AGENDA
ELK GROVE UNIFIED SCHOOL DISTRICT
Regular Meeting of the Board of Education
Board Room, Education Center
9510 Elk Grove-Florin Road
Elk Grove, CA 95624
April 7, 2015
Closed Session – 5:00 p.m.
Regular Session – 6:00 p.m.

<u>Item</u>                                                                                              <u>Time - Approximate</u>

Public Comment on Items on Agenda or Not on the Agenda

NOTICE
Cards are available at the table just outside of the Board Room for anyone who wishes to address the Board. If you wish to address the Board, complete a card and hand it to a staff member at the table to the left as you enter the Board Room. Please be sure to complete the card indicating whether the matter you wish to address is on the agenda or not on the agenda. If the matter is on the agenda, we will assume you wish to speak when it comes time to address that item on the agenda and will hold your card until then. Presentations will be limited to a maximum of three (3) minutes, with a total of thirty (30) minutes designated for public comment on an item. Time limitations are at the discretion of the President of the Board of Trustees. The meeting is recorded on video and audio. Videos are available on the Elk Grove Unified School District's You Tube channel at http://www.youtube.com /user/Elk Grove Unified.

CLOSED SESSION – 5:00 p.m.

1.  <u>Government Code Section 54956.9 Subdivison (d) Paragraph (1)</u>
    Conference with Legal Counsel – Existing Litigation
    Case Numbers: B0003067, 11322233, 12477100, B000315,
    14538575, 13513795, 08211894, 13497054

2.  <u>Government Code Section 54957</u>
    Public Employee Discipline/Dismissal/Release/Complaint

3.  <u>Education Code Section 54957</u>
    Public Employee Appointment/Employment: High School Principal

4.  <u>Government Code Section 54957.6</u>
    Conference with Labor Negotiators
        Agency designated representatives: Christopher Hoffman,
        Brandon Krueger, Richard Fagan, Karen Rezendes
    Employee Organizations: All Elk Grove Unified School District
        Bargaining Units and Unrepresented Employees

OPEN SESSION – 6:00 p.m.

I.   Pledge of Allegiance

II.  Presentations/Recognitions

5.  High School Student Representatives – Monterey Trail          10 Minutes
    and Valley

<u>Item</u>                                                                <u>Time – Approximate</u>

III.  Student Expulsion Recommendations

    6.    Request for Student Expulsion

IV.  LCAP

    7.    Local Control Accountability Planning               60 Minutes
- The LCAP Process
- Data Review
- Stakeholder Feedback
- Emerging themes
    o Note: This is the first of four Board of Education LCAP discussion/planning sessions. The others are scheduled for:
        - April 14, 2015 (3:00 – 7:00)  Board Room
        - April 21, 2015 – Part of the regular Board meeting
        - April 22, 2015 (3:00 – 7:00)  Board Room

V.  Budget Update  - None

VI.  Public Comment

VII.  Bargaining Units

VIII.  Reports

    8.    Facilities Master Plan  Update               45 Minutes

IX.  Public Hearing/Action Item

X.  Discussion Items

XI.  Discussion/Action Items

    9.    Online Board Agendas               10 Minutes

XII.  Action Items

    10.   National School Library Week Resolution          10 Minutes

XIII.  Board Member and Superintendent Reports         10 Minutes

XIV.  Consent Agenda – Action

    11.   Approval of Minutes
    12.   Personnel Actions

<u>Item</u>                                                                          <u>Time – Approximate</u>

XIV.  Consent Agenda – Action (Continued)

13.  Certification of Administrator's Competence to Evaluate
14.  Variable Term Credential Waivers
15.  Approval of Purchase Order History
16.  Disposal of Obsolete/Surplus Property
17.  Acceptance of Gifts
18.  Ratification of Contracts
19.  Ratification of Non-Public School/Non-Public Agency
      NPS/NPA Contracts
20.  Approval to Purchase Computer Equipment
21.  Approval to Purchase Student Classroom Furniture and Cafeteria Tables
22.  Approval to Participate in Nor-Cal Schools Joint Powers Association
23.  Monterey Trail High School – ASB Alumni Scholarship
      Expenditure
24.  New High School Course
25.  Instructional Materials Adoption
26.  Out of State Field Trip Approval
27.  Water Conservation Efforts

XV.  Other Action Items

28.  Discussion and Action on Items Removed From the Consent Agenda

XVI.  Information Items

29.  Other Items from the Floor

XVII.  Adjournment

| | |
|---|---|
| | Agenda Item No: _____7_____ |
| **Board Agenda Item** | Supplement No. _____ |
| | Meeting Date ___April 7, 2015___ |

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**Subject:**                                          **Department:** ___Education Services___

### Local Control Accountability Planning

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**Action Requested:**

The Board of Education is asked to receive an update and provide feedback on the District's Local Control Accountability (LCAP) planning process.

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**Discussion:**

The purpose of the presentation is to provide an update and receive feedback on the Local Control Accountability planning process.  This includes:

- The LCAP Process
- Data Review
- Stakeholder Feedback
- Emerging Themes

*Note:  This is the first of four Board of Education LCAP discussion/planning sessions.  The other sessions are scheduled for:*

- *April 14, 2015 (3:00pm – 7:00pm) – Board Room*
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**Financial Summary:**

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**Prepared By:** ___Mark Cerutti___          **Approval:** ___Mark Cerutti___ M.C.

**Prepared By:** _____          **Superintendent Approval:** ___Christopher R. Hoffman___

**Board of Education Presentation
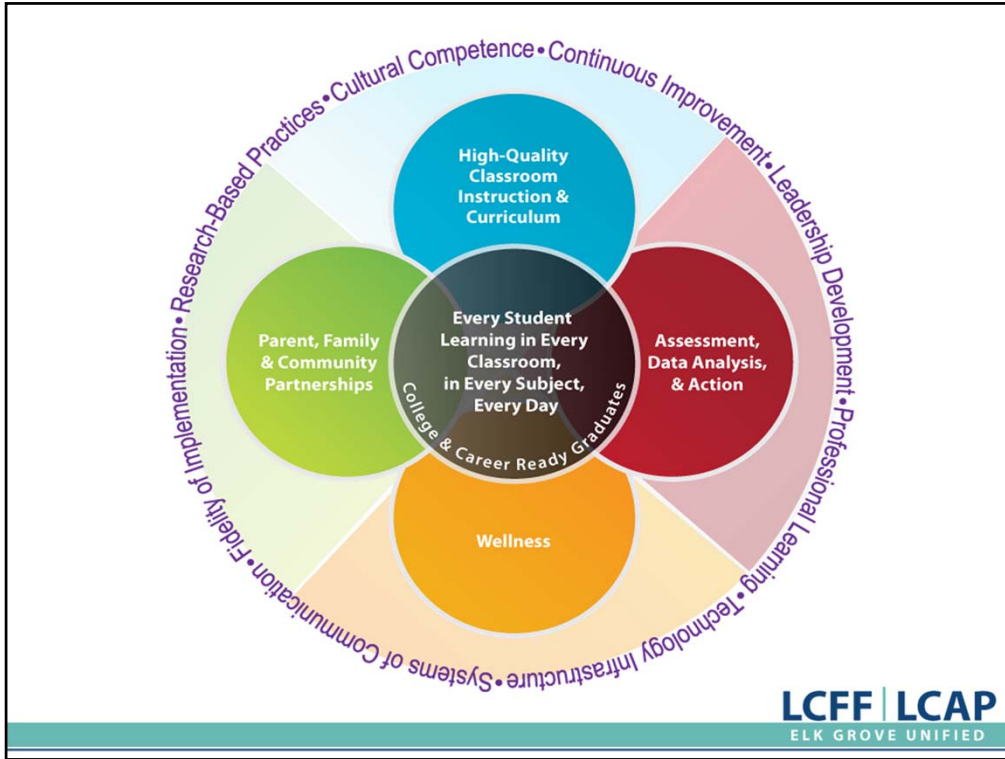LCAP Update
April 7, 2015**

Mark Cerutti, Associate Superintendent, Education Services
Sonjhia Lowery, Director, Learning Support Services
Christine Hikido, Director, Research and Evaluation

# LCFF|LCAP
## ELK GROVE UNIFIED
Local Control Funding Formula ● Local Control & Accountability Plan

# The Presentation

➢ Integration of the LCAP with the District's Learning vision, LCAP Strategic Goals, and LCAP objectives

➢ LCAP Process and Updated State LCAP Regulations

➢ Data Analysis

➢ Stakeholder Feedback – Process

➢ Emerging common priorities

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ELK GROVE UNIFIED SCHOOL DISTRICT - LCAP AT A GLANCE
Alignment of 8 State Priorities, EGUSD Strategic Goals & LCAP Objectives

**8 STATE PRIORITIES**

**CONDITIONS OF LEARNING**

**Basic Services**
Teachers appropriately assigned, fully credentialed; Students have standards-aligned instructional materials; school facilities are maintained and in good repair

**Implementation of State Standards** (Common Core )
Implementation of academic and performance standards adopted by the State for all students, including English Learners (EL)

**Course Access**
Students are enrolled in broad course of study that includes all required subject areas

**PUPIL OUTCOMES**

**Student Achievement**
Performance on standardized tests; Academic Performance Index; portion of students that are college and career ready; portion of English Learners (EL) that become English proficient; EL reclassification rate; portion of students passing AP exams with 3 or higher; portion of students determined prepared for college through the Early Assessment Program

**Other Student Outcomes**
Other indicators of performance in required areas of study, including local measure of student achievement

**ENGAGEMENT**

**Parent Involvement**
Efforts to seek parent input; promotion of parent participation

**Student Engagement**
School attendance rates; chronic absenteeism rates; dropout rates; graduation rates

**School Climate**
Student suspension rates; student expulsion rates; other local measures including surveys of students, parents, and teachers on safety and school connectedness.

**EGUSD STRATEGIC GOALS**

EGUSD E4

**HIGH-QUALITY CLASSROOM INSTRUCTION & CURRICULUM**
BASIC SERVICES   COMMON CORE   COURSE ACCESS   STUDENT ACHIEVEMENT   PARENT INVOLVEMENT
All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.   **1**

**ASSESSMENT, DATA ANALYSIS & ACTION**
BASIC SERVICES   COMMON CORE   STUDENT ACHIEVEMENT   OTHER OUTCOMES   SCHOOL CLIMATE
All students will benefit from instruction guided by assessment results, (formative, interim, and summative) and continuous programmatic evaluation.   **2**

**WELLNESS**
BASIC SERVICES   STUDENT ACHIEVEMENT   STUDENT ENGAGEMENT   SCHOOL CLIMATE
All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.   **3**

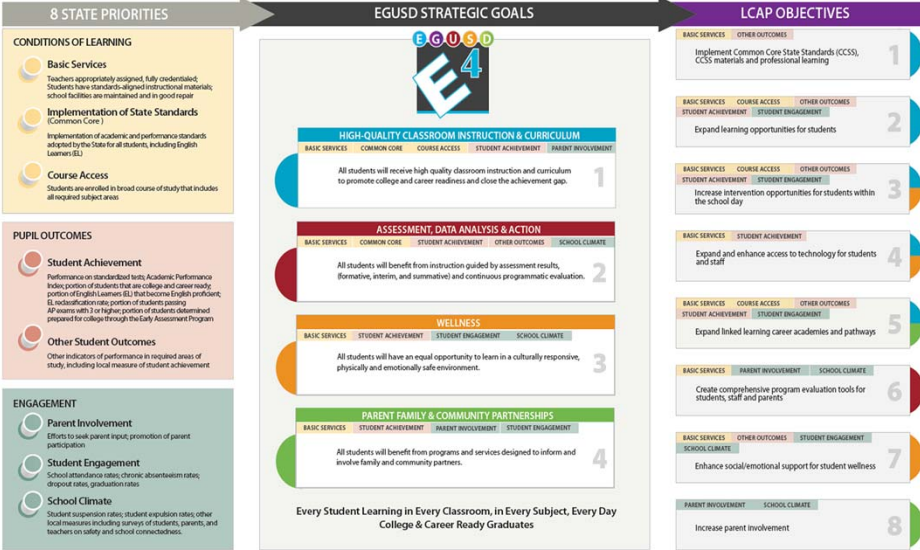**PARENT FAMILY & COMMUNITY PARTNERSHIPS**
BASIC SERVICES   STUDENT ACHIEVEMENT   PARENT INVOLVEMENT   STUDENT ENGAGEMENT
All students will benefit from programs and services designed to inform and involve family and community partners.   **4**

Every Student Learning in Every Classroom, in Every Subject, Every Day
College & Career Ready Graduates

**LCAP OBJECTIVES**

BASIC SERVICES   OTHER OUTCOMES
Implement Common Core State Standards (CCSS), CCSS materials and professional learning   **1**

BASIC SERVICES   COURSE ACCESS   OTHER OUTCOMES   STUDENT ACHIEVEMENT   STUDENT ENGAGEMENT
Expand learning opportunities for students   **2**

BASIC SERVICES   COURSE ACCESS   OTHER OUTCOMES   STUDENT ACHIEVEMENT   STUDENT ENGAGEMENT
Increase intervention opportunities for students within the school day   **3**

BASIC SERVICES   STUDENT ACHIEVEMENT
Expand and enhance access to technology for students and staff   **4**

BASIC SERVICES   COURSE ACCESS   OTHER OUTCOMES   STUDENT ACHIEVEMENT   STUDENT ENGAGEMENT
Expand linked learning career academies and pathways   **5**

BASIC SERVICES   PARENT INVOLVEMENT   SCHOOL CLIMATE
Create comprehensive program evaluation tools for students, staff and parents   **6**

BASIC SERVICES   OTHER OUTCOMES   STUDENT ENGAGEMENT   SCHOOL CLIMATE
Enhance social/emotional support for student wellness   **7**

PARENT INVOLVEMENT   SCHOOL CLIMATE
Increase parent involvement   **8**

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**What is the**
**Local Control Accountability Plan (LCAP)?**

- **State mandated 3 year plan - updated annually**
- **Defines District's overall vision**
- **Accountability component of LCFF**
- **Connects resources to goals aligned to 8 state priorities**
- **Expands community engagement**

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**What are essential considerations we must have in order to elicit the highest levels of meaningful engagement in our LCAP process? What are essential considerations we must have in order to elicit the highest levels of meaningful engagement in our LCAP process?**

**What is our current process for continuing to work with stakeholder groups to monitor goal implementation and student outcomes?**

**Given the new information, how do we intend to consult with groups not previously part of the development process?**

The LCAP Must Include

•District Goals consistent with strategies in School Site plans that are aligned to the 8 State Priorities for all pupils

•An analysis of pupil achievement and of progress made in implementing the goals identified in the prior plan

•The projected costs of implementing the prescribed actions and strategies

•A process of development that includes the engagement of and consultation with teachers, principals, administrators, other school personnel, parents, and pupils

# The LCAP Must Include…

- District Goals consistent with strategies in School Site plans that are aligned to the 8 State Priorities for all pupils

- An analysis of pupil achievement and of progress made in implementing the goals identified in the prior plan

- The projected costs of implementing the prescribed actions and strategies

- A process of development that includes the engagement of and consultation with all stakeholders (teachers, principals, administrators, other school personnel, parents, pupils, and community members)

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1. The District LCAP is due by July 1st

2. All students must be represented in our goals

3. The goals and strategies in School Site Plans must be consistent with the EGUSD Strategic Goals identified in District LCAP

4. All Stakeholders must engaged in the process

5. We must proportionally describe what will be different or improved for students using <u>multi year </u>budgeting and planning

# Legislative Update

*The California Sate Board of Education adopted the Permanent LCFF Spending Regulations and Revised LCAP Template on November 14, 2014.  Some of the key changes included:*

- Instructions were revised to clarify the tables and assist LEAs in completion of the template.

- Section 1:  Stakeholder Engagement : an Annual Update box was added

- Section 2:  Goals, Actions, Expenditures, and Progress Indicators : was redesigned to further clarify identification of goals, actions and expected measurable outcomes for all pupils, and for pupil subgroups. In addition, the redesign more clearly identifies the state priority or priorities to which a goal and related actions and services are connected.

- The Annual Update section of the template includes expected progress for each stated goal and outcome in the school year that is coming to a close; a review of actions and services provided, and describes any changes made in the LCAP for the next three years that are based on this review. Reports the current year's progress on outcomes and compares planned Actions/Services to Actual Actions/Services.

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# Life Cycle of the LCAP

**July – October**
- Evaluate progress
- Conduct needs assessment
- Consult stakeholders

**November – January**
- Identify goals, actions, and services
- With Governor's January Budget, align resources
- Consult stakeholders

Grow · Reflect · Adopt · Adapt

**April – June**
- Consult stakeholder and adjust to reflect progress measured
- Finalize following May Revision
- Hold public hearing
- Adopt and implement

**February – March**
- Inform stakeholders
- Respond to comments
- Adjust to reflect input

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**LCAP Alignment with Site Plans**

- *LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001.*

- To facilitate alignment between the LCAP and school plans, <u>the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted</u> pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, **school site-level advisory groups**, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) **to facilitate alignment between school-site and district-level goals and actions**. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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- District LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans

- The LCAP should be shared with, and input requested from, school site-level advisory groups

# LEA Reminders

| What will the LEA . . . | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|---|
| Do | Implement 2014-15 actions | Implement 2015-16 actions | Implement 2016-17 actions | Implement 2017-18 actions |
| Measure | Update needs assessment based on 2013-14 data | Measure 2014-15 progress | Measure 2015-16 progress | Measure 2016-17 progress |
| Adopt in June | 2014-15 actions fall away<br><br>Revise goals and actions based on local needs assessment<br><br>Add 2017-18 goals | 2015-16 actions fall away<br><br>Revise goals and actions based on 2014-15 progress<br><br>Add 2018-19 goals | 2016-17 actions fall away<br><br>Revise goals and actions based on 2015-16 progress<br><br>Add 2019-20 goals | 2017-18 actions fall away<br><br>Revise goals and actions based on 2016-17 progress<br><br>Add 2020-21 goals |

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**Meaningful Engagement of Stakeholders**

*Inclusion of parents, community members, students, local bargaining units, and other stakeholders in two distinct phases of Engagement:*
1. **Consultation** in the development of LCAP process
2. **Review** and **Comment** or provide feedback on the LCAP
   *Ed Code 52060 "Parental Involvement, including efforts the school district makes to seek parent input in making decisions for the school district"*

*Prior to adopting the LCAP and budget the District must (Ed Code 52062 and 52063):*
- ✓ Present LCAP to Parent Advisory Committee(s)
- ✓ Present LCAP to District English Language Committee
- ✓ Notify public of opportunity to submit written comments on draft LCAP
- ✓ Public hearing to present draft LCAP and opportunity for public comment
- ✓ Public hearing to adopt LCAP and budget

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Engaging stakeholders is one way to:

Build a shared understanding of the LCFF and LCAP requirements

Facilitate the successful implementation of these new laws

Secure support for and ownership of improved outcomes for students

# LCAP Engagement Requirements

## Consultation

- Takes place after the LEAs leadership team has conducted a local needs assessment
- Involves the sharing of the results with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students, and the drafting of goals, actions, and activities

## Review and Comment

- The presentation of the LCAP or annual update to statutorily required parent advisory groups for review and comment
- Made available to the public for written comment
- The holding of a public hearing prior to adoption of the LCAP or annual update

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## LCAP Engagement Requirements

| REQUIREMENTS | ENGAGEMENT | |
|---|---|---|
| Consultation | • Teachers<br>• Principals<br>• Administrators<br>• Parents<br>• Pupils | • Other School Personnel<br>• Local Bargaining Units |
| Review and Comment | • Parent Advisory Committee<br>• English Learner Parent Advisory Committee<br>• Superintendent must respond in writing to comments received | |

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However, charter schools are treated quite differently from school districts in some instances.

# Levels of Engagement as Required by Statute

**Consultation with:**
- Teachers
- Principals
- School personnel
- Pupils
- Local bargaining units
- Parent
- Community

**Present for review and comment to:**
- Parent advisory committee
- English learner parent advisory committee
- The superintendent must respond in writing to comments received

**Opportunity for public input:**
- Notice of the opportunity to submit written comment
- Public hearing

**Adoption of the plan:**
- Adopted concurrent with the LEA's budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP for each district/charter school or a link to the LCAP

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**DATA REVIEW**

**Why?**
- To make informed decisions

**How?**
- Ongoing annual cycle: Assess needs, adjust program, and evaluate progress

**What?**
- 8 state priority areas
- Overall and by student subgroup
- Trend data – multiple years

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Why?

•For data-based decision making.

How?

•We use data to determine status/situation, assess needs, and to identify efforts to address those needs.

•As part of our review cycle for LCAP, we then use data to evaluate our progress,

•Currently, for the 2014-15 LCAP cycle, we are review trend data through 2013-14 to update our needs assessment and revise our goals and actions, if needed.

•At the end of this school year, 2014-15 data will become available, then we are to review 2014-15 data and revise LCAP goals based on 2014-15 progress. Specifically, we are to determine whether the various efforts were implemented for the 2014-15 year, and whether annual goals for the 2014-15 year were met.

What?

•We are required to include data in 8 specified state priority areas, overall and by subgroup.

•In our district, we look at trend data, and review data on an ongoing basis, as new data become available throughout the year..

•We have provided three years of data (2011-12, 2012-13, and 2013-14) associated with our district LCAP, which we've shared with the board.

•In addition, schools receive this same 3 year trend data for their school and student subgroups.

•Data come from state and local sources.

•In addition to the state specific areas, the district may include additional goals areas, which we did….

# EGUSD LCAP Metrics

**Strategic Goal 1:**
**High Quality Classroom Instruction & Curriculum**

- Teacher Assignment
- Access to Instructional materials
- API
- Access to Required Courses
- CAASPP Results
- AMAOs 1, 2, 3
- Redesignation
- On-Grade-Level Reading
- College & Career Ready
- EAP Results
- A-G Requirement
- CTE Sequence Completion
- AP Exams
- Foster Youth Educational Plans
- GATE Participation
- Honors Enrollment
- AP/IB Enrollment

**Strategic Goal 2:**
**Assessment, Data Analysis & Action**

- Interim Assessment Use
- EL Program Implementation
- Standards Aligned Instruction

**Strategic Goal 3:**
**Wellness**

- Chronic Absenteeism
- Attendance
- Dropout Rate
- Student Connectedness
- Suspension Rate
- Expulsion Rate
- Graduation Rate
- 8th Grade Promotion
- Facilities
- Communication with Foster Youth Service Agencies
- Access to Resources for Health and Safety

**Strategic Goal 4:**
**Parent, Family, and Community Partnerships**

- Parent Involvement
- Community Partnerships
- Work-based Learning Participation

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Organized by Strategic Goals

# STAKEHOLDER FEEDBACK

Completed Stakeholder Meetings:

- January 8, 2015:  Student Support & Health Services Collaborative Meeting
- January 13, 2015:  Special Education CAC Meeting
- January 15, 2015:  District Categorical Advisory Meeting
- January 15, 2015:  District Office Staff Meeting
- January 22, 2015:  Superintendent's Certificated Advisory Meeting
- February 2, 2015:  Superintendent's Student Advisory Meeting
- February 5, 2015:  Superintendent's Parent Advisory Meeting
- February 19, 2015:  EL Parents Meeting - DELAC Meeting
- February 24, 2015:  Bargaining Units – Combined Group Meeting
- February 26, 2015: Common Core State Standard Advisory Meeting
- March 12, 2015:  District Categorical Advisory Meeting
- March 16, 2015:  Foster Youth Stakeholders Meeting
- March 19, 2015:  Indian Education Advisory Meeting
- March 26, 2015:  After School Parent Advisory Meeting
- April 7, 2015:  Board of Education Meeting

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# STAKEHOLDER FEEDBACK

Upcoming Stakeholder Meetings:

- April 13, 2015:  Superintendent's Student Advisory Meeting
- April 14, 2015:  Board of Education Workshop
- April 15, 2015:  EL Parents Meeting – DELAC Meeting
- April 15, 2015:  District Categorical Advisory Meeting
- April 16, 2015:  Superintendent's Certificated Advisory Meeting
- April 20, 2015:  Student Support & Health Services Collaborative Meeting
- April 20, 2015:  LCAP Consultation Committee Meeting
- April 21, 2015:  Superintendent's Parent Advisory Meeting
- April 21, 2015:  Board of Education Meeting
- April 22, 2015:  Board of Education Workshop
- May 7, 2015:  District Office Staff Meeting
- May 7, 2015:  EL Parents Meeting – DELAC Meeting
- May 12, 2015:  Bargaining Unit – Combined Group Meeting
- May 14, 2015:  District Categorical Advisory Meeting
- June 14, 2015:  District Categorical Advisory Meeting

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# STAKEHOLDER FEEDBACK

**LCAP STAKEHOLDER INPUT:**

*What programs/services are needed to best support students?*

| Program/Service | Low Income | Foster Youth | English Learner | All Students | EGUSD Strategic Goal/s | LCAP Objective/s | Expected Outcomes | Estimated Annual/1-Time Costs |
|---|---|---|---|---|---|---|---|---|
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# EMERGING
# COMMON INTERESTS/PRIORITIES

- Instructional support – CCSS, ELD, Special Education (materials, professional learning/coaching, technology, assessments)
- Parent/family engagement
- Extended day learning (before/after/intersession/summer), includes tutoring and mentoring
- EL support (increased class time, training for teachers, parent support, bilingual education)
- Increase transportation
- Increased academic counseling

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# EMERGING
# COMMON INTERESTS/PRIORITIES

- Increase behavior support (counseling, psych, CLSW, MHT) for all students and targeted subgroups (EL and FY particularly)
- Facilities/learning environments
- Expanded College and career preparation/Linked Learning
- Professional learning (certificated and classified)
- Technology support for students and staff (hardware, software, training, and support)
- Educational equity – focused efforts to reduce/eliminate the achievement gap

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# ELK GROVE UNIFIED SCHOOL DISTRICT - LCAP AT A GLANCE

**Alignment of 8 State Priorities, EGUSD Strategic Goals & LCAP Objectives**

## 8 STATE PRIORITIES

### CONDITIONS OF LEARNING

**Basic Services**

Teachers appropriately assigned, fully credentialed; Students have standards-aligned instructional materials; school facilities are maintained and in good repair

**Implementation of State Standards**
(Common Core )

Implementation of academic and performance standards adopted by the State for all students, including English Learners (EL)

**Course Access**

Students are enrolled in broad course of study that includes all required subject areas

### PUPIL OUTCOMES

**Student Achievement**

Performance on standardized tests; Academic Performance Index; portion of students that are college and career ready; portion of English Learners (EL) that become English proficient; EL reclassification rate; portion of students passing AP exams with 3 or higher; portion of students determined prepared for college through the Early Assessment Program

**Other Student Outcomes**

Other indicators of performance in required areas of study, including local measure of student achievement

### ENGAGEMENT

**Parent Involvement**

Efforts to seek parent input; promotion of parent participation

**Student Engagement**

School attendance rates; chronic absenteeism rates; dropout rates, graduation rates

**School Climate**

Student suspension rates; student expulsion rates; other local measures including surveys of students, parents, and teachers on safety and school connectedness.

## EGUSD STRATEGIC GOALS

### HIGH-QUALITY CLASSROOM INSTRUCTION & CURRICULUM

| BASIC SERVICES | COMMON CORE | COURSE ACCESS | STUDENT ACHIEVEMENT | PARENT INVOLVEMENT |

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

### ASSESSMENT, DATA ANALYSIS & ACTION

| BASIC SERVICES | COMMON CORE | STUDENT ACHIEVEMENT | OTHER OUTCOMES | SCHOOL CLIMATE |

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

### WELLNESS

| BASIC SERVICES | STUDENT ACHIEVEMENT | STUDENT ENGAGEMENT | SCHOOL CLIMATE |

**3** All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

### PARENT FAMILY & COMMUNITY PARTNERSHIPS

| BASIC SERVICES | STUDENT ACHIEVEMENT | PARENT INVOLVEMENT | STUDENT ENGAGEMENT |

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

**Every Student Learning in Every Classroom, in Every Subject, Every Day College & Career Ready Graduates**

## LCAP OBJECTIVES

| BASIC SERVICES | OTHER OUTCOMES |

**1** Implement Common Core State Standards (CCSS), CCSS materials and professional learning

| BASIC SERVICES | COURSE ACCESS | OTHER OUTCOMES |
| STUDENT ACHIEVEMENT | STUDENT ENGAGEMENT |

**2** Expand learning opportunities for students

| BASIC SERVICES | COURSE ACCESS | OTHER OUTCOMES |
| STUDENT ACHIEVEMENT | STUDENT ENGAGEMENT |

**3** Increase intervention opportunities for students within the school day

| BASIC SERVICES | STUDENT ACHIEVEMENT |

**4** Expand and enhance access to technology for students and staff

| BASIC SERVICES | COURSE ACCESS | OTHER OUTCOMES |
| STUDENT ACHIEVEMENT | STUDENT ENGAGEMENT |

**5** Expand linked learning career academies and pathways

| BASIC SERVICES | PARENT INVOLVEMENT | SCHOOL CLIMATE |

**6** Create comprehensive program evaluation tools for students, staff and parents

| BASIC SERVICES | OTHER OUTCOMES | STUDENT ENGAGEMENT |
| SCHOOL CLIMATE |

**7** Enhance social/emotional support for student wellness

| PARENT INVOLVEMENT | SCHOOL CLIMATE |

**8** Increase parent involvement

# Elk Grove Unified School District

## LCAP Metrics
for Four Strategic Goals

March 2015

# Four Strategic Goals

- **Strategic Goal 1:** All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
- **Strategic Goal 2:** All students will benefit from instruction guided by assessment results, (formative, interim, and summative) and continuous programmatic evaluation.
- **Strategic Goal 3:** All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.
- **Strategic Goal 4:** All students will benefit from programs and services designed to inform and involve family and community partners.

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# EGUSD LCAP Metrics

**Strategic Goal 1:**
**High Quality Classroom**
**Instruction & Curriculum**

- Teacher Assignment
- Access to Instructional materials
- API
- Access to Required Courses
- CAASPP Results
- AMAOs 1, 2, 3
- Redesignation
- On-Grade-Level Reading
- College & Career Ready
- EAP Results
- A-G Requirement
- CTE Sequence Completion
- AP Exams
- Foster Youth Educational Plans
- GATE Participation
- Honors Enrollment
- AP/IB Enrollment

**Strategic Goal 2:**
**Assessment, Data**
**Analysis & Action**

- Interim Assessment Use
- EL Program Implementation
- Standards Aligned Instruction

**Strategic Goal 3:**
**Wellness**

- Chronic Absenteeism
- Attendance
- Dropout Rate
- Student Connectedness
- Suspension Rate
- Expulsion Rate
- Graduation Rate
- 8th Grade Promotion
- Facilities
- Communication with Foster Youth Service Agencies
- Access to Resources for Health and Safety

**Strategic Goal 4:**
**Parent, Family, and**
**Community**
**Partnerships**

- Parent Involvement
- Community Partnerships
- Work-based Learning Participation

# Strategic Goal 1

**High Quality Classroom Instruction & Curriculum**

- Focus Goal 1.1: Ensure that students are taught by teachers that are fully credentialed in the subject areas in which they are teaching, and certified as required.
  - Progress:
    - District process was implemented to ensure proper certification in 2 years.
    - 97.1% of core courses were NCLB compliant in 2013-14.

- Focus Goal 1.2: Ensure growth of the academic achievement of students in core content areas.
  - Progress:
    - Increased engagement through professional development opportunities for all teachers.
    - 100% of students had access to standards aligned instructional materials.
    - Monitored policy discussion/development of "new" API and assessed EGUSD's data components.
    - 100% of students had access to and are enrolled in all required areas of study.

- Focus Goal 1.3: Eliminate the achievement gap.
  - Progress: Teachers were provided additional materials and training on CCSS curriculum and assessments.

- Focus Goal 1.4: Increase student achievement for EL Students.
  - Progress:
    - 61.3% of EL students increased one level of English proficiency as measured by CELDT in 2013-14.
    - 28.7% of EL students, who have received less than 5 years of English instruction attained English proficiency on CELDT in 2013-14.
    - 51.8% of EL students, who have received 5 or more years of English instruction, attained English proficiency on CELDT in 2013-14.
    - Monitored determination of EL AYP by CDE and DOE and it is N/A for 2013-14.
    - 12.6% redesignation rate for 2013-14.

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# Strategic Goal 1, continued

- Focus Goal 1.5: Ensure all students will be reading on grade level by the completion of 3$^{rd}$ grade.
  - Progress: Work group convened to implement literacy program, discussions held on establishment of uniform student baseline on-grade-level reading assessments and measures.

- Focus Goal 1.6: Ensure all students graduate college and career ready.
  - Progress:
    - Monitored SBE/PSAA's API discussions and established a graduate profile.
    - 45% of students demonstrated college preparedness (conditional and unconditional) through the EAP in ELA in 2013-14.
    - 62% of students demonstrated college preparedness (conditional and unconditional) through the EAP in Math in 2013-14.
    - 55.3% of students met A-G requirements upon graduation in 2013-14 (Class of 2014).
    - CTE sequence data was systematically reviewed and aligned in SISWeb.
    - 15.2% of all grade 11 and 12 students passed an AP exam with a 3+ in 2013-14.

- Focus Goal 1.7: Ensure all Foster Youth have educational plans (FYEP).
  - Progress: Discussions occurred on establishing a process to develop FYEP for all Foster Youth.

- Focus Goal 1.8: Increase opportunities for K-12 students to participate in enrichment opportunities and advanced coursework (GATE, Honors, AP, IB, and Linked Learning programs) with an emphasis on underrepresented students.
  - Progress:
    - 6.7% of students were identified as GATE in 2013-14.
    - 33.5% of middle and high school student were enroll in Honors courses in 2013-14.
    - 26.0% of high school student enrolled in AP/IB courses in 2013-14.

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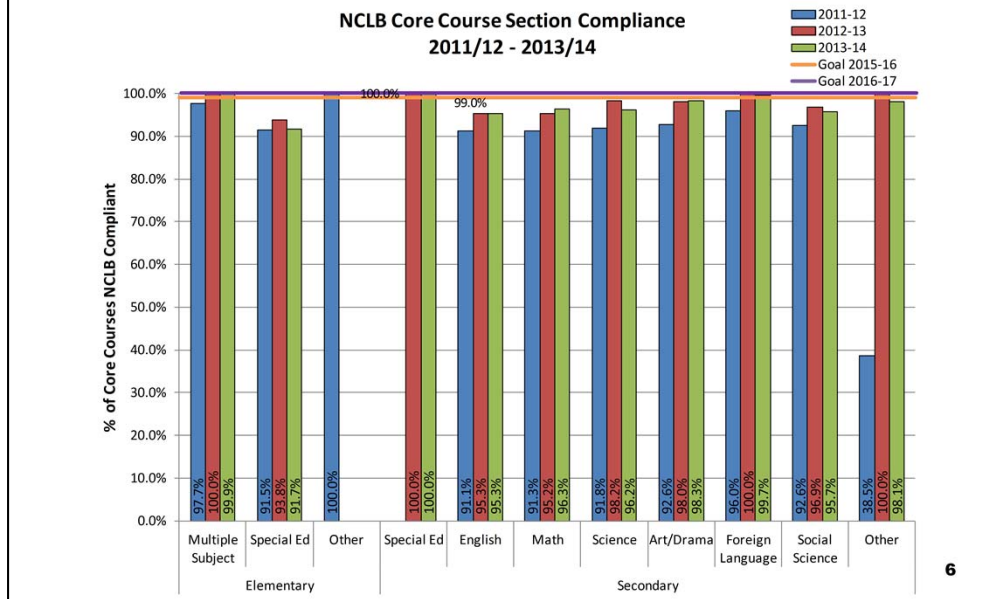
LCAP Focus Goal 1.1: Ensure that students are taught by teachers that are fully credentialed in the subject areas in which they are teaching, and certified as required
• 2014-15: Implement the existing District process to ensure all teachers have proper certification within a two year period
• 2015-16: 99% of teachers are appropriately assigned and fully credentialed in the subject areas
• 2016-17: 100% of teachers are appropriately assigned and fully credentialed in the subject areas

Progress
• District process was implemented to ensure certification in 2 years
• 97.1% of core courses were NCLB compliant in 2013-14
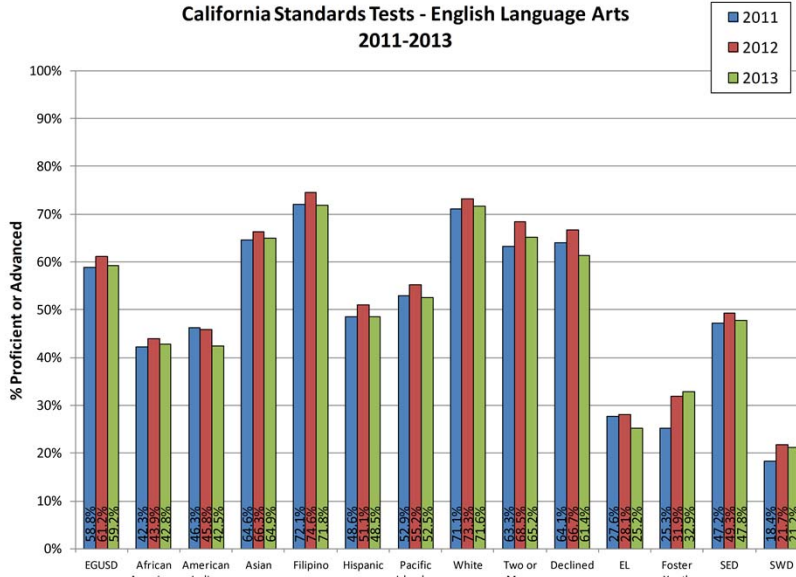
LCAP Focus Goal 1.2: Ensure growth of the academic achievement of students in core content areas
• 2014-15: Increase engagement in student learning using CCSS, ELD Standards and NGSS and core content areas
• 2015-16: Establish student baseline proficiency scores using CAASPP AND: 10% increase of the student baseline CAASPP proficiency levels established in baseline year 2015
• 2016-17: 10% increase for all students are measured by the 2015-16 CAASPP and NGSS baseline of Spring 2016 results

Progress
• Increased engagement through professional development opportunities for all teachers.

LCAP Focus Goal 1.3: Eliminate the achievement gap
• 2014-15: Increase engagement in student learning using CCSS curriculum in core content areas by implementing Common Core materials
• 2015-16: Establish student baseline proficiency scores using CAASPP data AND: 100% of lowest performing student groups will increase CAASPP scale scores in ELA and mathematics including CAPA and NCSC
• 2016-17: 100% of lowest performing student groups will increase CAASPP scale scores in ELA and mathematics including CAPA and NCSC

Progress
• Teachers were provided additional materials and training on CCSS curriculum and assessments.

## CST – Mathematics
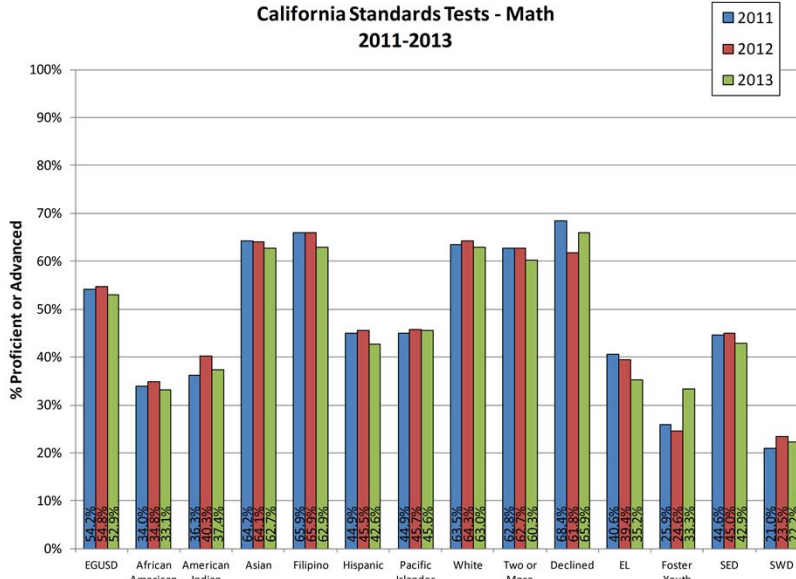


Focus goals and outcomes are the same as the previous page.
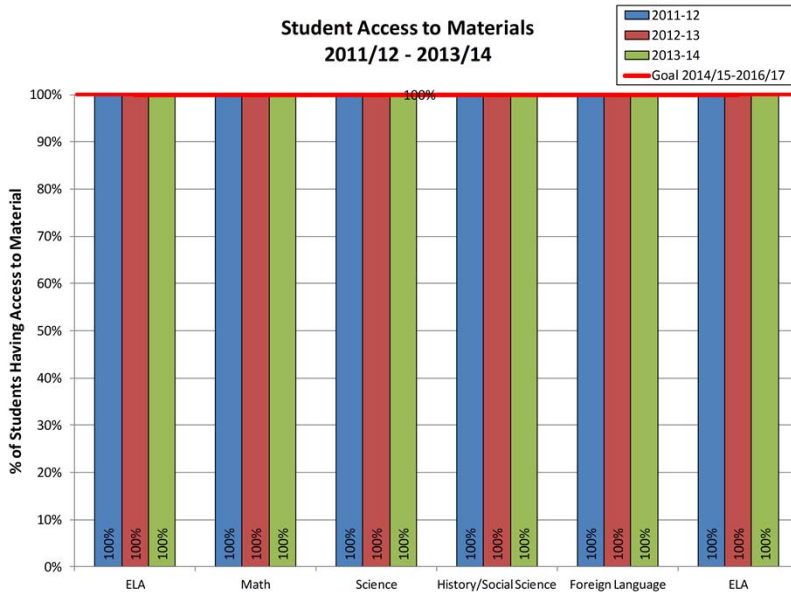
LCAP Focus Goal 1.2: Ensure growth of the academic achievement of students in core content areas
• 2014-15: 100% of students have access to standards-aligned instructional materials
• 2015-16: 100% of students have access to standards-aligned instructional materials
• 2016-17: 100% of students have access to standards-aligned instructional materials

Progress
• 100% of students had access to standards aligned instructional materials
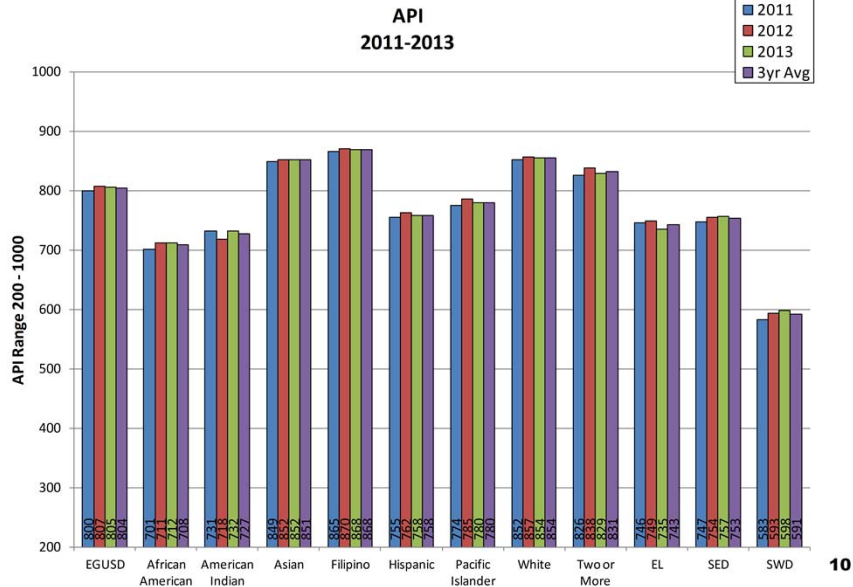
LCAP Focus Goal 1.2: Ensure growth of the academic achievement of students in core content areas
• 2014-15: Monitors SBE's and PSAA's development of "new" API and assess EGUSD's component measures
• 2015-16: Establish baseline for "new" API measure and set goals
• 2016-17: API goals TBD

Progress

• Monitored policy discussion/development of "new" API and assessed EGUSD's data components.
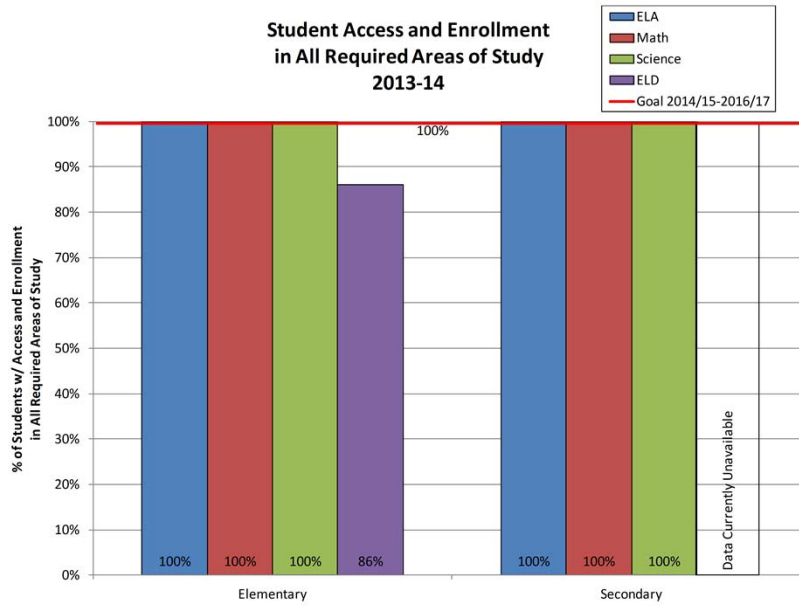
LCAP Focus Goal 1.2: Ensure growth of the academic achievement of students in core content areas
• 2014-15: 100% of students have access to and are enrolled in all required areas of study
• 2015-16: 100% of students have access to and are enrolled in all required areas of study
• 2016-17: 100% of students have access to and are enrolled in all required areas of study

Progress
• 100% of students had access to and are enrolled in all required areas of study
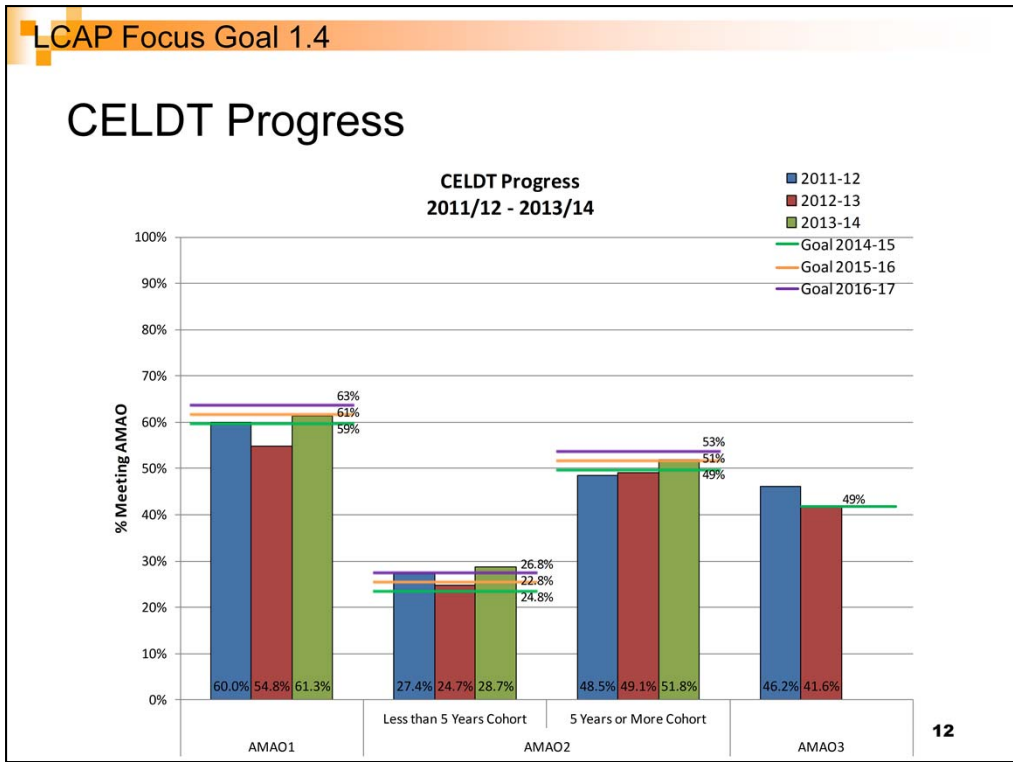
AMAO 1 – Percentage of English learners who make progress toward English proficiency as measured by the California English Language Development Test
AMAO 2 – Percentage of ELs attaining the English Proficient level on the CELDT (<5 years cohort and 5+ years cohort)
AMAO 3 – % EL ELA proficient or advanced

LCAP Focus Goal 1.4: Increase student achievement for EL students
• 2014-15: 59% of EL students will increase one level of English proficiency as measured by CELDT
• 2015-16: 61% of EL students will increase one level of English proficiency as measured by CELDT
• 2016-17: 63% of EL students will increase one level of English proficiency as measured by CELDT

Progress
• 61.3% of EL students increased one level of English proficiency as measured by CELDT

LCAP Focus Goal 1.4: Increase student achievement for EL students
• 2014-15: 22.8% of EL students, who have received less than 5 years of English instruction will attain English proficiency on the CELDT AND: 49% of EL students who have received 5 or more years of English instruction, will attain English proficiency on the CELDT
• 2015-16: 24.8% of EL students, who have received less than 5 years of English instruction will attain English proficiency on the CELDT AND: 51% of EL students who have received 5 or more years of English instruction, will attain English proficiency on the CELDT
• 2016-17: 26.8% of EL students, who have received less than 5 years of English instruction will attain English proficiency on the CELDT AND: 53% of EL students who have received 5 or more years of English instruction, will attain English proficiency on the CELDT

Progress
• 28.7% of EL students, who have received less than 5 years of English instruction attained English proficiency on CELDT
• 51.8% of EL students, who have received 5 or more years of English instruction, attained English proficiency on CELDT

LCAP Focus Goal 1.4: Increase student achievement for EL students
• 2014-15: Maintain current 2012-13 EL proficiency and monitor determination of EL AYP measure by CDE and DOE
• 2015-16: 100% of lowest performing EL students will increase scale scores in ELA
• 2016-17: 100% of lowest performing EL students will increase scale scores in ELA

Progress
• Monitored determined of EL AYP by CDE and DOE and it is N/A for 2013-14
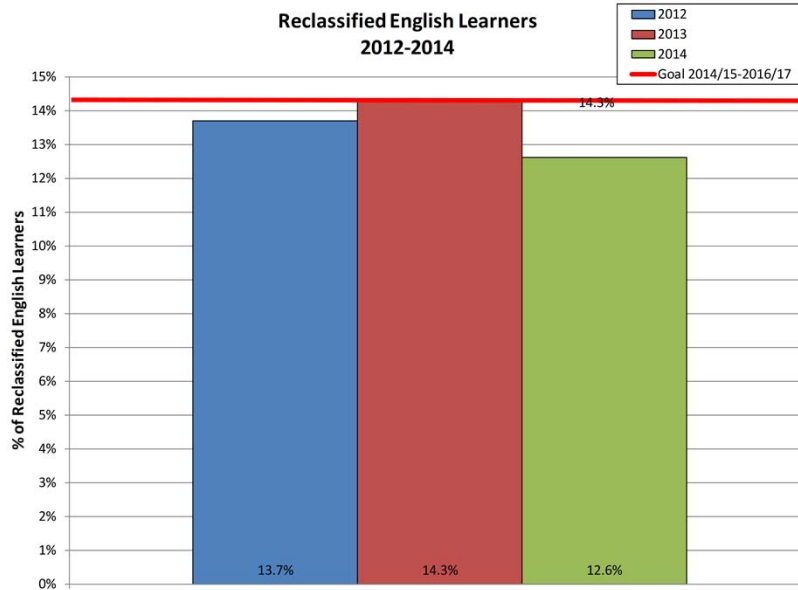
LCAP Focus Goal 1.4: Increase student achievement for EL students
• 2014-15: Maintain current 14.3% redesignation rate
• 2015-16: Maintain current 14.3% redesignation rate
• 2016-17: Maintain current 14.3% redesignation rate

Progress
• 12.6% redesignation rate for 2013-14
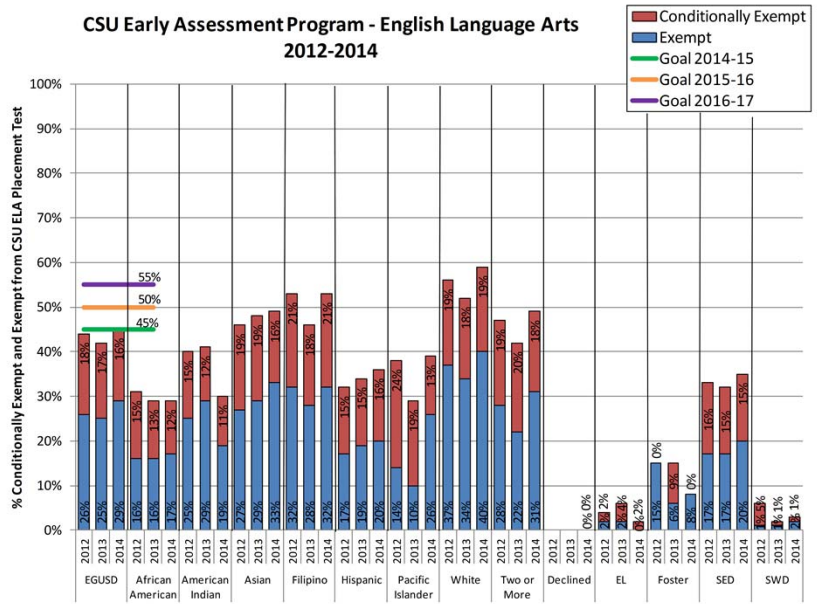
LCAP Focus Goal 1.6: Ensure all students graduate college and career ready
• 2014-15: 45% of students will demonstrate college preparedness(conditional and unconditional) through the EAP in ELA
• 2015-16: 50% of students will demonstrate college preparedness(conditional and unconditional) through the EAP in ELA
• 2016-17: 55% of students will demonstrate college preparedness(conditional and unconditional) through the EAP in ELA

Progress
• 45% of students demonstrated college preparedness (conditional and unconditional) through the EAP in ELA in 2013-14
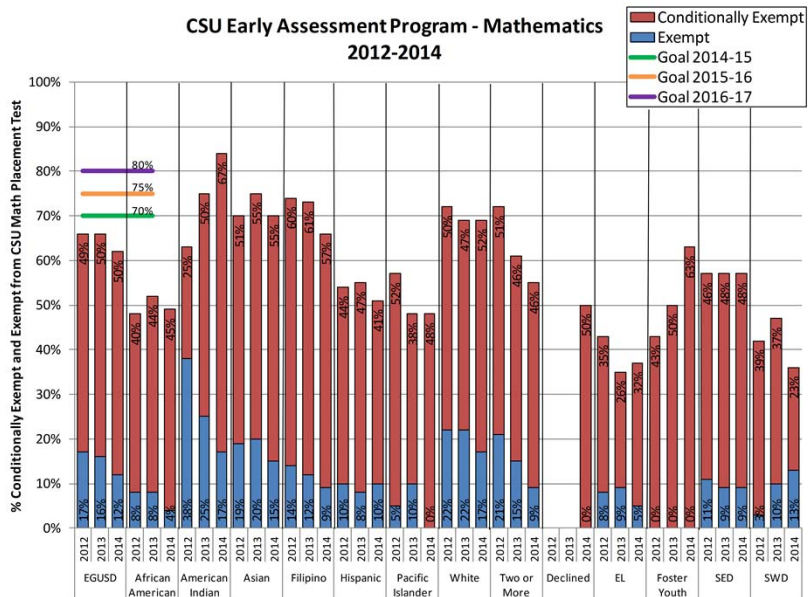
LCAP Focus Goal 1.6: Ensure all students graduate college and career ready
• 2014-15: 70% of students will demonstrate college preparedness(conditional and unconditional) through the EAP in math
• 2015-16: 75% of students will demonstrate college preparedness(conditional and unconditional) through the EAP in math
• 2016-17: 80% of students will demonstrate college preparedness(conditional and unconditional) through the EAP in math

Progress

• 62% of students demonstrated college preparedness (conditional and unconditional) through the EAP in Math in 2013-14
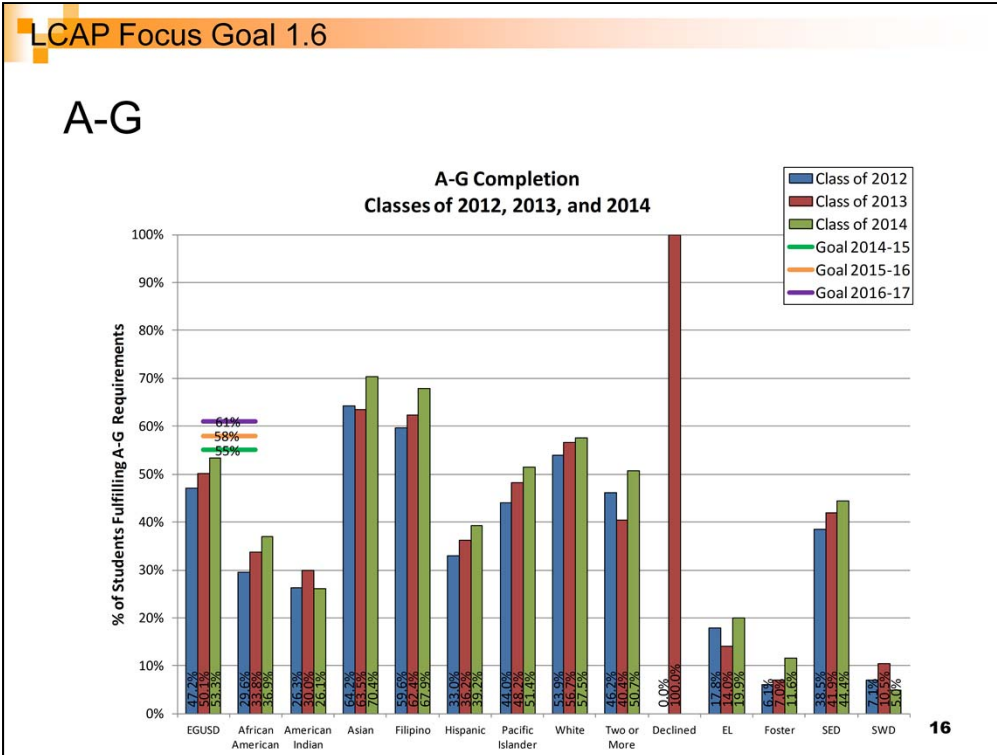
LCAP Focus Goal 1.6: Ensure all students graduate college and career ready
• 2014-15: 55% of students will meet A-G requirements upon graduation
• 2015-16: 58% of students will meet A-G requirements upon graduation
• 2016-17: 61% of students will meet A-G requirements upon graduation

Progress
• 55.3% of students met A-G requirements upon graduation in 2013-14 (Class of 2014)

LCAP Focus Goal 1.6

AP

**Students with AP Scores of 3+**
**2012-2014**

Legend: 2012 · 2013 · 2014 · Goal 2014-15 · Goal 2015-16 · Goal 2016-17

% of Grade 11 and 12 Students with Scores of 3 or Higher

20.0%
18.0%
16.0%

| | EGUSD | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More | Declined | EL | Foster | SED | SWD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2012 | 12.7% | 4.7% | 1.8% | 18.5% | 15.8% | 9.3% | 6.6% | 17.7% | 9.5% | 0.0% | 1.6% | 1.2% | 8.9% | 0.7% |
| 2013 | 14.5% | 4.1% | 5.8% | 21.0% | 15.8% | 10.3% | 5.5% | 21.0% | 11.6% | | 2.0% | 0.0% | 9.4% | 0.5% |
| 2014 | 15.2% | 5.4% | 6.1% | 23.5% | 16.8% | 10.4% | 7.6% | 21.3% | 10.8% | | 2.0% | 0.6% | 9.4% | 0.5% |

17
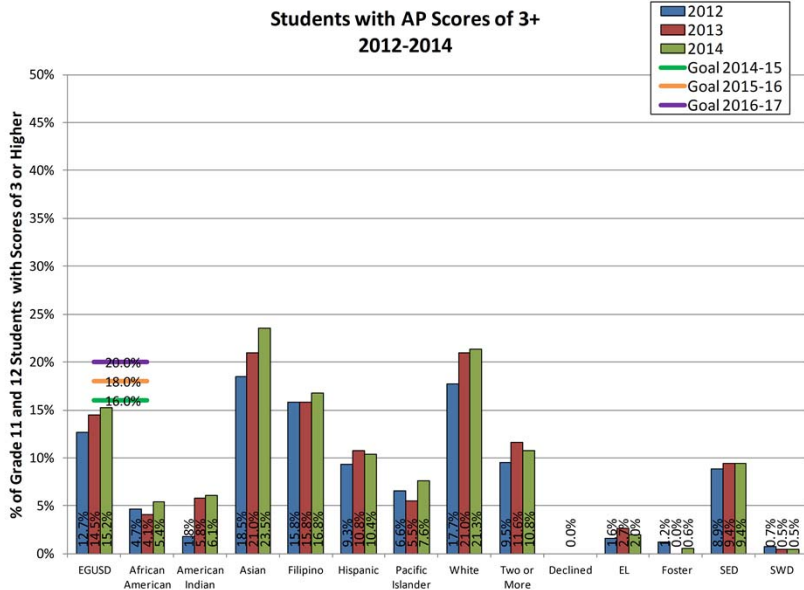
LCAP Focus Goal1.6: Ensure all students graduate college and career ready
• 2014-15: 16% of all grade 11 and 12 students will pass an AP exam with a 3+
• 2015-16: 18% of all grade 11 and 12 students will pass an AP exam with a 3+
• 2016-17: 20% of all grade 11 and 12 students will pass an AP exam with a 3+

Progress
• 15.2% of all grade 11 and 12 students passed an AP exam with a 3+ in 2013-14
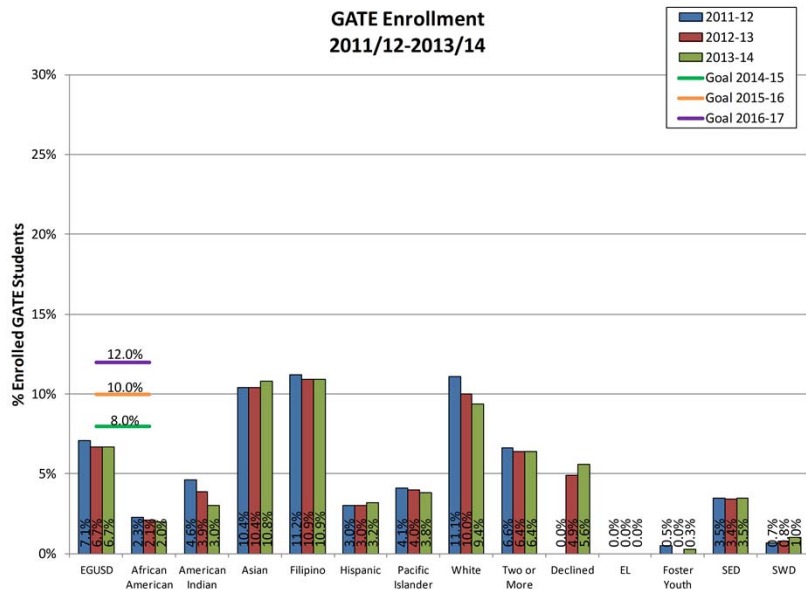
LCAP Focus Goal 1.8: Increase opportunities for K-12 students to participate in enrichment opportunities and advanced coursework (GATE, Honors, AP, IB and Linked Learning programs) with an emphasis on underrepresented students
• 2014-15: 8% of students will participate in GATE
• 2015-16: 10% of students will participate in GATE
• 2016-17: 12% of students will participate in GATE

Progress
• 6.7% of students were identified as GATE in 2013-14

LCAP Focus Goal 1.8: Increase opportunities for K-12 students to participate in enrichment opportunities and advanced coursework (GATE, Honors, AP, IB and Linked Learning programs) with an emphasis on underrepresented students
• 2014-15: 36% of middle and high school students will enroll in Honors courses
• 2015-16: 38% of middle and high school students will enroll in Honors courses
• 2016-17: 40% of middle and high school students will enroll in Honors courses

Progress
• 33.5% of middle and high school student were enroll in Honors courses in 2013-14

LCAP Focus Goal 1.8: Increase opportunities for K-12 students to participate in enrichment opportunities and advanced coursework (GATE, Honors, AP, IB and Linked Learning programs) with an emphasis on underrepresented students
• 2014-15: 36% of middle and high school students will enroll in Honors courses
• 2015-16: 38% of middle and high school students will enroll in Honors courses
• 2016-17: 40% of middle and high school students will enroll in Honors courses

Progress
• 33.5% of middle and high school student were enroll in Honors courses in 2013-14

LCAP Focus Goal 1.8: Increase opportunities for K-12 students to participate in enrichment opportunities and advanced coursework (GATE, Honors, AP, IB and Linked Learning programs) with an emphasis on underrepresented students
• 2014-15: 28% of high school students will enroll in AP/IB courses
• 2015-16: 30% of high school students will enroll in AP/IB courses
• 2016-17: 32% of high school students will enroll in AP/IB courses

Progress
• 26.0% of high school student enrolled in AP/IB courses in 2013-14

## Strategic Goal 1 Metrics to be Collected & Reported

- Focus Goal 1.5
  - On-grade level reading

- Focus Goal 1.6
  - College and Career Readiness
  - CTE Sequence Completion

- Focus Goal 1.7
  - Foster Youth Education Plans

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LCAP Focus Goal 1.5: Ensure all students will be reading on grade level by the completion of 3rd grade
• 2014-15: Establish uniform student baseline on-grade-level reading assessments and measures
• 2015-16: Increase in the number of students reading on grade level by the end of K, 1st, 2nd, and 3rd grade by 5%
• 2016-17: Increase in the number of students reading on grade level by the end of K, 1st, 2nd, and 3rd grade by 5%

Progress
• Work group convened to implement literacy program, discussions held on establishment of uniform student baseline on-grade-level reading assessments and measures

LCAP Focus Goal 1.6: Ensure all students graduate college and career ready
• 2014-15: Establish college and career readiness criteria for graduation based on SBE and PSAA criteria for API
• 2015-16: Increase by 5% the number of students meeting college and career readiness criteria upon graduation
• 2016-17: Increase by additional 5% the number of students meeting college and career readiness criteria upon graduation

Progress
• Monitored SBE/PSAA's API discussions and established a graduate profile.

LCAP Focus Goal 1.6: Ensure all students graduate college and career ready
• 2014-15: Establish student baseline for CTE sequence completion
• 2015-16: 10% increase in CTE sequence completion
• 2016-17: 10% increase in CTE sequence completion

Progress
• CTE sequence data was systematically reviewed and aligned in SISWeb.

LCAP Focus Goal 1.7: Ensure all Foster Youth have educational plans (FYEP)
• 2014-15: Establish a process to develop FYEP for all Foster Youth
• 2015-16: Pilot the FYEP process
• 2016-17: 90% of foster youth will have FYEPs in place

Progress
• Discussions occurred on establishing a process to develop FYEP for all Foster Youth

## Strategic Goal 2

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

- Focus Goal 2.1: Students will benefit from teachers using assessment data to guide instruction.
  - Progress: The Assessment Action Team was convened to determine district wide policies and practices for the implementation and use of interim assessments.

- Focus Goal 2.2: Through continuous evaluation of program implementation, ensure all EL students have access to research-based EL instructional strategies.
  - Progress: EL observation/walkthrough forms were implemented in all schools, and end of year measures will be calculated to determine program implementation.

- Focus Goal 2.3: Through continuous evaluation of program implementation, ensure all students have access to CCSS, ELD and NGSS research-based instructional strategies.
  - Progress: Teachers were provided additional materials and training on CCSS curriculum and assessments, and professional learning opportunities were assessed through survey research.

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LCAP Focus Goal 2.1: Students will benefit from teachers using assessment data to guide instruction
- 2014-15: Implement the use of interim assessments
- 2015-16: Monitor and assess the use of interim assessments
- 2016-17: Monitor and assess the use of interim assessments

Progress
- The Assessment Action Team was convened to determine district wide policies and practices for the implementation and use of interim assessments.

LCAP Focus Goal 2.2: Through continuous evaluation of program implementation, ensure all EL students have access to research-based EL instructional strategies
- 2014-15: Measure program implementation through EL walkthrough forms and observation of strategies
- 2015-16: Monitor, adjust and refine to continuously improve EL instruction
- 2016-17: Monitor, adjust and refine to continuously improve EL instruction

Progress
- EL observation/walkthrough forms were implemented in all schools, and end of year measures will be calculated to determine program implementation.

LCAP Focus Goal 2.3: Through continuous evaluation of program implementation, ensure all students have access to CCSS, ELD and NGSS research-based instructional strategies
- 2014-15: Students will benefit from continuously improved CCSS, ELD and NBSS standards aligned instruction
- 2015-16: Monitor, adjust and refine to continuously improve CCSS, ELD and NGSS standards instruction
- 2016-17: Monitor, adjust and refine to continuously improve CCSS, ELD and NGSS standards instruction

Progress
- Teachers were provided additional materials and training on CCSS curriculum and assessments, and professional learning opportunities were assessed through survey research.

# Strategic Goal 3

**All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.**
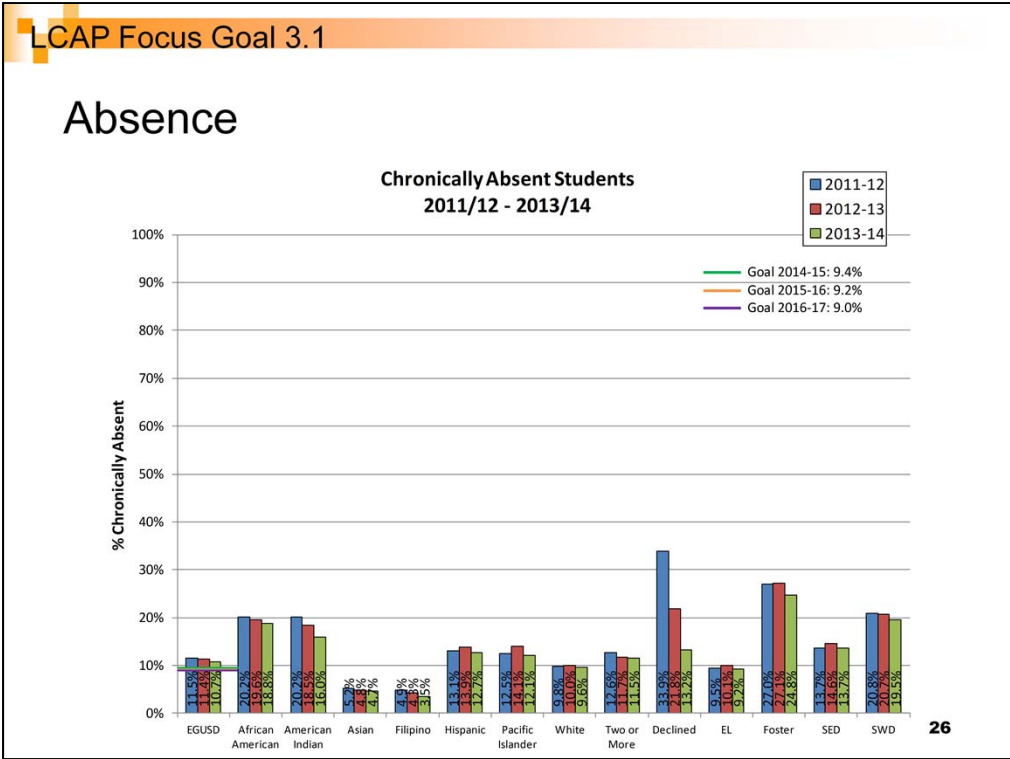
- Focus Goal 3.1: Increase the attendance of students.
  - Progress:
    - Chronic absenteeism was 10.7% in 2013-14.
    - Attendance rate was 96.1% in 2013-14.
    - Middle school dropout rate was 0.23% in 2013-14.
    - Obtained consensus and agreement to conduct CHKS survey in all schools in Fall 2015 to capture student connectedness.
    - Modified measures to collect from parents and developing measures for school staff.

- Focus Goal 3.2: Decrease rates of suspension/expulsion for identified students to mirror the general student population.
  - Progress:
    - Decreased overall suspension rate to 9.2% in 2013-14.
    - Decreased overall expulsion numbers to 33 students in 2013-14.

- Focus Goal 3.3: Increase promotion and graduation rates for identified students.
  - Progress:
    - Summer school implemented in 2014 to provide opportunities for credit recovery and enrichment.
    - 88.1% of students graduated high school on time for the Class of 2013.
    - 99.6% of students promoted from 8th to 9th grade in 2013-14.
    - High school cohort dropout rate decreased to 5.4% for the Class of 2013.

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# Strategic Goal 3, continued

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

- Focus Goal 3.4: Ensure all students have access to clean, safe and well-maintained facilities, including appropriate technology.
  - Progress:
    - 100% of students had access to wireless technology in 2013-14.
    - 100% of students had clean, safe, and well-maintained facilities as measured by the FIT Tool in 2013-14.

- Focus Goal 3.5: Increase collaboration between the District and entities providing care, support and services for foster youth to support socio-emotional development.
  - Progress: Discussions occurred on establishing a communication plan.

- Focus Goal 3.6: Improve the health and safety for students, staff and families on school campuses.
  - Progress: All students, staff and families had access to AEDs at schools to help ensure their health and safety.

# Absence



**Chronically Absent Students 2011/12 - 2013/14**

Legend:
- 2011-12
- 2012-13
- 2013-14
- Goal 2014-15: 9.4%
- Goal 2015-16: 9.2%
- Goal 2016-17: 9.0%

Y-axis: % Chronically Absent

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LCAP Focus Goal 3.1: Increase the attendance of students
- 2014-15: Decrease chronic absenteeism to 9.4%
- 2015-16: Decrease chronic absenteeism to 9.2%
- 2016-17: Decrease chronic absenteeism to 9.0%

Progress
- Chronic absenteeism was 10.7% in 2013-14

## Attendance

**Attendance Rate**
**2011/12 - 2013/14**

Legend:
- 2011-12
- 2012-13
- 2013-14
- Goal 2014-15
- Goal 2015-16
- Goal 2016-17

96.1%   96.2%   96.3%

Y-axis: Attendance Rate (0% to 100%)

X-axis categories: EGUSD, African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, White, Two or More, Declined, EL, Foster, SED, SWD

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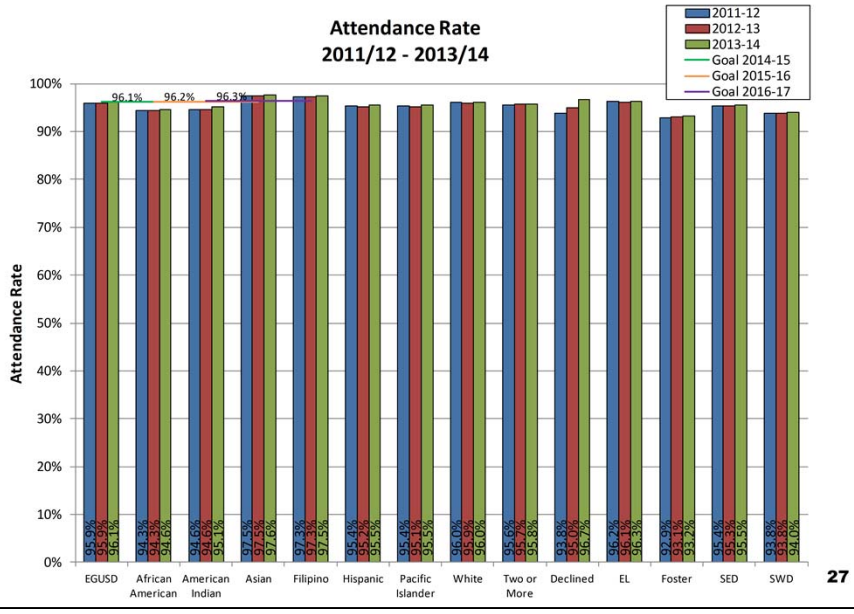
LCAP Focus Goal 3.1: Increase the attendance of students
- 2014-15: Increase attendance rate to 96.1%
- 2015-16: Increase attendance rate to 96.2%
- 2016-17: Increase attendance rate to 96.3%

Progress
- Attendance rate was 96.1% in 2013-14

# Middle School Dropouts

**Middle School Dropouts**
**2010/11 - 2012/13**
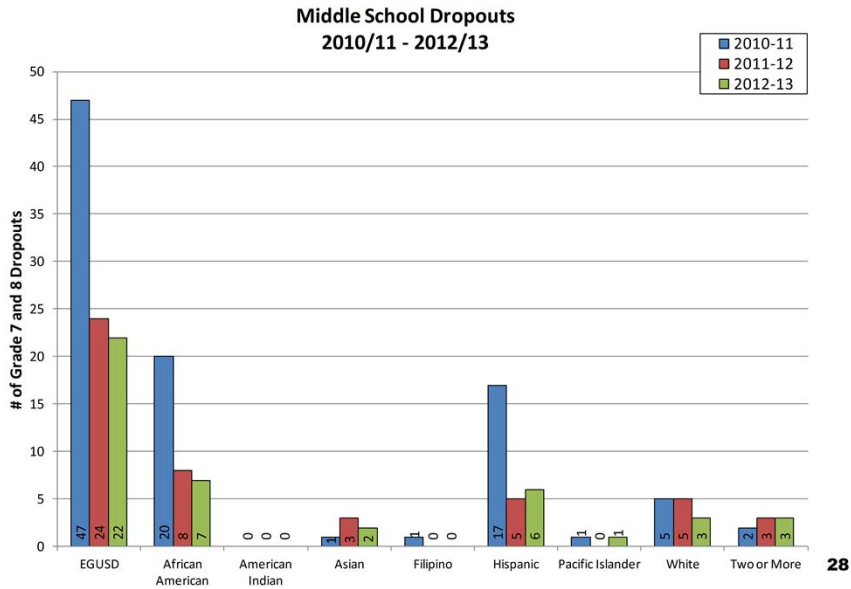


LCAP Focus Goal 3.1: Increase the attendance of students
- 2014-15: Decrease middle school dropout rate to 0.22%
- 2015-16: Decrease middle school dropout rate to 0.20%
- 2016-17: Decrease middle school dropout rate to 0.18%

Progress
- Middle school dropout rate was 0.23% in 2013-14
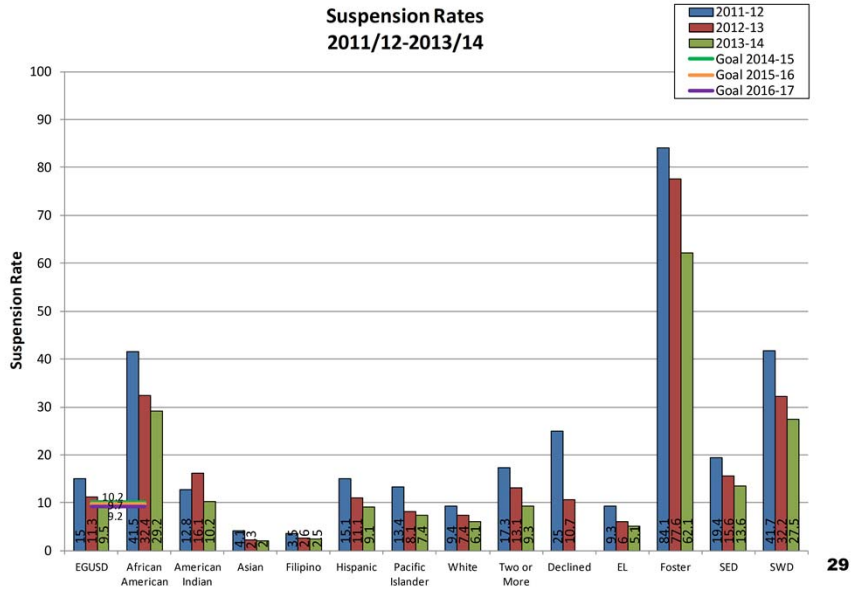
LCAP Focus Goal 3.2: Decrease rates of suspension/expulsion for identified students to mirror the general student population
• 2014-15: Decrease overall suspension rate to 10.2%
• 2015-16: Decrease overall suspension rate to 9.7%
• 2016-17: Decrease overall suspension rate to 9.2%

Progress
• Decreased overall suspension rate to 9.2% in 2013-14
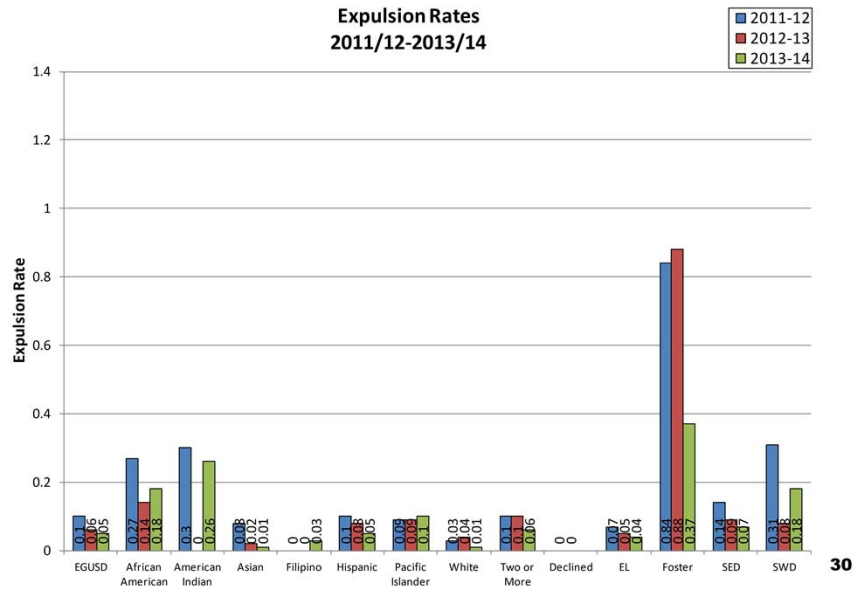
LCAP Focus Goal 3.2: Decrease rates of suspension/expulsion for identified students to mirror the general student population
• 2014-15: Decrease overall expulsion numbers by 5% to 34 students
• 2015-16: Decrease overall expulsion number to 30 students
• 2016-17: Decrease overall expulsion number to 26 students

Progress
• Decreased overall expulsion numbers to 33 students in 2013-14
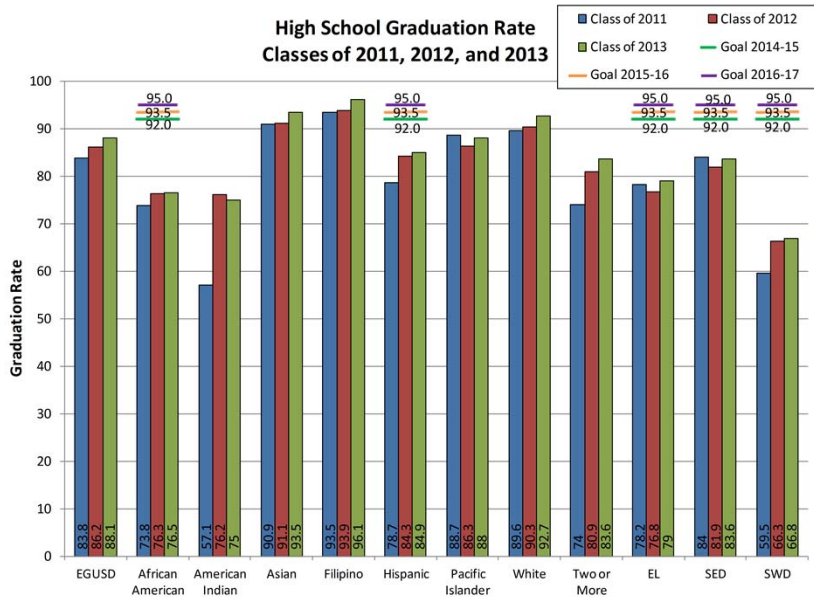
LCAP Focus Goal 3.3: Increase promotion and graduation rates for identified students
• 2014-15: Increase high school graduation and 8th grade promotion rates for all students with an emphasis on credit deficient students
• 2015-16: Increase by 2% high school graduation and 8th grade promotion rate
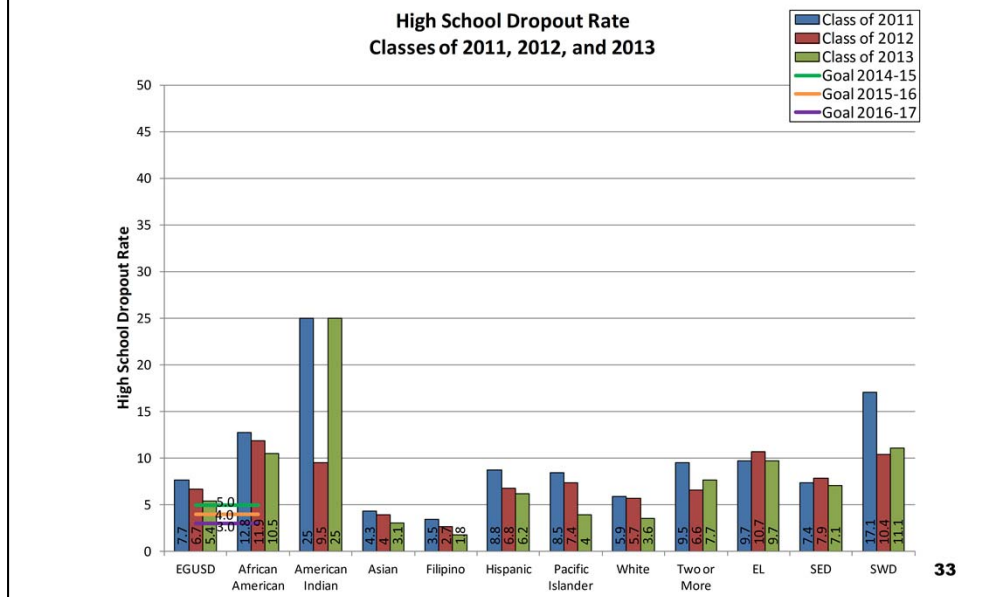• 2016-17: Increase by 2% high school graduation and 8th grade promotion rate

Progress
• Summer school implemented in 2014 to provide opportunities for credit recovery and enrichment.

LCAP Focus Goal 3.3: Increase promotion and graduation rates for identified students
• 2014-15: 92% of students will graduate high school on time
• 2015-16: 93.5% of students will graduate high school on time
• 2016-17: 95% of students will graduate high school on time

Progress
• 88.1% of students graduated high school on time for the Class of 2013

**8th Grade Promotion**
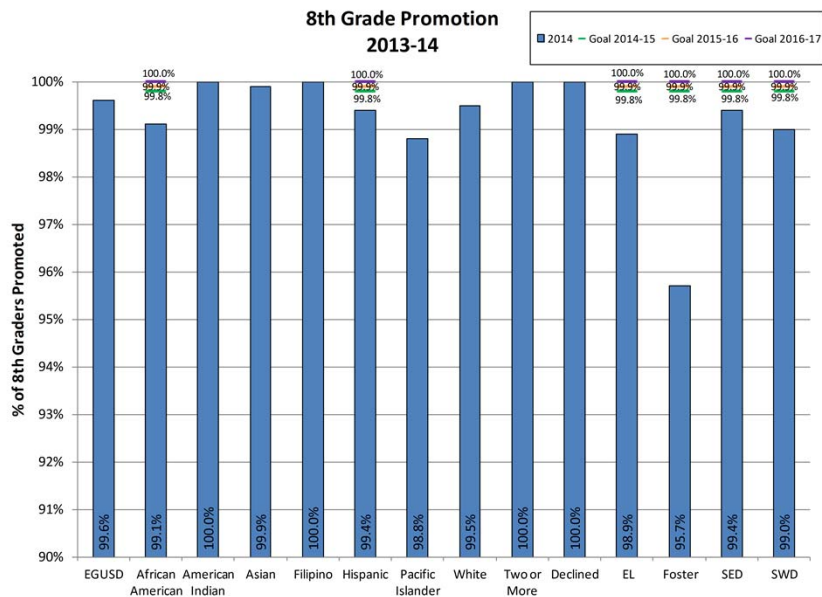
LCAP Focus Goal 3.3: Increase promotion and graduation rates for identified students
• 2014-15: Increase high school graduation and 8th grade promotion rates for all students with an emphasis on credit deficient students
• 2015-16: Increase by 2% high school graduation and 8th grade promotion rate
• 2016-17: Increase by 2% high school graduation and 8th grade promotion rate

LCAP Focus Goal 3.3: Increase promotion and graduation rates for identified students
• 2014-15: 99.8% of students will promote from 8th to 9th grade
• 2015-16: 99.9% of students will promote from 8th to 9th grade
• 2016-17: 100% of students will promote from 8th to 9th grade

Progress
• 99.6% of students promoted from 8th to 9th grade in 2013-14

LCAP Focus Goal 3.3: Increase promotion and graduation rates for identified students
• 2014-15: Decrease high school cohort dropout rate to 5%
• 2015-16: Decrease high school cohort dropout rate to 4%
• 2016-17: Decrease high school cohort dropout rate to 3%

Progress
• High school cohort dropout rate decreased to 5.4% for the Class of 2013
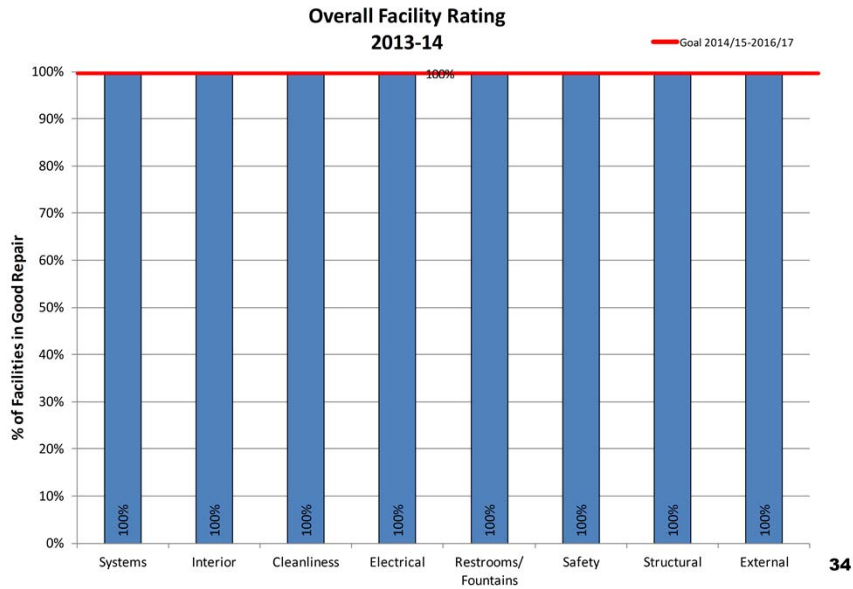
LCAP Focus Goal 3.4: Ensure all students have access to clean, safe and well-maintained facilities, including appropriate technology
• 2014-15: 100% of students will have access to wireless technology and clean, safe, and well-maintained facilities as measured by the FIT tool
• 2015-16: 100% of students will have access to wireless technology and clean, safe, and well-maintained facilities as measured by the FIT tool
• 2016-17: 100% of students will have access to wireless technology and clean, safe, and well-maintained facilities as measured by the FIT tool

Progress
• 100% of students had access to wireless technology in 2013-14

• 100% of students had clean, safe, and well-maintained facilities as measured by the FIT Tool in 2013-14

LCAP Focus Goal 3.1: Increase the attendance of students
• 2014-15:  Measure and establish baseline for student connectedness
• 2015-16:  Increase student connectedness
• 2016-17:  Increase student connectedness

Progress
• Obtained consensus and agreement to conduct CHKS survey in all schools in Fall 2015 to capture student connectedness
• Modified measures to collect from parents and developing measures for school staff.

LCAP Focus Goal 3.5: Increase collaboration between the District and entities providing care, support and services for foster youth to support socio-emotional development
• 2014-15:  Establish a communication plan to notify advocates and other entities providing support to foster youth regarding the assignment of home suspension
• 2015-16:  95% of the known advocates who represent foster youth enrolled in EGUSD will be notified weekly of an administered home suspension
• 2016-17:  100% of the known advocates who represent foster youth enrolled in EGUSD will be notified weekly of an administered home suspension

Progress
• Discussions occurred on establishing a communication plan.

LCAP Focus Goal 3.6: Improve the health and safety for students, staff and families on school campuses
• 2014-15:  All students, staff and families will have access to resources and services to ensure their health and safety.
• 2015-16:  All students, staff and families will have access to resources and services to ensure their health and safety.
• 2016-17:  All students, staff and families will have access to resources and services to ensure their health and safety.

Progress
• All students, staff and families had access to AEDs at schools to help ensure their health and safety.

## Strategic Goal 4

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

- Focus Goal 4.1: Increase the number and types of opportunities for parents to meaningfully participate in the education of all students, with emphasis on identified subgroups.
  - Progress: Parent engagement funds were provided to schools and a survey will be administered in late Spring to measure and establish a baseline on the number of participants and opportunities.

- Focus Goal 4.2: Increase partnerships with community agencies, businesses and institutions of higher learning to support students' achievements and college and career readiness.
  - Progress: Data collection procedures were established to capture 2014-15 measures on community/business partnerships, participation in work-based learning, and college credit.

- Focus Goal 4.3: Increase the participation of foster parents and community partners in the district Foster Youth advisory committee.
  - Progress: Discussions occurred to establish protocols of the Foster Youth Advisory Committee.

36

LCAP Focus Goal 4.1: Increase the number and types of opportunities for parents to meaningfully participate in the education of all students, with emphasis on identified subgroups
• 2014-15:  Measure and establish a baseline on the number of participants and the types of activities, decision making opportunities, and educational opportunities offered to families
• 2015-16:  20% increase in the number of participants and the types of activities, decision making opportunities, and educational opportunities offered to families
• 2016-17:  20% increase in the number of participants and the types of activities, decision making opportunities, and educational opportunities offered to families

Progress

• Parent engagement funds were provided to schools and a survey will be administered in late Spring to measure and establish a baseline on the number of participants and opportunities.

LCAP Focus Goal 4.2: Increase partnerships with community agencies, businesses and institutions of higher learning to support students' achievements and college and career readiness
• 2014-15: High school students participating in work-based learning activities including businesses and community partners
• 2015-16: Increase by 5% the number of high school students participating in work-based learning activities involving business and community partners
• 2016-17: Increase by an additional 5% the number of high school students participating in work-based learning activities involving business and community partners

LCAP Focus Goal 4.2: Increase partnerships with community agencies, businesses and institutions of higher learning to support students' achievements and college and career readiness
• 2014-15:  Increase the number of high school students earning a minimum of 3 units of college credit while in high school
• 2015-16:  Increase by 5% the number of high school students earning a minimum of 3 units of college credit while in high school
• 2016-17:  Increase by an additional 5% the number of high school students earning a minimum of 3 units of college credit while in high school

LCAP Focus Goal 4.2: Increase partnerships with community agencies, businesses and institutions of higher learning to support students' achievement and college and career readiness
• 2014-15:  Measure and establish baseline data for: community agencies and business partnerships
• 2015-16:  Increase by 10% the number of community partnerships
• 2016-17:  Increase by 10% the number of community partnerships

Progress

• Data collection procedures were established to capture 2014-15 measures on community/business partnerships, participation in work-based learning, and college credit.

LCAP Focus Goal 4.3: Increase the participation of foster parents and community partners in the district Foster Youth advisory committee
• 2014-15:  Establish protocols of the Foster Youth advisory committee including strategies to increase Foster Youth parent and community partner membership
• 2015-16:  10% increase in the membership of the Foster Youth advisory committee
• 2016-17:  10% increase in the membership of the Foster Youth advisory committee

Progress
• Discussions occurred to establish protocols of the Foster Youth Advisory Committee

| | |
|---|---|
| **Board Agenda Item** | Agenda Item No: _____ *8* _____ |
| | Supplement No. _____ |
| | Meeting Date_____ **April 7, 2015**_____ |

| | |
|---|---|
| <u>Subject</u>: | <u>Division</u>:_____ **Facilities and Planning**_____ |
| **Facilities Master Plan Update** | |

**<u>Action Requested</u>:**

The Board of Education is asked to receive a presentation on the on-going development of the Facilities Master Plan update.

**<u>Discussion</u>:**

A facilities master plan provides a framework and broad-based system for coordination and development of district-wide and individual facility needs. It anticipates future needs, defines characteristics of facilities which are needed to support the District's educational mission, and identifies the funding and resources needed to implement needed projects.

The Elk Grove Unified School District first adopted a Facilities Master Plan (FMP) in 1974. Since then, revisions and updates have been made periodically in line with the growth of the community and changes in the facilities needed to support instruction. Consistent with historical practices and industry norms the Facilities and Planning Staff is once again undertaking the process of updating the District's FMP. This vast and comprehensive process includes district-wide facility condition assessments, growth analysis, enrollment and capacity projections, compilation of data, policy and practice review, and the incorporation of stakeholder, developer, and local jurisdictional input.

This presentation will combine a summary of the future growth needs and resulting school facilities needed to serve new populations within our District as well as a review of the recently completed Facilities Condition Assessment and modernization analyses.

It is the intent of Staff to begin a process moving forward to work with the Board, stakeholders, and community to develop each component of the FMP in more detail. This can be conducted in future specific workshops and/or community forums etc.

**<u>Financial Summary</u>:** Developer fees, Mello-Roos, state funding

| | | |
|---|---|---|
| Prepared By: _____ William Heinicke WH | Division Approval: _____ Robert Pierce | |
| Prepared By: _____ | Superintendent Approval: _____ Christopher R. Hoffman | |

| Board Agenda Item | Agenda Item No: ___9___ |
|---|---|
| | Supplement No. _____ |
| | Meeting Date _____ **April 7, 2015** |

**Subject:**                                                    Department: <u>Technology Services</u>

## Online Board Agendas

**Action Requested:**

Discussion and Action for using AgendaOnline by CSBA.

**Discussion:**

The Board is asked to discuss and take action on staff's recommendation (Board Meeting Discussion Item 3/17/15) to implement the Phased-In approach for converting the current agenda management process to AgendaOnline by CSBA.

Phased-In Approach

- Pilot Team: 2 board members, Superintendent, Board Secretary and 2 cabinet members
- Conduct meetings in hybrid mode- online and paper
- Work out logistical, technical and work-flow issues on small scale
- Gather feedback from pilot team, update training and procedural documentation
- Train all staff after pilot and move to full implementation

**Financial Summary:**

Phased-In Cost: $11,500                    Full-Implementation: $31,000 (Includes Phased-In costs)

ON-GOING COSTS

CSBA Subscription Cost (yearly) = $3,000            Laptop replacement (every 3-4 years) = $25,500

Prepared By: ___Steve Mate___          Division Approval: _____

Prepared By: __Steve Mate__          Superintendent Approval: _____

# ELK GROVE UNIFIED SCHOOL DISTRICT

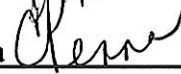Agenda Item No: _10_

| Board Agenda Item |

Supplement No. _____

Meeting Date: _April 7, 2015_

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**Subject:**

**Board Resolution – National School Library Week**

Division: PreK-6 and Secondary Education

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**Action Requested:**

The Board of Education is requested to approve a resolution proclaiming April 12 – 18, 2015 as National School Library Week.

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**Discussion:**

It is essential to continue our acknowledgement of their valuable contributions and recognize all library workers, including librarians, school support staff and several others who make library services possible for our students.

This national observance was first initiated in 1958 by the American Library Association (ALA) to celebrate the contributions of our nation's libraries and to promote library use and support of all types of libraries, such as school, public, and academic, all who continue to do more with less funding. Library staff help students and families discover the world through collections and digital resources. They provide help with homework, job searches, and research.

Annually, National Library Week is celebrated throughout the month of April and libraries host special events to highlight the unique role libraries play in people's lives. This year's theme is: **"Unlimited possibilites @ your library ®."**

Celebrations during National Library Week include: <u>National Library Workers Day</u> (April 14, 2015); <u>National Bookmobile Day</u> (April 15, 2015); and <u>Celebrate Teen Literature Day</u> (April 16, 2015).

This evening we ask that special recognition is extended to our school libraries during the week of April 12-18, 2015.

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**Financial Summary**

N/A

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**Prepared By:** <u>Donna Cherry</u>          **Division Approval:** _____

**Prepared By:** <u>Christina Penna</u>          **Superintendent Approval:** _____

146.0215.136

ELK GROVE UNIFIED SCHOOL DISTRICT
ELK GROVE, CALIFORNIA

RESOLUTION NO. 56 , 2014 - 2015

## NATIONAL SCHOOL LIBRARY WEEK

**WHEREAS,** the Elk Grove Unified School District library programs support students in their quest for knowledge and provides them with access to a wide variety of educational materials such as books, magazines, audio and video materials; and

**WHEREAS,** libraries provide millions of people with the knowledge and information they need to live, learn and work in the 21$^{st}$ Century;

**WHEREAS,** the Nation's school, academic, public, and special libraries make a difference in the lives of millions of people in the United States, today, more than ever;

**WHEREAS,** libraries play a vital role in supporting the quality of life in their communities;

**WHEREAS,** it is important to recognize the unique contributions of all library workers and the value to individuals and society of those contributions;

**WHEREAS,** the potential of a school library program is dependent upon trained library technicians, specialists and dedicated volunteers whose skills assist teachers and students in effectively using the wide range of information resources; and

**WHEREAS,** it is important that special recognition be given to school library programs and to those dedicated people whose work makes library programs possible in the Elk Grove Unified School District;

**NOW, BE IT RESOLVED,** that the Governing Board of the Elk Grove Unified School District, hereby declares and proclaims the week of **April 12 – 18, 2015,** as **NATIONAL SCHOOL LIBRARY WEEK.**
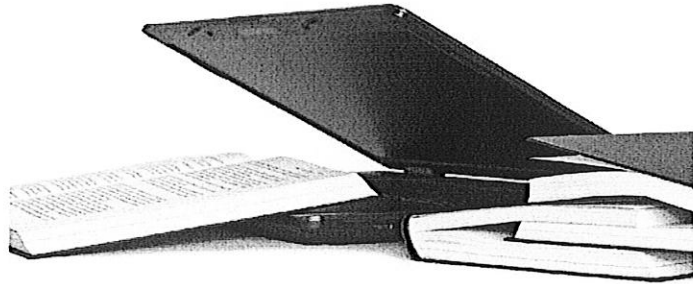
_____
CHRISTOPHER R. HOFFMAN, SUPERINTENDENT
AND SECRETARY to the GOVERNING BOARD
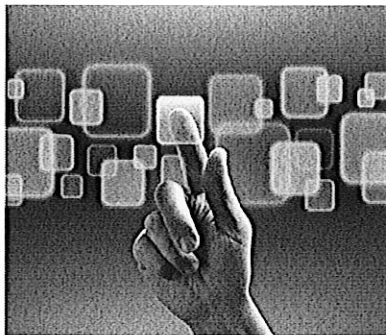of the ELK GROVE UNIFIED SCHOOL DISTRICT

DATE: April 7, 2015

146.0215.136

# Student Achievement through School Libraries

Presented to the Elk Grove Unified School District Board of Education
by
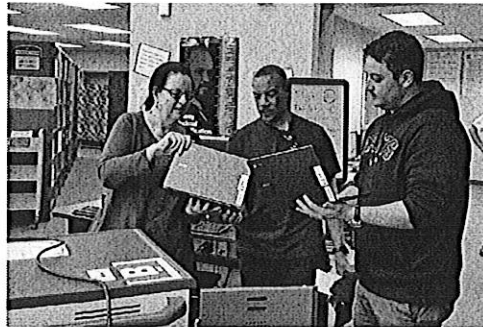Audrey Conway, Annette Klein, Karin Ledford, Ruth Scribner and Sally White

# Library Vision

Prepare all learners to apply literacy skills in a technologically advanced world.

To achieve our vision, Library Media Teachers collaborate with colleagues to offer high-quality instruction and services that support student achievement.



Our objective is to teach students how to access and evaluate information and to use and integrate that information in an ethical manner
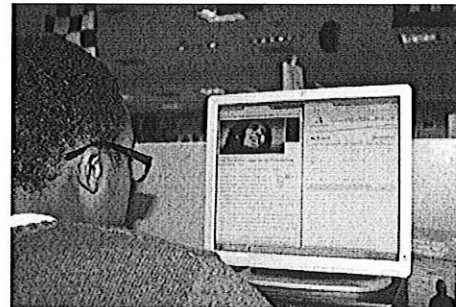


to result in a creative and functional product.

To that end, teacher librarians offer a program that

- Allows access to resources in the library and at home

- Provides 21st Century Skills instruction

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- Presents instruction in the effective, responsible and ethical use of technology

- Assists classroom teachers with developing curriculum and in selecting resources

- Respects the diversity of our school community by providing access to culturally rich and ethnically diverse resources

- Fosters critical and creative thinking through a variety of formats and encourages reading for enjoyment.
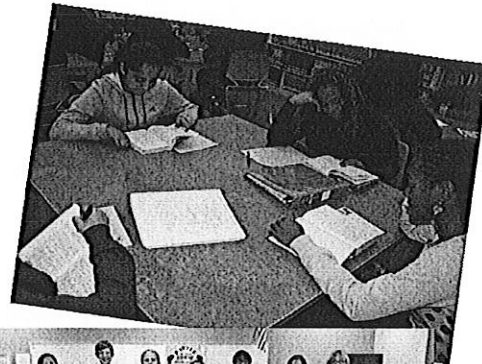


- Is supported by technical support staff

- Is lead by a credentialed librarian who serves the school site as an instructional leader in research and technology.

- The library program is dynamic, evolving as goals are achieved and new goals are set.

- Changes will reflect current trends to prepare students for college and careers.

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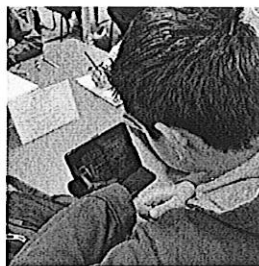
"School libraries are essential learning resources and librarians are the 'guides inside' our schools, leading everyday teaching and learning toward methods and outcomes that best prepare our students for the challenges of the 21st century."

**Bernie Trilling**
**Global Director**
**Oracle Education Foundation, 2010**

Subject: Approval of Minutes                    Department: Board of Education

Action Requested: Approve minutes of the regular board meeting held March 17, 2015.

Discussion:

Financial Summary:

Prepared By: _____ Department Approval: _____

Prepared By: _____ Superintendent Approval: Christopher R. Hoffman

| **Board Agenda Item** |
|---|

Agenda Item No: ___12___

Supplement No. _____

Meeting Date _April 7, 2015_____

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**Subject:** Personnel Actions                    **Division:** Human Resources

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**Action Requested:**

Recommend the Board of Education approve the personnel actions as attached.

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**Discussion:**

## CERTIFICATED:

APPROVE:

1.    New Hire(s) [7]
2.    Leave(s) of Absence
3.    Resignation(s)
4.    Retirement(s)
5.    Returning from Leave(s) of Absence

## CLASSIFIED:

APPROVE:

1.    New Hire(s) [14]
2.    Leave(s) of Absence
3.    Promotion(s)
4.    Resignation(s)
5.    Retirement(s)
6.    Status Change(s)

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**Financial Summary:**

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**Prepared by:** Bindy Grewal, Ed.D.            **Departmental Approval:** Brandon Krueger, Ed.D.

**Prepared by:** Evelyn Laluan                **Superintendent Approval:** Christopher R. Hoffman

# ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No. _____13_____

| Board Agenda Item | Supplement No. _____ |

Meeting Date __April 7, 2015__

**Subject:**

Certification of Administrator's Competence to Evaluate

**Department:** Curriculum and Professional Learning

**Action Requested:**

The Board of Education is requested to grant Certification of Administrator's Competence to Evaluate to the below newly-hired district administrator who has successfully completed the District's training process.

**Discussion:**

The District provides training to all newly-hired administrators to certify their competence to evaluate employees. Following Education Code 35160.5, Requirement of District Policies for Competency of Personnel Assigned to Evaluate and Board Policy 4115.1, Certification of Administrator's Competence to Evaluate, the District uses the following process to certify each administrator's competence to evaluate:

1. Individual instruction or attendance at a series of workshops on evaluation processes and procedures;
2. Demonstration of effective evaluation skills as certified by a trained observer who is a certificated manager.

The following administrator has successfully completed the administrative training process and is being recommended to obtain their Certification of Administrator's Competence to Evaluate:

Aaron Christensen, Student Services
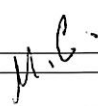
**Financial Summary:**

N/A

| Prepared By: ___Anna Trunnell___ | Division Approval: ___Mark Cerutti___ |
| Prepared By: _____ | Superintendent's Approval: ___Christopher R. Hoffman___ |

Agenda Item No.: **14A**

**Board Agenda Item**

Supplement No.:_____

Meeting Date:_____ **April 7, 2015**

| | |
|---|---|
| **Subject:** | **Department: Human Resources** |

Variable Term Credential Waiver

**Action Requested:**

The Board is asked to approve a Variable Term Waiver for Rouel Nepomuceno, Jr. as a Japanese Teacher at Franklin High School.

**Discussion:**

Franklin High School is requesting a credential waiver be granted for Rouel Nepomuceno, Jr. for the 2014/2015 school year.

Mr. Nepomuceno holds a Bachelor's Degree in Japanese from CSU Sacramento and has had prior teaching experience as a graduate assistant for his Japanese Professor.

The variable term waiver will allow Mr. Nepomuceno the time needed to enroll in a credentialing program to pursue a Single Subject Japanese credential.

**Financial Summary:**

No fiscal impact.

Prepared By: _Bindy Grewal, Ed.D._     **Division Approval:** _____ Brandon Krueger, Ed.D.____

Prepared By: _____     **Superintendent Approval:** _____ Christopher R. Hoffman____

ELK GROVE UNIFIED SCHOOL DISTRICT

| **Board Agenda Item** |
|---|

Supplement No.: _____

Meeting Date: _____ **April 7, 2015**

**Subject:**

Variable Term Credential Waiver

**Department: Human Resources**

**Action Requested:**

The Board is asked to approve a Variable Term Waiver for Reynaldo De Jesus as a Spanish Teacher at Cosumnes Oaks High School.
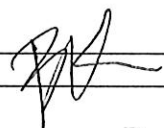
**Discussion:**

Cosumnes Oaks High School is requesting a credential waiver be granted for Reynaldo De Jesus for the 2014/2015 school year.

Mr. De Jesus is a current substitute for the Elk Grove Unified School District and has taught prior Spanish 1 courses. He holds a Bachelor's Degree in Liberal Studies from CSU Hayward and is fluent in Spanish.

The variable term waiver will allow Mr. De Jesus the time needed to enroll in a credentialing program to pursue a Single Subject Spanish credential.

**Financial Summary:**

No fiscal impact.

Prepared By: _Bindy Grewal, Ed.D._____   Division Approval: _____ Brandon Krueger, Ed.D._____

Prepared By: _____   Superintendent Approval: _____ Christopher R. Hoffman

# ELK GROVE UNIFIED SCHOOL DISTRICT

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|---|---|
| **Board Agenda Item** | Agenda Item No: ___15___ |
| | Supplement No. _____ |
| | Meeting Date **April 7, 2015** |

**Subject:**

APPROVAL OF PURCHASE ORDER HISTORY.                    Department: Finance & School Support

**Action Requested:**

The Board of Education is asked to approve purchase orders for the weeks of February 20, 2015 through March 12, 2015.

**Discussion:**

The Purchase Order History and Cost Modifications for the month of February 20, 2015 through March 12, 2015 are listed below. The purchase orders are on file in the Purchasing Department if you wish to review them.

Encumbrances:

| Fund | Purchase Orders Issued | Purchase Order Encumbrance Costs |
|---|---|---|
| 01 General | 655 | $ 1,051,818.90 |
| 09 Charter School Funds | 7 | $ 37,202.22 |
| 11 Adult Education Fund | 9 | $ 19,205.38 |
| 12 Child Development Fund | 27 | $ 4,165.68 |
| 13 Cafeteria Special Revenue Fund | 6 | $ 34,923.49 |
| 25 Capital Facilities Fund | 2 | $ 29,200.00 |
| 35 State School Facilities Fund | 12 | $ 142,937.81 |
| 49 Special Projects Fund | 3 | $ 6,853.96 |
| 67 Self Insurance Fund | 5 | $ 149,232.47 |
| **Total Encumbrances** | | **$ 1,475,539.91** |

Modifications:

| Fund | Purchase Orders Modified | Purchase Order Modification Costs |
|---|---|---|
| 01 General | 42 | $ 1,221,662.26 |
| 11 Adult Education Fund | 4 | $ 9,076.00 |
| 12 Child Development Fund | 1 | $ 45,918.00 |
| 13 Cafeteria Special Revenue Fund | 5 | $ 136,000.00 |
| 14 Deferred Maintenance Fund | 1 | $ 500.00 |
| 35 State School Facilities Fund | 3 | $ 59,405.00 |
| **Total Modifications** | | **$ 1,472,561.26** |
| **Financial Summary Grand Total** | | **$ 2,948,101.17** |

Prepared By: _____

Prepared By: Ruth Dew _____

Division Approval: Rich Fagan _____

Superintendent Approval: Christopher R. Hoffman _____

# ELK GROVE UNIFIED SCHOOL DISTRICT

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|---|---|
| **Board Agenda Item** | Agenda Item No: __16A__ |
| | Supplement No. _____ |
| | Meeting Date **April 7, 2015** |

**Subject:**
DISPOSAL OF OBSOLETE/SURPLUS PROPERTY.

Department: __Finance & School Support__

**Action Requested:**

The Board of Education is asked to authorize the disposal of Obsolete/Surplus Property.

**Discussion:**

Pursuant to Section 39521 of the Education Code, the Board of Education is asked to authorize Ruth Dew, Director of Purchasing & Warehouse to surplus and/or dispose of these items.

All computers have been deemed uneconomical to repair by the Technology Services Department. Per Technology Services, all sensitive data and/or licenses have been removed form hard drives prior to being picked up from the department/site.

We have engaged local non-profits in an effort to determine their interest in refurbishing these computers to be redistributed to students of need. To date, we have seen no interest since most usable parts are removed prior to disposal.

Records of these items are in the Purchasing & Warehouse Department should you need to review them.

| | | | |
|---|---|---|---|
| Desktop Computers: | 2359 | Office Furniture/Equipment: | 65 |
| Monitors: | 49 | Classroom Furniture/Equipment: | 137 |
| Printers: | 115 | Audio-Visual: | 246 |
| Food & Nutrition Services: | 3 | Laptop Computers | 5 |
| Industrial Technology Equip. | 4 | Maintenance/Transportation/Police | 9 |
| Keyboards/Mouse/CD Rom | 35 | | |

**Financial Summary:**

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.

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|---|---|
| Prepared By: _(signature)_ | Division Approval: Rich Fagan _(signature)_ |
| Prepared By: Ruth Dew | Superintendent Approval: Christopher R. Hoffman _(signature)_ |

| | |
|---|---|
| **Board Agenda Item** | Agenda Item No: __16B__ |
| | Supplement No. _____ |
| | Meeting Date __April 7, 2015__ |

**Subject:**

DISPOSAL OF OBSOLETE/SURPLUS PROPERTY.

**Department:** Finance & School Support

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**Action Requested:**

The Board of Education is asked to authorize the surplus of thirty one (31) obsolete school buses.

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**Discussion:**

The transportation Department would like to surplus thirty one (31) school buses on the attached list that are not economically feasible to operate. The buses will be used as a trade-in for on (1) new bus.

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**Financial Summary:**

The District will receive one new bus as a trade in for 31 obsolete school buses. Approximate value of new bus $136,000.00

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**Prepared By:** _____

**Prepared By:** **Ruth Dew** _____

**Division Approval:** Rich Fagan _____

**Superintendent Approval:** Christopher R. Hoffman _____

| | | | Trade-in buses | | |
|---|---|---|---|---|---|
| Bus # | V.I.N. | License | Mfg | Year | Mileage |
| 101 | 1T7M4V790K1665794 | E074952 | Thomas | 1988 | 369,328 |
| 102 | 1T7M4V798K1666806 | E074943 | Thomas | 1988 | 451,215 |
| 103 | 1T7M4V798K1667308 | E074945 | Thomas | 1988 | 387,247 |
| 104 | 1T7M4V792K1668809 | E074944 | Thomas | 1988 | 425,895 |
| 105 | 1T7M4V793K1669810 | E074954 | Thomas | 1988 | 457,873 |
| 106 | 1T7M4V79XK1670811 | E074953 | Thomas | 1988 | 381,565 |
| 107 | 1T7M4V798K1671813 | E074947 | Thomas | 1988 | 412,552 |
| 108 | 1T7M4V790K1672812 | E074946 | Thomas | 1988 | 448,823 |
| 109 | 1T7M4V799K1673814 | E074948 | Thomas | 1988 | 358,566 |
| 110 | 1T7M4V792K1674805 | E074949 | Thomas | 1988 | 391,470 |
| 111 | 1T7M4V793K1675820 | E074950 | Thomas | 1988 | 377,366 |
| 112 | 1T7M4V79XK1676821 | E074951 | Thomas | 1988 | 437,998 |
| 115 | 1T7M4V888L1894053 | E330120 | Thomas | 1990 | 429,383 |
| 116 | 1T7M4V882L1895084 | E330132 | Thomas | 1990 | 406,204 |
| 117 | 1T7M4V882L1903300 | E337325 | Thomas | 1990 | 471,848 |
| 118 | 1T7M4V880L1897285 | E337330 | Thomas | 1990 | 413,984 |
| 119 | 1T7M4V889L1898287 | E337326 | Thomas | 1990 | 505,892 |
| 120 | 1T7M4V881L1899305 | E337329 | Thomas | 1990 | 477,260 |
| 122 | 1T7M4V886L1901291 | E337342 | Thomas | 1990 | 472,475 |
| 123 | 1T7M4V889L1900295 | E337344 | Thomas | 1990 | 491,126 |
| 125 | 1T7M4V958M1026110 | E344471 | Thomas | 1991 | 487,749 |
| 126 | 1T7M4V957M1021092 | E344467 | Thomas | 1991 | 456,273 |
| 127 | 1T7M4V959M1023099 | E344470 | Thomas | 1991 | 474,100 |
| 128 | 1T7M4V95XM1027114 | E344475 | Thomas | 1991 | 480,005 |
| 130 | 1T7M4V95XM1032135 | E344466 | Thomas | 1991 | 454,665 |
| 132 | 1T7M4V95XM1033138 | E344462 | Thomas | 1991 | 423,803 |
| 134 | 1T7M4V95XM1028117 | E344463 | Thomas | 1991 | 484,914 |
| 135 | 1T7M4V957M1022095 | E344468 | Thomas | 1991 | 466,317 |
| 138 | 1T7M4V95XM1030126 | E344465 | Thomas | 1991 | 541,668 |
| 139 | 1T75T4B26N1111546 | E362651 | Thomas | 1992 | 470,452 |
| 142 | 1BABMBFA6NF051302 | E373332 | Bluebird | 1992 | 197,921 |

In exchange for Qty (1) one New Blue Bird Transit Diesel School Bus purchased off of the Waterford Unified School District co-op Piggyback bid – Sales price of $135,524.77 each + sales tax - at no additional cost:
Stock #15S099
Body #F457409
VIN # 1BABNBCA9GF318792

# ELK GROVE UNIFIED SCHOOL DISTRICT

| | |
|---|---|
| **Board Agenda Item** | Agenda Item No: ___17___ |
| | Supplement No. _____ |
| | Meeting Date: April 7, 2015 |

**Subject:** Acceptance of Gifts      **Department:** Fiscal Services

**Action Requested:**

The Board is asked to accept the following donations to the District's schools/programs.

**Discussion:**

| Item | Donor | School/Program | Requested Use | Value | Date Received |
|---|---|---|---|---|---|
| Cash Donation | Target | Franklin High School | Principal's discretion | $221.10 | 2/19/2015 |
| Cash Donation | Raley's | Franklin High School | Principal's discretion | $509.35 | 2/19/2015 |
| Cash Donation | Recycle America | Franklin High School | Principal's discretion | $73.00 | 2/19/2015 |
| Cash Donation | Target | Laguna Creek High School | Principal's discretion | $396.78 | 2/18/2015 |
| 750 Mat Boards | Jim's Framing | Cosumnes Oaks High School | Classroom use | $750.00 | 2/23/2015 |
| Cash Donation | Wells Fargo Foundation Matching Gift Campaign | Helen Carr Castello Elementary School | Principal's discretion | $230.76 | 3/6/2015 |
| Cash Donation | Wells Fargo Community Support Campaign | Helen Carr Castello Elementary School | Principal's discretion | $230.76 | 3/6/2015 |
| School Supplies | Robert Mustain | Helen Carr Castello Elementary School | Classroom use | $145.70 | 3/10/2015 |
| Cash Donation | Target | Cosumnes Oaks High School | Principal's discretion | $143.50 | 2/20/2015 |
| Cash Donation | Nugget Markets | Cosumnes Oaks High School | Principal's discretion | $38.71 | 2/20/2015 |
| Cash Donation | Raley's | Cosumnes Oaks High School | Principal's discretion | $411.40 | 2/20/2015 |
| 6 Chromebooks | DonorsChoose.org | Cosumnes River Elementary School | Classroom use | $2,000.00 | 2/26/2015 |
| 5 Chromebooks | DonorsChoose.org | Anna Kirchgater Elementary School | Classroom use (Ms. Martin) | $1,399.65 | 1/16/2015 |

| | | | |
|---|---|---|---|
| **Prepared By:** | Carrie Hargis _Carrie Hargis_ | **Division Approval:** | Rich Fagan |
| **Prepared By:** | _____ | **Superintendent Approval:** | Christopher R. Hoffman |

# ELK GROVE UNIFIED SCHOOL DISTRICT

| | Agenda Item No: | 18 |
|---|---|---|
| **Board Agenda Item** | Supplement No. | |
| | Meeting Date: | April 7, 2015 |

**Subject:**

Ratification of Contracts

**Department:**

Fiscal Services

**Action Requested:**

The Board is asked to ratify contracts which have been signed by authorized district staff, in accordance with Board Policy 3312-Contracts.

**Discussion:**

Under current Board Policy 3312 "contracts under the bid limits can be approved by the Designated Personnel, subject to Board ratification." Staff recommends that the Board ratify the contracts on the attached sheet, which are under the bid limit of $86,000 and have been approved by authorized district staff.

Copies of the contracts are on file with Fiscal Services, should you wish to review them in detail.

**Financial Summary:**

Please see funding information provided on attached schedule.

| | | | |
|---|---|---|---|
| **Prepared By:** | Carrie Hargis *Carrie Hargis* | **Division Approval:** | Rich Fagan |
| **Prepared By:** | | **Superintendent Approval:** | Christopher R. Hoffman |

# April 7, 2015 Board of Education Meeting
## Agenda Item – Ratification of Contracts
Contracts under bid limit authorized through 3/18/2015

| | Agreement With | Services Provided | Term of Agreement | Department | Funding Source | Amount |
|---|---|---|---|---|---|---|
| 1. | Follett School Solutions, Inc. | Amendment to Follet's Destiny Resource management agreement – to include Elitha Donner Elementary School | 2/9/15 – 2/8/16 | Technology Services | Microsoft voucher funds | $3,184.19 Year 1, $785.19 Year 2 and beyond |
| 2. | Follett School Solutions, Inc. | Amendment to Follet's Destiny Resource management agreement – to include Stone Lake Elementary School | 2/9/15 – 2/8/16 | Technology Services | Stone Lake Elementary School PTO funds | $3,184.19 Year 1, $785.19 Year 2 and beyond |
| 3. | USA Student Travel | Educational Disney Youth Educational Series (YES) fieldtrip to Anaheim for Elk Grove Charter School | 5/6/15 – 5/8/15 | Secondary Education | Elk Grove Charter School funds | $23,561.00 |
| 4. | People Reaching Out | Students Reaching Out (SRO) and People Reaching Out (PRO) mentoring at Valley High School | 3/2/15 – 6/30/15 | Secondary Education | Summer School/ Extended School Year funds | $5,000.00 |
| *5. | Regina Rosenzweig (Independent Contractor Agreement) – addendum to 12/9/14 BAI #31, item #17 | Project GLAD training at Union House Elementary School | 1/20/15 – 1/23/15 | Learning Support Services | Title I grant funds | Increase of $387.50 to total of $8,787.50 |
| *6. | Patrick Simpkins (Independent Contractor Agreement) | Instructional services for Always Learning EGACE tax preparation classes | 2/1/15 – 6/30/15 | Adult Education | Always Learning student fees | Greater amount of $25/hour or 40% of student fees collected |
| *7. | Christine deGuzman (Independent Contractor Agreement) | Mindfulness course at John Ehrhardt Elementary School | 1/13/15 – 3/5/15 | Curriculum and Professional Learning | Title II grant funds | $900.00 |
| 8. | Selvage Media | Presentation and Q&A on cyberbullying, sexting, social media, and digital lives of youth for Sheldon High School | 3/11/15 – 3/11/15 | Learning Support Services | General Fund (unrestricted) | $600.00 |
| 9. | Six Flags Discovery Kingdom | Purchase of tickets and meals for LCHS GETA students | 4/9/15 – 4/9/15 | Secondary Education | California Partnership Academy funds | $1,000.00 |
| 10. | UC Davis American Indian Recruitment and Retention (AIRR) | Cultural instruction and tutoring | 3/10/15 – 6/30/15 | Learning Support Services | N/A | N/A |

*Independent Contractor Agreement

# ELK GROVE UNIFIED SCHOOL DISTRICT
Fiscal Services

## April 7, 2015 Board of Education Meeting
## Agenda Item – Ratification of Contracts
Contracts under bid limit authorized through 3/18/2015

| | Agreement With | Services Provided | Term of Agreement | Department | Funding Source | Amount |
|---|---|---|---|---|---|---|
| 11. | eSchool Solutions | SmartFind Express (substitute employee management system) | 2/1/15 – 1/31/16 | Human Resources | General Fund (unrestricted) | $45,786.50 |
| 12. | Big Brother Big Sister (BBBS-SAC) | Mentoring programs and services at Charles Mack Elementary School | 3/18/15 – 5/31/15 | Learning Support Services | Title I funds | $10,000.00 |
| 13. | Sacramento County Office of Education | Instructional support services for staff at Prairie Elementary School | 3/18/15 – 6/1/15 | Learning Support Services | Title I funds | $6,525.00 |
| 14. | SAS | Statistics software | 3/18/15 – 12/14/15 | Research and Evaluation | General Fund (unrestricted) | $5,236.19 |
| 15. | Catalyst for Change | Guest speaker services | 2/21/15 – 2/21/15 | Student Support and Health Services | Foster Youth funds | $1,500.00 |
| 16. | CASE Programs, Inc. | Keyboard instruction, character and social skills, and community enrichment at Charles Mack Elementary School | 3/1/15 – 7/31/15 | Learning Support Services | After school grant funds | $900.00 |
| *17. | Kathryn Wyffels (Independent Contractor Agreement) – amended for new amount from BAI 12/9/14, item #16 | Project GLAD training at Union House Elementary School | 12/2/14 – 1/23/15 | Learning Support Services | Title I grant funds | Increase of $387.50 to total of $8,787.50 |
| *18. | Jonathan Dueck (Independent Contractor Agreement) | Professional learning for preschool teachers | 4/1/15 – 4/30/15 | PreK-6 Education | Child Development funds | $600.00 |
| *19. | Catherine Christo (Independent Contractor Agreement) | Inservice re: Pattern of Strengths and Weaknesses | 5/18/15 – 5/18/15 | Student Support and Health Services | MediCal Billing funds | $2,500 |
| 20. | National Geographic Learning/Cengage Learning | EL pilot program at Sheldon High School | 8/1/15 – 1/31/16 | Learning Support Services | N/A | N/A |

*Independent Contractor Agreement

# ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: _____

| Board Agenda Item | Supplement No. _____ |

**Meeting Date:** <u>April 7, 2015</u>

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**Subject:**

Ratification of Non Public School/Non Public Agency (NPS/NPA) Contracts

**Department:** <u>Finance & School Support</u>

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**Action Requested:**

The Board is asked to ratify NPA/NPS contracts which have been signed by authorized district staff, in accordance with Board Policy 3312-Contracts.

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**Discussion:**

On May 6, 2014, the Board of Education approved the 2014-15 Master Contract for Non Public Schools and Non Public Agencies. These contracts are not predetermined, fixed amounts, but rather for hourly or daily rates for services as approved by a students' Individualized Education Plan (IEP). The rates are set by the District. The following agreements were signed by authorized district staff and staff is requesting Board ratification:

| Provider Name | PO# | Estimated Amount |
|---|---|---|
| Edgewood San Francisco | # 506302 | $ 28,000.00 |
| Edgewood San Francisco | # 506303 | $ 25,000.00 |

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**Financial Summary:**

Costs are funded from Special Education.

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**Prepared By:** _(signature)_

**Prepared By:** Ruth Dew

**Division Approval:** Rich Fagan _(signature)_

**Superintendent Approval:** Christopher R. Hoffman _(signature)_

Agenda Item No: **20**

| Board Agenda Item |

Supplement No. _____

Meeting Date **April 7, 2015**

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**Subject:**                                                                  Department: Finance & School Support

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO PURCHASE COMPUTER EQUIPMENT, HEWLETT-PACKARD (HP) COMPUTER EQUIPMENT, PERIPHERALS AND RELATED DEVICES, SOFTWARE AND VALUE ADDED SERVICES THROUGH WESTERN STATES CONTRACTING ALLIANCE (WSCA)-NATIONAL ASSOCIATION OF STATE PROCUREMENT OFFICALS (NASPO) CONTRACT.

ALSO, FOR CHROME BOOKS, LENOVO COMPUTERS, ACCESSORIES AND RELATED EQUIPMENT UTILIZING THE NATIONAL JOINT POWERS ALLIANCE CONTRACT #100614.

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**Action Requested:**

The Board of Education is asked to authorize Elk Grove Unified School District Purchasing Department to purchase computer equipment, Hewlett-Packard (HP) computer equipment, peripherals and related devices, software, value added services from WSCA-NASPO, Chrome books, Lenovo computers, accessories and related equipment from NJPA.
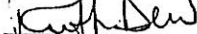
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**Discussion:**

Public Code Section 20118 provides a statutory exception to the competitive bidding requirements set forth in the Public Contract code by allowing districts to utilize cooperative bids by other districts or public entities.

It is in the best interest of the Elk Grove Unified School District to utilize the WSCA-NASP contract #B27164 to purchase:

- HP Computer Equipment
- Peripherals
- Related Devices
- Software
- Value Added Services

Contract expires September 30, 2015

Also utilizing the NJPA contract #10064 issued to CDW Government LLC to purchase:

- Chrome books
- Lenovo Computers
- Accessories

Related equipment Contract expires December 1, 2018

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**Financial Summary:**

Funding source will be budgeted through internal department operations monies.

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Prepared By: _____        Division Approval: Rich Fagan _____

Prepared By: **Ruth Dew** _____        Superintendent Approval: Christopher R. Hoffman _____

# ELK GROVE UNIFIED SCHOOL DISTRICT

| | | |
|---|---|---|
| **Board Agenda Item** | Agenda Item No: | 21 |
| | Supplement No. | |
| | Meeting Date | **April 7, 2015** |

**Subject:**                                                         Department: <u>Finance & School Support</u>

APPROVAL OF THE DISTRICT PURCHASING DEPARTMENT TO PURCHASE STUDENT CLASSROOM FURNITURE AND CAFETERIA TABLES COOPERATIVELY THROUGH A BID SECURED BY GLENDALE UNIFIED SCHOOL DISTRICT AND TEACHER CLASSROOM FURNITURE THROUGH THE COOPERATIVE PURCHASING NETWORK (TCPN).

**Action Requested:**
The Board of Education is asked to authorize Elk Grove Unified School District Purchasing Department to purchase Student Classroom Furniture and Cafeteria Tables cooperatively through a bid secured by Glendale Unified School District. Teacher Classroom Furniture cooperatively through a RFP secured by TCPN for Marion Mix and Dillard Elementary Schools.

**Discussion:**
Public Code Section 20118 provides a statutory exception to the competitive bidding requirements set forth in the Public Contract Code by allowing districts to utilize cooperative bids secured by other districts or public entities for the purchase of materials, supplies and equipment.

It is in the best interest of the Elk Grove Unified School District to utilize the contract and pricing from Glendale Unified School District Bid #P-16 14/15 and TCPN RFP #R4982.

| Bid | Item | Vendor | Manufacturer | Expiration Date |
|---|---|---|---|---|
| Glendale Unified School District Bid #P-16 14/15 | Student Classroom Furniture | School Specialty | Artco-Bell | 2/17/16 |
| Glendale Unified School District Bid #P-16 14/15 | Cafeteria Tables | Contrax Furnishings | AmTab | 2/17/16 |
| TCPN RFP #R4982 | Teacher Classroom Furniture | School Specialty | HON | 4/30/15 New exp. 4/30/18 |
| TCPN RFP #R142208 | Teacher Classroom Furniture | School Specialty | HON | 4/30/15 New exp. 4/30/18 |

**Financial Summary:**
The furniture and equipment purchase will be funded with State Monies, Developer Fees and/or Measure A Monies.

Prepared By: _____          Division Approval: <u>Rich Fagan</u>

Prepared By: **Ruth Dew** _____          Superintendent Approval: <u>Christopher R. Hoffman</u>

| | |
|---|---|
| **Board Agenda Item** | Agenda Item No: **22** |
| | Supplement No. _____ |
| | Meeting Date **April 7, 2015** |

**Subject:**

**Department:** Finance & School Support

**APPROVAL OF THE DISTRICT TO PARTICIPATE IN THE NOR-CAL SCHOOLS JOINT POWERS ASSOCIATION**

**Action Requested:**

The Board of education is asked to authorize Resolution No. **57**, 2014-2015, authorizing the Elk Grove Unified School District to participate in the Nor-Cal Schools Joint Powers Association for the 2015-2016 school year.

**Discussion:**

California Government Code Section 6500 et seq., provides that two or more public agencies may by agreement, jointly exercise common powers. This Agreement is entered into among those public educational agencies as defined in the Agreement.

The District intends to participate in and utilize the Nor-Cal Schools Joint Powers Association bid and/or group volume purchasing system for school supplies, equipment, and other type of commodities when it best meets the need of the District. The Purchasing Department will appoint on representative who shall attend all meetings.

Membership Fee $300.00 per year.

**Financial Summary:**

Funding source will be budgeted through District operational monies.

| | |
|---|---|
| Prepared By: _~Ruth Dew~_ | Division Approval: Rich Fagan |
| Prepared By: **Ruth Dew** | Superintendent Approval: Christopher R. Hoffman |

RESOLUTION NO. _____57_____

## AUTHORIZING THE ELK GROVE UNIFIED SCHOOL DISTRICT TO PARTICIPATE IN THE NOR-CAL SCHOOLS JOINT POWERS ASSOCIATION

**WHEREAS**, California Government Code sections 6500, et seq., provide that two or more public agencies may by agreement, jointly exercise any power common to the contracting party ("Joint Powers Law") and

**WHEREAS**, pursuant to the Joint Powers Law, the school districts are each public agencies and are authorized and empowered to contract for the joint exercise of powers; and

**WHEREAS**, The Nor-Cal Schools Joint Powers Association ("Nor-Cal Schools JPA") has been established to provide cooperative quantity bidding; and

**WHEREAS**, the purpose of the Nor-Cal Schools JPA and duties of each member is enumerated in the Joint Powers Purchasing Agreement, attached hereto as Exhibit A, and the Joint Powers Purchasing Bylaws, attached hereto as Exhibit B.

NOW, THEREFORE, the Board of Education of the Elk Grove Unified School District does hereby resolve as follows:

1. The Board hereby finds that all of the forgoing recitals set forth above are true and correct; and
2. The Board hereby authorizes the District to become a member of the Nor-Cal Schools JPA in accordance with the terms of the Joint Powers Purchasing Agreement ("Agreement") attached hereto as Exhibit A, and the Joint Powers Purchasing Bylaws ("Bylaws"), attached hereto as Exhibit B; and
3. The Superintendent or his designee is hereby authorized and directed, in the name and on behalf of the District, to execute and deliver any and all documents necessary to effectuate the intent and purpose and intent of this Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 1st day of July, 2015.

_____
Bobbie Singh-Allen
President of the Board of Education of
The Elk Grove Unified School District

# ELK GROVE UNIFIED SCHOOL DISTRICT

|  | Agenda Item No: | 23 |
|---|---|---|
| **Board Agenda Item** | Supplement No. | |
|  | Meeting Date: | April 7, 2015 |

| **Subject:** | **Department:** |
|---|---|
| Monterey Trail High School – Associated Student Body Alumni Scholarship Expenditure | Fiscal Services |

**Action Requested**:

The Board of Education is asked to approve the Monterey Trail High School – Associated Student Body Alumni Scholarship.

**Discussion**:

In accordance with Education Code 48930, the Board of Education is asked to approve the following Monterey Trail High School – Associated Student Body Alumni Scholarship Expenditure request.

- **Name of scholarship(s)**: MTHS Alumni Scholarship

- **Number of scholarship(s) and amount(s)**: One (1) scholarship for $1,000 for the 2014-15 school year (amount and number of scholarships may vary over time as source of funds grow) made payable to the student's institution of higher learning and made possible by donations from MTHS alumni and other donors

- **Brief description of scholarship and selection process**: The MTHS Alumni scholarship will be awarded to students that demonstrate creativity, excellence in academics, and an impact on the local community. The selection process will be overseen by the MTHS Alumni Board consisting of alumni and MTHS staff. Applicants create a packet including transcripts, a description of their academic background, and a summary of their involvement in the community. The packet must be submitted by the due date. The packet will consist of:

  o A printed transcript verifying a GPA of 3.5 or higher (unofficial is acceptable);

  o 1 recommendation letter from an MTHS faculty member (not affiliated with the selection process);

  o A document detailing community service of greater than 20 hours;

  o A list of extracurricular activities; and

  o A 2 to 3 page essay addressing one of three prompts that will change yearly and is decided by MTHS Alumni Board members.

  The selection panel is comprised of MTHS alumni, Alkey Pandya and Shahrukh Khawar, and MTHS staff as determined by Mr. Pandya and Mr. Khawar from a list of volunteers. The panel will review the applications and score them according to a rubric. The scholarship winner will be announced at MTHS Senior Awards Night. All 12th graders may apply for the scholarship.

- **Source of funds to provide the scholarship**: MTHS alumni donations and other outside donors

**Financial Summary**:

One $1,000 scholarship paid from Monterey Trail School Associated Student Body Funds made possible by donations from alumni and other donors.

| Prepared By: | Carrie Hargis *Carrie Hargis* | Division Approval: | Rich Fagan |
|---|---|---|---|
| Prepared By: | | Superintendent Approval: | Christopher R. Hoffman |

Agenda Item No. _____24_____

| Board Agenda Item |
|---|

Supplement No. _____

Meeting Date __April 7, 2015__

**Subject:**

**New High School Course**

Department: __Curriculum/Professional Learning__

**Action Requested:**

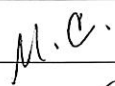The Board of Education is asked to approve the following new high school course.

**Discussion:**

The following course has undergone review and approval by the appropriate steering committee(s), the Curriculum Standards Committee, and has the support of principals.

**Career Technical Education (CTE)**

CTE Sector: Arts, Media, and Entertainment; CTE Pathway: *Production and Managerial Arts*
**Advanced Production and Broadcasting** (Grade 12, 10 Credits). This course replicates the television production workplace in an educational environment. The focus of the class is to produce a regular broadcast for the school community and meet their media production needs. As such, students use all the skills related to digital media production and face consequential decisions related to target audience, accountability, and deadlines. In addition to teaching the application of a digital media skillset, students will learn how to flourish in a collaborative workplace. This course is an opportunity for any student interested in a career in media and/or the film industry or in pursuing the subject with post-secondary studies to deepen their knowledge and improve their skills.
*Prerequisite: Video Production 1 and 2.* Textbook: None assigned

**Financial Summary:**

If approved, this course will be offered using existing FTE.

**Prepared By:** _____Anna Trunnell_____

**Division Approval:** _____Mark Cerutti_____

**Prepared By:** _____

**Superintendent's Approval:** __Christopher R. Hoffman__

Agenda Item No. _____25_____

| Board Agenda Item |

Supplement No. _____

Meeting Date __April 7, 2015____

**Subject:**

**Instructional Materials Adoption**

Department: __Curriculum/Professional Learning____

**Action Requested:**

The Board of Education is requested to adopt the following instructional materials.

**Discussion:**

In accordance with BP 6161.1, the following instructional materials have been reviewed and approved by the appropriate subject-area steering committees, the Curriculum Standards Committee, have the approval of principals, and are being submitted to the Board of Education for adoption.

**SUPPLEMENTAL**

*Kodansha's furigana Japanese Dictionary*, Copyright 2012 by Kodansha USA, Inc. (IB Japanese B SL, Year 2, Grade 12) (Submitted by Laguna Creek High School)

**Financial Summary:**

Supplemental materials are materials that sites may opt to purchase using site funds.

Prepared By: __Anna Trunnell__      Division Approval: _____Mark Cerutti_____

Prepared By: _____      Superintendent's Approval: ___Christopher R. Hoffman____

Agenda Item No: _____ 26

**Board Agenda Item**

Supplement No. _____

Meeting Date <u>April 7 , 2015</u>

**Subject:**
Out-of-State Field trip

Division: <u>Secondary Education</u>

**Action Requested:**

The Board of Education is asked to approve the Out-of-State Field Trips listed below.

**Discussion:**

**As part of its consent agenda, the Board is asked to approve the following out-of-state field trips:**

| School | Field Trip Destination | Field Trip Purpose | Dates of Trips |
|---|---|---|---|
| Laguna Creek High School | Reno, NV | University of Nevada Reno – Jazz Festival | April 24, 2015 |
| Florin High School | Washington D.C. | National FFA Washington Leadership Conference | June 2 - 7, 2015 |

**Financial Summary:**

Prepared By: ___Libby Sidhu___

Division Approval: <u>Christina C. Penna</u>

Prepared By: _____

Superintendent Approval: <u>Christopher R. Hoffman</u>

# ELK GROVE UNIFIED SCHOOL DISTRICT

| | Agenda Item No: _____27_____ |
|---|---|
| **Board Agenda Item** | Supplement No. _____ |
| | Meeting Date __April 7, 2015__ |

| Subject: | Division: __Facilities and Planning__ |
|---|---|

Water Conservation Efforts

**Action Requested:**

The Board of Education is requested to adopt Resolution ___58___ that supports District and regional water conservation efforts.

**Discussion:**

The State of California has experienced four consecutive years of below average rainfall levels. Calendar year 2013 was, at the time, the driest year on record for California, which was unfortunately surpassed by 2014, now the driest year on record. The upcoming summer signifies the fourth summer of a historic drought. Statewide snowpack levels currently range from 16 to 22 percent of average levels and our major reservoirs and lakes continue to be well below capacity and seasonal averages for this time of year. In January of 2014 Governor Brown declared a Drought State of Emergency, which remains in effect today, in so doing urging water conservation efforts by all State agencies, political subdivisions, and residents. Water agencies throughout the Sacramento region have instituted a variety of water conservation measures. The level of water rationing varies from mandatory 20 to 30 percent reductions to 10 to 20 percent voluntary water use reductions depending on the agency. Water agencies reliant on surface water from local rivers and reservoirs have instituted the higher levels of water restrictions while water agencies reliant on primarily groundwater sources have instituted the lower levels of water restrictions. The Governor's State of Emergency urges a 20 percent reduction for school districts which we have achieved and hope to continue moving forward.

Administration is asking the Board of Education to adopt a resolution acknowledging the Drought State of Emergency and to support the District and regional water conservation efforts.

**Financial Summary:** N/A

| Prepared By: _____ | Division Approval: _____Robert Pierce_____ |
|---|---|
| Prepared By: _____ | Superintendent Approval: __Christopher R. Hoffman__ |

**ELK GROVE UNIFIED SCHOOL DISTRICT**
**ELK GROVE, CALIFORNIA**

**RESOLUTION NO.** _58_ **, 2014-15**

**A RESOLUTION OF THE GOVERNING BOARD OF THE ELK GROVE UNIFIED
SCHOOL DISTRICT SUPPORTING REGIONAL WATER CONSERVATION
EFFORTS**

**WHEREAS,** the District intends to adopt Resolution No. _58_, 2014-15, which establishes the District's commitment towards supporting the regional water conservation efforts by reducing water use by 20 percent; and

**WHEREAS,** the District acknowledges the importance of being good stewards of the environment and the importance of working collaboratively with our water purveyors in an effort to conserve water; and

**WHEREAS,** calendar year 2014 is the fourth consecutive year of below average rainfall; and

**WHEREAS,** calendar year 2013 was surpassed by 2014 as the driest year on record in California; and

**WHEREAS,** four consecutive years of drought and historically low rainfall levels have resulted in record low water levels at critical water storage sites; and

**WHEREAS,** current snowpack levels continue to be at historically low levels between 16 and 22 percent of historic averages; and

**WHEREAS,** the District demonstrates its commitment to water conservation by following the water conservation practices as recommended by the California Department of Water Resources Efficient Water Use Guidelines.

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the Elk Grove Unified School District commits to support our water purveyors in their efforts to encourage the community to recognize the environmental circumstances facing the Sacramento region in regards to drought conditions. The Elk Grove Unified School District will take responsible actions to conserve our water usage in respect to the water scarcity situation we are currently facing.

Adopted this 7th day of April, 2015.

Christopher R. Hoffman
Secretary to the Board of Education