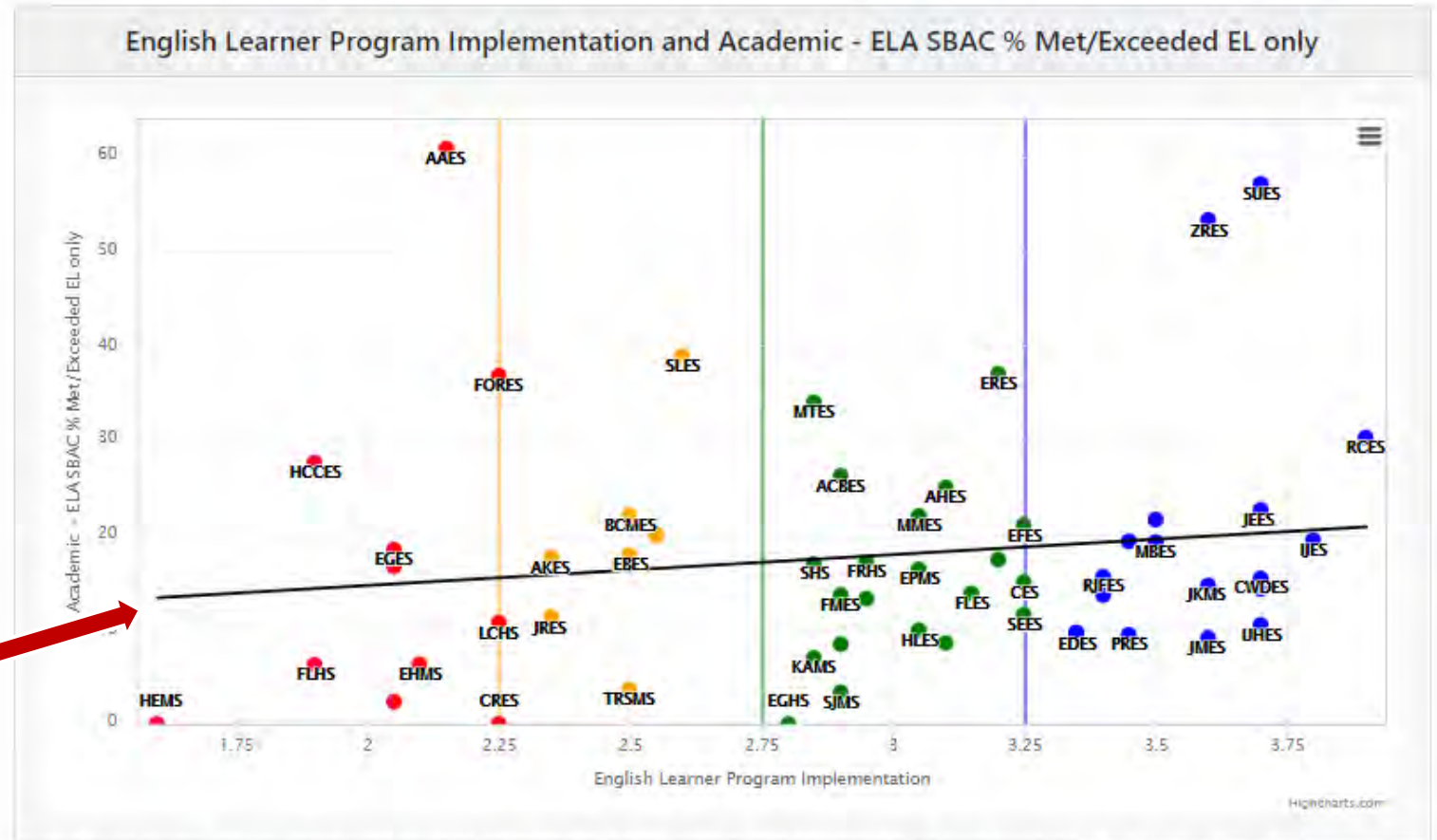
Outcomes

Academic - ELA SBAC % Met/Exceeded EL only



Implementation

Overall



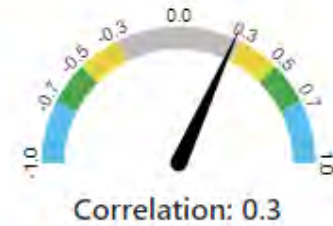
Adding Line of Best Fit



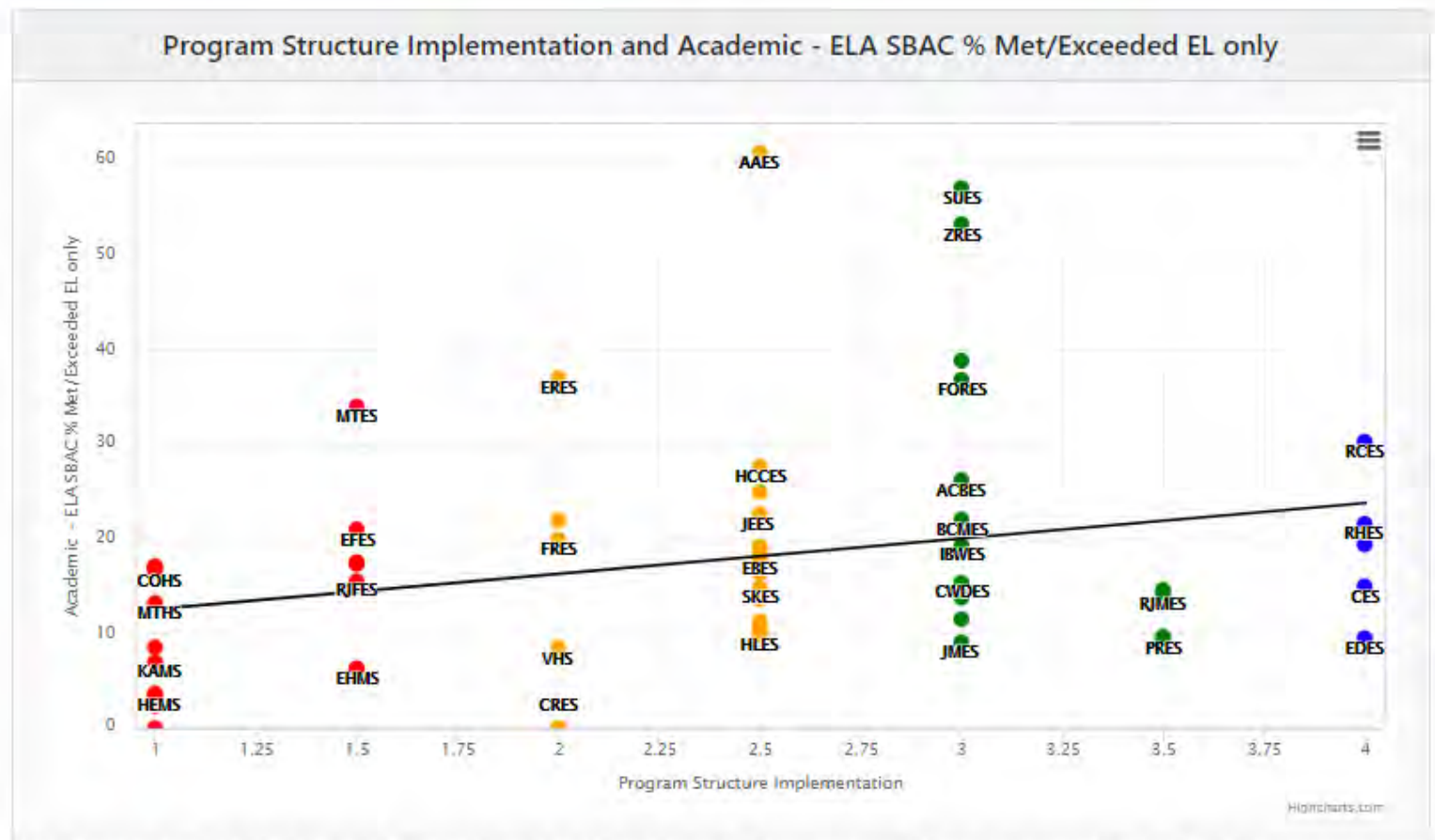
Note: Academic - ELA SBAC % Met/Exceeded EL only is defined here as 'The percentage of EL students tested on the SBAC ELA assessment who scored in the 'Standard Met' or 'Standard Exceeded' performance levels'

Relationship Between EL Program Structure and ELA SBAC for EL students

Outcomes
Academic - ELA SBAC % Met/Exceeded EL only



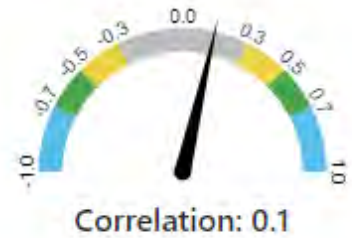
Implementation
Program Structure



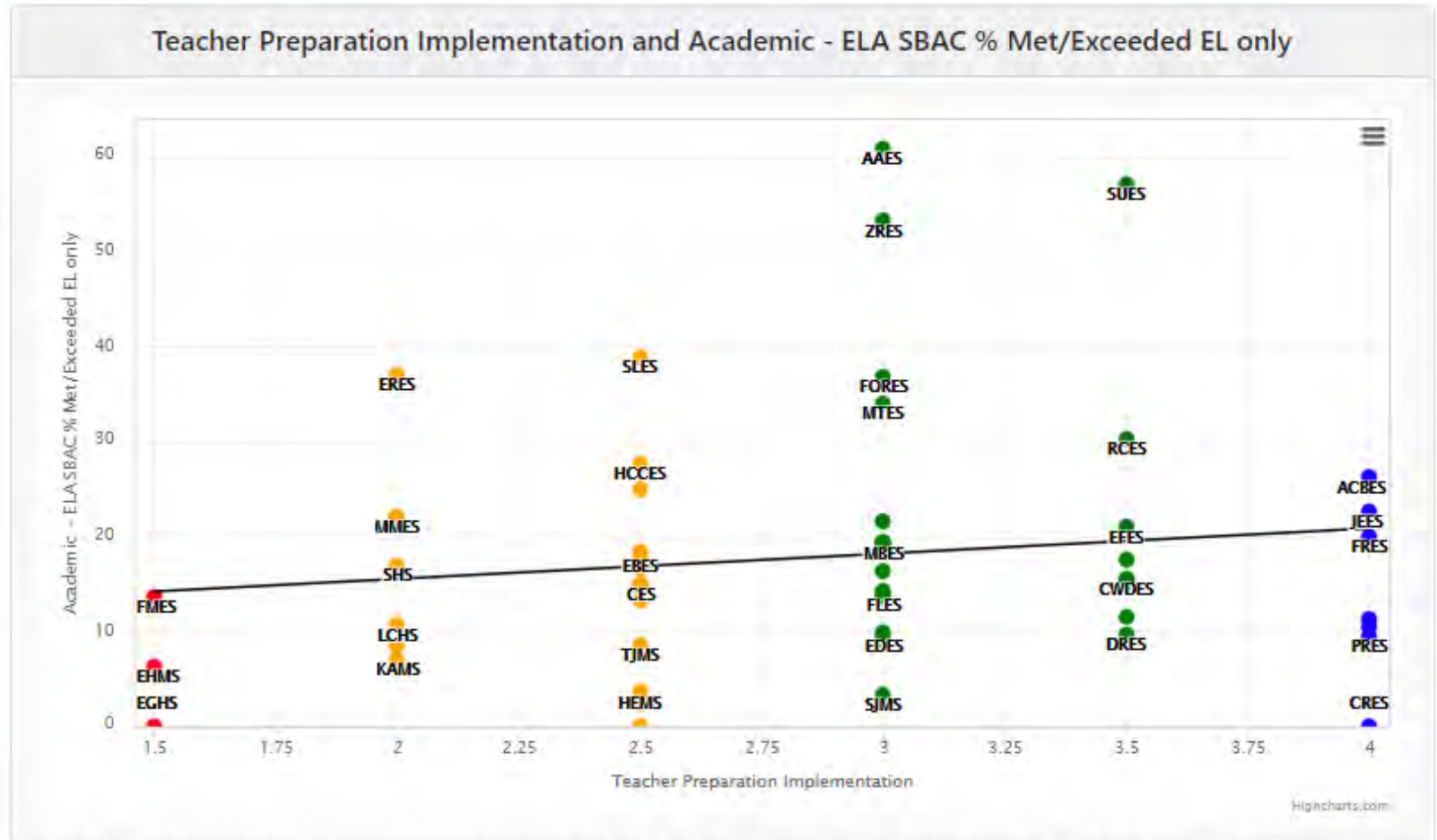
Note: Academic - ELA SBAC % Met/Exceeded EL only is defined here as 'The percentage of EL students tested on the SBAC ELA assessment who scored in the 'Standard Met' or 'Standard Exceeded' performance levels'

Relationship Between EL Teacher Preparation and ELA SBAC for EL students

Outcomes
Academic - ELA SBAC % Met/Exceeded EL only



Implementation
Teacher Preparation



Note: Academic - ELA SBAC % Met/Exceeded EL only is defined here as 'The percentage of EL students tested on the SBAC ELA assessment who scored in the 'Standard Met' or 'Standard Exceeded' performance levels'



Relationship Between EL Instructional Strategies and ELA SBAC for EL students

Outcomes

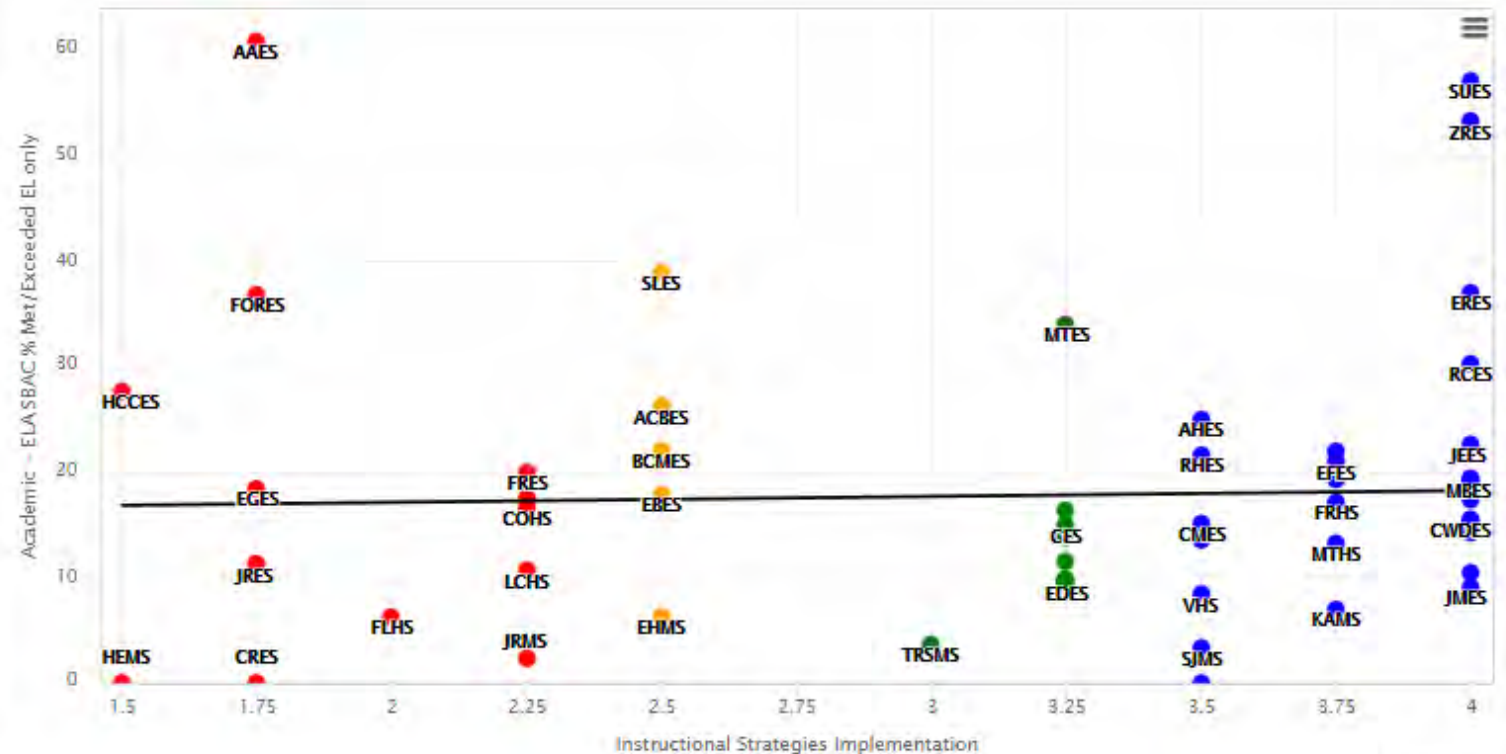
Academic - ELA SBAC % Met/Exceeded EL only



Implementation

Instructional Strategies

Instructional Strategies Implementation and Academic - ELA SBAC % Met/Exceeded EL only



Note: Academic - ELA SBAC % Met/Exceeded EL only is defined here as 'The percentage of EL students tested on the SBAC ELA assessment who scored in the 'Standard Met' or 'Standard Exceeded' performance levels'

How PICout is Being Used

- Deeply analyze educational programs and continuously improve
- Conduct accurate causes analyses
- Analyze relationships among program components and various outcomes
- Identify promising practices and assess for replication potential
- Continuously assess implementation measures and improve accuracy
- Improve decision making; strengthening the link between cause and intervention
- Identify program components that have most impact
- Continuously improve student achievement

PICsee/PICout Annual Reporting Cycle

- Provide PICsee information to Board in July/Aug (Board Communication)
- Provide PICout information to Board in Dec/Jan (Board Meeting) via Program Reviews of:
 - English Learner Program
 - PBIS Program
 - Family and Community Engagement Program

Social Emotional Learning in EGUSD Building a Framework

Mark Cerutti, Deputy Superintendent, Education Services & Schools

Don Ross, Director, Student Support & Health Services

Board of Education Workshop | November 6, 2019

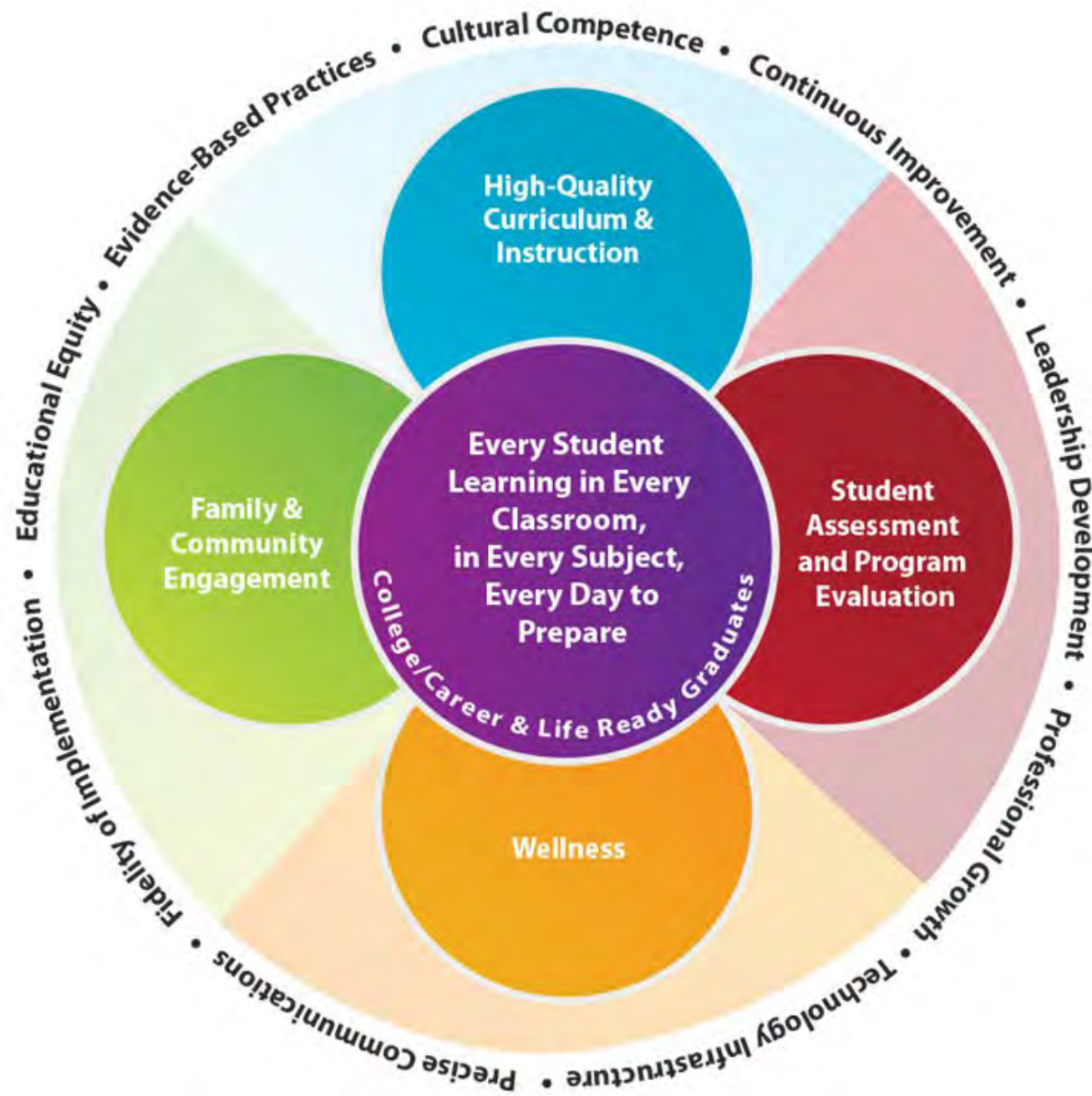


Objectives

- Part 1:
 - Reinforce the Board's understanding of the Learning System structure – the frameworks that underlie the four key components
- Part 2:
 - A deeper dive into the SEL concept and framework. Specifically:
 - Defining Social Emotional Learning; introduction to the CASEL model
 - Confirming the importance of SEL
 - Understanding the interdependencies of SEL with other components of the learning system
 - Planned future actions

Part 1: E4 – A Framework Analysis

- Reinforce the Board's understanding of the Learning System structure – the frameworks that underlie the four key components



EGUSD Strategic Goals

High-Quality Curriculum & Instruction

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Student Assessment & Program Evaluation

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

Wellness

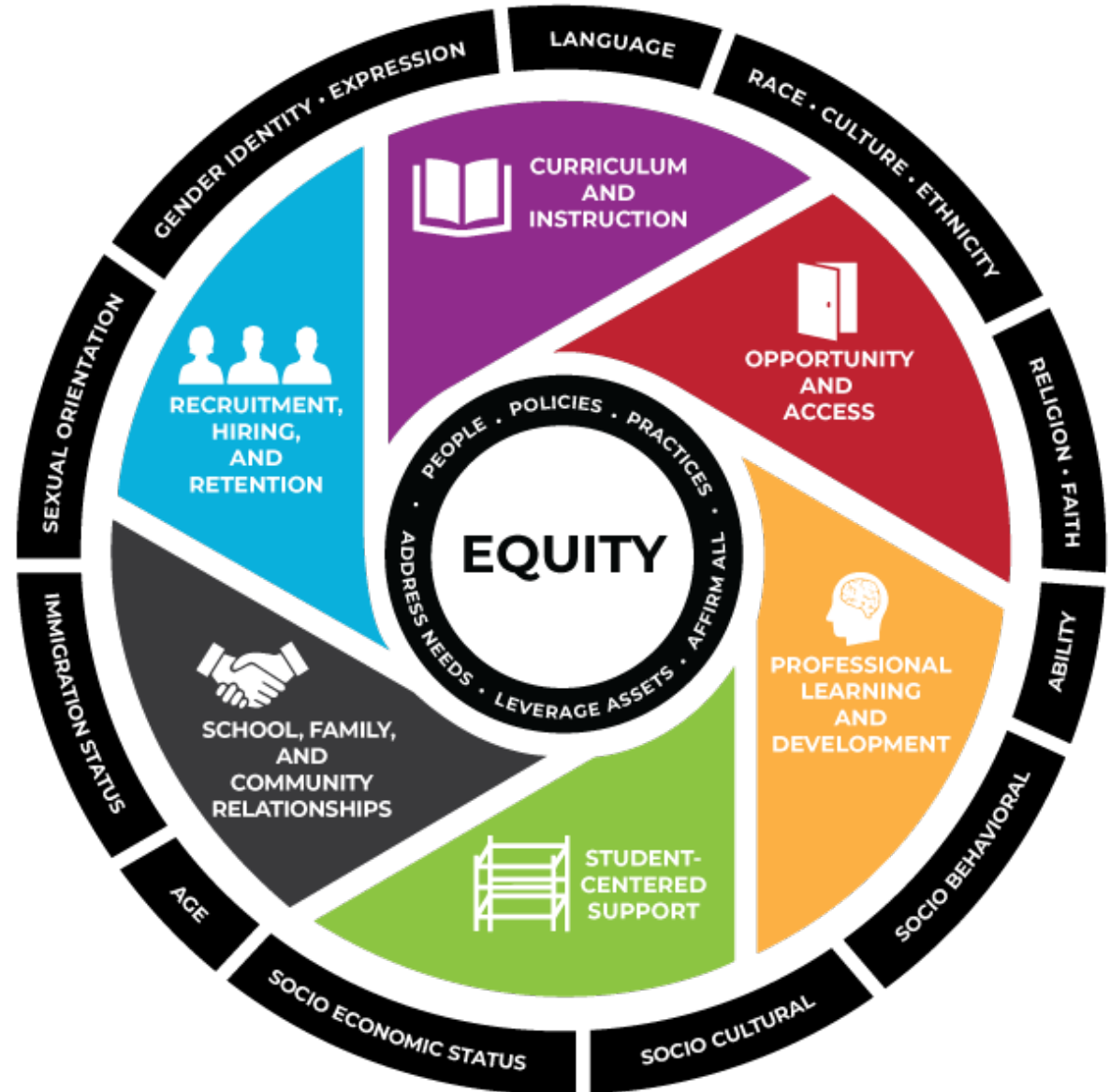
All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Family & Community Engagement

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

Educational Equity

Ensures the decisions, policies, and practices in our learning system are culturally sensitive and provides all students with access, opportunity, support, and resources.



Elk Grove Unified School District GRADUATE PROFILE



Framework

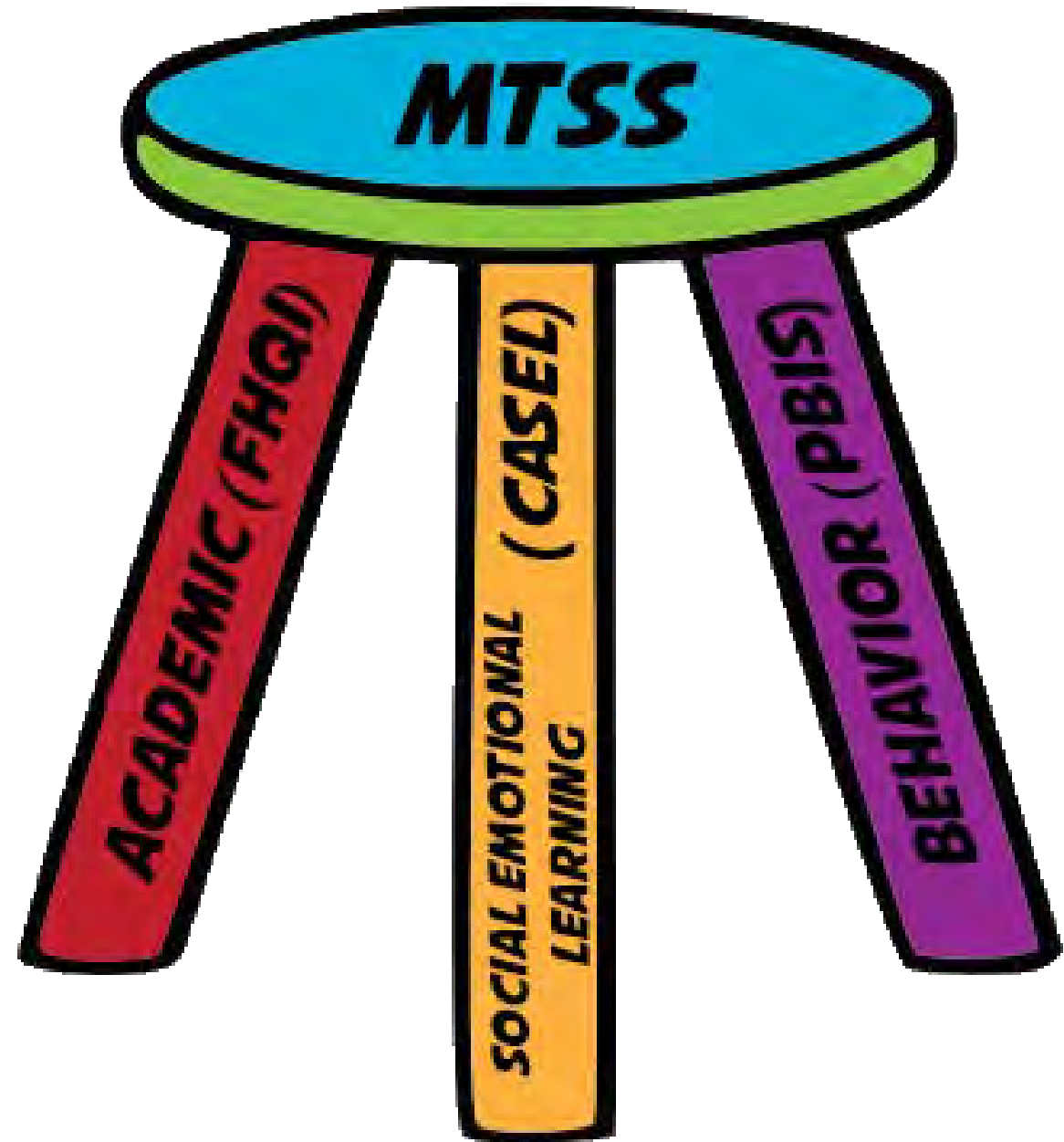
- Definition: a basic structure underlying a system or concept
- Without framework clarity, concepts remain abstract; definitions left to the individual, and an inability to develop consistent processes, procedures, processes

Wellness

Wellness

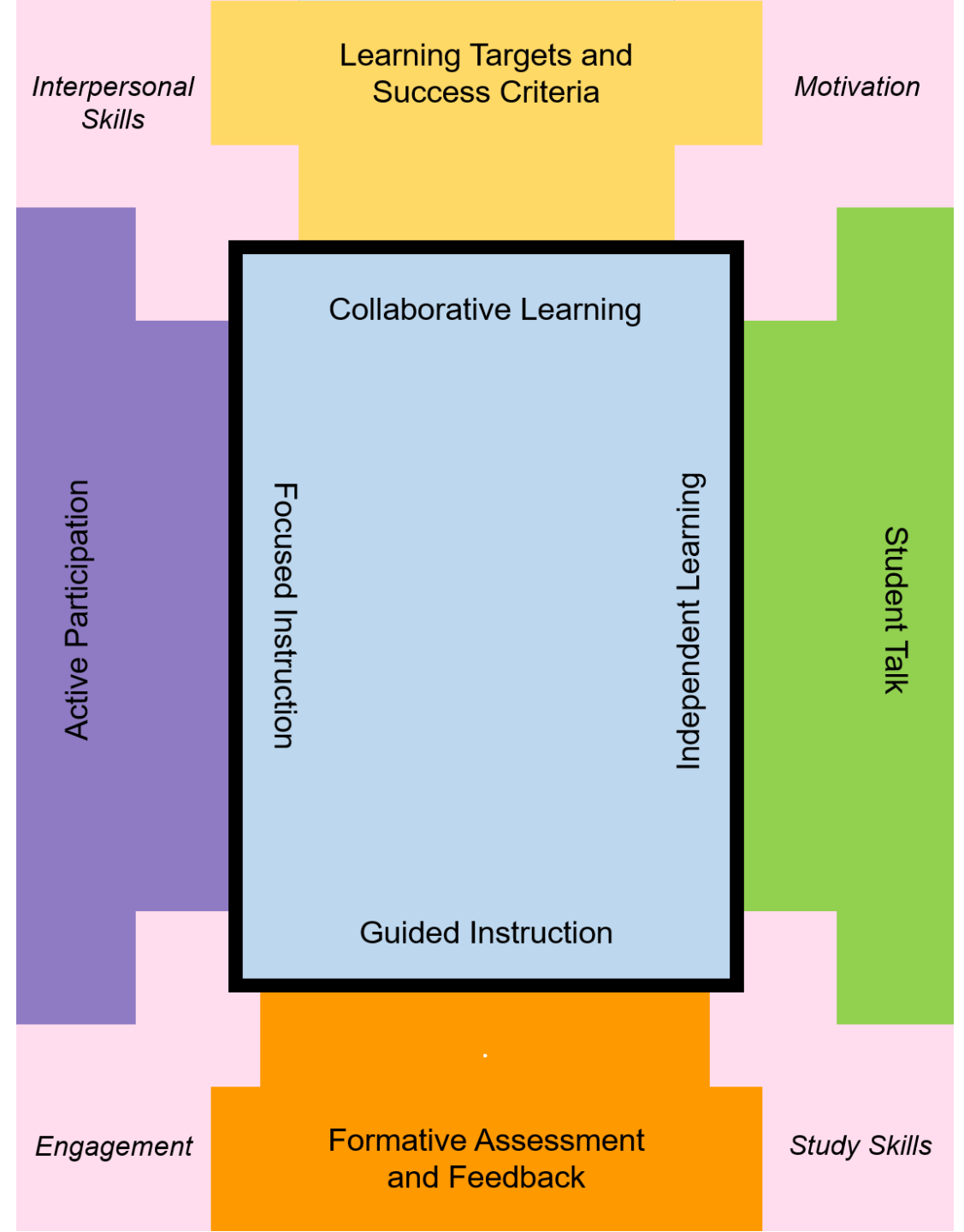
All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Multi-Tiered System of Supports Framework



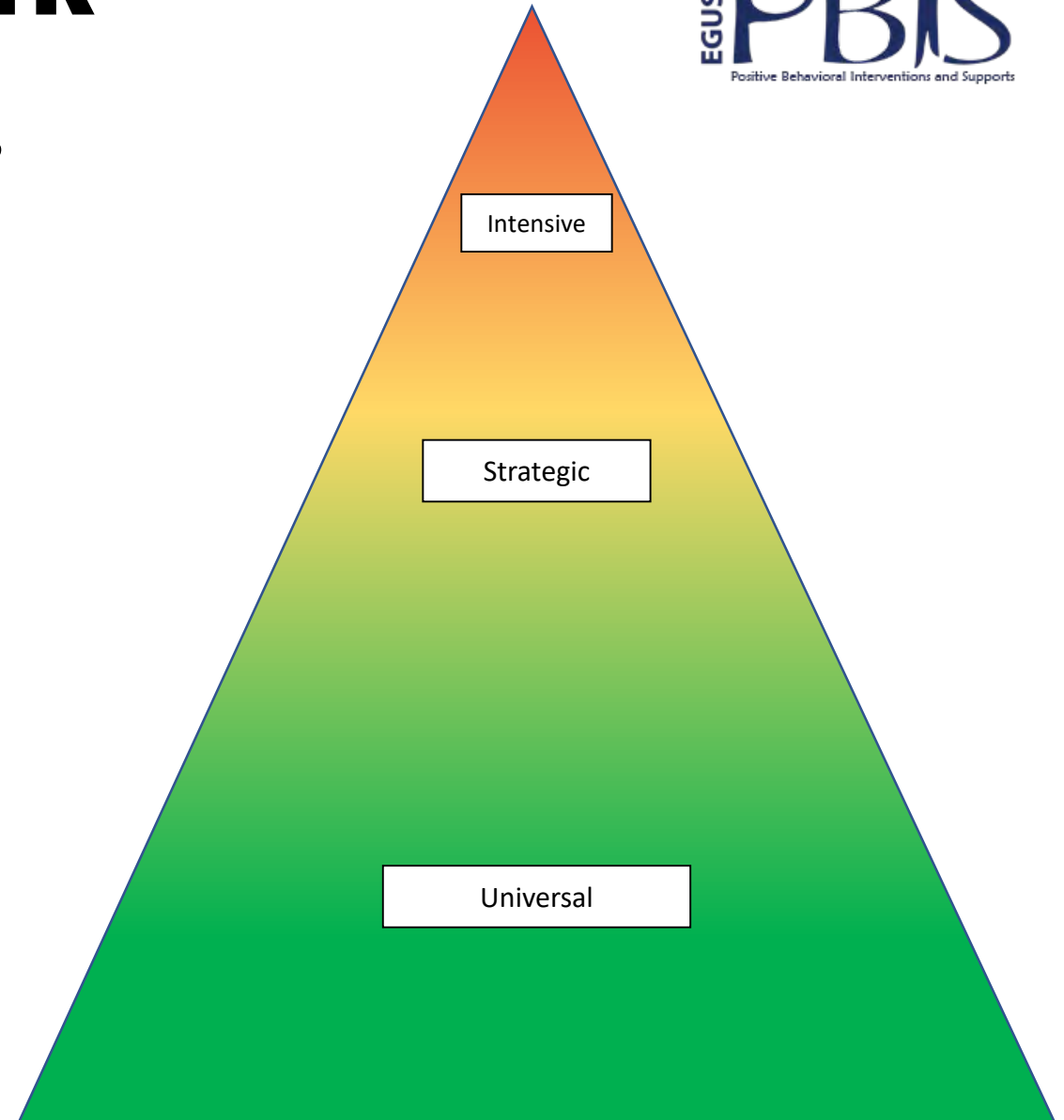
Academic Framework

FRAMEWORK FOR HIGH QUALITY INSTRUCTION



Behavioral Framework

- Positive Behavioral Interventions and Supports (PBIS)
- Tier 1 Teams
- Tier 1 Policies and Procedures
- Tier 1 Continuous Improvement
- Tier 2 Teams
- Tier 2 Interventions
- Tier 2 Continuous Improvement
- Tier 3 Teams
- Tier 3 Support Plans
- Tier 3 Continuous Improvement



Social Emotional Learning Framework

COLLABORATIVE
FOR ACADEMIC
AND SOCIAL
EMOTIONAL
LEARNING



Part 2 – An SEL Deep Dive

- Defining Social Emotional Learning: introduction to the CASEL model
- Confirming the importance of SEL
- Understanding the interdependencies of SEL with other components of the learning system
- Planned future actions

Social and Emotional Learning

CASEL Core Competencies

- Identifying emotions
 - Self-perception/Identity
 - Recognizing strengths
 - Sense of self-confidence
 - Self-efficacy
-
- Perspective-taking
 - Empathy
 - Appreciating diversity
 - Respect for others



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

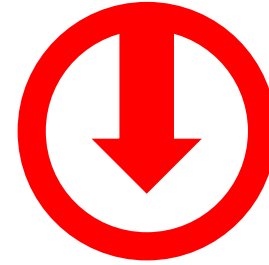


SEL Works: Compelling National Evidence

Science Links SEL to Student Gains:



- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students —one of the main causes of burnout.



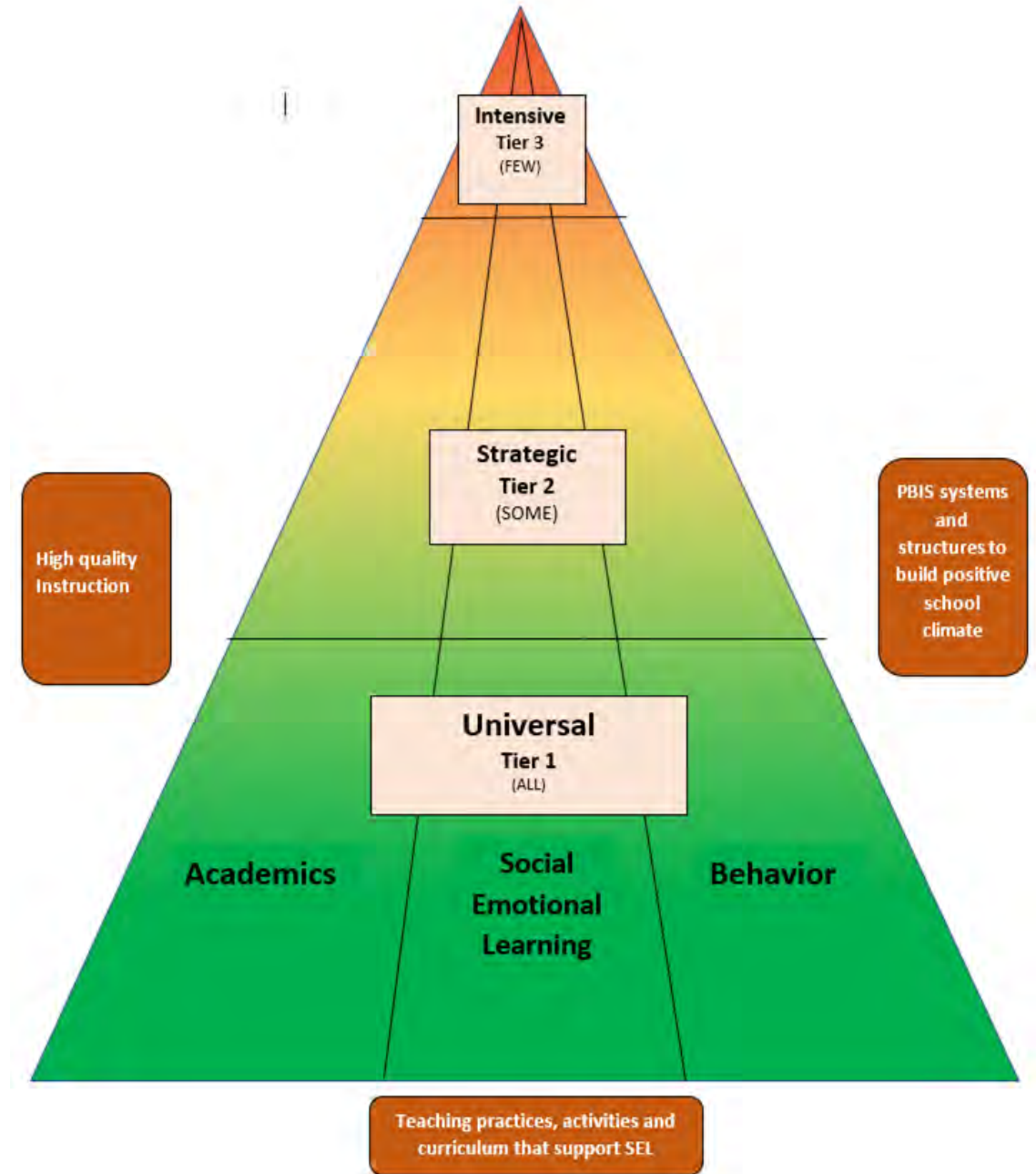
Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health.**

SEL and AR 5030

When schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of relationships surrounding each child improves.

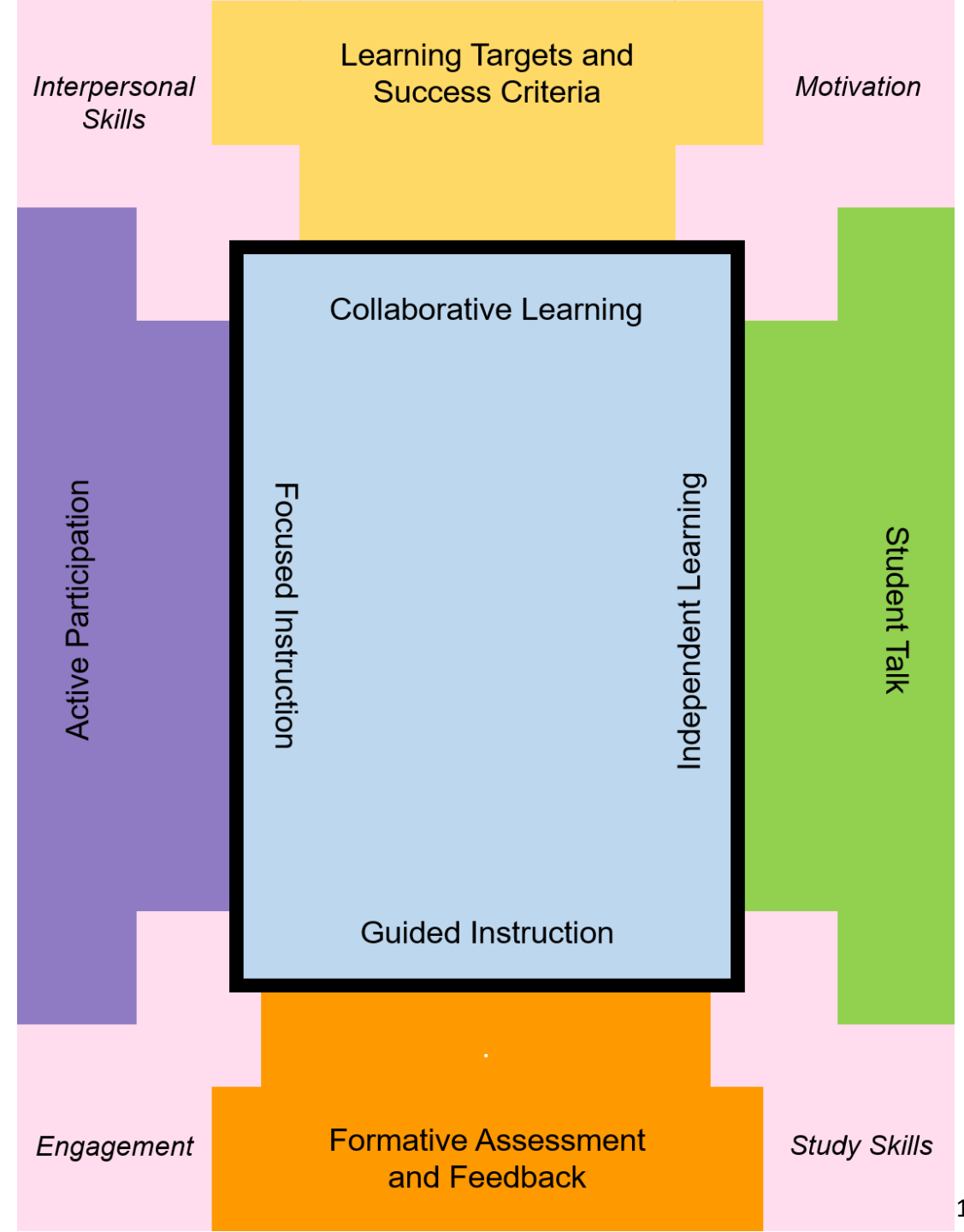
MTSS Framework

- High Quality (First) Instruction
- Comprehensive Assessment System
- Evidence-Based Interventions
- Data-Based Decision-Making



Connecting Framework for High-Quality Instruction (FHQI) to SEL

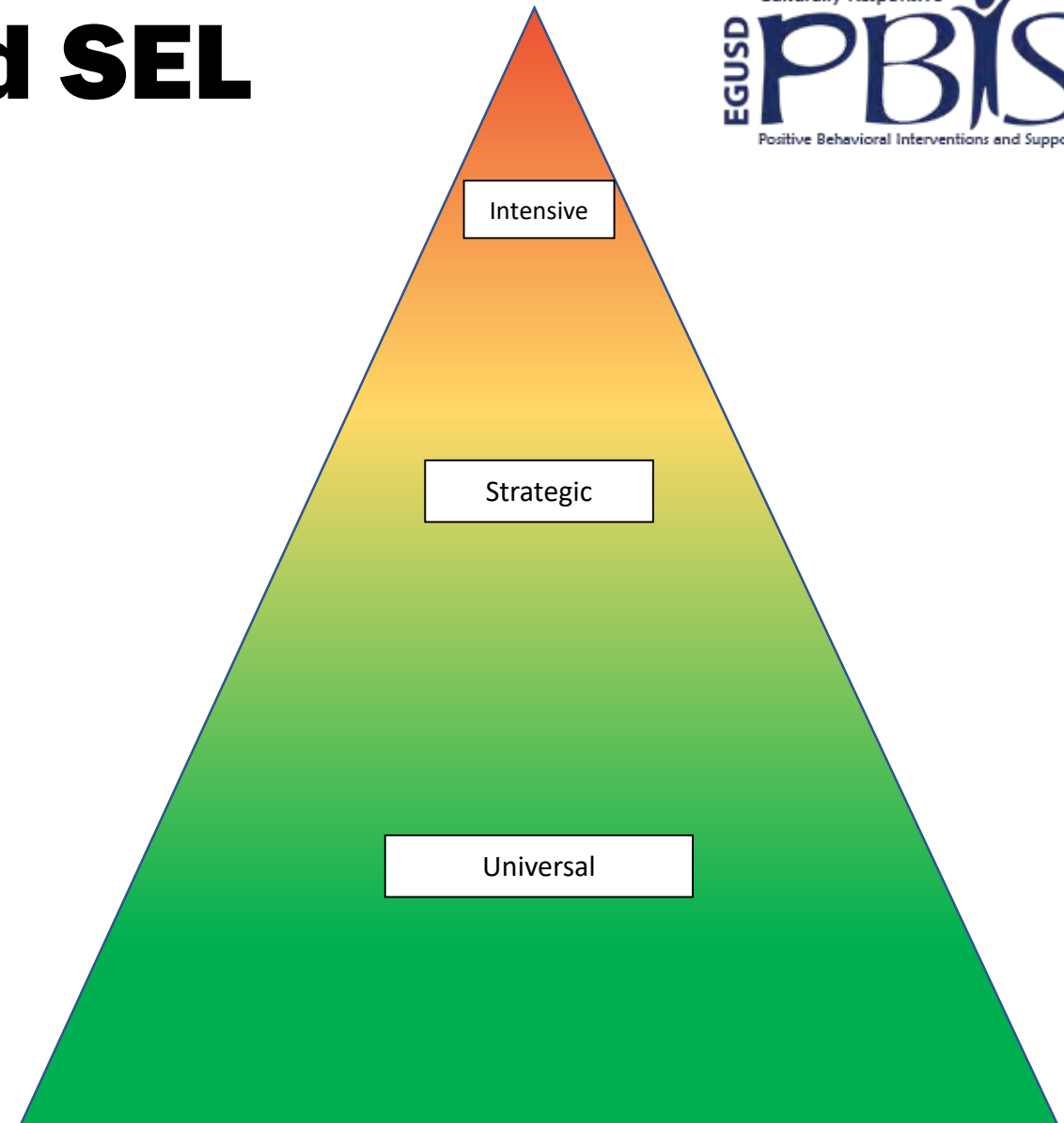
- Academic Enablers
- Fostering Academic Mindsets
- Building a supportive classroom environment



Connecting PBIS and SEL

Explicit instruction in social, emotional, and behavioral skills to:

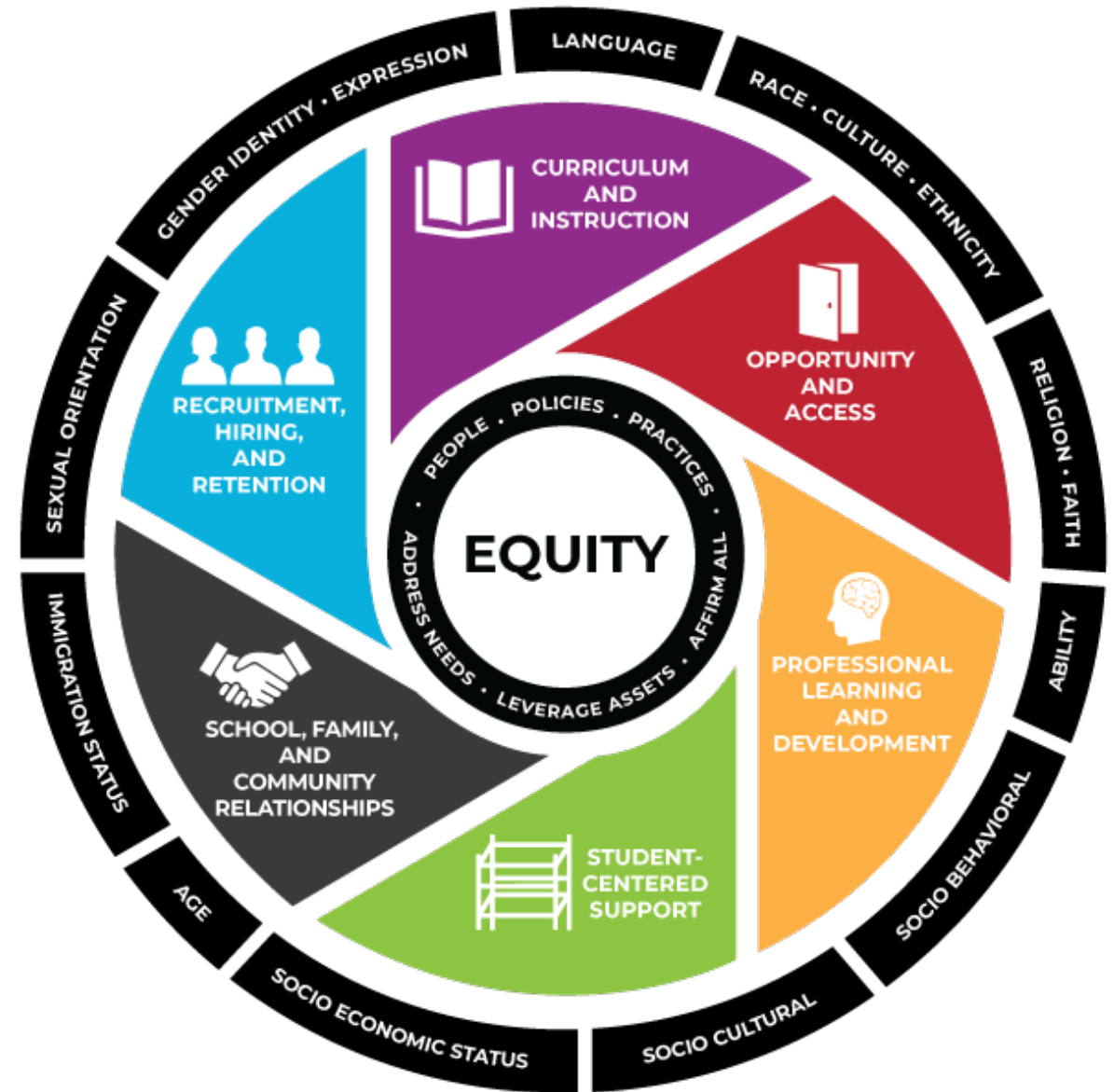
- Be successful in multiple environments
- Establish and maintain positive relationships
- Demonstrate skills & responsible behaviors in personal, school, and community contexts



Connecting Equity and SEL

SEL Capacities for Students and Adults

- Self-Management
- Self-Awareness
- Social Awareness
- Relationship Building
- Responsible Decision Making



Current Status

- **Adoption of CASEL SEL Competencies**
- **Formation of SEL District Team:** Initial stages
- **SEL/Climate and Culture Survey:** Aligned with CASEL SEL Competencies
- **Initial Professional Learning:** Building understanding of CASEL SEL Competencies
- **Instructional Materials Pilot:** Variety of instructional materials used at varying degrees across sites currently in use. Equity Leadership Institute schools piloting SEL instructional materials from *Culturally Responsive Minds*, including professional learning
- **Whole-class Instruction and Intervention Group:** Initial stages (classroom teachers, wellness service providers, administrators)

Next Steps

- AR 5030 Update
- Communicating and implementing SEL framework
 - Building capacity to lead SEL implementation
 - Building capacity to implement through professional learning
- MTSS Development: Identifying SEL interventions across the tiers

- SEL Assessments
 - Short-cycle assessments (tied to lessons)
 - Medium-cycle assessments (unit or quarterly)
 - Intervention screeners

