

**Galt Joint Union Elementary School District**  
**Board of Education**  
**“Building a Bright Future for All Learners”**

Special Board Meeting and Study Session  
Wednesday, May 15, 2019  
**5:45 p.m. Closed Session**  
**6:00 p.m. Study Session**

Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt CA 95632

# AGENDA

*Anyone may address the Board regarding any item that is within the Board’s subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.*

*Community members and employees may address items on the agenda by filling out a speaker’s request form and giving it to the board meeting assistant prior to the start of that agenda item.*

*Comments are limited to no more than 3 minutes or less pending Board President approval.*

**A. 5:45 p.m. – Closed Session: District Office Conference Room**

**B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

**C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**

**D. Public Comments** for topics not on the agenda

**E. LCAP and Budget Study Session**

2019-20 Refinement to Advance Goals 1-3: Deepen and articulate cradle to career learning efforts with increased clarity and intention.

1. Effective Core first instruction including content connections with NGSS research-based instruction for deeper learning, academic rigor and engagement.
2. Proactive, personalized and coordinated supports and opportunities.
3. Resources Approach:
  - a. Articulate Core best practices with aligned professional learning.
  - b. Maximize people power to address social, emotional and academic needs.

c. Efficient data use, scheduling, improvement processes and procedures.

**F. GJUESD Facilities Efforts and Measure K Implementation (Goal 4)**

1. Continued Facilities Modernization Efforts
2. Developing a Routine Maintenance Schedule
3. Possible Transportation Partnership with City of Galt

**G. Budget and Resources Considerations**

1. State, Federal and Grant Resources Alignment
2. Budget Reserve Policy
3. Increased Projected Reduction to SELPA Special Education Funding: \$750,000 to \$874,695
4. 2019-20 Reductions

**H. LCAP Plan Adjustments**

**I. Board Discussion**

**J. Next Steps**

- A. May 21, 2019: Review Response to LCAP Feedback with Committees
- B. May 31, 2019: Post LCAP for Public Review and Feedback
- C. June 12, 2019: Special Board Meeting for LCAP and Budget Public Hearing
- D. June 26, 2019: Board Meeting for LCAP and Budget Adoption

**K. Attachments:**

1. GJUESD Bright Futures Logic Model
2. 2018-19 Key Refinement Areas
3. Dashboard Results Matrix
4. Performance Indicator Review (PIR) for Special Education
5. May 7, 2019 LCAP Stakeholder Refinement Feedback
6. Budget Reserve Policy Research
7. Grants to Augment LCAP Budget
8. 2018-19 Budget Reductions
9. 2019-20 Budget Reductions
10. LCAP Adjustments

**L. Pending Agenda Items**

1. Technology and Learning
2. School District Properties
3. SELPA
4. Social Media & Board Protocol

**M. Public Comments** for topics not on the agenda

*Public comment should be limited to three minutes or less pending Board President approval.*

**N. Adjournment**

*The next regular meeting of the GJUESD Board of Education: May 22, 2019*

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**Board agenda materials are available for review at the address below.**

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent  
Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt, CA 95632  
(209) 744-4545

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## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 15, 2019	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX <b>Public Hearing:</b>

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
 Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
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Galt Joint Union Elementary School District

# GROWING AND LEARNING TOGETHER

2018-2019

## GOAL 1

*Implement a personalized learning and **strength-based growth plan for every learner** that articulates and transitions to high school learning pathways while closing the achievement gap.*

## GOAL 3

*Processes and measures for **continuous improvement and accountability** are applied throughout the district, including **personalized evaluation** processes for educators.*

***Inspire** learners-  
one plan at a time!*

## GOAL 2

*Implement **California State Standards** in classrooms and other learning spaces through a **variety of blended learning environments** while closing the achievement gap.*

## GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for **21<sup>st</sup> Century Learning**.*



With a sustained vision of Growing And Learning Together, learner strengths, needs, interests and aspirations are acted upon to maximize personalized growth and achievement. The GJUESD Bright Future LCAP describes intentional, research-based efforts to prepare learners for college, career and life success. The school district recognizes capacity building, collaboration and continuous improvement as fundamental elements of educational improvement with additional attention to curriculum coherence and the power of language.

# Key Refinement Areas

1. Content Connections with Powerful Language Use
2. Educator Professional Learning Cycle
3. Proactive, Strengths-based Supports & Opportunities
4. Cradle To Career Articulation







**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 2: Educator Professional Learning Cycle**

Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together). (LCAP Goals 1-3)

Clarifying Elements:

- Rubric reflections,  
Professional Learning Communities
- Problem of Practice
- SWVL video application
- Micro-credentials

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education
  - o One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**California School Dashboard**

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
<b>All Students</b>														
Chronic Absent		orange		red		yellow		green		yellow		orange		orange
Suspension	green	orange	green	orange	blue	blue	green	blue	blue	blue	green	orange	green	orange
ELA	orange	yellow	yellow	green	orange	green	orange	green	green	green	orange	yellow	orange	orange
Math	yellow	yellow	green	green	yellow	green	orange	green	blue	green	yellow	orange	yellow	orange
<b>English Learners</b>														
Chronic Absent		orange		orange		green		yellow		yellow		green		yellow
Suspension	green	orange	blue	orange	blue	blue	yellow	blue	blue	blue	green	yellow	orange	red
ELA	orange	yellow	yellow	yellow	orange	yellow	orange	yellow	yellow	yellow	orange	yellow	red	red
Math	yellow	orange	yellow	green	orange	yellow	orange	yellow	yellow	yellow	yellow	orange	red	red
<b>SED</b>														
Chronic Absent		orange		red		orange		green		green		orange		orange
Suspension	green	yellow	green	yellow	blue	blue	green	blue	blue	green	green	orange	yellow	orange
ELA	orange	yellow	yellow	yellow	orange	yellow	orange	yellow	green	green	orange	yellow	orange	orange
Math	yellow	orange	yellow	green	yellow	yellow	orange	yellow	green	green	yellow	orange	yellow	orange
<b>SWD</b>														
Chronic Absent		orange		red		orange		yellow		orange		orange		yellow
Suspension	yellow	orange	orange	orange	green	yellow	orange	blue	green	yellow	red	red	green	orange
ELA	red	orange	yellow		orange	yellow	red	orange	orange	yellow	red	red	red	red
Math	orange	red	yellow		yellow	yellow	orange	red	yellow	orange	orange	red	orange	red
<b>White</b>														
Chronic Absent		green		red		green		green		orange		orange		yellow
Suspension	green	orange	yellow	orange	blue	blue	blue	blue	blue	yellow	orange	red	green	orange
ELA	yellow	green	yellow	green	orange	blue	orange	blue	blue	green	yellow		green	yellow
Math	green	green	green	green	green	green	yellow	green	blue	blue	yellow		green	yellow
<b>Hispanic</b>														
Chronic Absent		orange		red		yellow		green		orange		orange		orange
Suspension	yellow	orange	blue	orange	blue	blue	orange	blue	green	blue	green	orange	orange	orange
ELA	orange	yellow	yellow	green	orange	yellow	orange	yellow	green	green	yellow	yellow	orange	orange
Math	yellow	orange	yellow	green	yellow	yellow	orange	yellow	green	green	yellow	orange	orange	orange

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.



**California School Dashboard**

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
<b>African American</b>														
Chronic Absent		red												
Suspension	yellow	blue												
ELA	yellow													
Math	yellow													
<b>Asian</b>														
Chronic Absent		orange												
Suspension	blue	orange												
ELA	yellow	blue												
Math	yellow	green												
<b>2 or More Races</b>														
Chronic Absent		yellow												
Suspension	blue	green												
ELA	green	green												
Math	green	green												
<b>Foster</b>														
Chronic Absent														
Suspension	blue													
ELA														
Math														
<b>Homeless</b>														
Chronic Absent		yellow										orange		
Suspension	yellow	green										green		
ELA	orange	orange												
Math	yellow	orange												
<b>Filipino</b>														
Chronic Absent		green												
Suspension	blue	blue												
ELA														
Math														

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.

**Galt Joint Unified School District**  
**Local Level Annual Performance Report 2017-18**

## Local Level Annual Performance Report

Name and Code: Galt Joint Union Elementary, 3467348

SELPA Name and Code: Sacramento County, 3401

Annual Determination 2017-18: Needs Assistance

Enrollment: 3,639

Special Education Percent: 12.6%

School Dashboard: <https://www.caschooldashboard.org/>

### Monitoring Activities 2018-19:

Performance Indicator Review (PIR);

Disproportionality (Dispro);

No.	Indicator	Rate	Target	Target Met?	Monitoring Activities
1	4 Year Cohort Graduation Rate *	NC	>90.0%	NA	NA
2	Dropout Rate *	NC	<11.72%	NA	NA
3	Assessment: ELA Participation	95.7%	>95.0%	Yes	NA
3	Math Participation Rate	95.7%	>95.0%	Yes	NA
3	ELA Achievement Rate	18.3%	>14.9%	Yes	NA
3	Math Achievement Rate	13.2%	>12.6%	Yes	NA
4a	Discipline (>10 days) Rate *	NC	<2.76	Yes	NA
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes	NA
5a	LRE Rate: In Regular Class more than 80%	54.1%	>51.2%	Yes	NA
5b	In Regular Class less than 40%	29.0%	<22.6%	No	PIR
5c	Separate Schools	1.1%	<4.0%	Yes	NA
6a	Preschool LRE: Regular Program	74.5%	>43.8%	Yes	NA
6b	Separate Class	5.9%	<32.4%	Yes	NA
7a	Positive Socio-Emotional Skills Substantially Increased	NC	>72.7%	NA	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	93.1%	>82.1%	Yes	NA
7b	Acquisition of Knowledge/Skills Substantially Increased	NC	>70.0%	NA	NA

No.	Indicator	Rate	Target	Target Met?	Monitoring Activities
7b	Acquisition of Knowledge/Skills Functioning within age expectations	93.5%	>82.5%	Yes	NA
7c	Use of Appropriate Behaviors Substantially Increased	NC	>75.0%	NA	NA
7c	Use of Appropriate Behaviors Functioning within age expectations	90.0%	>79.0%	Yes	NA
8	Parent Involvement Rate	99.9%	>92.0%	Yes	NA
9	Overall Disproportionality Areas	0	0	Yes	NA
10	Disproportionality by Disability Areas	1	0	No	Dispro
11	Rate of Eligibility Determined within 60 days	100.0%	100%	Yes	NA
12	Rate of Part C to Part B Students with Timely IEPs	NC	100%	NA	NA
13	Rate of Students with Transition Goals/Services	NC	100%	NA	NA
14a	Rate of Post School Outcomes: Higher Education	NC	>56.3%	NA	NA
14b	Competitive Employment or Higher Education	NC	>76.4%	NA	NA
14c	Any Employment or Education	NC	>85.0%	NA	NA
NA	Rate of Timely IEPs		0	Yes	NA
NA	Rate of Timely Triennials		0	Yes	NA
NA	LRE Disproportionality Areas		0	Yes	NA
NA	Discipline Disproportionality Areas		0	Yes	NA

\* This is a delayed Indicator and the data is from the 2016-17 school year.

# Local Level Annual Performance Report 2017-18

California Department of Education- Special Education Division

Data, Evaluation and Analysis Unit

Prepared November 2018

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

SELPA: Stands for Special Education Local Plan Area. SELPAs are made up of local educational agencies and county offices of education within particular geographic areas. Small local educational agencies join together so they can provide a full range of services to students with special needs.

PIR: Performance Indicator Review

Dispro: One year disproportionality

DINC: Data Identified Noncompliance

ELA: English Language Arts

## Local Control Accountability Plan Refinement Feedback

Strategy for Refinement: Deepen and articulate *cradle to career* learning efforts with increased clarity and intention.

- A. Effective Core first instruction including content connections with NGSS research-based instruction for deeper learning, academic rigor and engagement.
- B. Proactive, personalized and coordinated supports and opportunities
  1. Articulate Core best practices with aligned professional learning
  2. Maximize people power to address social, emotional and academic needs
  3. Efficiency- data use, scheduling, improvement processes and procedures.

### **Academic Rigor and Expectations**

1. Early foundational reading priority
2. Synchronized SIPPS expectations TK-3
3. Bridge NGSS K-8
4. Bridge CALLI (literacy strategies) grades 6-8
5. Universal sets of data and district-wide expectations considers unique challenges and successes of each school
6. Personalization model important to meet academic expectations
7. Administrative observation teams to calibrate academic expectations
8. STEAM

### **Curriculum Resources**

1. Balancing time and resources use for student/teacher interaction with on-line resources
2. On-going Benchmark training with coaches (Amplify)
3. Technology maintained to support ELA resources: Benchmark and Amplify
4. NGSS Kits maintained with fiscal resources support
5. NGSS Lead Teachers representing each grade level revise and further develop sequences
6. Examine AVID and elements that could begin at 4th grade
7. Second Steps used district-wide
8. Character Counts

### **Services**

1. Role of social worker with MTSS process
2. Targeted tutoring
3. More work with PBIS for school wide systems to support students with social-emotional needs

**Collaboration and PreK High School Articulation**

1. District-wide collaborative resources website
2. Transitions: middle school elective selection with assistance by 6th grade teacher, parent information/meetings for PreK to Elementary, 6th to Middle School
3. Behavior and Consequences Consistencies (K-8)

**Professional Learning and Training**

1. Well-trained IAs
2. Social workers/counselors support social emotional training needs of classified staff
3. Cultural diversity training for educators and office staff to support more welcoming school climate
4. Administrative team observation teams
5. Special education teachers training for ELA and Mathematics
6. 5th Wed. clustered around specific content areas including special education training
7. Teachers collaborate/share through Skype or district-wide PLCs
8. Grade level specific mathematics training
9. Tech. training for teachers: Illuminate, Google, SEESAW (Digital Portfolio)
10. Training for new and beginning teachers that consider interventions and support
11. Parent trainings that help parents learn about different district-wide programs, college system, English classes

**Grants Coordination**

1. Make connections between NGSS, CALLI and CTE grants

**Additional Feedback**

1. Impactful teacher qualities that include taking time with parents to learn their stories, ensuring high expectations, common best practices, flexible seating
2. Higher level of collaboration between schools
3. Notifying parents early when students are identified for intervention supports or MTSS process





*Sacramento County Office of Education has identified six districts that have adopted a reserve level higher than the State minimum of 3%. We have provided you with Board policy related to reserve levels for Natomas, River Delta, Robla, and Twin Rivers.*

### **Natomas Unified School District | BP 3100**

#### Fund Balance

[Section 5] Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the unassigned fund balance, and lastly from the unassigned fund balance.

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties of 9 percent of general fund expenditures and other financing uses.

If the unassigned fund balance falls below this level due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Adopted August 10, 2005

### **River Delta Unified School District | BP 3101**

#### General Philosophy

The district commits itself to the following priorities regarding any budget for any given year:

1. The budget shall be a balanced budget.
2. Reserve funds shall represent no less than five percent of the operating budget. This percentage of reserve funds does not include restricted balances
3. Whenever the reserve funds are less than five percent, the percentage level will be restored at a rate of no less than one percent per year until the five percent level is reached.

Adopted: January 18, 2005

**Robla School District | BP 3100**

Fund Balance

[Section 5] Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to at least two months of general fund operating expenditures, or 17 percent of general fund expenditures and other financing uses.

Adopted: April 23, 2015

**Twin Rivers Unified School District | BP 3100**

Fund Balance

[Section 5] Unassigned fund balance includes amounts that are available for any purpose.

The district's Unassigned General Fund balance will be maintained to provide the district with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. Because amounts in the Nonspendable, Restricted, Committed and Assigned fund balance categories are subject to varying constraints on their use, the Reserve for Economic Uncertainties is considered an Unassigned fund balance.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the Assigned fund balance and lastly, the Unassigned fund balance.

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to at least one month of general fund payroll expenditures, or 6 percent of general fund expenditures and other financing uses.

Adopted: March 18, 2014

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Reserve Levels

Second Interim 2018-2019 (General Fund)

As of January 31, 2019

Districts	State Recommended Percentage Reserve Level	Board Policy Reserve Level	State Recommended Amount	Total Projected Unrestricted Reserve	Projected Reserve Level
Arcohe	4%	10%	221,131	552,828	10.00%
Center	3%		1,568,480	6,316,384	12.08%
Elk Grove	2%		14,767,893	14,800,000	2.00%
Elverta	5%	10%	135,174	270,348	10.00%
Folsom	3%		6,883,335	6,900,000	3.01%
Galt Elem	3%		1,290,265	1,662,148	3.86%
Galt High	3%		894,499	1,490,992	5.00%
Natomas	3%	9%	3,721,037	9,722,841	7.84%
River Delta	3%	5%	751,159	1,934,344	7.73%
Robla	3%	5%	805,816	1,343,028	5.00%
Sac City	2%		11,293,988	32,963,919	5.84%
San Juan	2%		9,565,619	37,043,449	7.75%
Twin Rivers	3%	\$19 million	11,128,125	19,707,261	5.31%

Total

63,026,521

134,707,542

## GJUESD Planning and/or Implementation Grants

- A. Central Valley Foundation Pre-Kindergarten and English Learner
  - \$2.5 million!!!
- B. California Learning and Language Innovation Collaboration (CALLI) Grades 6-8
  - \$10,000
- C. Arts Education with Sacramento County Office of Education (SCOE)
  - SCOE resources to support planning grant
- D. Inclusive Early Education (Preschool and Special Education) Expansion
  - Competitive State Funding with or without County Office (Funding TBD)
- E. Low-Performing Students Block Grant with Mathematics Focus
  - \$300,356
- F. Middle School Foundation Academies Planning Grant for Career Technical Education (grades 5-8)
  - \$50,000
- G. AB 1808 Classified Professional Development Block Grant
  - \$38,365
- H. Next Generation Science Standards (NGSS) Early Implementation Grant
  - \$94,000
- I. Outdoor Science Service Learning
  - Approximately \$40,000 for two years
    - US Bureau of Land Management
    - CA Dept. of Water Resources
    - Ducks Unlimited
    - Canoemobile





## 2018-19 Budget Reductions

- (1) 3.75 Parent Liaison
- (1) 1 hour reduction to the BOA Special Programs at Fairsite
- (2) 3.5 ASES IAs
- (1) 5.5 Math IA
- (4) 6 hour Sp Ed IAs
- (2) 3.92 Sp Ed IAs
- (1) Principal on Special Assignment
- (1) Home Study Teacher
- (1) RSP Teacher at VO
- (1) PE Teacher at MMS
- (2) Regular Ed Teachers
- (1) .4 FTE Newcomer Teacher at MMS
- (2) Coach
- (1) CITI District Administrator
- (1) PLP Secretary position
- (1) Bilingual IA, 3.75 hours
- (1) 3.0 hour cashier
- (1) Maintenance Supervisor (Maintenance, Operations, Transportation Restructure)

### **Additions to Staffing**

- (1) 6 hour Parent Liaison
- (1) Social Worker
- (4) 6 hour Sp Ed IAs (RO(2), VO, MMS)
- (2) 3.5 Sp Ed IA (FS)
- (1) 2 hour Sp Ed IA (MMS)
- (1) Part-time to full-time Groundskeeper
- (1) School Resource Officer (no longer grant funded)



## 2019-20 Budget Reductions

Ray Morgan/printer contract - \$32,400

On-line Frontline Evaluation System not renewed - \$8,000

Early Retirement Savings - \$274,008 (projection)

(1) Contracted Psychologist - \$25,000

(5) Sp Ed IAs - \$120,000

(6) Part-Time BFLC Techs - \$95,401.64

(3) PLP Secretaries - \$146,221.75

(1) 3.0 Hour Food Service Worker - \$9,000

(3) Temporary Teachers - \$183,300 (depending on final enrollment)

### **STRATEGY FOR LCAP REFINEMENT:**

Deepen and articulate *cradle to career* learning efforts with increased clarity and intention.

- A. Effective Core first instruction including content connections with NGSS research-based instruction for deeper learning, academic rigor and engagement.
- B. Proactive, personalized and coordinated supports and opportunities
- C. Improvement Approaches
  - Articulate Core best practices with aligned professional learning
  - Maximize people power to address social, emotional and academic needs
  - Efficiency- data use, scheduling, improvement processes and procedures.

### **LCAP ADJUSTMENTS: IMPLEMENTATION & BUDGET CONSIDERATIONS**

#### **1. Inclusive and coordinated professional learning with cross-cutting content connections for core instruction and strategic or intensive supports.**

- A. Pre-Kindergarten-8th grade alignment to bridge the pedagogy and instructional practices of research based curriculum and resources (NGSS, RALLI/CALL, SIPPS, CALLI Writing, online resources).
- B. Look at the role and strengths of key personnel and maximize staff access to continuous improvement.
- C. Continue to monitor instruction and collect data that analyzes both growth and achievement; maintain the technology needed to deliver instruction.

#### **2. District and site-based classified professional learning opportunities**

- A. With a focus on school safety (physical, social emotional, climate, culture) that is personalized to meet needs of employees in all departments.
- B. Look at the role and strengths of key personnel to provide the training
- C. Maximize staff development days, after school time and pre-service days to provide training.

#### **3. Special Education programs, services and resources more intentionally addressed in the LCAP with a Board approved PIR (Performance Indicator Review) report submitted to CDE.**

- A. Professional development relative areas identified for improvement: ELA, Math, more inclusive practices and discipline.
- B. RSP at each site to support least restrictive environment and intensive intervention; Services provided at students' home schools whenever possible.
- C. Use local and state assessments when setting IEP goals.



**4. Multi-Tiered Systems of Support (MTSS) academic, social-emotional and behavior supports/services more directly included for LCAP implementation.**

- A. Greater emphasis on quality core first instruction in literacy and mathematics.
- B. District-wide articulated implementation of *PBIS* (Positive Behavior Interventions Supports, *Second Step* (SEL and bullying prevention) and *Restorative Practices* strategies; consider implementing *AVID* in elementary.
- C. Role of Social Workers and counselors better defined and maximize use of instructional assistants for ELA and mathematics interventions.
- D. Use common data district-wide that recognizes growth and achievement.

**5. Pre-Kindergarten services strengthened and expanded for English Learners and their families.**

- A. Provides ongoing professional learning that includes research-based parent engagement, NGSS core practices, SEL curriculum and extended learning in School Readiness BFLC after school for children and services for families into the afternoon.
- B. Create community outreach positions that support PreK-8.
- C. Analyze program effectiveness using longitudinal data (PreK-3).

**6. Federal Funding (Title I, II, III, IV) addressed in the LCAP with a Board approved ESSA Addendum submitted to California Department of Education (CDE).**

- A. Supplement professional learning with federal funds principally directed toward high needs learners, school climate and safety and technology development.
- B. Utilize coaches, lead teachers, extended learning supervisor, social workers/counselors and the school resource officer.
- C. Continue to analyze and apply learner growth, achievement and strengths data during grade level PLC meetings, academic conferences and during parent conferencing.

**7. Title III English Learner (EL) funds Board approved in a Title III Addendum submitted to CDE**

- A. Supplemental professional development on research-based English Learner strategies and provide supplemental resources to reinforce designated and integrated English language development.
- B. Utilize coaches and lead teachers to incorporate the EL strategies into all professional learning.
- C. Continue to increase the percentage of ELs meeting reclassification criteria (meets or exceeds ELA standards & advance on the ELPAC) each year.

**8. Augment LCAP state and federal funding through coordinated grant or special funding resources.**

- 5-Year **PreK and English Learner** Central Valley Foundation Grant
- Grades 6-8 California **Learning and Language** Innovation Collaboration (CALLI) Grant
- PreK-8 **Arts Education** Planning to Implementation Grant: SCOE Partnership
- PreK and **Special Education Inclusive Early Education** Expansion with SCOE
- Two Year Low-Performing Students Block Grant: **Mathematics** Focus
- **Next Generation Science Standards** (NGSS) Early Implementation Grant
- **Outdoor Science Education & Service Learning Cosumnes River Partnership**  
Funding: US Bureau of Land Management, CA Dept. of Water Resources, Ducks Unlimited, Canoemobile
- Grades 5-8 Multi-Year Middle School **Career Technical Education** Grant
- AB 1808, **Classified Employee Professional Learning** Block Grant