

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, January 22, 2020**

Unadopted

Members Present: Beth Albiani, President; Crystal Martinez-Alire, Clerk; Nancy Chaires Espinoza, Carmine Forcina, Chet Madison, Sr., 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; Susan Larson, Executive Director; Steve Mate, Chief Technology Officer

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

- I. Pledge of Allegiance** – Sue Larson, Executive Director of Education Services, 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 – Franklin/Elk Grove Charter Region** - Administrators from schools in the Franklin region provided an update on the work surrounding positive culture and climate at their school sites.

The Board provided feedback, held a discussion with site administrators and thanked them for their informative reports.

Ms. Albiani called for a break at 10:24 a.m. and called the meeting back to order at 10:34 a.m.

- V. Regional Feeder Pattern Board Presentation, Monterey Trail/Rio Cazadero Region** – Administrators from schools in the Franklin region provided an update on the work surrounding positive culture and climate at their school sites.

The Board provided feedback, held a discussion with site administrators and commended them for the work that has been done at their sites.

CLOSED SESSION: At 12:00 p.m., Ms. Albiani announced that the Board would meet in closed session to address the item on the closed session portion of the agenda and called for public comment on this item. There were no public comments on the following closed session item:

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

OPEN SESSION: Ms. Albiani called the meeting back to order at 12:36 p.m. and announced that the Board met in closed session and no action was taken.

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

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- VII. Governor's Budget Update** – Shannon Hayes provided the Board with a report regarding updated information for the 2020-21 State budget. The report outlined the current status of the 2020-21 Governor's January Budget proposal. For additional information refer to Attachment A.
- VIII. Discipline Update** – Dr. Bindy Grewal and Craig Murray provided the Board with an update on discipline data, actions to date, and planning next steps regarding the discipline in the Elk Grove Unified School District. For additional information refer to Attachment B.

Ms. Chaires Espinoza left the meeting at 2:35 p.m.

- IX. Intentional Mass Casualty Incident Training Update** – Joe Airoso and Paul Vicari shared information about the training that is provided to school administrators and staff.
- X. Consent Agenda – Action** - Motion No. 71, 2019-20 – Motion by Dr. Martinez-Alire, seconded by Mr. Madison and carried unanimously by an affirmative vote of all board members present that item number 1 on the consent agenda be approved. *Ayes – Albiani, Forcina, Madison, Martinez-Alire, Perez and Singh-Allen; Nays – None; Absent – Chaires Espinoza*
- 1. Revised Job Description – Director, Special Education and Special Education Local Plan Area** – Approved the revised job description for Director, Special Education and Special Education Local Plan Area (SELPA).

XI. Adjournment – 3:12 p.m.

Submitted by: Christopher R. Hoffman, Superintendent


Approved by: _____

Crystal Martinez-Alire
Dr. Crystal Martinez-Alire, Board Clerk



Governor's Proposals for the 2020–21 State Budget and K–12 Education

Elk Grove Unified School District
Board of Education


January 22, 2020 Board Workshop

Presented By: Shannon Hayes, Chief Financial Officer

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Introduction



Themes for the 2020–21 Governor’s Budget

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- Last year, Governor Gavin Newsom stirred excitement in the education community with the proposal to help reduce employer pension liability while mounting cost pressures in the new cost-of-living adjustment (COLA)-only environment of the Local Control Funding Formula (LCFF)
- This year Governor Newsom is budgeting in case of an economic downturn
 - The 2020–21 State Budget is bound to create challenges as we face increased demands on our resources with few new flexible resources to do so



The Education Budget

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- Once again, Proposition 98 provides a ceiling—not a floor—for the education budget
 - Declining enrollment will be with us for the foreseeable future
- With moderate funding growth, the Governor provides just enough ongoing resources to keep the LCFF at full implementation
 - The rest of education funding is primarily new or continued one-time, categorical grant programs
 - Even the 15% special education base funding increase described in the Budget summary is mostly a repurposing of last year’s dollars based on preschoolers with disabilities
- The Governor appears to be building in a buffer with one-time spending against a future economic downturn



Accountability in 2020

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- Since the enactment of the state's accountability system in 2013, significant improvements have been made
 - Still, concern remains regarding the transparency and efficacy of supplemental and concentration grant spending
 - Changes to the accounting of supplemental and concentration grant spending in the revised Local Control and Accountability Plan (LCAP) template, the LCFF state audit findings, and the Governor's accountability proposals
 - The 2019 California School Dashboard highlights the narrowing of achievement gaps for some student groups
 - While African-American students, students with disabilities, and English learners demonstrate gains on several state and local indicators, they are still less likely than their peers to finish high school or be college or career ready
 - Foster youth are still more likely to be suspended



Overview of the State Budget and the State Economy



The California Economy

- California economy is solid but future predictions point to slowing growth in Gross Domestic Product (GPD) from 3.5% in 2018 to 2.6% currently

- Cargo traffic slowing as a result of trade war
- Risk of increased unemployment
- State tax revenues that fund education are the most volatile in history

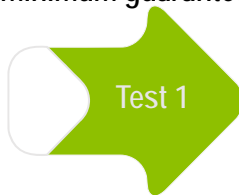


- Economy continues to grow
- Housing sales volume remains strong
- Full employment

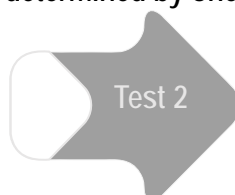


Proposition 98

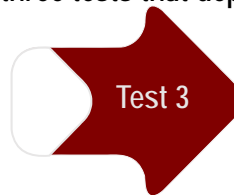
- Voters amended the State Constitution to set a minimum funding level for K–12 education and community colleges
- Both state General Fund and local property tax revenues apply toward meeting the Proposition 98 minimum guarantee
- The minimum guarantee is determined by one of three tests that depend upon several inputs



★
Share of General Fund revenues—approximately 39% of General Fund revenues, plus local property tax



★
Changes in per capita personal income + average daily attendance (ADA)



★
Per capita General Fund revenue growth, plus 0.5% + change in ADA



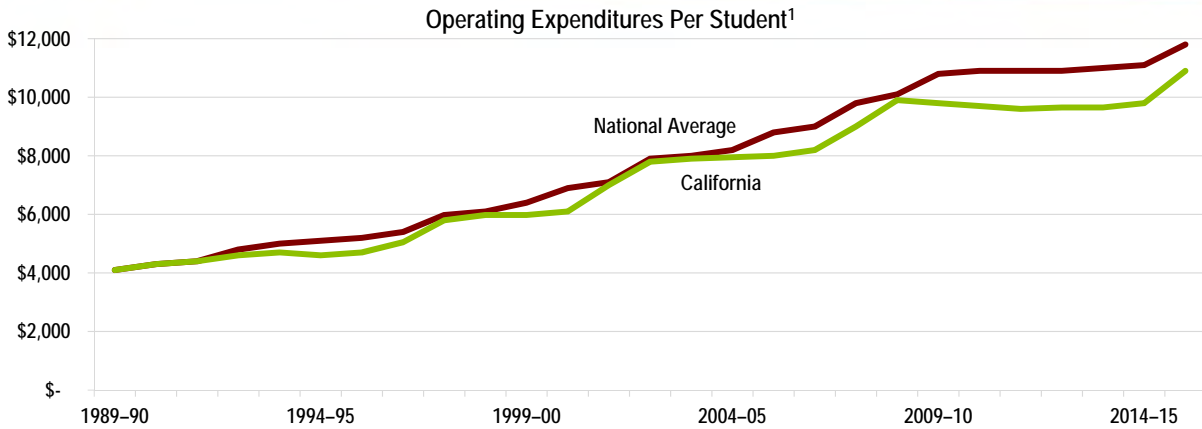
★
2020–21 is projected to be a Test 1 Year



California's Proposition 98 vs. the Rest of the Nation

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¹Reflects spending data reported by the U.S. Census Bureau. Amounts for 1988-89 to 1990-91 have been adjusted for comparability with subsequent years. Amounts shown for 2014-15 reflect an Legislative Analyst's Office (LAO) estimate.
Source: LAO, *A Historical Review of Proposition 98*, page 27, January 2017



Cap on District Reserves

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- Fortunately, the enactment of SB 751 (Chapter 674/2017) amended the triggering threshold to require the deposit into the Proposition 98 reserve to reach 3% of the Proposition 98 funding level rather than a deposit, regardless of size, into the reserve



Criteria

All four criteria were met in 2019-20; therefore, a deposit was made



Deposit

Budget allocates \$524.2 million in 2019-20 and a withdrawal of \$37.6 million in 2020-21—total balance \$486.6 million



Not Enough

This is significantly less than the 3% level needed (estimated at \$2.2 billion)



THE CAP ON RESERVES IS NOT TRIGGERED!



Statewide Average Reserves

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- 2017–18 statewide average reserve levels are slightly down from the prior year
 - Close to the 17%, or two months of expenditures, as recommended by the Governmental Finance Officers Association

	2017–18 Average Unrestricted Net Ending Fund Balance	Change From Prior Year
Unified School Districts	16.98%	-0.27%
Elementary School Districts	20.20%	-0.88%
High School Districts	15.63%	-1.01%

- Average unrestricted net ending balance is based on ending fund balance for the General Fund, as a percentage of total General Fund (including restricted programs) expenditures, transfers, and other uses



Local Agency Operations and the Budget



2020–21 Local Control Funding Formula

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- The State Budget proposes \$1.2 billion towards the LCFF to fund the 2.29% statutory COLA
 - Which brings LCFF funding to \$64.2 billion (up from \$63 billion in 2019–20)
 - This is lower than the 3% COLA projected at adoption of the 2019-20 State Budget, but higher than the LAO's estimate of 1.79%
- 2020–21 LCFF growth provides an estimated \$204 per ADA, or 2.10%
 - No COLA is provided for the Transportation add on to the LCFF (\$3.2m)



2020–21 LCFF Funding Factors

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- The K–12 COLA is 2.29% for 2020–21 and is applied to the LCFF base grants for each grade span

Grade Span	2019–20 Base Grant per ADA	2.29% COLA	2020–21 Base Grant per ADA
K–3	\$7,702	\$176	\$7,878
4–6	\$7,818	\$179	\$7,997
7–8	\$8,050	\$184	\$8,234
9–12	\$9,329	\$214	\$9,543



2020–21 LCFF Funding Factors

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- Two grade span adjustments (GSAs) are applied as percentage increases against the adjusted base grant, also receiving the benefit of a 2.29% COLA in 2020–21
 - Grades K–3 receive a 10.4% increase for smaller average class sizes
 - Grades 9–12 receive a 2.6% increase in recognition of the costs of career technical education coursework

Grade Span	2020–21 Base Grant per ADA	GSA	2020–21 Adjusted Base Grant
K–3	\$7,878	\$819	\$8,697
4–6	\$7,997	–	\$7,997
7–8	\$8,234	–	\$8,234
9–12	\$9,543	\$248	\$9,791



2020–21 LCFF Funding Factors

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- Supplemental and concentration grants are calculated based on the percentage of a local educational agency’s (LEA) enrolled students who are English learners, free or reduced-price meal program eligible, or foster youth—the unduplicated pupil percentage (UPP)

Grade Span	2020–21 Adjusted Grants Per ADA	20% Supplemental Grant—Total UPP	50% Concentration Grant—UPP Above 5%
K–3	\$8,697	\$1,739	\$4,349
4–6	\$7,997	\$1,599	\$3,999
7–8	\$8,234	\$1,647	\$4,117
9–12	\$9,791	\$1,958	\$4,896



What Does the LCFF Mean for Elk Grove Unified?

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Elk Grove Unified Est.—2020-21			
Funding Period	2020-21 LCFF Per-ADA Funding	Projected 2020-21 ADA	Projected 2020-21 LCFF Total Revenue
January Budget Proposal	\$9,929.31	60,527.40	\$600,995,447
State Adopted Budget	\$9,998.37	60,527.40	\$605,175,468
Change	-\$69.06	0.00	-\$4,180,021

Due to the decrease in statutory COLA from 3.00% to ~~2.71%~~ 2.29% we will experience a loss of ongoing projected revenue of \$4,180,021.



Special Education

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- To understand the 2020-21 State Budget proposal for special education remember:
 - The 2019-20 State Budget included \$645 million in new resources:
 - \$152 million to bring the lowest-funded Special Education Local Plan Areas (SELPAs) up to the statewide target rate of \$557.27 per ADA
 - \$493 million in flexible, one-time funding to school districts based on the count of three-, four-, and five-year-olds with Individualized Education Programs (IEPs)
 - These two pots were funded with ongoing state money, but future, specific allocation to districts was dependent upon further discussion
- The 2020-21 State Budget proposes to use this \$645 million in an ongoing manner to increase special education base rates
- Additionally, the budget proposes \$250 million in one-time funding to school districts based on preschoolers with disabilities



Special Education—Base Rates

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- For the 2020–21 fiscal year, the Budget proposes to use the \$645 million from the 2019–20 State Budget to add to the existing AB 602 base funding for a new special education base formula that uses a three-year rolling average of LEA ADA
 - While future formula discussions may include other factors, this formula is strictly based on a statewide per-ADA amount
 - With the information currently available, we estimate this would equal between \$640 and \$680 per ADA
 - Most LEAs will see an increase in base funding



Special Education—Funding Based on Preschoolers with Disabilities

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- Like the 2019–20 State Budget, Governor Newsom proposes to provide funding to school districts based on the three-, four-, and five-year-old preschoolers with disabilities that they serve
 - The 2020–21 allocation of \$250 million would be one time
 - Based on the latest data, we would estimate the per-pupil rate at \$4,570
- Unlike the 2019-20 State Budget, the Administration specifies that districts will be required to allocate these funds to increased or improved services
 - In the current year, while the dollars were apportioned based on pupil count, they were not required to be used for any specific purpose



Special Education—Future Phases

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- The 2019–20 State Budget called for future State Budget legislation to make changes to improve outcomes for students with disabilities
- Over the fall, the Department of Finance and legislative staff made numerous site visits and engaged with researchers to determine best practices and opportunities to improve the state's system of special education
 - There was general agreement that:
 - Skillful teaching in inclusive classrooms improves outcomes for all students, not just students with disabilities
 - Needs associated with student mental health and social-emotional issues are becoming more prevalent
 - Many teachers are not fully prepared to adapt curriculum to meet the changing needs of students, especially students with disabilities in a general education classroom



Special Education—Future Phases

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- Shortages in special education teachers and specialists make providing services more costly, less effective, and difficult to schedule
- A clear and consistent message from the state is needed to allow teachers, parents, administrators, and school boards to fully embrace a move towards more inclusive classrooms and eliminate education siloes
- This year, Governor Newsom proposes \$1.1 million to study the current SELPA governance and accountability structure and improved accountability for special education service delivery and student outcomes



Special Education—Future Phases

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- In the future, the Administration anticipates:
 - Finalizing the new special education funding formula to support equity, more inclusive practices, and early intervention services
 - Incorporating recommendations from the governance and accountability workgroups
 - Pursuing reforms related to family and student engagement
 - Incorporating recommendations from the Master Plan for Early Learning and Care into the K–12 infrastructure of early intervention services for young children with exceptional needs



School Employer Pension Relief

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- The enacted 2019–20 State Budget Act included a \$3.15 billion one-time (non-Proposition 98) investment to provide short and long-term pension relief for the employers' contribution of the CalSTRS and CalPERS
- Because of last year's investment, there was some cautious optimism that Governor Newsom would use a portion of the state's surplus on another round of pension relief funding on behalf of LEAs
 - However, the Administration decided to invest the surplus funds in other priority areas such as green technology, homelessness, and housing
- While there is currently no proposal to provide additional pension relief for K-14 schools, LEAs will continue to benefit from the relief provided in last year's State Budget Act



CalPERS Employer Contribution Rates

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- All CalPERS-adjusted employer contribution rates below reflect the application of SB 90 (Chapter 33/2019)
 - The \$904 million contribution from the state to reduce employer contribution levels by 0.9% in 2020–21 and 0.3% in the subsequent years
- Subsequent to SB 90, CalPERS finalized its actuarial valuation as of June 30, 2018, which resulted in the latest estimates below

Year	Employer Contribution Rate*	Year	Employer Contribution Rate*
2019–20	19.721%	2023–24	26.60%
2020–21	22.80%	2024–25	27.00%
2021–22	24.90%	2025–26	26.80%
2022–23	25.90%	2026–27	26.70%

*Actual for 2019–20 and estimated for future years



CalSTRS Employer Contribution Rates

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- CalSTRS employer contribution rate is scheduled to increase to 18.40% in 2020–21, up from 17.10% in 2019–20
- CalSTRS employer contribution rate increases are in statute and are being phased in over a seven-year period (2014–15 through 2020–21)
 - Starting in 2021–22, the funding plan provides the CalSTRS Board limited authority to adjust the employer contribution rate to fully fund the remaining unfunded liability through 2045
 - Any adjustments are limited to 1% annually

See the SSC Financial Projection Dartboard available on our website at
<https://www.sscal.com/tools-resources/dartboard>



Addressing California's Educator Shortage

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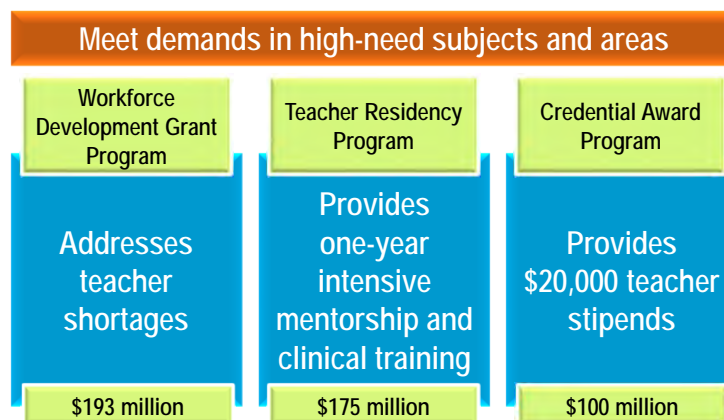
- Governor Newsom highlighted that the most impactful way of improving student achievement is by improving the skills and abilities of educators who interact with them every day
- He supports this belief by proposing a \$900 million one-time Proposition 98 investment in the educator workforce
 - Professional development
 - Recruitment and retention
 - Preparation, including expanding the Classified School Employees Credentialing Program by \$64.1 million



Addressing California's Educator Shortage

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Late Start Times

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- SB 328 (Chapter 868/2019) was signed into law on October 13, 2019
 - Requires LEAs that operate middle and high schools to begin the school day no earlier than 8:00 a.m. and 8:30 a.m., respectively
 - Effective July 1, 2022, or the expiration of a collective bargaining agreement that is operative on January 1, 2020, whichever is later
- The school day represents the current school day as defined for apportionment purposes and for instructional minute requirements
 - No prohibition to continue “zero” period so long as it is not calculated as part of the school day
- SB 328 exempts rural school districts, but rural is yet to be defined
 - Expectation is this will be defined during the 2020 legislative year

See *Fiscal Report* article "[Late School Start Time Bill \(SB 328\) FAQs](#)"



Late Start Times

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- May significantly impact operations of an LEA that is not already in compliance
 - Transportation department
 - Maximizing routes and drivers will be of utmost importance especially if current routes commingle primary and secondary students
 - After school programs such as athletics and clubs must be considered as secondary grades may be in school later in the day
 - Food services department
 - Later start times may push back breakfast, which will impact the lunch period
 - Review of staff schedules may be necessary
 - Consider that breakfast and lunch require a minimum of 10 and 20 minutes, respectively, to eat after the food is served
 - Reducing the time of the meal breaks to accommodate the later start time may not be an option



New Employment Laws

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- Legislators in the state of California have provided a long list of new employment laws that employers are obligated to abide by in January 2020 and beyond, and LEAs are not exempt from these requirements
- The themes identified in recently enacted employment law are:
 - Minimum wage
 - Paid family leave programs and nursing mothers
 - Expansion of training requirements
 - Sexual harassment and discrimination in the workplace
 - Transparency and access to records



Community Schools

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- \$300 million to establish competitive Community School grants for LEAs that support innovative community school models

Student wrap-around services, including mental health, social services, early screening and intervention for learning and other needs

Professional development in student mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas



Increased family and community engagement, such as home visits and school climate surveys

Extended learning time and expanded learning opportunities



Computer Science

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Governor continues to prioritize access to computer science education



\$15 million for LEA grants to help 10,000 teachers earn a supplementary computer science authorization on their credential



\$2.5 million for a county office of education (COE) to serve as a repository for computer science resources for professional development, curriculum, and best practices



\$1.6 million to develop a new UC Subject Matter Project in computer science and to fund one cohort of 1,200 educators to participate in the new project



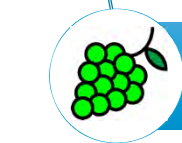
School Nutrition

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Increases funding for school nutrition by an ongoing \$60 million



\$10 million one-time to train school food service workers to promote healthier and more nutritious meals



New Farm to School Grant Program housed in the Department of Food and Agriculture to support California farmers and expand healthy food access



Mandate Block Grant

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- All school districts, charter schools, and COEs are eligible to participate in the Mandate Block Grant (MBG), notwithstanding the applicability of state mandates on their operations
- The rates for 2020–21, inclusive of the 2.29% COLA, are as follows:

Grade Span	School Districts	Charter Schools	COEs
K–8	\$32.92	\$17.25	\$34.02
9–12	\$63.36	\$47.94	\$64.46

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



Early Care and Education

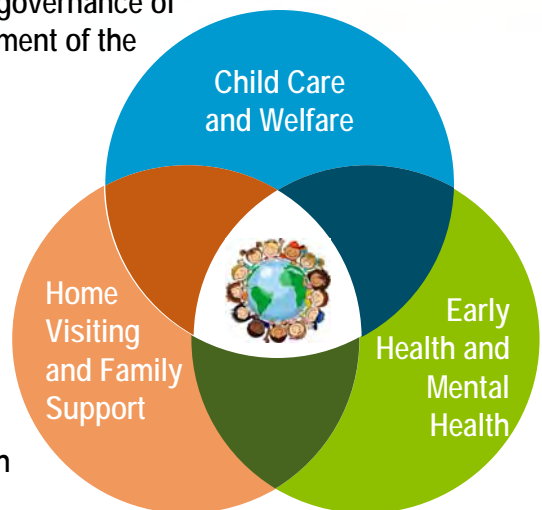
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- The Governor’s Budget proposes a major shift in the governance of child care and preschool programs with the establishment of the Department of Early Childhood Development

Whole Child, Whole Family

- Within the California Health & Human Services Agency, effective July 1, 2021
- To improve program integration and coordination to promote high-quality, affordable care
- To consolidate child care funding streams and programs
- Partnerships with Department of Education, which will retain administration of State Preschool



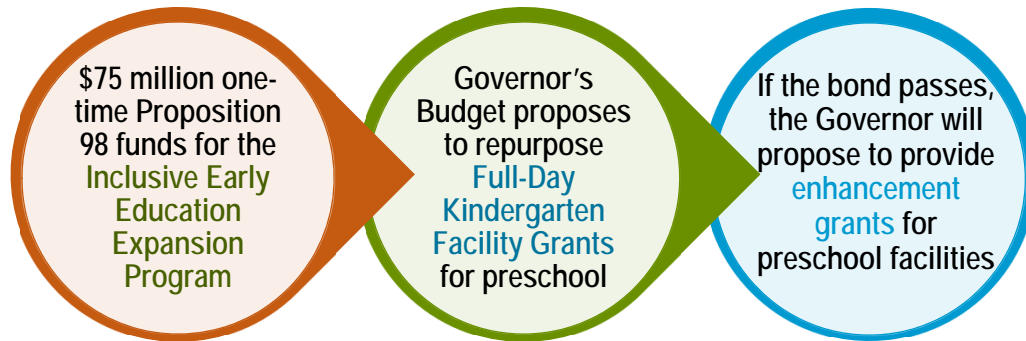


Early Care and Education—Facilities

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- Last year, the Budget appropriated \$263 million in one-time funds for grants to non-LEAs to build new or renovate existing child care and preschool facilities
- This year, the Governor proposes investment in preschool facilities for LEAs



Federal Programs

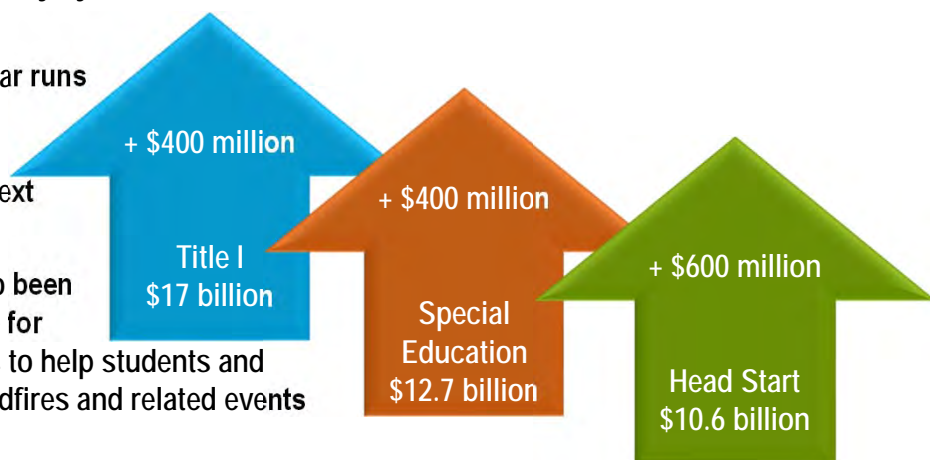
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- Late December 2019, President Trump signed the fiscal year 2020 spending bill that increased education funding nationally by \$1.3 billion to \$72.8 billion; California receives 10% of these national figures

- The federal fiscal year runs October through September, so these changes affect the next school year

- Federal funding has also been routinely made available for disaster recovery grants to help students and schools impacted by wildfires and related events





What's Not in the Budget?

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Improving Fiscal Accountability

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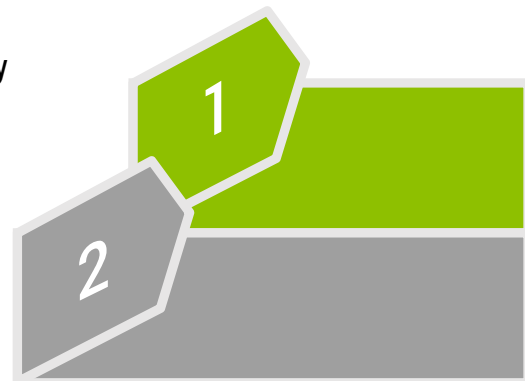
- The Governor proposes further improvements to strengthen LCFF fiscal accountability



Develop online Local Control and Accountability Plan (LCAP) portal to collect information from LEAs using the revised LCAP template



Co-locate the School Accountability Report Card and the LCAP online so the public can access and compare both accountability tools





The Road Ahead



The Road Ahead

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- The Governor's State Budget proposal marks the beginning of the process, not the end
- We expect the Legislature to push back on Governor Newsom's priorities and propose its own
 - As the various proposals are considered by legislative committees, we can expect both confrontation and compromise
- We continue to watch the evolving dynamic between a Governor hitting his stride in the second year and a well-established legislative leadership with a strong Democratic supermajority
- Consistency from January to the May Revision to the enacted State Budget was a hallmark of former Governor Brown, less so last year for Governor Newsom
- We look forward to continuing to see the vision Governor Newsom has for the state of California



Thank you!

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Attachment B

Discipline Update

Board Workshop
Special Meeting of the Board of Education
January 22, 2020
Dr. Bindy Grewal-Assistant Superintendent
Craig Murray-Assistant Superintendent

033.0719.054

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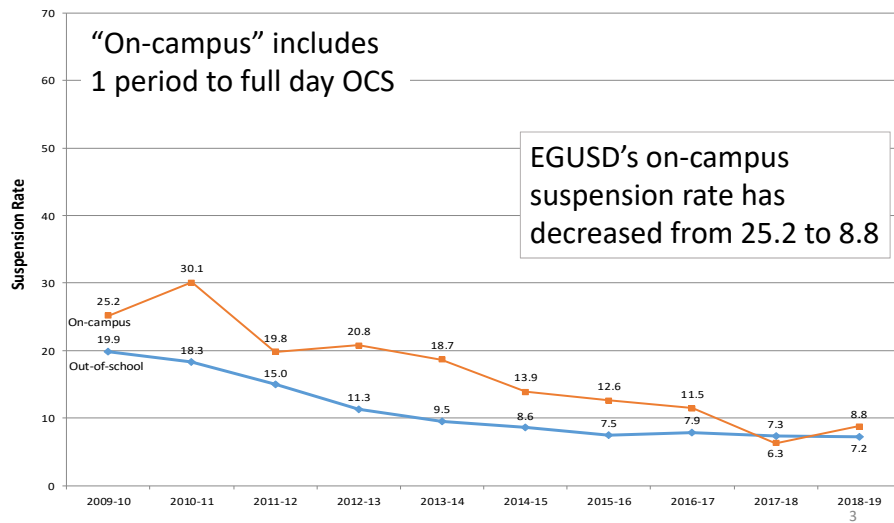
Purpose

The purpose of this presentation is to provide the EGUSD Board of Trustees an update on discipline data, actions to date, and planned next steps regarding discipline in EGUSD.

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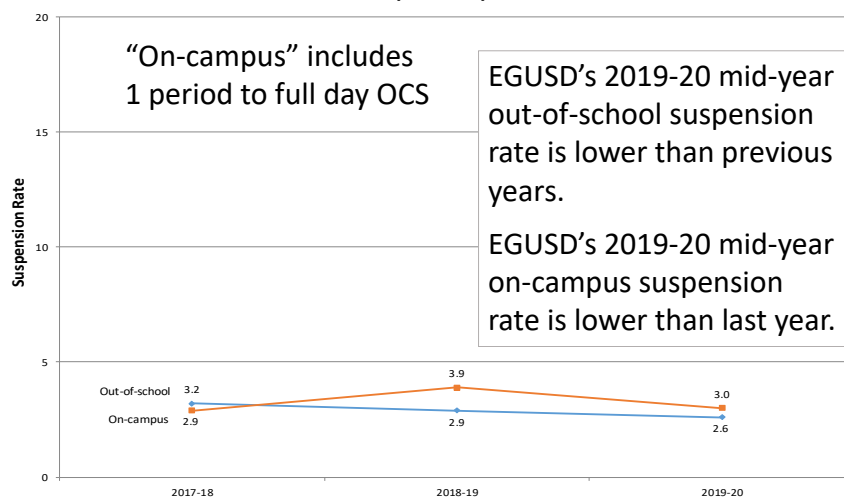
District Suspension Rates

Suspension Rate
2009/10-2018/19

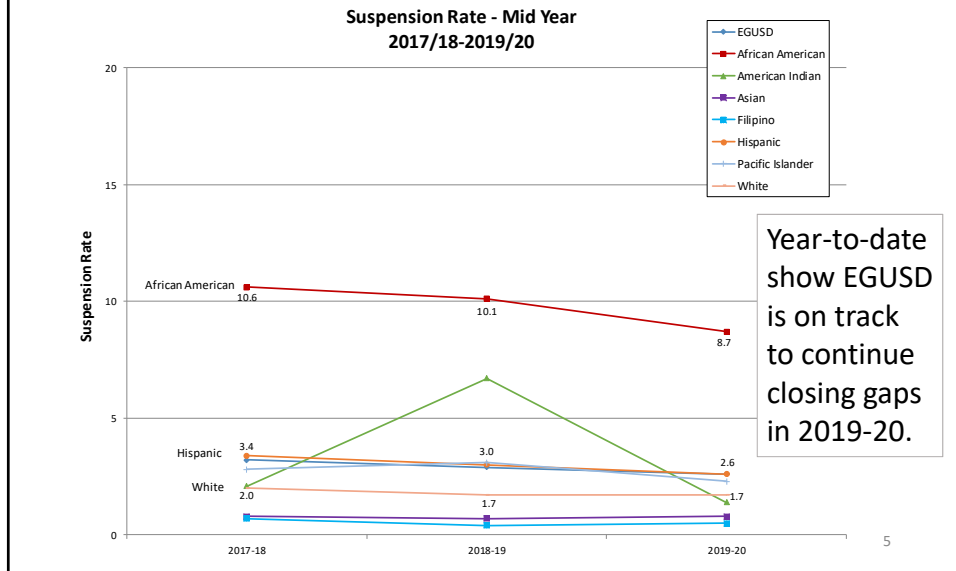


District Suspension Rates

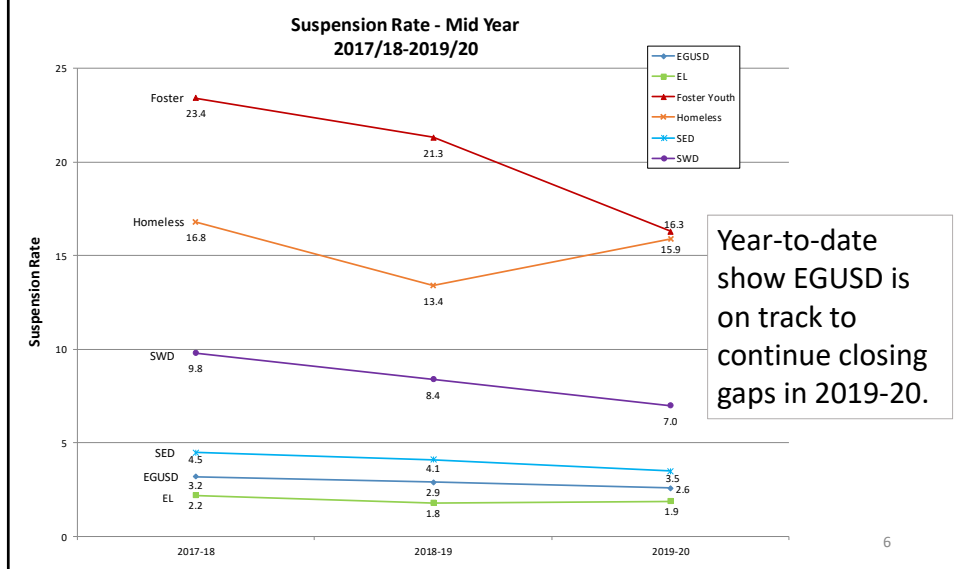
Suspension Rate - Mid Year
2017/18-2019/20



District Out-of-School Suspension Rates by Ethnicity



District Out-of-School Suspension Rates by Student Groups



Discipline Average Suspension Days

	2017-2018 Q1-Q2	2018-2019 Q1-Q2	2019-2020 Q1-Q2
District	2.3	2.3	2.2
African American	2.3	2.3	2.2
American Indian	2.3	2.8	1.8
Asian	2.4	2.3	2.3
Filipinx	2.8	2.6	1.8
Hispanic	2.3	2.2	2.2
Pacific Islander	2.4	2.4	2.2
White	2.2	2.3	1.9
Two or More	2.3	2.3	2.1

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Data Summary

- Over the past 10 years our actions have resulted in significant reductions in the rates of suspension for all students
- Data from the first semester demonstrates positive trends over the past three years
- We believe our current work has led to these improvements, and will continue to produce results
- We realize there is still work to be done, and more improvements expected

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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 grow vs. a punitive consequence

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Progress to Date - Infrastructure

- A focus on infrastructure
 - Board Policies/Administrative Regulations
 - K-12 Discipline Guidelines
 - Discipline Data Reports integrated with Synergy
 - Principal and VP trainings
 - Anonymous Reporting System
 - Calibrated Discipline Team
 - Partners Accountable and Responsible for Student Success
 - Positive Behavior Interventions and Supports (PBIS)

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Progress to Date-Actions

- Framework for High Quality Instruction
 - Academic Enablers
- Continued emphasis on PBIS
 - Program Implementation Continuum (PIC)
- Principal training and data review
 - During principal meetings and 1 x 1s
 - Quarterly stakeholder review at sites
- Vice Principal Professional Learning
 - Data review
 - Scenario trainings
 - Work with Discipline Guidelines

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Planned Next Steps – Mindset and Behavior

- Data Review and Collaboration
 - Continue with principals, vps, and stakeholders
- Professional Learning
 - Framework for High Quality Instruction
 - Mindset/Discipline Philosophy
 - Trauma Informed Practices
 - Calibrated Discipline Guide
 - Implicit Bias Training
 - Crisis Prevention and Intervention Training
- Student Equity Council
 - Expanded Student Voice
- Family and Community Engagement
 - Welcoming Schools

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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

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