

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

Adopted

Members Present: Beth Albiani, President; Crystal Martinez-Alire, Clerk; Nancy Chaires Espinoza, Carmine Forcina, Gina Jamerson, Anthony Perez and Sean Yang

Others Present: Christopher R. Hoffman, Superintendent; Robert Pierce and Mark Cerutti, Deputy Superintendents; David Reilly, Associate Superintendent; Bindy Grewal and Craig Murray, Assistant Superintendents; Amreek Singh, Chief Human Resources Officer; Shannon Hayes, Chief Financial Officer; Steve Mate, Chief Technology Officer, Xanthi Soriano, Director of Communications

CLOSED SESSION: The meeting was called to order at 5:00 p.m. to address items 1 through 4 on the closed session portion of the agenda.

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

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

OPEN SESSION VIA ZOOM: Ms. Albiani called the meeting to order at 6:18 p.m. and announced that the Board met in closed session and no action was taken.

Ms. Albiani provided a welcome to Elk Grove Unified School District’s virtual board meeting through the Zoom Webinar platform.

Ms. Albiani informed everyone that Legislative Bodies including School Districts are now permitted to hold board meetings telephonically or by other electronic means because on March 17, 2020, the Governor issued Executive Order N-29-20, suspending certain provisions of the California Ralph M. Brown Act. In addition, consistent with the March 19, 2020 Statewide Shelter in Place Order issued by the Governor, Executive Order N-33-20, the Sacramento County Shelter at Home Orders issued on March 19, 2020 and April 7, 2020, and the Center for Disease Control’s (CDC’s) social distancing guidelines which discourage public gatherings, this Board meeting was conducted via the Zoom Webinar platform.

I. Pledge of Allegiance – Dr. Bindy Grewal, PreK-6 Assistant Superintendent, led the pledge of allegiance.

II. Presentations/Recognitions

- 1. High School Student Board Representative Reports - Elk Grove and Pleasant Grove High Schools** – Students from Elk Grove and Pleasant Grove High Schools reported on activities and academics at their high schools via a prerecorded video.
- 2. Recognition of 2020-2021 Student Board Representatives** – The Board of Education recognized the 2020-21 Student Board Representatives.

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

III. Resolutions

1. Secure Firearm Storage Resolution

Public comments via Zoom audio:

Carol Kinser and Suzanne Lander thanked the Board for the approval of this resolution.

Motion 149, 2020-21 - Motion by Mr. Forcina, seconded by Ms. Jamerson and carried unanimously by an affirmative vote of all Board members present that Resolution No. 73, 2020-2021 declaring the importance of secure firearm storage and associated preventative measures to increase student and school safety be adopted. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

2. LGBTQ Pride Month - Ms. Albiani called on Xanthi Soriano for public comments submitted through the District's Public Comment Form related to this item; there were none

Motion 150, 2020-21 - Motion by Ms. Chaires Espinoza, seconded by Ms. Jamerson and carried unanimously by an affirmative vote of all Board members present that Resolution No. 69 which proclaims the month of June 2021 as LGBTQ Pride Month to honor and highlight the identities and contributions of EGUSD LGBTQ students, staff, and families be adopted. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

IV. Student Expulsion/Involuntary Transfer Recommendations - None

V. Public Comment

Public comments via Zoom audio:

Loreen Pryor shared her appreciation for her conversation with staff regarding her request, but stated that a plan wasn't provided. Ms. Pryor informed the Board that she has received calls from students requesting a student board member be on the Board.

Genice Smith expressed her frustrations about not having a support system for black students on her campus and about staff not having enough training.

Mariah Walker shared about her negative experiences on her campus and the toll it's taken on her. Expressed concerns about there are only being 3 black teachers on her campus and that there isn't enough support for black students. Requested that there be BYLP on her campus.

Exquisitive Huntly, advocate for BYLP, shared information about a meeting with Ms. Levasseur and her concerns about the disproportionate discipline of black students.

Public comments submitted in writing to be read by staff are attached.

VI. Consent Agenda – Action - Ms. Albiani called on Xanthi Soriano for public comments submitted through the District's Public Comment Form related to this item; there were none.

Prior to the vote on the motion, Mr. Perez requested that item 10 be pulled and Mr. Forcina requested that items 16 and 24 be pulled for discussion/action.

Motion 151, 2020-21 - Motion by Dr. Martinez-Alire, seconded by Ms. Chaires Espinoza and carried unanimously by an affirmative vote of all Board members present that items 1 through 24, except for items 10, 16 and 24 on the consent agenda be approved. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

Motion 152, 2020-21 - Motion by Ms. Chaires Espinoza, seconded by Dr. Martinez-Alire and carried unanimously by an affirmative vote of all Board members present that item 10 on the

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

consent agenda be approved. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

Motion 153, 2020-21 - Motion by Dr. Martinez-Alire, seconded by Ms. Chaires Espinoza and carried unanimously by an affirmative vote of all Board members present that item 16 on the consent agenda be approved. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

Motion 154, 2020-21 - Motion by Mr. Forcina, seconded by Dr. Martinez-Alire and carried unanimously by an affirmative vote of all Board members present that item 24 on the consent agenda be approved. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

- 1. Approval of Minutes** - Approved the minutes from the regular board meeting that was held on May 4, 2021 and the special board meeting held on May 11, 2021.
- 2. Personnel Actions** - Approved personnel appointments, leaves of absence, rehires, probationary releases, promotions, resignations, retirements, and returns from reemployment lists as submitted.
- 3. Williams Act Quarterly Report Notification** – Received a report on the Williams Act Quarterly Report Uniform Complaint Process for the period of January 1, 2021 through March 31, 2021.
- 4. Salary Schedule #7 Air Force Junior Reserve Officer Training Corps** – Approved Salary Schedule #7 –Air Force Junior Reserve Officer Training Corps. The ranges have been adjusted according to new instructor minimum pay received from the United States Air Force. Range numbers 104 and 109 have been added.
- 5. Acceptance of Gifts** - Approved donations to the District’s schools/programs as submitted.
- 6. Warrant Register No. 10** – Approved Warrant Register No. 10 – Warrant Numbers 081108 - 082438, 414666 - 415362.
- 7. Valley High School – Associated Student Body Viking Dreamer Foundation Scholarship Expenditure** – Approved the Valley High School – Associated Student Body Viking Dreamer Foundation Scholarship.
- 8. Ratification of Grant Contracts/Agreements for Funding** - Approved grant contracts/agreements signed by authorized staff as submitted.
- 9. Ratification of Contracts for Services** - Approved contracts signed by authorized staff in accordance with Board Policy 3312 as submitted.
- 10. Approval of 2021-22 Additional Funding Priorities** – Approved the recommended Tier II Funding Priorities.
- 11. Approval of Resolution to Establish Temporary Interfund Transfers** – Approved Resolution No. 70, to allow cash transfers between governmental funds to meet District financial obligations.
- 12. Approval of Purchase Order Encumbrance Modification History** – Approved purchase order encumbrance modifications from April 15, 2021 – April 28, 2021.

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

- 13. Approval of Purchase Order History** – Approved purchase orders for the weeks of April 1, 2021 through April 30, 2021.
- 14. Approval to Purchase Chemistry, Biology, Physics and Anatomy Instructional Supplies** – Authorized the purchase of chemistry, biology, physics and anatomy instructional supplies cooperatively through an RFP secured by Omnia Partners Region 4 ESC.
- 15. Approval to purchase Classroom Science, Technology, Engineering, Art and Math Supplies** – Authorized the purchase of furniture cooperatively through a BID secured by San Diego Unified School District - contract GD19-0545-03.
- 16. Ratification of California Multiple Award Schedules Contract** – Ratified California Multiple Award Schedules (CMAS) contract with ICU Technologies, Inc. for Teaching and Learning Enhancement Project to purchase instructional technology and connectivity devices at 29 Title 1 Schools.
- 17. James A. McKee Elementary School, Roofing 2021 - Award of Contract** – Authorized the award of contract to Madsen Roofing & Waterproofing, Inc., for the total base bid of \$417,698.00. Authorized administration to sign all documents and contracts pertaining to this work, and authorized administration to proceed with the next lowest responsible bidder should a fully endorsed contract with the low bidder, accompanied by certification of the necessary bonds, not be obtained.
- 18. Florence Markofer Elementary School, Roofing 2021 - Award of Contract** – Authorized the award of contract to California Single Ply, Inc., for the total base bid of \$386,900.00. Authorized administration to sign all documents and contracts pertaining to this work, and authorized administration to proceed with the next lowest responsible bidder should a fully endorsed contract with the low bidder, accompanied by certification of the necessary bonds, not be obtained.
- 19. Charles Mack Elementary School, Roofing 2021 - Award of Contract** – Authorized the award of contract to Madsen Roofing & Waterproofing, Inc., for the total base bid of \$109,954.00. Authorized administration to sign all documents and contracts pertaining to this work, and authorized administration to proceed with the next lowest responsible bidder should a fully endorsed contract with the low bidder, accompanied by certification of the necessary bonds, not be obtained.
- 20. Disposal of Obsolete/Surplus Property** – Authorized the disposal of obsolete/surplus property. No income is anticipated to be received by the district for these items. However any income that is received will go into the General Fund.
- 21. Revision to Existing Curriculum** – Approved the revisions to the curriculum listed below:
 - ExploreLearning Gizmos (Online Lab Simulations)
 - Grade 6 (Course #00060)
 - Pre-Engineering (Course #07724)
 - Criminology (Course #07748)
 - Exploring Science I (#7752)
 - Exploring Science II (#7753)
 - Introduction to Agriculture (#7786)
 - Exploring Agricultural Science (#7787)
 - Biochemistry of Foods (Course #04203)
 - Biology of the Living Earth, Newcomer EL (Course #04107)

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

Physics of the Universe, Newcomer EL (Course #04305)

PhET (Online Lab Simulations)

Grade 6 (Course #00060)

Pre-Engineering (Course #07724)

Criminology (Course #07748)

Exploring Science I (#7752)

Exploring Science II (#7753)

Introduction to Agriculture (#7786)

Exploring Agricultural Science (#7787)

Biochemistry of Foods (Course #04203)

Biology of the Living Earth, Newcomer EL (Course #04107)

Physics of the Universe, Newcomer EL (Course #04305)

Pivot Interactives

Biochemistry of Foods (Course #04203)

Biology of the Living Earth, Newcomer EL (Course #04107)

Physics of the Universe, Newcomer EL (Course #04305)

22. Instructional Materials Adoption - Adopted the following instructional materials:

Basic

Edgenuity Online Courseware English 9 (English 9 Online, Grades 9-12)

Edgenuity Online Courseware English 10 (English 10 Online, Grades 10-12)

Edgenuity Online Courseware English 11 (English 11 Online, Grades 11-12)

Edgenuity Online Courseware English 12 (English 12 Online, Grades 12)

Impact California Social Studies: World History, Culture and Geography; Copyright 2019, McGraw-Hill (World History, Newcomer English Learner, Grades 10-12)

Impact California Social Studies: United States History & Geography, Continuity and Change; Copyright 2019, McGraw-Hill (US History, Newcomer English Learner, Grades 11-12)

Impact California Social Studies: Principles of American Democracy; Copyright 2019, McGraw-Hill (American Government, Newcomer English Learner, Grades 11-12)

Impact California Social Studies: Principles of Economics; Copyright 2019, McGraw-Hill (Economics, Newcomer English Learner, Grades 11-12)

EGUSD-created materials for Exploring Functions through Mathematical Practices (Exploring Functions through Mathematical Practices, Grades 10-12)

QRAT; CSUS/SCOE (Quantitative Reasoning with Advanced Mathematical Topics, Grades 11-12)

TQR; CSUS/SCOE (Transition to Quantitative Reasoning, Grades 11-12)

Supplemental

A Long Walk to Water; Copyright 2010, Houghton Mifflin Harcourt (English/Language Arts, Gr 6)

Ghost; Copyright 2016, Atheneum Books for Young Readers (English/Language Arts, Gr 6)

Merci Suarez Changes Gears; Copyright 2018, Candlewick Press (English/Language Arts, Gr 5)

Heartsaver, First Aid, CPR AED; Copyright 2021, American Heart Association (Misc. CTE and Health Courses, Grades 9-12)

Common Sense Media Digital Citizenship Curriculum (All District Courses, Grades K-12)

iRead (Independent, asynchronous summer use only for English/Language Arts, Grades K-3; not for use in the regular school year/day.)

Waggle (Independent, asynchronous summer use only for English/Language Arts, Grades 3-8; not for use in the regular school year/day.)

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

- 23. New High School Courses and Updates/Refreshes to Existing High School Courses –**
Adopted the following new high school courses and updates/refreshes to existing high school courses:

New Course Requests:

Exploring Functions through Mathematical Practices (Mathematics, Grades 10-12) (one-year equivalent, 10 credits) This course supports key Mathematics II standards and introduces key Mathematics III standards. Designed for students who seek a better grasp of mathematical concepts before enrolling in Mathematics III, this course focuses on function families by providing opportunities to identify and compare the key characteristics of a variety of functions as they are represented by graphs, tables, equations, and narratives describing real-world situations. Pre-Requisite(s): Mathematics II, *Adopted curricular materials: EGUSD-Created materials for Exploring Functions through Mathematical Practices*

English 9 Online (English, Grades 9-12, Las Flores Independent Study High School) (one-year equivalent, 10 credits) This course explores diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's "The Odyssey," Shakespeare's "Romeo and Juliet," and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King, Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course. Pre-Requisite(s): None, *Adopted curricular materials: Edgenuity Online Courseware English 9*

English 10 Online (English, Grades 10-12, Las Flores Independent Study High School) (one-year equivalent, 10 credits) This course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students will also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays. Pre-Requisite(s): None, *Adopted curricular materials: Edgenuity Online Courseware English 10*

English 11 Online (English, Grades 11-12, Las Flores Independent Study High School) (one-year equivalent, 10 credits) This course provides an integrated language arts approach within an enriched standards-based curriculum focusing on American writers and the study of American literature. Students will examine the literature (which may include short stories, drama, poetry, novels, essays, and biographies) in the context of thematic and/or historical connections. By participating in appropriate reading, writing, and oral language activities, students will broaden their understanding of American culture and literature. This course will prepare students for critical reading and college-level writing. Pre-Requisite(s): None, *Adopted curricular materials: Edgenuity Online Courseware English 11*

English 12 Online (English, Grade 12, Las Flores Independent Study High School) (one-year equivalent, 10 credits) In this course, students explore a diverse collection of texts across twenty units. Students engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

nonfiction, students learn and apply comprehension and literary-analysis strategies. Tasks encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of classic texts, including the ancient epic “Gilgamesh,” William Shakespeare’s “The Tragedy of Hamlet,” and Oscar Wilde’s “The Importance of Being Earnest.” They also study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, George Orwell’s “Politics and the English Language,” and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Students engage in reading a variety of contemporary texts, including texts by Seamus Heaney, Pat Mora, and Derek Walcott as well as a variety of informational texts and multimedia. Pre-Requisite(s): None
Adopted curricular materials: Edgenuity Online Courseware English 12

Beat Making and DJ Fundamentals (CTE Elective, Grades 9-12) (one-year equivalent, 10 credits) This course serves as an exploratory experience into the world of disc jockeying and making beats with digital music software. Students will learn the basics of Digital Audio Workstation (DAW) technology and beat making as well as techniques, technologies, and software. Pre-Requisite(s): None, *Adopted curricular materials: No textbook assigned*

Updates/Refreshes To Existing Courses:

World History, Newcomer English Learner (former course title “World History EL”) (Course #01820) (History/Social Science, Grades 10-12) This course prepares Newcomer English Learners to explore how the connection between the past and the future will continue to impact our lives. Students will examine major turning points in the shaping of the modern world from the late eighteenth century to the present. This course’s ELD standards-based instruction includes an emphasis on academic vocabulary, expository writing, and subject-specific reading. Instructors use a variety of scaffolded instructional techniques to address the specific needs of second language learners. Pre-Requisite(s): Placement may be determined by EL coordinator, counselor, and/or multiple measures (primary language proficiency, ELPAC, SBAC/CAASP, program placement, etc.), *Adopted curricular materials: Impact California Social Studies: World History, Culture and Geography, Copyright 2019, McGraw-Hill Education*

US History, Newcomer English Learner (former course title “US History EL”) (Course #01830) (History/Social Science, Grades 11-12) This course introduces Newcomer English Learners to the history of modern America beginning with a review of United States history from the nation’s beginnings to the start of the twentieth century. Literature, music, and art primary readings, videos, simulations, and other activities will be used to enhance the subject. This course’s ELD standards-based instruction includes an emphasis on academic vocabulary, expository writing, and subject-specific reading. Instructors use a variety of scaffolded instructional techniques to address the specific needs of second language learners. Pre-Requisite(s): Placement may be determined by EL coordinator, counselor, and/or multiple measures (primary language proficiency, ELPAC, SBAC/CAASP, program placement, etc.) *Adopted curricular materials: Impact California Social Studies: United States History & Geography, Continuity and Change, Copyright 2019, McGraw-Hill Education*

American Government, Newcomer English Learner (former course title “American Government EL”) (Course #01840) (History/Social Science, Grades 11-12) This course is designed to prepare Newcomer English Learners to assume their rights and responsibilities as citizens, which is required for graduation. To achieve this, various branches and key agencies of our government, from the local to the national level, will be studied. Primary readings, videos, simulations, and other activities will be used to enhance the subject. This course’s ELD standards-based instruction includes an emphasis on academic vocabulary, expository writing,

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

and subject-specific reading. Instructors use a variety of scaffolded instructional techniques to address the specific needs of second language learners. Pre-Requisite(s): Placement may be determined by EL coordinator, counselor, and/or multiple measures (primary language proficiency, ELPAC, SBAC/CAASP, program placement, etc.), *Adopted curricular materials: Impact California Social Studies: Principles of American Democracy, Copyright 2019, McGraw-Hill Education*

Economics, Newcomer English Learner (former course title “Economics EL”) (Course #01850) (History/Social Science, Grades 11-12) (one-year equivalent, 10 credits) This course is designed to introduce Newcomer English Learners to the basic principles of all economic systems with a special emphasis on a market-based system. Specific topics will include the basic principles of decision making, scarcity, opportunity, cost, and the principles of supply and demand. This course’s ELD standards-based instruction includes an emphasis on academic vocabulary, expository writing, and subject-specific reading. Instructors use a variety of scaffolded instructional techniques to address the specific needs of second language learners. Pre-Requisite(s): Placement may be determined by EL coordinator, counselor, and/or multiple measures (primary language proficiency, ELPAC, SBAC/CAASP, program placement, etc.) *Adopted curricular materials: Impact California Social Studies: Principles of Economics, Copyright 2019, McGraw-Hill Education*

Art II, Honors (former course title “Art Honors”) (Course #06035) (Visual and Performing Arts, Grades 10-12) (one-year equivalent, 10 credits) This course is intended for the advanced art student who intends to prepare and refine a college or arts career portfolio. It allows students to create a digital portfolio of independently produced work through traditional, graphic design and digital fine arts practices. This course is a prerequisite and/or concurrent course to AP Studio Art (and/or a concurrent course to IB Art SL1 and IB Art HL1. This course will have an emphasis on advanced knowledge of aesthetics, art criticism, art history, artists, and studio production which will include: advanced skills in mediums explored with personal intent based on progression of skill, research and evaluation of artist’s works as well as focus on the elements of art and principles of design. Pre-Requisite(s): Art II or Commercial Art/Graphics or portfolio review and instructor recommendation. *Adopted curricular materials: The Visual Experience, Davis*

Building Trades I (Course #12311) (CTE Elective, Grades 9-11) (one-year equivalent, 10 credits) This course is designed to provide students a basic understanding of carpentry and the many skilled trades which residential and commercial construction utilize. This course emphasizes safety, using hand and power tools and the completion of three scaffolded projects designed to provide a framework for career-based decision making in residential and commercial construction. Pre-Requisite(s): None, *Adopted curricular materials: Career Connections: Project Book 1*

Building Trades II (Course #12312) (CTE Elective, Grades 10-11) (one-year equivalent, 10 credits) This course is designed to provide students with further understanding of carpentry and the many skilled trades which residential and commercial construction utilize. This course offers an extension of the Building Trades I curriculum. Students will complete several practical projects more complex than those completed in Building Trades I. Pre-Requisite(s): Building Trades I, *Adopted curricular materials: Career Connections: Project Book 2*

Building Trades III (Course #12313) (CTE Elective, Grades 11-12) (one-year equivalent, 10 credits) This course is designed to provide students an industry-level understanding of carpentry and the many skilled trades which residential and commercial construction utilize. This course emphasizes safety, using hand and power tools, and the completion of a

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

fully functioning tiny house designed to provide a framework for career-based decision making in residential and commercial construction. Pre-Requisite(s): Building Trades II, *Adopted curricular materials: Career Connections: Project Book 3*

Sports Therapy I (Course #12400) (CTE Elective, Grade 10) (one-year equivalent, 10 credits) This is the first course in the Sports Therapy sequence. The main purpose of this course is to introduce students to important concepts in Sports Medicine as well as research career options. In addition, the course will provide students with leadership skills, soft skills, and opportunities to explore real issues facing healthcare providers today. Pre-Requisite(s): None, Co-Requisite(s): Biology of the Living Earth, *Adopted curricular materials: No textbook assigned*

Sports Therapy II (Course #12401) (CTE Elective, Grade 11) (one-year equivalent, 10 credits) This course is designed to provide students with basic and advanced concepts of anatomy, mechanism of sports injuries, rehabilitation, and administration of athletic training. The Sports Careers Academy (SCA) students will receive CPR and First Aid certification and real-world work experience in cooperation with a Board-Certified Athletic Trainer(s). Our future Student Athletic Trainers will demonstrate a basic mastery of care for athletic injuries of all body parts while upholding and displaying knowledge of the NATA code of ethics and BOC standards of professional practice for athletic trainers (ATCs). Pre-Requisite(s): Sports Therapy I, Co-Requisite(s): Physiology, *Adopted curricular materials: Fundamentals of Athletic Training, Human Kinetics*

Sports Therapy III (Course #12402) (CTE Elective, Grade 12) (one-year equivalent, 10 credits) This course provides students with the foundations in exercise science and essential skills to prepare for and pass the NASM-CPT (Certified Personal Trainer) nationally accredited certification examination. The Sports Careers Academy (SCA) student will demonstrate proficiency in the performance domains of Basic and Applied Sciences; Assessment; Exercise Technique and Training Instruction; Program Design; Considerations in Nutrition; Client Relations and Behavioral Coaching; and Professional Development, Practice, and Responsibility. Pre-Requisite(s): Sports Therapy II and Physiology, *Adopted curricular materials: Fundamentals of Athletic Training, Human Kinetics*

- 24. 2020-2021 Head Start Budget Modification** – Approved the 2020-2021 Head Start Basic budget modification.

VII. LCAP Update – None

VIII. Race and Educational Equity – None

IX. Budget Update – None

X. Facilities Update – None

XI. Bargaining Units – None

Ms. Albiani called for a break at 7:37 p.m. and called the meeting back to order at 7:44 p.m.

XII. Reports – None

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

XIII. Public Hearing/Action Items

1. Second Public Hearing Regarding Potential Composition of Trustee-areas Prior to

Drawing of Maps – Robert Pierce and the District’s demographers, National Demographics Corporation, presented information about the process and criteria for drawing the trustee-area boundary maps. At the May 4, 2021 board meeting, the Board held the first of two statutorily required hearings to receive input from the community on the trustee-area map creation process. The District’s Board of Education is currently elected under a hybrid “at-large” election system, where trustees reside in designated trustee areas, and are elected by voters of the entire District. Trustees are elected in even-numbered years and serve staggered, four-year terms. On May 4, 2021, the Board adopted Resolution No. 67-2020-21 declaring its intent to transition to by-trustee area Board elections, where each Board member must reside within the designated trustee area boundary and is elected only by the voters in that trustee area.

Ms. Albiani opened the public hearing regarding potential composition of trustee areas prior to the drawing of maps and called on Xanthi Soriano for public comments submitted through the District’s Public Comment Form related to this item; there were none. Ms. Albiani closed the public hearing.

Board members provided feedback and thanked Mr. Pierce and the consultants for the report.

2. Hearing and Resolution to Consider Seeking a Waiver from the State Board of Education Authorizing the Superintendent to Seek a Waiver

– Robert Pierce and Mike Smith asked the Board to consider seeking a waiver from the State Board of Education authorizing the Superintendent to seek a waiver. The District’s Board of Education is currently elected using a hybrid version of an “at-large” election system, where Board members are elected by voters of the entire District, but Board members must reside in defined trustee areas. Board members are elected in even-numbered years and serve staggered, four-year terms. On May 4, 2021, the Board adopted Resolution No. 67, 2020-21, redeclaring its intent to transition from at-large to by-trustee area Board elections, where each Board member must reside within the designated trustee area boundary and is elected only by the voters in that trustee area.

Ms. Albiani opened the public hearing and called on Xanthi Soriano for public comments submitted through the District’s Public Comment Form related to this item; there were none.

Ms. Albiani closed the public hearing.

Motion 155, 2020-21 - Motion by Ms. Jamerson, seconded by Ms. Chaires Espinoza and carried unanimously by an affirmative vote of all Board members present that adopt Resolution No. 72, 2020-21 to consider seeking a waiver from the State Board of Education authorizing the Superintendent to seek a waiver be adopted. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

3. Consideration and Public Notice of PSWA’s Initial Proposal to the District regarding Collective Bargaining for 2021-2022

- Ms. Albiani opened the public hearing and called on Xanthi Soriano for public comments submitted through the District’s Public Comment Form related to this item; there were none. Ms. Albiani closed the public hearing.

Motion 156, 2020-21 - Motion by Dr. Martinez-Alire, seconded by Ms. Chaires Espinoza and carried unanimously by an affirmative vote of all Board members present that PSWA’s initial proposal to the District be accepted. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

MINUTES OF THE VIRTUAL REGULAR MEETING OF THE BOARD OF EDUCATION OF THE ELK GROVE UNIFIED SCHOOL DISTRICT, May 18, 2021

- 4. Consideration and Public Notice of NUHW's Initial Proposal to the District for 2021-2023 School Years** -Ms. Albiani opened the public hearing and called on Xanthi Soriano for public comments submitted through the District's Public Comment Form related to this item; there were none. Ms. Albiani closed the public hearing.

Motion 157, 2020-21 - Motion by Ms. Chaires Espinoza, seconded by Dr. Martinez-Alire and carried unanimously by an affirmative vote of all Board members present that NUHW's initial proposal to the District be accepted. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

XIV. Discussion Items

- 1. Expanded Learning 2021-2022** - Ms. Albiani called on Xanthi Soriano for public comments submitted through the District's Public Comment Form related to this item; there were none.

Mark Cerutti and Erin Sipes reviewed and discussed with the Board the District's expanded learning plan extending from June 2021 to July 2022 and presented a detailed report specific to K-12 summer learning programs, intersession, expanded after school programs and tutoring. Additional elements of the presentation included; Alignment to the Expanded Learning Opportunities Grant (ELO); Budget estimates; Stakeholder engagement and Program evaluation. Funding for the program will come from the Expanded Learning Opportunities Grant portion of the District's COVID relief funds.

Board members provided feedback and thanked Mark and Erin for the report.

XV. Action Items

- 1. Declaration of Need for Fully Qualified Educators for 2021-2022** - Ms. Albiani called on Xanthi Soriano for public comments submitted through the District's Public Comment Form related to this item; there were none.

Motion 158, 2020-21 - Motion by Mr. Yang, seconded by Ms. Chaires Espinoza and carried unanimously by an affirmative vote of all Board members present that the Declaration of Need for Fully Qualified Educators for 2021-22 as required by the California Commission on Teacher Credentialing be approved. Roll Call Vote: *Ayes – Albiani, Chaires Espinoza, Forcina, Jamerson, Martinez-Alire, Perez and Yang; Nays – None; Absent – None*

- XVI. Board Member and Superintendent Reports** - Board members reported on organization and committee meetings and information relative to the District and its operation.

XVII. Information Items

- 1. Other Items from the Floor**

Ms. Albiani announced that Ms. Chaires Espinoza, Mr. Forcina and Mr. Yang have volunteered to be a part of the Board Handbook Subcommittee and thanked them.

XVIII. Adjournment – 9:57 p.m.

Submitted by: Christopher R. Hoffman, Superintendent

Approved by: 
Beth Albiani, Board President

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ATTACHMENT: Public Comments submitted in writing to be read by staff.

First Name	Last Name	Agenda Item	Public Comments of Persons Desiring to Address the Board.
Anonymous		V. Public Comment	I would first like to thank Mr. Forcina for taking his responsibility as a school board member very seriously. I would also like to thank Mr. Perez for supporting Mr. Focina's objections in regards to the purchase of the two vehicle for \$170,000 this is outrageous, and the rest of the board should be ashamed that they do not feel it is worth their time to be involved in the decisions of such large purchases. Also when observing the board meetings via You Tube, the attitude among the board members towards other board members opinions is so unprofessional.
Concerned	Parent of 8th Graders	V. Public Comment	As a parent of two 8th graders, I am confused why there are no summer options for them. The elementary schools have the Summer Camps and EL Camps. The current 7th graders have Summer Camps at their schools. The 10th-12th graders have credit recovery classes and acceleration if they are in a special program. For 8th grade students like my two, they have nothing offered They MIGHT have a 9th grade orientation, but even that has not yet been announced on a schedule. Why is this? They are entering high school, where their grades will start counting on their transcripts and their credits are adding up. Rather than offer them something to help prepare them for this rigor, the district seems to have forgotten them altogether. This is a critical summer for them. Many are very nervous and scared about high school! Many have also missed being on campus for their 8th grade year, and ALL have missed MOST of the 8th grade year on campus. Now, they are entering a new and rigorous phrase, and every other grade will have something offered to them in the summer...except for these 8th graders. Why is that? I look forward to a thorough explanation and response from someone soon.
lisa	stanley	V. Public Comment	<p>I am with Black Youth Leadership Project and demand action be taken immediately to correct the Districts disproportionate discipline of our Black students. We have been constantly asking for something to be done to change the trajectory of our students lives to no avail. The last board meeting you got to hear some of our Black Girls Support Network (BGSN) girls share their concerns on their campuses. Which by the way, OUR STUDENTS voices should NEVER be cut short!! That was unacceptable and I hope in the future you all will be more mindful of the damage that type of action continues to perpetuate. It takes a lot of courage and strength to speak out at a board meeting or in public spaces period and they should've been heard all the way through.</p> <p>The instances our girls spoke of are not isolated. They are the norm and we will continue to advocate and amplify Black students' voices. We will not stand by idly and watch these issues continue to worsen. As if hearing the stories from us is not sufficient, we encourage you to tune in to BYLP's podcast on Youtube or Apple Podcast. Hear for yourself some more of our girls' voices. These are a few of the intelligent, brilliant, inquisitive minds that are being overlooked and dismissed daily. You should be ashamed of yourselves for your District's inaction thus far. We are and will continue to bring light to the issues you choose to ignore and hope will go away.</p> <p>Our Black students deserve basic respect, genuine care, and help by the people who we entrust them to all day. A plan of action is long overdue! We want the EGUSD to partner with BYLP. BYLP is actively advocating and has been the voice for Black students in your District. Why would you not take this vital step unless you are ok with the state of your data?? You can effectively make a difference today. Your community is watching! Do you really want to change the statistics in your District or just be performative? We will continue to show up! What are you going to do?</p> <p>Furthermore, Mr. Hoffman still has not owned up to his blatant lie regarding a follow up meeting supposedly set to discuss the issues brought up in public comment. His so-called apology fell short and actually made matters worse. What type of example are you setting for your District? BYLP, our chief advocate Lorreen Pryor and your constituents deserve accountability, transparency and a public apology for not only the lie but the lack of responsibility taken.</p>

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anonymous		V. Public Comment	<p>The following questions and observations are offered:</p> <ol style="list-style-type: none"> 1. Can someone please clarify how Ms. Albiani is voting on an item when she says, "and myself"? 2. Why do important topics and issues for the Board to consider arrive at the last minute and require action without thorough consideration? It would seem there are really only two reasons; first, the expectation of the Administration is that this Board will rubber stamp anything brought for consideration, or second, the Administration doesn't plan well and is in perpetual crisis mode, always scrambling. I suspect it's a combination of the two. Either way, it's totally unacceptable. By the way, better organization and preparation would allow for smoother Board meetings and likely be completed more expeditiously. 3. Why are so many items packed into a single meeting? Elk Grove is one of the largest school districts, which brings with it many items and issues for consideration. It's time to break it up into smaller chunks like Mr. Perez has suggested (and been shot down) on a number of occasions. As a reminder, you all campaigned to be on this Board. If the time commitment is too much, feel free to step away.
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