

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675
BOARD OF TRUSTEES
Special Meeting

October 25, 2017

Closed Session 4:00 p.m.
Open Session 6:00 p.m.

AGENDA

CLOSED SESSION AT 4:00 P.M.

*Trustee Patricia Holloway will be teleconferencing into the meeting from the following location:
180 South Main Street, Ketchum, ID 83340.*

1. CALL TO ORDER

2. CLOSED SESSION COMMENTS

3. CLOSED SESSION (as authorized by law)

A. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Initiation of Litigation - One Case
(Pursuant to Government Code § 54956.9(c))

B. CONFERENCE WITH LABOR NEGOTIATORS

District Negotiators: Kirsten M. Vital/Gordon Amerson/Clark Hampton
Attorney – Anthony DeMarco
Employee Organizations:
1) Capistrano Unified Education Association (CUEA)
2) California School Employees Association (CSEA)
3) Teamsters
(Pursuant to Government Code § 54957.6)

C. PUBLIC EMPLOYMENT AND EVALUATION OF PERFORMANCE

Superintendent
(Pursuant to Government Code § 54957(b))

RECORDING OF SCHOOL BOARD MEETINGS

In accordance with Board Policy 9324, Board Minutes, all Regular School Board Meetings will be audio recorded.

OPEN SESSION AT 6:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

REPORT ON CLOSED SESSION ACTION

BOARD AND SUPERINTENDENT COMMENTS

ORAL COMMUNICATIONS (Non-Agenda Items)

Oral Communications will occur immediately following Board and Superintendent Comments. The total time for Oral Communications shall be twenty (20) minutes. Individual presentations are limited to a maximum of three (3) minutes per individual.

DISCUSSION/ACTION ITEMS

- 1. PRESENTATION REGARDING UPCOMING GOALS FOR 2017-2018 SCHOOL YEAR:**

District staff has aligned all District plans, management evaluations, and site and department work plans to our Wildly Important Goals (WIGs). Tonight staff will present the goals for the 2017-2018 school year.

CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

CUSD WIG 2: Communications – Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

CUSD WIG 3: Facilities – Optimize facilities and learning environments for all students.

Contact: Kirsten M. Vital, Superintendent

Staff Recommendation

It is recommended the Board President recognize Kirsten M. Vital, Superintendent and the Executive Cabinet to present information on this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

INFORMATION/
DISCUSSION
Page 1
EXHIBIT 1
- 2. SMARTER BALANCED ASSESSMENT RESULTS:**

During the Spring of 2017, over 25,000 District students in grades 3 through 8 and grade 11 participated in the Smarter Balanced Assessment (SBA) computerized test as part of the California Assessment of Student Performance and Progress (CAASPP). The assessments measure students' mastery of The State Standards in mathematics and English-language arts/Literacy as well as readiness for college-level work. This item presents a summary of the SBA results.

CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present information on this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

INFORMATION/
DISCUSSION
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EXHIBIT 2
- 3. BOARD PRESENTATION – COLLEGE PROMISE:**

Efforts are underway statewide to expand opportunities to support a greater number of students in being able to access college programs. These efforts are often part of a Promise made between cities, universities, community college districts, and K-12 school districts to provide financial support in the form of free tuition. This Promise would also extend to academic support both in the K-12 setting and while students are attending college to help remove barriers that traditionally prohibit students from attending and/or being successful in college. This presentation is intended to acquaint Trustees with efforts in South Orange County to provide a Promise for K-12 students including those who attend District schools as well as to outline the next steps toward the development of such a program.

CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

INFORMATION/
DISCUSSION
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EXHIBIT 3

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

4. BOARD UPDATE ON PROGRESS OF ENGLISH LEARNERS AND SERVICES PROVIDED:

The Services for English Learners Department provides support and services to ensure the District is in compliance with the legal obligations to serve English learners (EL). The department works in collaboration with other District departments to ensure these obligations are met. The department works in four specific areas: translation and interpretation, assessment and reclassification, support of EL parents and community, and instruction of English learners. This report will share department progress on goals as well as the performance of EL students by school site.

CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

INFORMATION/
DISCUSSION

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EXHIBIT 4

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

5. ESTABLISHING ESENCIA K-8 SCHOOL BOUNDARY AND ASSOCIATED BOUNDARY ADJUSTMENTS:

With the construction of Esencia K-8 School now in progress and scheduled to open for the 2018-2019 school year, the official boundaries will be established for the school and existing boundaries impacted by the new boundary adjustment.

CUSD WIG 3: Facilities – Optimize facilities and learning environments for all students.

Contact: Clark Hampton, Deputy Superintendent, Business and Support Services

DISCUSSION/
ACTION

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EXHIBIT 5

Staff Recommendation

It is recommended the Board President recognize Clark Hampton, Deputy Superintendent, Business and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve the Esencia K-8 school boundary and associated boundary adjustments.

Motion by _____ Seconded by _____

6. FIRST READING - BOARD POLICY 3461, DEBT MANAGEMENT POLICY:

The Board is asked to consider adoption of a debt management policy in accordance with new law effective this year, Government Code § 8855.

CUSD WIG 3: Facilities – Optimize facilities and learning environments for all students.

Contact: Clark Hampton, Deputy Superintendent, Business and Support Services

DISCUSSION/
ACTION

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EXHIBIT 6

Staff Recommendation

It is recommended the Board President recognize Clark Hampton, Deputy Superintendent, Business and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Board Policy 3461, *Debt Management Policy*.

Motion by _____ Seconded by _____

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, NOVEMBER 8, 2017, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

CLOSED SESSION: In accordance with Education Code § 35146 and Government Code § 54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic.

ORAL COMMUNICATIONS (Non-Agenda Items): Regular, scheduled meetings of the Board shall have a portion of each meeting devoted to Oral Communications. Oral Communications, will take place following Special Recognitions. The total time for the Oral Communications portion of regular meetings shall be twenty minutes. Individual presentations are limited to a maximum of three minutes per individual but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. The Board may, however, at its discretion, refer items to the administration for follow-up or place topics on a future Board agenda.

ORAL COMMUNICATIONS (Agenda Items): Members of the public shall also have an opportunity to address the Board on Open Session agenda items before their consideration by the Board. Individual presentations for the Consent Calendar are limited to a maximum of five minutes for all Consent Calendar items. Individual presentations for Discussion/Action agenda items are limited to a maximum of three minutes however; the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers, who wish to address a specific agenda topic. The total time for presentations shall be limited to twenty minutes per agenda topic, unless the Board grants additional time. The Board shall hear all presentations after any staff comments but prior to the formal discussion by Board members of the agenda topic under consideration.

Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic unless otherwise approved by the Board. When addressing a specific item on the agenda, the Board may vote to allow additional public speaker time for an individual Discussion/Action item.

PUBLIC HEARINGS: Any time the Board schedules a separate public hearing on a given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the recommended action at the time of the hearing.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.



GOALS 2017-2018

October 11, 2017

District Vision and Mission



Vision

An unwavering commitment to student success



Mission

To prepare our students to meet the challenges of a rapidly changing world

Wildly Important Goals

- **Teaching and Learning**
Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.
- **Communications**
Communicate with, and engage students, parents, employees, and community members in District wide and community-specific decisions.
- **Facilities**
Optimize facilities and learning environments for all students.

GOALS AND METRICS

CLARK HAMPTON
Deputy Superintendent

BUSINESS SERVICES

Departments

- Fiscal Services
- Purchasing and Contracts
- Insurance and Risk Management
- Transportation
- Facilities
- Technology and Information Services
- Food and Nutrition Services

Business Services Goal Setting and Progress Monitoring

Business Services Goals fall into two categories:

- Performance Goals
 - Metrics that illustrate department work effectiveness and efficiency.
Examples are:
 - Work order response time
 - School lunch participation and satisfaction measurement
- Project Goals
 - Specific projects that occur over a finite period of time
 - Improvement projects, for example
 - New Buildings
 - Efficiency projects, for example
 - New business system
 - Recurring efforts to implement an improved process that will improve a performance goal

Fiscal Services

➤ Project Goals

- Continue Implementation and Refinement of County Business System
 - Develop budget reporting system for all departments
 - Develop training manuals and quick reference materials
 - Implement online Employee Requisition (ER) form
- Refine OpenGov Transparency Portal and Collaboration Website
 - Transfer new fiscal data from QSS to OpenGov
 - Implement other public data reporting options

➤ Performance Goals

- Reserve levels appropriate for fiscal outlook
(minimum of 2% for current and next two fiscal years)

Purchasing and Contracts

➤ Project Goals

- Continue Implementation and Refinement of County Business System
 - Increase speed/tracking of purchase order processing
 - Increase speed/tracking of employee processing
 - reduce workload for Year End Close
 - Enhance capacity in Purchasing department

➤ Performance Goals

- Using new system, benchmark average purchase request/order processing time

Insurance and Risk Management

➤ Project Goals

- Implement employee call in line for workers comp concerns
- Evaluate Corvel as a service provider
- Evaluate additional medical plans at other Orange County districts with lower costs

➤ Performance Goals

- Using Injury Trends, Reduce Workplace Injuries and Time Lost from Work by Providing Training for Employees
 - Determine injury trends
 - Meet with departments regarding workplace safety
 - Align training to trends
- Reduce Workers' Comp claims by 5 percent, from 263 claims to 250 claims
- Reduce days lost per claim from 27.5 to 25 or fewer
- Provide Timely, Informational Open Enrollment Meetings for Employees
 - Reduce error rate during Open Enrollment from 7 percent to 5 percent or less

Transportation

- **Project Goals**
 - Review and recommend bell times and Special Education Program Locations to streamline overall transportation services.
 - Evaluate Business Model to Market Transportation Services
 - Evaluate efficiencies to provide co-curricular (athletics and field trips) transportation
- **Performance Goals**
 - Reduce incidents of speed of >65 miles per hour from 22 to 15
 - Increase on-time delivery by 5% from 92% to 97%
 - Reduce idling time of 44 hours and 48 minutes per year by 5%

Facilities

➤ Project Goals

- Create and Schedule Preventative Maintenance Work Orders in PM Direct
- Complete Tesoro HS two story classroom building (start of school 2018)
- Design and submit ANHS and Newhart MS STEM buildings to DSA

➤ Performance Goals

- Reduce Energy Kilowatt Usage Districtwide per year by 5 percent in Phase 1 and Phase 2 of the Proposition 39
- Reduce Work Order Response time from 35 days to 25 days or less (2016-2017 45 to 35)

Technology and Information Systems

➤ Project Goals

- Provide training at all elementary sites in digital literacy teaching and assessment
- Continue Implementation and Refinement of County Business System
- Implement full “mesh” network (from “hub and spoke”)
- Update data center processors
- Add redundant internet connection at north Transportation Facility
- Transition all staff to AERIES Web based user interface
- Clean and migrate all QSS data to District servers for archive access

➤ Performance Goals

- Increase existing Chromebook integration and use in curriculum
- Maintain 99.6%+ Network uptime (2016-2017 99.4%)
- Decrease average time to close support requests by 5% to 3.3 hours (2016-2017 3.5 hours)
- Increase the percentage of tickets closed in less than 24 hours from 46% to 50%

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Food and Nutrition Services

➤ Project Goals

- Develop revised Wellness Policy
- Implement new packaging and branding strategy

➤ Performance Goals

- Increase Student Participation Rate in Food and Nutrition Programs
 - increase participation in breakfast from 7 percent to 9 percent
 - increase participation in lunch from 24 percent to 26 percent
- Increase Student Satisfaction Rate (“like a lot” and “kinda like”)
 - increase breakfast satisfaction from 88 percent to 90 percent
 - increase lunch satisfaction from 88 percent to 90 percent
- Lead Goal: Perform taste tests and menu item development
- Lead Goal: Complete satisfaction surveys

GOALS AND METRICS

SUSAN HOLLIDAY
Associate Superintendent, Educational Services



Education Services Focus

➤ Great First Instruction (GFI)

- Are strategies that focus instruction so that all students can achieve disciplinary literacy at a Depth of Knowledge level three (DOK3+) or higher (Content/Language Objective, Strategies, Interaction and Assessment)

➤ Professional Learning Communities (PLC)

- Cultivating collaborative cultures through:
 - Site Walks - focused on instruction and GFI
 - Reflective Learning Walks - focused on student interaction (one area of GFI)
 - Use of Assessments - to differentiate instruction to provide meaningful and timely intervention

➤ Intervention and Enrichment (MTSS)

- Building a continuum of services tied to S3 in implementing a MTSS framework to create tiered system of academic support to intervene early as well as extend learning

Ed. Division's Focus



“Effective districts identify a few key priorities and then pursue them relentlessly.” - Michael Fullan

Mathematics



LAG:

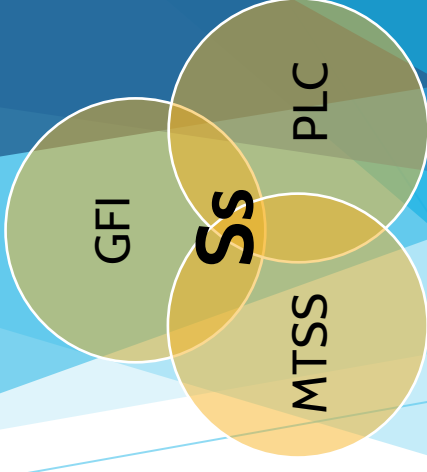
Increase students' scale score by 3% per year, as measured by CAASPP, until meeting or exceeding standards.

- **2016-2017: 70.31% met their growth expectations**



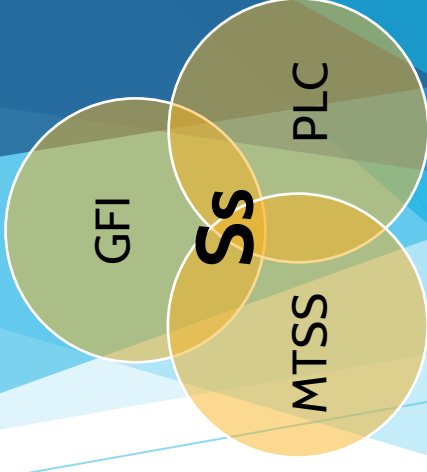
Lead Measures:

- Quarterly site walks focused on Math and GFI (Student Interaction)
- Common Formative Assessments (CFA) Secondary data - provide data on the number of students that need additional support to PLC team
- Reinstitute Elementary curriculum & assessment committee to create assessment(s) tied to District Dashboard
 - Develop grade 5 math assessment (tied to Dashboard)
- Increase number of students in higher level math in high school
- Monitor attendance tied to performance (reduced truancy = increased performance)
- Implement middle school pilot math intervention sections
- Continue Cognitive Guided Instruction (CGI) support and coaching at elementary level



English Language Arts/Literacy

- **LAG:**
Increase students' scale score by 3% per year, as measured by CAASPP, until meeting or exceeding standards.
- **2016-2017: 78.98% met their growth expectations**
- **Lead Measures:**
 - Quarterly site walks focused on Literacy/GFI (Student Interaction)
 - CIA Secondary data - continue implementation of CIAs and record and monitor progress (Document Based Questions - DBQs).
 - Reinstitute Elementary curriculum and assessment committee to create theory of action of assessment for reading/literacy:
 - A plan will be developed for ES sites to implement Tiers 1 and 2 general education interventions in 2018/19
 - Implement and monitor elementary Reading Intervention program (Passport/Voyager)
 - Implement universal screening at the beginning and end of year with DIBELS
 - Re-examine placement criteria for Accelerated class in middle school
 - Monitor attendance tied to performance (reduced truancy = increased performance)
 - Utilize data to intentionally schedule at-risk high school students into appropriate English classes



English Learners (EL)

- **LAG:**
Increase EL student group CAASPP progress towards proficiency by 3% by June 2018.
- **2016-2017: 14% EL students reclassified (up 3% from 2015-2016)**

Lead Measures:

- Quarterly site walks focused on ELD instruction/GFI
- Monitor and verify implementation of ELD instructional minutes/schedules
- Monitor EL student performance as tied to DIBELS assessment data
- Targeted instructional coach professional learning for teachers
- Site by site actions and/or strategies tied to closing achievement gap
- Implement ELPAC - establish baseline data in 2018 school year
(CELDT is being replaced by ELPAC)



College and Career Readiness

➤ LAG (new for 2017-2018):

Based on current College and Career Indicators, increase the percentage of students “Prepared” from 61% to 66% by June 2019.

- ~~Based on College and Career Indicators, increase students prepared from 52% to 62% by June 2019 (this goal was nearly met and therefore revised for 2017-18)~~

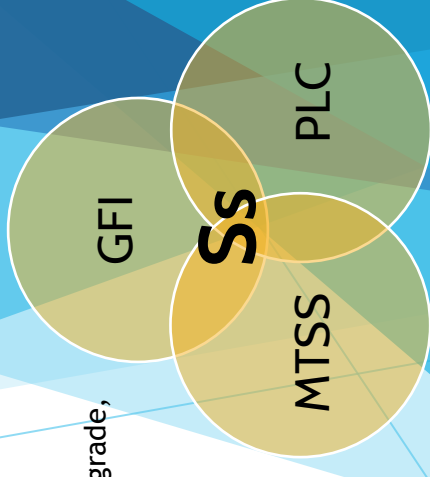
➤ 2016-2017: 61% of students are prepared*; an additional 20% are approaching prepared based on state indicator

*High School Diploma plus a combination of the following: Completion of CTE pathway + SBA Met, or 2 semester Dual enrollment w/passing grade, passing score on 2 AP Exams, completion of UC a-g criteria

Exhibit 1
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➤ Lead Measures:

- Increase students participating in articulated pathways
- Increase number of CTE course sections
- Increase student engagement through monitoring participation with 5 Star
- Increase PSAT participation in grades 9-11; use Khan Academy to target intervention
- Increase students in higher level math in high school
- Increase students in Advanced Placement classes
- Define College Promise
- Student learning focus at monthly Saddleback Partnership meetings



GOALS AND METRICS

GREGORY MERWIN

Associate Superintendent, Student Support Services

Student Support Services (S³)

Rationale

- Student Support Services' (S³) three goals have been aligned with the key priorities of the CUSD Strategic Plan
- Selection of the three key priorities that will be addressed in the department's goals was based upon input from site administrators, parents, and S³ support providers

Student Support Services (S³)

- Implement a multi-tiered system of supports that addresses the academic, social-emotional and behavioral needs of all students, and establish a system for monitoring service delivery and student progress.
- By June 2018, develop a four to six year implementation guide to ensure that critical elements of Strategic Plan are implemented
- Develop systems for focused PLCs based on essential standards, common assessments, systematic interventions, and extended learning
 - By June 2018, middle schools will pilot the Student Success Team (SST) process and plan for full implementation in 18/19
 - By June 2018, high schools will revise SST process and develop SST pilot for 18/19
- Define a theory of action of early intervention in reading in grades K-3
 - By June 2018, a plan will be developed for elementary schools to implement Tiers 1 and 2 general education interventions with full implementation in 18/19

Student Support Services (S³)

- Ensure organizational leadership, clearly defined roles and responsibilities, fiscal responsibility, and provide staffing models that align to California staffing ratios
- By June 2018, develop a position control system for paraeducators
- By June 2018, complete an analysis regarding the need for, and feasibility of, a day treatment program as an additional support service

Student Support Services (S³)

- Ensure our school community is well informed by fostering high levels of trust, respect, and collaboration between and among parents, teachers, and all District staff.
- By June 2018, establish a structure to build family and school partnerships to promote solid relationships between school and family as measured by an increase of CAC attendance from an average of 30 to 50 members each month.
- By June 2018, establish a central resource center for families to access interventions, parental information workshops, trainings, support, and increase parent involvement

GOALS AND METRICS

GORDON AMERSON
Associate Superintendent, Human Resource Services

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Human Resource Services

- 2016 - 2017 Goal #1 - Employee Evaluation
 - Increase the percentage of completed yearly evaluations
 - Create and maintain an evaluation tracking system

2016-2017 Results

Employee Group	2016 - 2017 Goal	2015 - 2016 Baseline	2016 - 2017 Results
Classified	25% increase	51%	86%
Certificated	100% completion	71%	96%
Management	100% completion	46%	97%

Human Resource Services

- **2017- 2018 Goal #1 - Employee Evaluation**
 - **Strengthen the employee evaluation system for classified, certificated and management employees**

Outcomes and Strategies

- Stabilize the percentage of on time and completed classified employee evaluations at 85%
- Maintain a goal of 100% completion of certificated and management employee performance evaluations
- Establish a site by site and department by department baseline percentage of completed evaluations equal to or greater than the District wide average
- Build system capacity through training and support of HRS Executive Director leading this strategy

Human Resource Services

- 2016 - 2017 Goal #2 - School Site Staffing
 - Maintain a school staffing process ensuring continuity of instruction for all District students.
 - CUSD HRS will ensure schools are staffed at a minimum of 95% by June 30, 2017 for the 17-18 school year.

2016 -2017 Results - 99.71% as of 6/23/17

Elementary Schools	Secondary Schools	Specialized Positions
0 Open Positions	3 Open Positions	5 Specialized Positions <ul style="list-style-type: none">• 1 Secondary Special Education• 1 Elementary Music• 2 Counselors• 1 Elementary Special Education

Human Resource Services

- **2017 - 2018 Goal #3 - School Site Staffing**
 - **Maintain the staffing systems that have been incorporated over the last 2 years to deepen the work related to staffing schools and departments**

Outcomes and Strategies

- Maintain goal of ensuring schools are staffed at a minimum of 95% by June 30, 2018
- Establish new relationships with local universities to widen the District's access to top tier candidates in anticipation of spring 2018 recruitment needs.
- Maintain the strategic use of 5.0 FTE allocation to strategically position HRS and staffing team to respond to critical needs of sites
- Build system capacity through training and support of HRS Executive Director leading this strategy

Human Resource Services

- **2016 - 2017 Goal #2 - Substitute Teachers**
 - Ensure a daily certificated substitute fill rate of 98.5%
 - Grow the substitute teacher pool in CUSD by 20% to support the PL needs of CUSD employees.

2016-2017 Results

2015 - 2016 Fill Rate (Baseline)	# of Active Sub Teachers	2016 -2017 Fill Rate (Results)	# of Active Sub Teachers
98%	520	98.65%	702 (26% increase)

Human Resource Services

- **2017 - 2018 Goal #2 - Substitute Teachers**
 - **Maintain high quality educational environment by maintaining strong workforce of substitute teachers**
- Outcomes and Strategies**
 - Maintain daily certificated substitute fill rate of 98.5%
 - Grow the substitute teacher pool in CUSD by 10% during the 2017-2018 school year
 - Design and implement a comprehensive marketing plan to recruit and retain high quality substitute teachers
 - Build system capacity through training and support of HRS Executive Directors leading this strategy

GOALS AND METRICS

RYAN BURRIS
Chief Communications Officer

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Communications

- Build a visibility plan for the Superintendent and the external CUSD community in an effort to build relational trust and provide a forum for two-way dialogue on how our District facilities support learning.
 - Identify community groups and organizations that provide opportunities for leaders to present to their members.
 - Schedule the Superintendent and Executive Cabinet, when necessary, to attend and present at community events and meetings.
 - Schedule four Mayors Roundtables

Communications

➤ Execute a communications and public relations plan that supports a clear organizational theory of action for improving how, why, what and when we communicate as an organization focused on students.

- Continue to identify resources to support our positive messaging and relationship building activities
- Provide weekly updates to the Superintendent and Cabinet about progress of completing the communications activities in the plan and progress against success measures.
- Build into the monthly board updates the “percentage of work completed” of each task and success measures.

Communications Measurements

2016-17 Goals:

- Hold four Mayor's Roundtables: Three were held
- Increase Open Rates of Capo Talk from 30-35 percent: Increased open rates approximately 31%
- Increase subscriptions to Capo Talk from 66,400 to 69,700: Currently, 71,613 subscribers
- Increase Facebook "likes" from 983 to 2,500: Currently, 2,709 "likes"
- Increase new advisories and press releases: On average, one press release distributed per week
- Recruit members of the public to the Facilities and Finance Advisory Committee and promote public accountability: Nearly 30 individuals applied for the committee with a new recruitment opened this fall

2017-18 Goals:

- 30 presentations will be conducted by Superintendent Vital and/or members of the Executive Cabinet, including Community Forums, Coffee Chats and participation in volunteer philanthropic organizations
- Four Mayors Roundtables will be held
- Eight stories will be packaged and pitched to local and national media to share the success of our students and the understanding of our work as a school District in the community
- The District will partner with local officials and experts to plan and organize two Education/Awareness Townhalls to inform and engage our community on current challenges, issues and trends

CLOSING STATEMENTS

KIRSTEN VITAL
Superintendent

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**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services

Prepared by: Stacy Yogi, Executive Director, State and Federal Programs

Date: October 25, 2017

Board Item: Smarter Balanced Assessment Results

HISTORY

On January 1, 2014, California Education Code § 60640 established the California Assessment of Student Performance and Progress (CAASPP) System of assessments. The Smarter Balanced Assessment (SBA) is a part of the CAASPP System, which replaced the California Standards Test. The 2016-2017 school year is the third year of SBA administration.

BACKGROUND INFORMATION

SBA is based on California State Standards and tests English language arts and mathematics. This performance assessment measures college and career readiness. Students in grades 3-8 and 11 are assessed. The assessment consists of a computer-adapted test and performance task.

CURRENT CONSIDERATIONS

During the Spring of 2017, over 25,000 District students participated in the SBA computerized test as part of the CAASPP. The presentation will provide an overview of:

- The assessment
- 3-year comparison of achievement results for English language arts and math for the District and student groups
- District, County, and State comparisons
- Orange County district comparisons
- District grade level cohort analysis

FINANCIAL IMPLICATIONS

None

STAFF RECOMMENDATION

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services to present information on this item.

PREPARED BY: Stacy Yogi, Executive Director, State and Federal Programs

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services



Smarter Balanced Assessment (SBA)

2016-2017 Results

Board Update
October 25, 2017



Vision:

- An unwavering commitment to student success.

Mission:

- To prepare our students to meet the challenges of a rapidly changing world.

Teaching and Learning

- Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students



Agenda

- SBA Refresher
- SBA Achievement Results (ELA/Literacy & Math)
- CUSD-Orange County-California Comparison
- District-to-District Comparison
- Cohort Analysis
- Next Steps



SBA Refresher

- 2016-2017 is the third year of administration
- Based on California State Standards and tests ELA/Literacy and Math
- Measures College and Career Readiness
- Tests students in grade 3-8 and 11
- Consists of Computer-Adaptive Test (CAT) and Performance Task (PT)

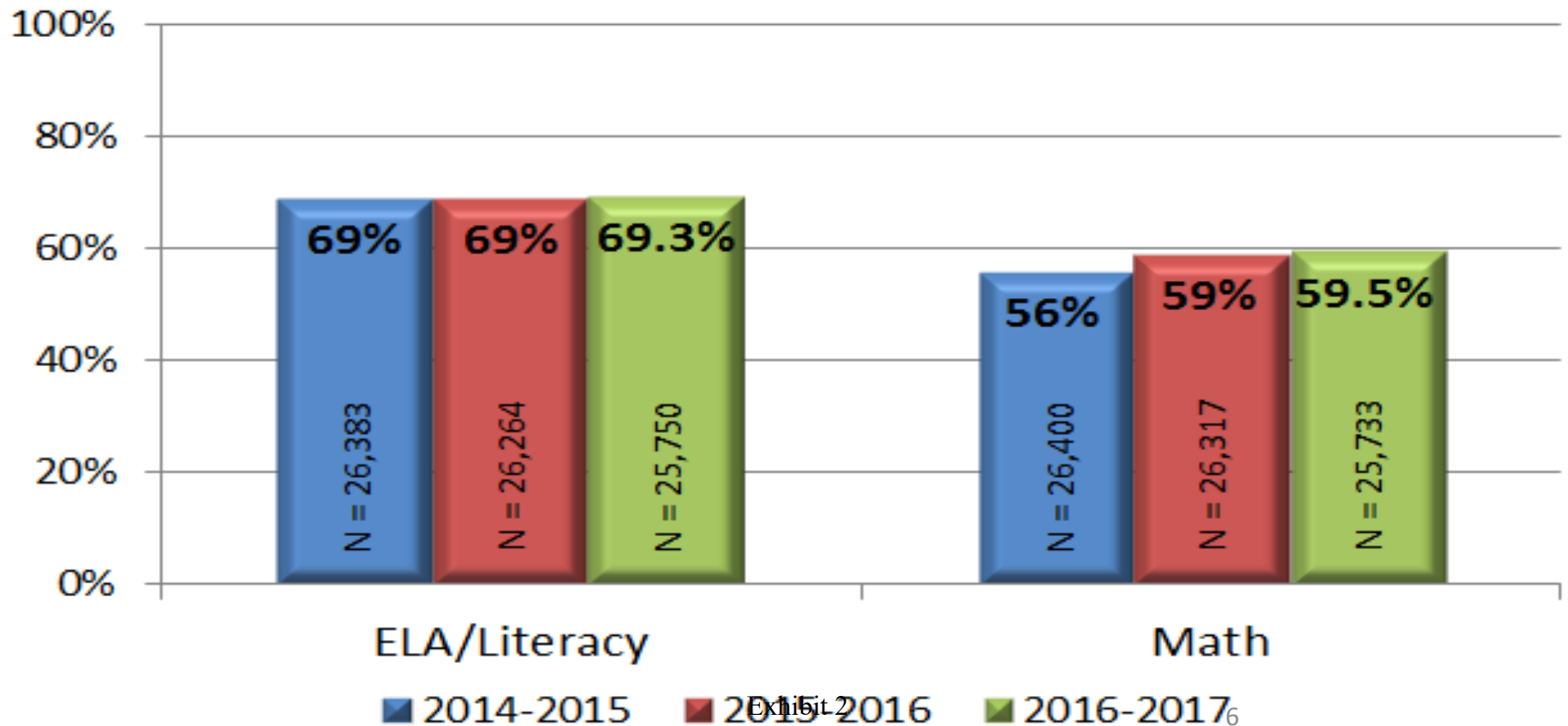


SBA Achievement Results

- Achievement Level is equivalent to overall score
- Four Achievement Levels
 - Standard Exceeded (4)
 - Standard Met (3)
 - Standard Nearly Met (2)
 - Standard Not Met (1)

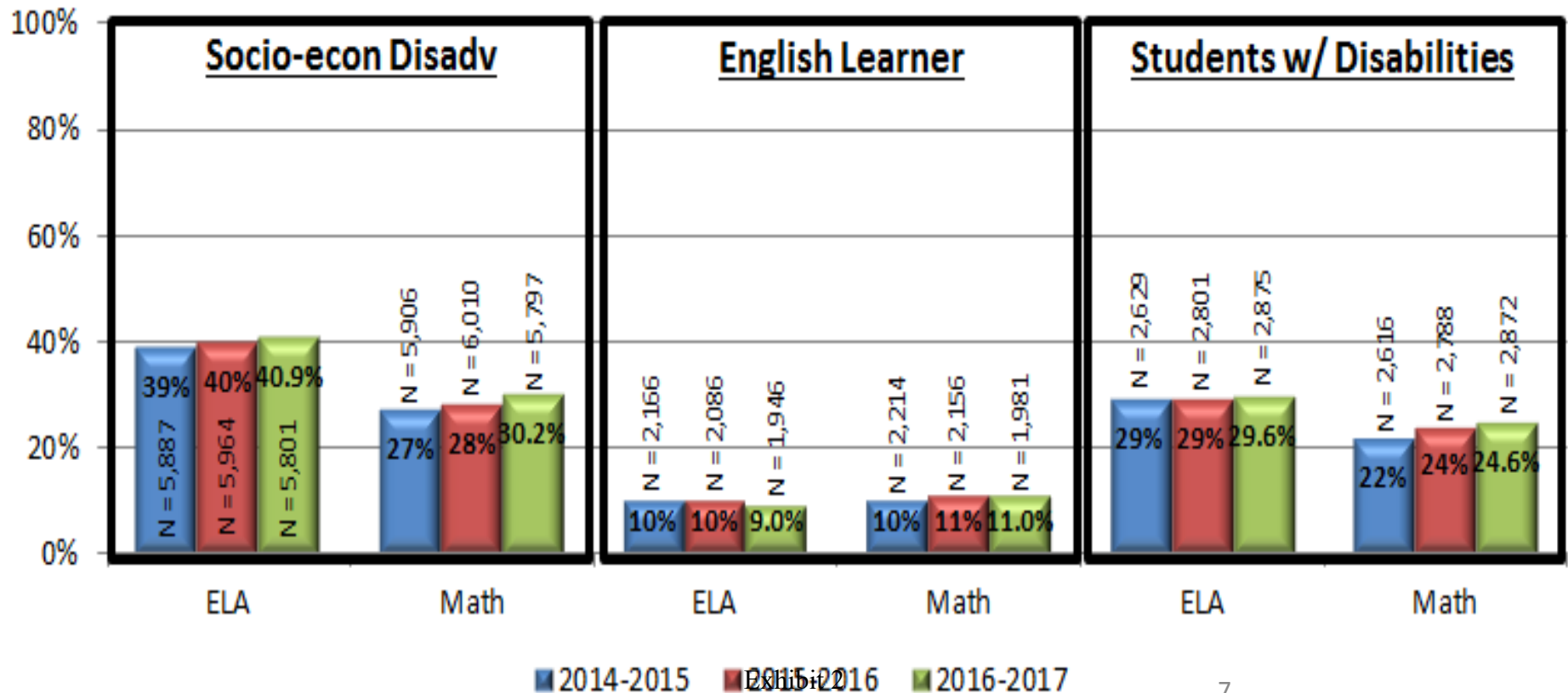
SBA Achievement Results – District Overview

CUSD SBA Percent Met or Exceeded the Standard



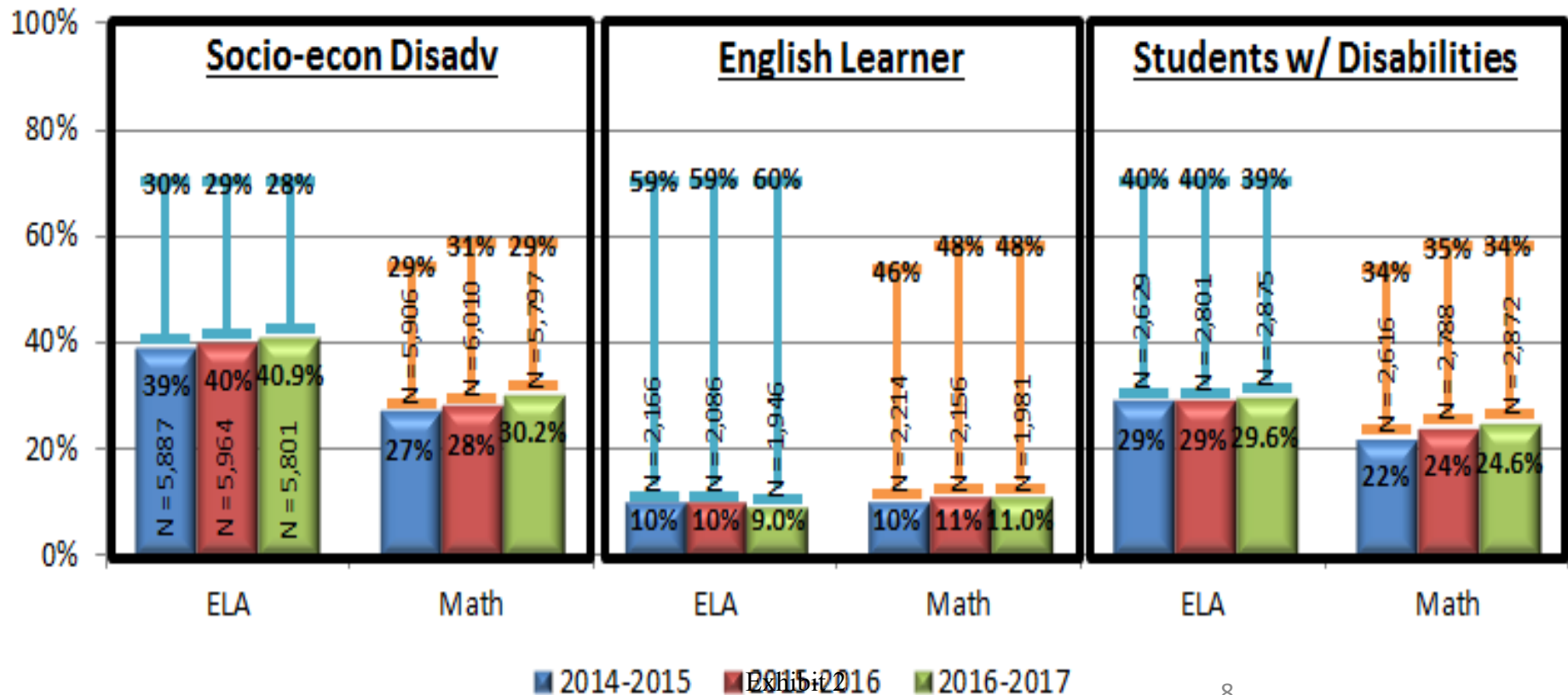
SBA Achievement Results – Student Groups

CUSD Student Groups Met or Exceeded the Standard



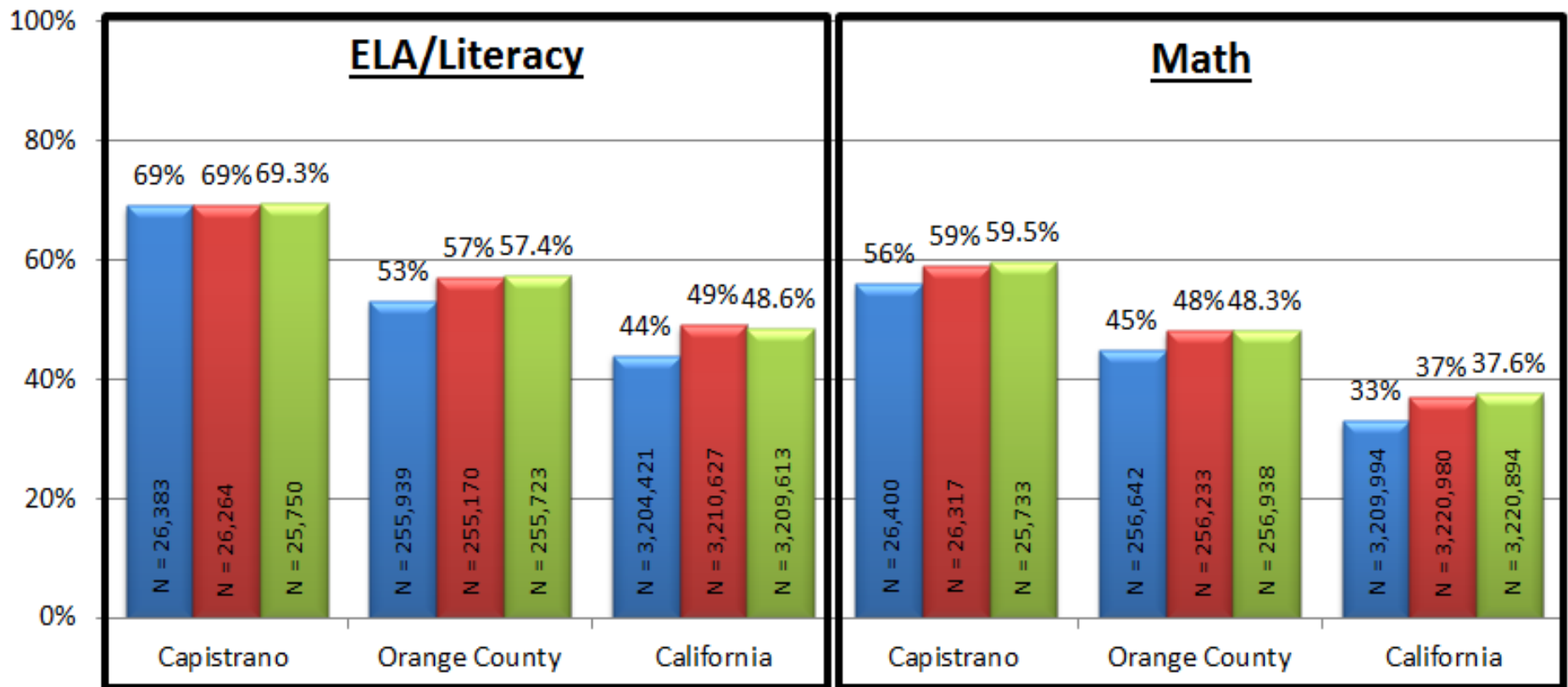
SBA Achievement Results – Gap Analysis

CUSD Student Groups Gap Analysis



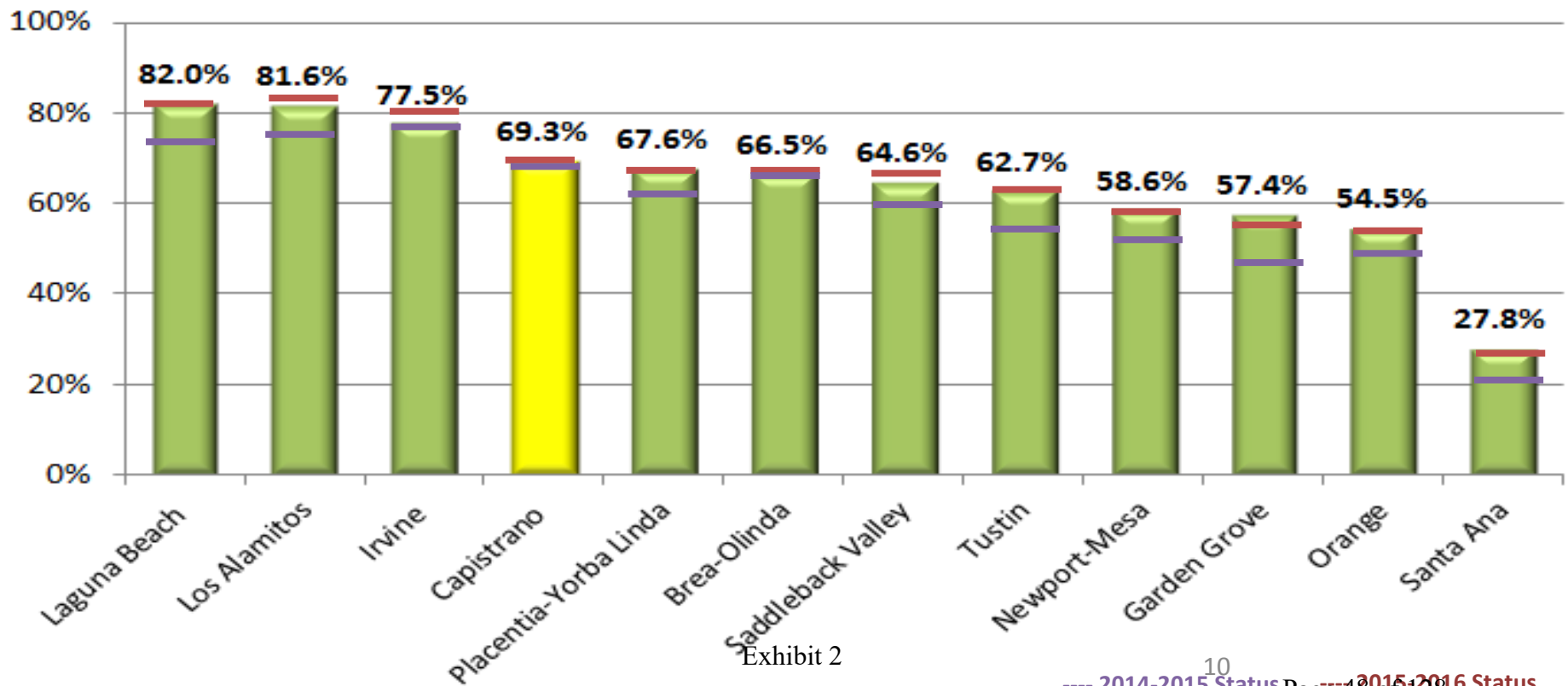
CUSD-County-State Comparison

CUSD-County-State SBA Comparison



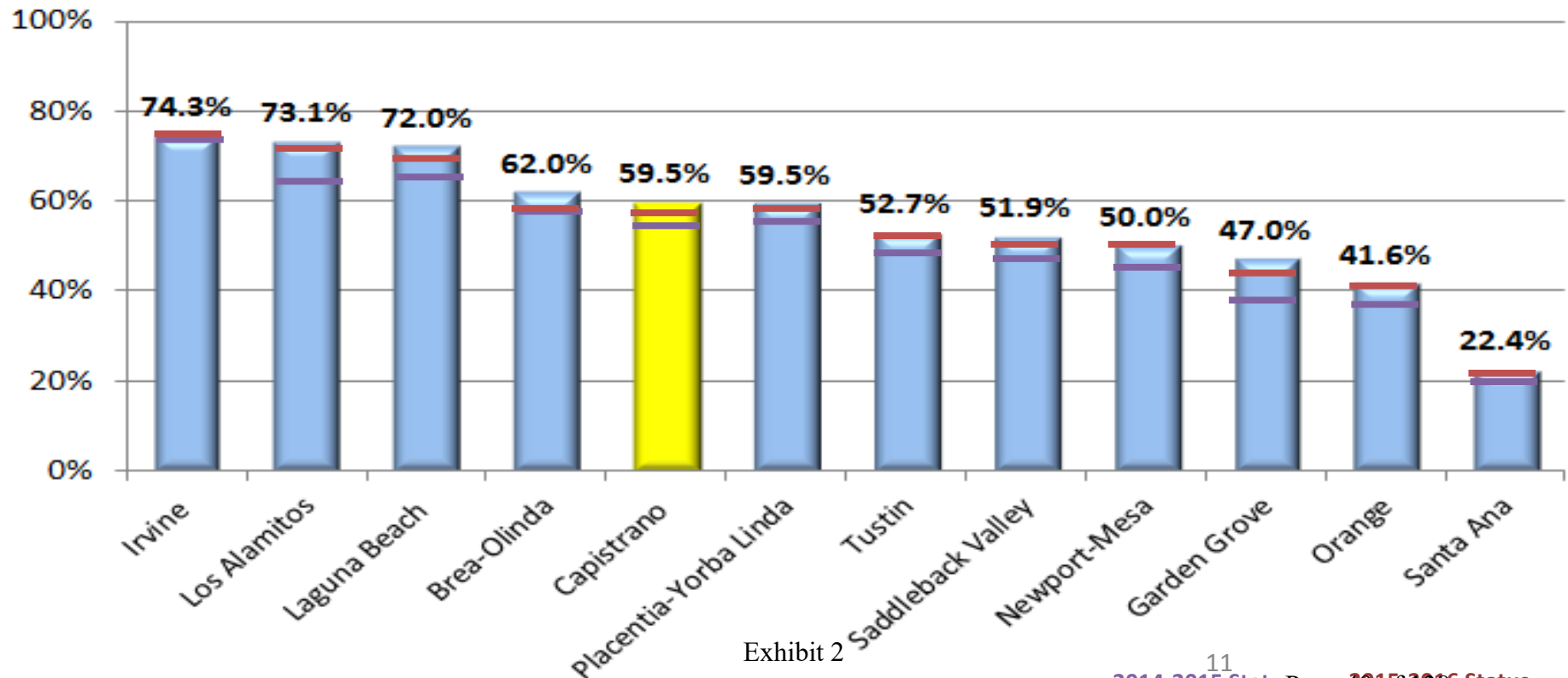
District-to-District Comparisons

Orange County K-12 Districts
% Met/Exceed Standard on 2016-2017 ELA SBA



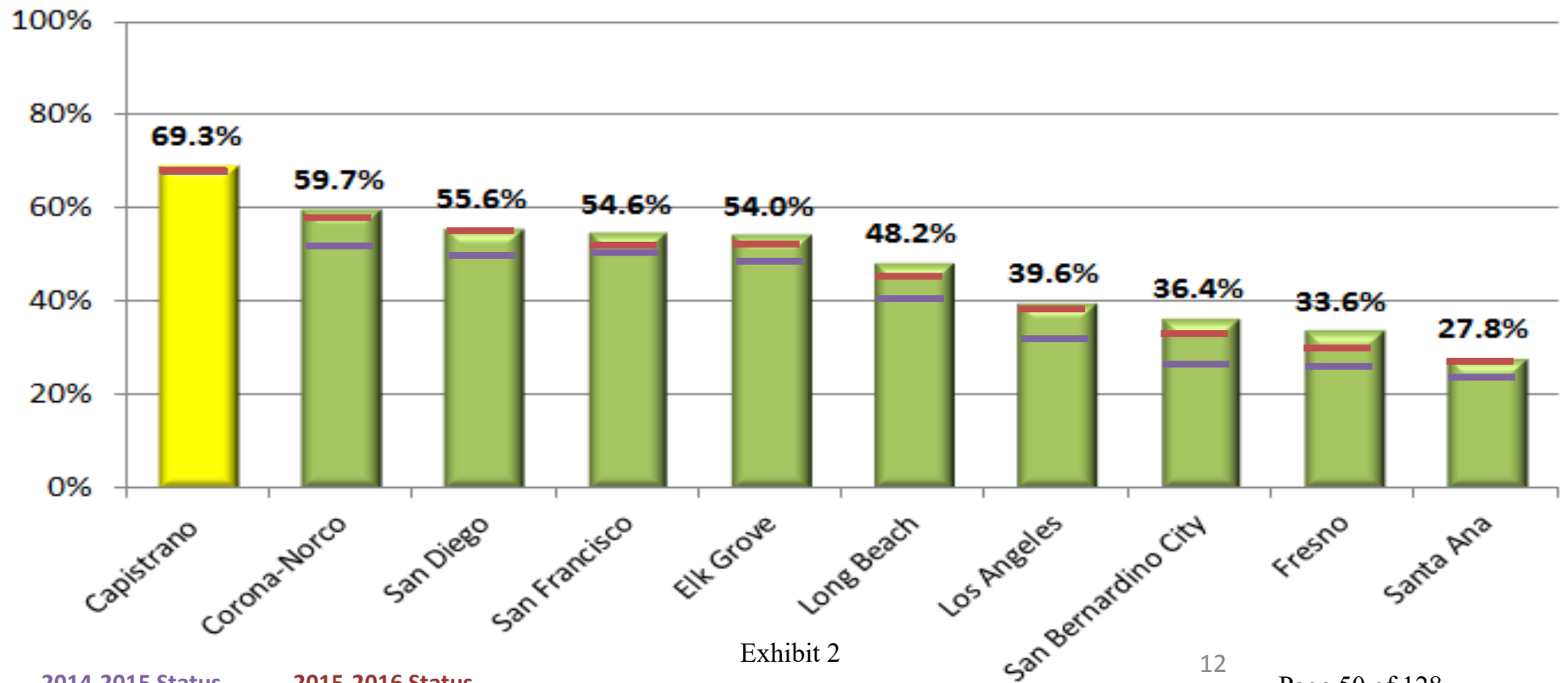
District-to-District Comparisons

Orange County K-12 Districts
% Met/Exceed Standard on 2016-2017 Math SBA



District-to-District Comparisons

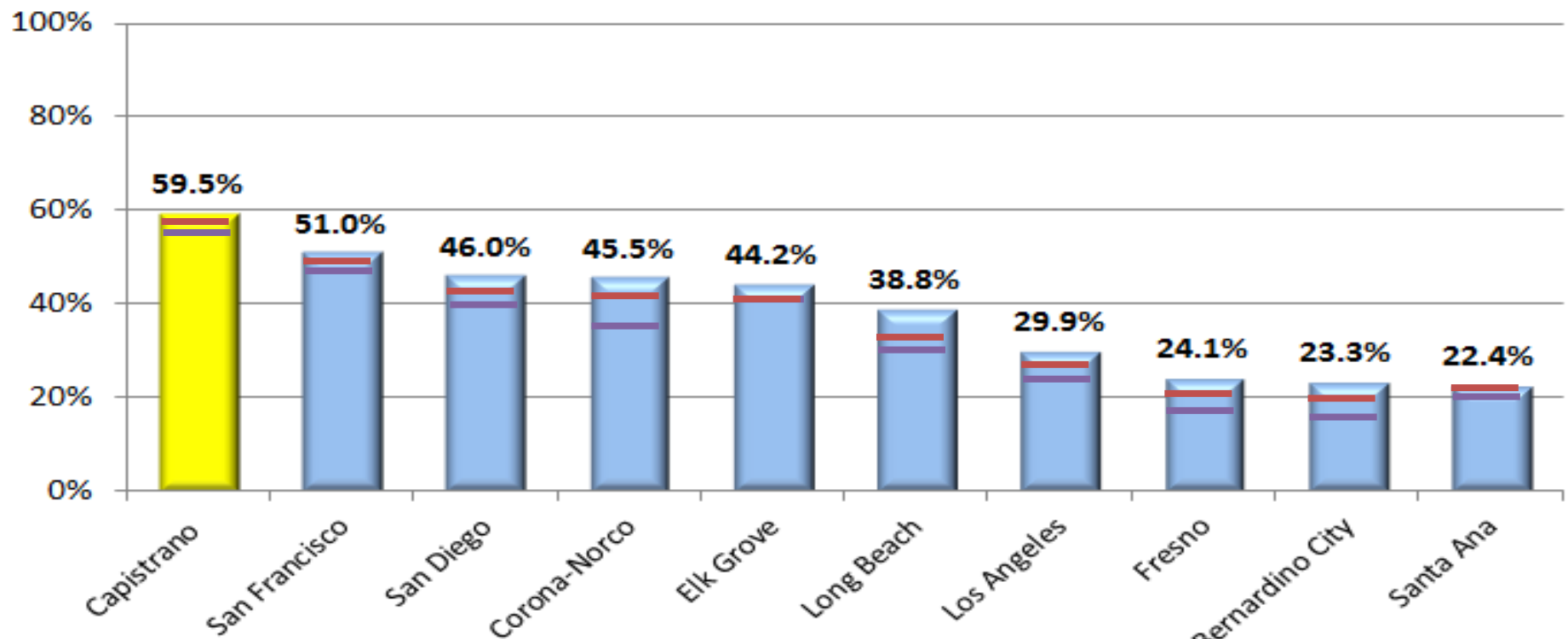
Ten Largest Districts in CA
% Met/Exceed Standard on 2016-2017 ELA SBA





District-to-District Comparisons

Ten Largest Districts in CA
% Met/Exceed Standard on 2016-2017 Math SBA



---- 2014-2015 Status ---- 2015-2016 Status

Exhibit 2

15 of 20

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SBA Cohort Analysis

- Follows students through multiple years as they progress through CUSD
 - For example: follow 2014-2015 3rd grade students into 2015-2016 as they become 4th graders and 2016-2017 as they become 5th graders
- Allows us to observe growth on academic standards for one group of students across multiple grade levels



SBA Cohort Analysis - ELA

	Grade	ELA-All Students		
		2014-2015	2015-2016	2016-2017
CUSD	3	60%	60%	59.9%
	4	62%	65%	63.8%
	5	66%	70%	64.8%
	6	70%	68%	70.8%
	7	72%	71%	73.3%
	8	74%	74%	74.6%
	11	75%	73%	75.9%
	All	69%	69%	69.3%



SBA Cohort Analysis - Math

	Grade	Math-All Students		
		2014-2015	2015-2016	2016-2017
CUSD	3	60%	62%	62.4%
	4	55%	62%	61.4%
	5	46%	55%	53.8%
	6	57%	58%	61.9%
	7	61%	61%	59.4%
	8	60%	64%	65.4%
	11	50%	51%	52.5%
	All	56%	59%	59.5%



Next Steps

- Student Score Reports mailed out
- Share results with stakeholders



Questions & Comments

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services

Prepared by: Joshua Hill, Assistant Superintendent, Secondary Education

Date: October 25, 2017

Board Item: Board Presentation – College Promise

HISTORY

Beginning with the Ventura College Promise in 2006, 23 College Promise programs are either currently in operation or have been announced for implementation throughout California with additional programs in planning stages. Over the last 15 years, the number of College Promise programs across the country has steadily risen. This momentum appears to have been fueled, in part, by the visibility of statewide initiatives in Tennessee, Oregon, and Minnesota, and in part by the proposal put forth in President Obama’s 2015 State of the Union speech to make community college free through a federal-state partnership (White House, 2015). Also in 2015, the College Promise Campaign, a national nonpartisan initiative of Civic Nation, a 501(c)(3) nonprofit organization, was established to develop a network of cross-sector leaders from the local, state, and national levels to develop and expand College Promise efforts.

In California, whose community college system is the largest higher education system in the country, with 2.1 million students attending 113 colleges, College Promise programs are being developed at a rapid rate with 13 of them announced just within the first few months of 2016.

BACKGROUND INFORMATION

College Promise programs are institutional or place-based initiatives that address the challenge of higher education affordability by offering funding for students who live in the program’s geographic area. Many of these initiatives also attempt to develop a “college-going culture” and to increase higher education completion rates for the students they serve, and, as a result, to create stronger communities (Miller-Adams, 2015). Thus, many of the programs also provide non-financial support services for students who need them.

Moreover, the state is primed to develop significantly more College Promise programs because community colleges can leverage the existing California Community Colleges Board of Governors’ Fee Waiver Program, which pays enrollment fees for low-income students. Additional private and public resources can be used to cover costs for such things as books and transportation, without which education access would continue to be limited for many students. The additional funds can also cover fees and expenses for middle income students.

CURRENT CONSIDERATIONS

Saddleback Community College and Irvine Valley College are currently developing a South Orange County Promise that would benefit District students. The initial goal for implementation for this program was the fall of 2018; however, college staff have accepted that this start date might be too optimistic and to ensure success it is more prudent to do it right rather than rush into a program. The District will work with both Saddleback College and Irvine Community College in developing this program. Anaheim Union High School District made public its Anaheim Pledge which provides another approach to the idea of expanding college opportunities by focusing more on the college readiness components of a promise rather than the financial aspects creating a way to increase the number of students attending four year universities from Anaheim Union. These considerations will factor into the development of the South Orange County Promise program.

Additional efforts are underway with Saddleback College including the reimagining of the High School Principal Partnership between Saddleback College, Saddleback Valley Unified School District and the District, and the presence of Saddleback College counselors on District high school campuses for up to 10 hours per week. In addition, District students currently benefit from the California Community Colleges Board of Governors' Fee Waiver Program where students who are financially eligible are able to have their Saddleback College tuition costs waived. District students are able to take Counseling 100 courses on our high school campuses taught by Saddleback College staff where District students learn how to be successful in college. Coupled with the efforts of Pati Romo, Executive Director Career Technical Education and her staff at articulating dozens of District and College and Career Advantage courses for Saddleback College credit and the Freshman Advantage program where District students are able to have priority registration when registering for classes at Saddleback College, current District students have several options available to them to acquire strong college transcripts and prepare more completely for college entrance while enrolled in District schools.

The following presentation will provide Trustees with an update on the efforts of South Orange County to provide a Promise for K-12 students including those who attend District schools as well as outlines the next steps toward the development of such a program. Staff anticipates a proposed draft for Trustee review within the next six to eight months.

FINANCIAL IMPLICATIONS

None

STAFF RECOMMENDATION

It is recommended the Board of Trustees recognize Susan Holliday, Associate Superintendent, Education Services, to present this item and answer any questions Trustees may have regarding this item. This is an information item only and no Board action is necessary.

PREPARED BY: Joshua Hill, Assistant Superintendent, Secondary Education

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services



South Orange County College Promise

Board Update
October 25, 2017

An unwavering Commitment to Student Success

Exhibit 3



Vision:

- An unwavering commitment to student success.

Mission:

- To prepare our students to meet the challenges of a rapidly changing world.

Teaching and Learning

- Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students



Agenda

- History of College Promise
- Overview of current Promise programs
- South Orange County Promise
- Next Steps



History of College Promise in CA

- Ventura College Promise in 2006
- Seven additional Promise/Commitment programs added between 2007 and 2015
- Obama State of the Union speech in 2015
- Development of The College Promise Campaign in 2015
- 15 Programs implemented or announced since 2016



Current CA Promise Programs

- Tied to specific education institutions or institutions within a specific region.
- Offer funding for students who live in the geographic area to enable them to attend.
- Provide (non-financial) supports for students in K-12 institutions to improve college-going culture.



South Orange County Promise

- Joint effort with Saddleback and Irvine Valley colleges.
- California Community College's Chancellor's Office has called for implementation by Fall of 2019.
- Internal work groups are currently researching statewide promise program models and identifying potential components of promise.



Next Steps

- External work groups will be formed this fall with K-12 partners (Saddleback Valley USD and Capistrano USD) and local business and city leaders.
- Program launch planned for Fall or Spring of 2018-19 school year.
- Board presentation March 2018 to update Trustees on progress and key program components.



Areas to Consider

- Development of Pathways from Middle School through employment
- Clear commitment to both articulated and dual enrollment courses
- Ability for students to earn certificates while still in High Schools
- Offering K-12 Enrichment opportunities
- Increase parent education and communication
- Priority enrollment after meeting specific criteria



THANK YOU

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services
Prepared by Debra Carrillo, Director of Student Support Programs

Date: October 25, 2017

Board Item: Board Update on Progress of English Learners and Services Provided

HISTORY

The Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services. That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.

The U.S. Department of Education's Office for Civil Rights (OCR) and U.S. Department of Justice (DOJ) released joint guidance on January 7, 2015, reminding states, school districts and schools of their obligations under federal law to ensure that English learners (ELs) have equal access to a high-quality education and the opportunity to achieve their full academic potential. Each Local Education Agency (LEA) is accountable for meeting their legal obligations to ELs and providing all ELs with the support needed to attain English language proficiency while meeting college-and career-readiness standards.

The US Department of Education has provided an English Learner Tool Kit for State and LEAs with information and resources to support this work. Listed below are the legal obligations for districts who serve English Learners.

- Identifying all English learner students
- Providing English learners with a language assistance program
- Staffing and supporting an English learner program
- Providing English learners meaningful access to core curricular and extracurricular programs
- Creating an inclusive environment for and avoiding the unnecessary segregation of English learners
- Addressing English learners with disabilities
- Serving English learners who opt out of EL programs
- Monitoring and exiting English learners from EL programs and services
- Evaluating the effectiveness of a district's EL program
- Ensuring meaningful communication with limited English proficient parents

BACKGROUND INFORMATION

Presently there are 9,187 Ever-EL students in the District. Of the total Ever-EL students, 4,111 Reclassified English Proficient Students (RFEP) and 5,076 ELs. Over 50 languages are represented by families in the District with a total number of 11,481 students from homes with a primary language other than English.

With the adoption of the California State Standards for English Language Arts (ELA) in 2010 and the California English Language Development (ELD) Standards in 2012, the District's ELA and ELD instructional materials became outdated due to their alignment with the previous ELA and ELD standards. In 2014 California published an ELA/ELD Framework and within this publication identified two modes by which ELD is taught; instruction must include Integrated and Designated ELD. The District's recent textbook adoption of the elementary ELA/ELD curriculum provides for both. In 2014-2015 a secondary ELD curriculum was adopted for use in Designated ELD sections. In 2017-2018 a secondary ELA/ELD curriculum is being piloted, with the intent to adopt in the 2018-2019 school year. ELD is considered core instruction for all English learners.

The state provides a standardized assessment by which students are initially identified as English learners and with which language proficiency is annually measured. The California English Language Development Test (CELDT) will be replaced in 2017-2018 by the English Language Proficiency Assessments for California (ELPAC). The ELPAC is aligned to current California State Standards and ELD standards.

The chart below details the services provided by the Service for English Learners Department toward meeting the needs of English learners and ensuring compliance with legal obligations.

English Learner Department Services	Legal Obligation	Description of Services Provided
Translation and Interpretation	<ul style="list-style-type: none">• Staffing and supporting an English learner program• Addressing English learners with disabilities	<ul style="list-style-type: none">• Written IEPs• In-Person IEPs• Parent conferences• Parent meetings
Language Proficiency Assessment and Reclassification	<ul style="list-style-type: none">• Staffing and supporting an English learner program• Identifying all English learner students• Monitoring and exiting English learners from EL programs and services• Creating an inclusive environment for and avoiding the unnecessary segregation of English learners	<ul style="list-style-type: none">• CELDT- Initial and Annual• Summer program• Reclassification

English Learner Department Services	Legal Obligation	Description of Services Provided
Parent and Community	<ul style="list-style-type: none"> • Staffing and supporting an English learner program • Ensuring meaningful communication with limited English proficient parents • Creating an inclusive environment for and avoiding the unnecessary segregation of English learners 	<ul style="list-style-type: none"> • Written IEPs • In-Person IEPs • Parent conferences • Parent meetings • Bilingual Community Service Liaisons (BCSLs) • Translation 15% Law
Instruction	<ul style="list-style-type: none"> • Providing English learners with a language assistance program • Staffing and supporting an English learner program • Providing English learners meaningful access to core curricular and extracurricular programs • Creating an inclusive environment for and avoiding the unnecessary segregation of English learners • Addressing English learners with disabilities • Serving English learners who opt out of EL programs 	<ul style="list-style-type: none"> • ELD curriculum and instruction • Professional learning and support for EL advisors, principals, instructional coaches and curriculum specialists • EL data and support with analysis • Dual language specific support for teachers, principals and support staff

CURRENT CONSIDERATIONS

As measured by the Smarter Balanced Assessment (SBA), a significant achievement gap of approximately 60 percent exists between all students and EL students in the area of ELA, and has persisted for each of the three years of the SBA implementation. Each elementary and secondary school site in the District has made a commitment to taking specific actions toward addressing this achievement gap. These commitments are included with school site specific data outlined in this report.

It takes most English learners 4-7 years to develop academic English proficiency. Once students have attained the level of proficiency that qualifies them for reclassification, their increased access to grade level academic content leads to greater overall academic performance. While there is a gap between RFEP students and all students, the gap in 2016-2017 was 8.21 percent, significantly less than the 60.26 percent gap between ELs and native English speakers.

The charts below details the 2016-2017 Smarter Balanced Assessment ELA results for all students, RFEP students and EL students.

Overall Achievement ELA – All Students

	3rd	4th	5th	6th	7th	8th	11th	All
# of Students Tested	3,283	3,509	3,574	3,897	3,714	3,890	3,883	25,750
Standard Exceeded	34.83 %	37.29 %	32.08 %	33.02 %	33.79 %	34.07 %	45.16 %	35.80 %
Standard Met	25.05 %	26.48 %	32.70 %	37.77 %	39.50 %	40.50 %	30.69 %	33.50 %
Standard Nearly Met	20.51 %	16.53 %	17.47 %	17.33 %	15.17 %	16.07 %	14.32 %	16.69 %
Standard Not Met	19.62 %	19.70 %	17.75 %	11.89 %	11.53 %	9.36 %	9.83 %	14.01 %

Overall Achievement ELA – RFEP Students

	3rd	4th	5th	6th	7th	8th	11th	All
# of Students Tested	175	223	304	473	484	559	519	2,737
Standard Exceeded	32.00 %	34.23 %	19.41 %	15.47 %	20.04 %	21.65 %	23.51 %	22.08 %
Standard Met	30.29 %	31.98 %	38.82 %	44.07 %	42.15 %	41.50 %	34.87 %	39.01 %
Standard Nearly Met	31.43 %	21.17 %	26.97 %	29.87 %	26.45 %	25.58 %	25.24 %	26.58 %
Standard Not Met	6.29 %	12.61 %	14.80 %	10.59 %	11.36 %	11.27 %	16.38 %	12.32 %

Overall Achievement ELA – English Learner Students

	3rd	4th	5th	6th	7th	8th	11th	All
# of Students Tested	421	428	313	284	232	171	100	1,949
Standard Exceeded	2.38 %	1.64 %	0.32 %	1.06 %	0.43 %	2.34 %	2.00 %	1.44 %
Standard Met	6.41 %	10.51 %	7.69 %	5.28 %	8.62 %	7.60 %	4.00 %	7.60 %
Standard Nearly Met	26.84 %	21.26 %	19.87 %	25.00 %	25.00 %	28.65 %	24.00 %	24.02 %
Standard Not Met	64.37 %	66.59 %	72.12 %	68.66 %	65.95 %	61.40 %	70.00 %	66.94 %

The data below represents the 2016-2017 SBA ELA scores for each school site in the District and includes the specific number of English learner students, RFEP students and all students who took the assessment at each grade level. Each school site has been provided data to ensure teachers are aware of their English learners, and has committed to specific actions intended to close the achievement gap.

Ambuehl ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	14	11	*	34	13	222
% Exceeded	0.00	9.09	*	2.94	15.38	23.87
% Met	14.29	9.09	*	11.76	23.08	23.42
% Nearly Met	7.14	27.27	*	11.76	46.15	19.37
% Standard Not Met	78.57	54.55	*	73.53	15.38	33.33
Commitment	Commit to walking classrooms 3 number of days a week during Designated ELD, PLC data discussion disaggregating EL student scores – CELDT and/or SBA, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Arroyo Vista ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	11	18	315
% Exceeded	*	*	*	9.09	72.22	38.85
% Met	*	*	*	9.09	22.22	32.17
% Nearly Met	*	*	*	18.18	0.0	16.24
% Standard Not Met	*	*	*	63.64	5.56	12.74
Commitment	PLC data discussion disaggregating EL student scores – CELDT and/or SBA, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Bathgate ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	21	22	321
% Exceeded	*	*	*	4.76	27.27	39.56
% Met	*	*	*	4.76	36.36	28.35
% Nearly Met	*	*	*	28.57	31.82	18.38
% Standard Not Met	*	*	*	61.90	4.55	13.71
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms 2 days a week during Designated ELD, PLC data discussion disaggregating EL student scores – CELDT and/or SBA, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Canyon Vista ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	22	355
% Exceeded	*	*	*	*	31.82	40.28
% Met	*	*	*	*	50.0	29.30
% Nearly Met	*	*	*	*	4.55	17.46
% Standard Not Met	*	*	*	*	13.64	12.96
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms 2 days a week during Designated ELD, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.					

Capistrano Home & Virtual School	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	81
% Exceeded	*	*	*	*	*	27.16
% Met	*	*	*	*	*	44.44
% Nearly Met	*	*	*	*	*	18.52
% Standard Not Met	*	*	*	*	*	9.88
Commitment	Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Carl Hankey ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	13	*	29	21	203
% Exceeded	*	7.69	*	3.45	19.05	26.60
% Met	*	0.00	*	3.45	19.05	23.15
% Nearly Met	*	7.69	*	13.79	42.86	18.72
% Standard Not Met	*	84.62	*	79.31	19.05	31.53
Commitment	Commit to walking classrooms during Designated ELD.					

Castille ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	12	*	312
% Exceeded	*	*	*	0.00	*	41.67
% Met	*	*	*	33.33	*	27.56
% Nearly Met	*	*	*	8.33	*	16.99
% Standard Not Met	*	*	*	58.33	*	13.78
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms 2 days a week during Designated ELD, PLC data discussion disaggregating EL student scores – CELDT and/or SBA, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Chaparral ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	13	421
% Exceeded	*	*	*	*	53.85	47.03
% Met	*	*	*	*	23.08	28.50
% Nearly Met	*	*	*	*	7.69	15.20
% Standard Not Met	*	*	*	*	15.38	9.26

Commitment

Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.

Clarence Lobo ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	11	*	24	14	185
% Exceeded	*	18.18	*	8.33	28.57	26.49
% Met	*	9.09	*	4.17	35.71	28.11
% Nearly Met	*	9.09	*	4.17	14.29	15.68
% Standard Not Met	*	63.64	*	83.33	21.43	29.73

Commitment

Collect all Designated ELD instructional schedules, Commit to walking classrooms during Designated ELD, Professional learning focused on ELD/support for EL students, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

Concordia ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	23	*	337
% Exceeded	*	*	*	4.35	*	40.95
% Met	*	*	*	21.74	*	26.71
% Nearly Met	*	*	*	17.39	*	16.02
% Standard Not Met	*	*	*	56.52	*	16.32

Commitment

Collect all Designated ELD instructional schedules. Professional learning focused on ELD/support for EL students.

Del Obispo ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	25	22	12	59	*	183
% Exceeded	12.00	4.55	0.00	6.78	*	24.04
% Met	8.00	9.09	16.67	10.17	*	22.95
% Nearly Met	32.00	27.27	25.00	28.81	*	19.67
% Standard Not Met	48.00	59.09	58.33	54.24	*	33.33

Commitment

Collect all Designated ELD instructional schedules, Commit to walking classrooms 2 days a week during Designated ELD, Professional learning focused on ELD/support for EL students, PLC data discussion disaggregating EL student scores – CELDT and/or SBA, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.

Don Juan Avila ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	15	32	392
% Exceeded	*	*	*	0.00	50.00	43.11
% Met	*	*	*	20.00	34.38	27.30
% Nearly Met	*	*	*	53.33	12.50	17.60
% Standard Not Met	*	*	*	26.67	3.13	11.99

Commitment

Collect all Designated ELD instructional schedules, Professional learning focused on ELD/support for EL students, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

George White ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	18	16	305
% Exceeded	*	*	*	0.00	18.75	27.87
% Met	*	*	*	0.00	25.00	30.49
% Nearly Met	*	*	*	11.11	37.50	21.64
% Standard Not Met	*	*	*	88.89	18.75	20.00

Commitment

Commit to walking classrooms x number of days a week during Designated ELD, PLC data discussion disaggregating EL student scores – CELDT and/or SBA, 1 number of group coaching with ELD as focus.

Hidden Hills ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	16	14	19	49	38	181
% Exceeded	0.00	0.00	0.00	0.00	26.32	23.76
% Met	18.75	7.14	10.53	12.24	44.74	26.52
% Nearly Met	37.50	28.57	42.11	36.73	18.42	24.86
% Standard Not Met	43.75	64.29	47.37	51.02	10.53	24.86

Commitment

Collect all Designated ELD instructional schedules, Commit to walking classrooms 2 days a week during Designated ELD, Professional learning focused on ELD/support for EL students, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

John Malcom ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	373
% Exceeded	*	*	*	*	*	39.95
% Met	*	*	*	*	*	31.10
% Nearly Met	*	*	*	*	*	15.82
% Standard Not Met	*	*	*	*	*	13.14

Commitment

Collect all Designated ELD instructional schedules, Commit to walking classrooms 1 number of days a week during Designated ELD.

Kinoshita ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	55	65	40	160	109	300
% Exceeded	0.00	0.00	0.00	0.00	22.22	10.07
% Met	10.91	6.15	10.00	8.75	37.96	21.81
% Nearly Met	30.91	27.69	22.50	27.50	28.70	27.52
% Standard Not Met	58.18	66.15	67.50	63.75	11.11	40.60
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms 2 days a week during Designated ELD.					

Ladera Ranch ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	14	434
% Exceeded	*	*	*	*	42.86	42.40
% Met	*	*	*	*	21.43	32.49
% Nearly Met	*	*	*	*	28.57	14.52
% Standard Not Met	*	*	*	*	7.14	10.60
Commitment	PLC data discussion disaggregating EL student scores – CELDT and/or SBA					

Laguna Niguel ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	26	16	287
% Exceeded	*	*	*	0.00	37.50	41.46
% Met	*	*	*	11.54	18.75	27.18
% Nearly Met	*	*	*	30.77	37.50	16.72
% Standard Not Met	*	*	*	57.69	6.25	14.63
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms 3 days a week during Designated ELD, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.					

Las Flores ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	16	14	295
% Exceeded	*	*	*	0.00	28.57	37.29
% Met	*	*	*	0.00	42.86	29.15
% Nearly Met	*	*	*	6.25	21.43	15.59
% Standard Not Met	*	*	*	93.75	7.14	17.97
Commitment	Commit to walking classrooms 2 days a week during Designated ELD.					

Las Palmas ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	42	54	39	135	34	393
% Exceeded	0	0	2.56	0.74	25.53	23.66
% Met	2.38	9.26	7.69	6.67	32.35	23.66
% Nearly Met	30.95	16.67	20.51	22.22	35.29	21.12
% Standard Not Met	66.67	74.07	69.23	70.37	8.82	31.55

Commitment

Collect all Designated ELD instructional schedules, Commit to walking classrooms during Designated ELD, Professional learning focused on ELD/support for EL students, PLC data discussion disaggregating EL student scores – CELDT and/or SBA, implement group coaching with ELD as focus, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.

Marblehead ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	15	21	11	47	22	188
% Exceeded	0.00	0.00	0.00	0.00	4.55	14.89
% Met	0.00	0.00	9.09	2.13	22.73	25.00
% Nearly Met	26.67	14.29	0.00	14.89	54.55	23.40
% Standard Not Met	73.33	85.71	90.91	82.98	18.18	36.70

Commitment

PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

M. Bergeson ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	15	16	333
% Exceeded	*	*	*	0.00	37.50	36.64
% Met	*	*	*	13.33	18.75	27.03
% Nearly Met	*	*	*	13.33	12.50	17.42
% Standard Not Met	*	*	*	73.33	31.25	18.92

Commitment

PLC data discussion disaggregating EL student scores – CELDT and/or SBA, group coaching with ELD as focus.

Moulton ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	20	26	331
% Exceeded	*	*	*	5.00	26.92	40.18
% Met	*	*	*	10.00	38.46	28.40
% Nearly Met	*	*	*	25.00	26.92	17.22
% Standard Not Met	*	*	*	60.00	7.69	14.20

Commitment

Professional learning focused on ELD/support for EL students, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

Oak Grove ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	12	40	343
% Exceeded	*	*	*	0.00	32.50	43.73
% Met	*	*	*	25.00	40.00	28.57
% Nearly Met	*	*	*	58.33	20.00	18.08
% Standard Not Met	*	*	*	16.67	7.50	9.62

Commitment

PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

Oso Grande ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	596
% Exceeded	*	*	*	*	*	42.11
% Met	*	*	*	*	*	33.89
% Nearly Met	*	*	*	*	*	15.27
% Standard Not Met	*	*	*	*	*	8.72

Commitment

Collect all Designated ELD instructional schedules, Commit to walking classrooms 2-3 days a week during Designated ELD.

Palisades ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	25	12	236
% Exceeded	*	*	*	0.00	8.33	18.22
% Met	*	*	*	0.00	41.67	28.81
% Nearly Met	*	*	*	16.00	25.00	24.15
% Standard Not Met	*	*	*	84.00	25.00	28.81

Commitment

PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

Philip Reilly ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	221
% Exceeded	*	*	*	*	*	44.34
% Met	*	*	*	*	*	26.70
% Nearly Met	*	*	*	*	*	16.29
% Standard Not Met	*	*	*	*	*	12.67

Commitment

PLC data discussion disaggregating EL student scores – CELDT and/or SBA.

RH Dana ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	21	18	18	57	41	134
% Exceeded	0.00	0.00	0.00	0.00	19.51	6.77
% Met	0.00	0.00	5.88	1.79	24.39	12.03
% Nearly Met	19.05	16.67	23.53	19.64	29.27	28.57
% Standard Not Met	80.95	83.33	70.59	78.57	26.83	52.63
Commitment	Collect all Designated ELD instructional schedules, Commit to walking. Classrooms 2-3 days a week during Designated ELD, Professional learning focused on ELD/support for EL students, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.					

RH Dana ENF	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	*
% Exceeded	*	*	*	*	*	*
% Met	*	*	*	*	*	*
% Nearly Met	*	*	*	*	*	*
% Standard Not Met	*	*	*	*	*	*
Commitment	Professional learning focused on ELD/support for EL students.					

San Juan ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	80	68	52	200	45	368
% Exceeded	1.25	0.00	0.00	0.50	13.33	13.32
% Met	1.25	16.18	7.69	8.00	44.44	20.38
% Nearly Met	17.50	20.59	19.23	19.00	33.33	20.92
% Standard Not Met	80.00	63.24	73.08	72.50	8.89	45.38
Commitment	Collect all Designated ELD instructional schedules, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Tijeras Creek ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	184
% Exceeded	*	*	*	*	*	31.52
% Met	*	*	*	*	*	35.33
% Nearly Met	*	*	*	*	*	16.85
% Standard Not Met	*	*	*	*	*	16.30
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms during Designated ELD, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Truman Benedict ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	326
% Exceeded	*	*	*	*	*	42.64
% Met	*	*	*	*	*	32.52
% Nearly Met	*	*	*	*	*	14.42
% Standard Not Met	*	*	*	*	*	10.43
Commitment	Collect all Designated ELD instructional schedules, PLC data discussion disaggregating EL student scores – CELDT and/or SBA.					

Viejo ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	35	27	18	80	23	184
% Exceeded	0.00	0.00	0.00	0.00	17.39	15.22
% Met	5.71	14.81	5.56	8.75	39.13	27.72
% Nearly Met	31.43	18.52	22.22	25.00	26.09	19.57
% Standard Not Met	62.86	66.67	72.22	66.25	17.39	37.50
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms 1 day a week during Designated ELD, Professional learning focused on ELD/support for EL students.					

Vista Del Mar ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	588
% Exceeded	*	*	*	*	*	45.92
% Met	*	*	*	*	*	31.63
% Nearly Met	*	*	*	*	*	14.80
% Standard Not Met	*	*	*	*	*	7.65
Commitment	Collect all Designated ELD instructional schedules, Commit to walking classrooms 1 day a week during Designated ELD, PLC data discussion disaggregating EL student scores – CELDT and/or SBA, Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Wagon Wheel ES	3rd GR ELs	4th GR ELs	5th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	*	279
% Exceeded	*	*	*	*	*	45.88
% Met	*	*	*	*	*	32.97
% Nearly Met	*	*	*	*	*	13.98
% Standard Not Met	*	*	*	*	*	7.17
Commitment	Monitor EL report cards for ELA overall grades of 2 or below - conference with teachers as necessary.					

Wood Canyon ES	3 rd GR ELs	4 th GR ELs	5 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	22	20	209
% Exceeded	*	*	*	4.55	30.00	21.05
% Met	*	*	*	4.55	25.00	24.40
% Nearly Met	*	*	*	31.82	35.00	28.23
% Standard Not Met	*	*	*	59.09	10.00	26.32

Commitment

Commit to walking classrooms during Designated ELD.

Aliso Viejo MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	19	18	17	54	119	1,084
% Exceeded	0.00	0.00	0.00	0.00	20.17	32.47
% Met	15.79	11.11	11.76	12.96	45.38	42.71
% Nearly Met	47.37	11.11	17.65	25.93	23.53	15.87
% Standard Not Met	36.84	77.78	70.59	61.11	10.92	8.95

Commitment

Monitoring of progress reports for EL students.

Arroyo Vista MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	23	387
% Exceeded	*	*	*	*	47.83	44.19
% Met	*	*	*	*	30.43	36.43
% Nearly Met	*	*	*	*	17.39	11.63
% Standard Not Met	*	*	*	*	4.35	7.75

Commitment

Monitoring of progress reports for EL students.

Bernice Ayer MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	38	29	18	85	111	884
% Exceeded	0.00	0.00	0.00	0.00	15.32	36.47
% Met	0.00	0.00	0.00	0.00	48.65	38.96
% Nearly Met	26.32	31.03	11.11	24.71	28.83	13.59
% Standard Not Met	73.68	68.97	88.89	75.29	7.21	10.00

Commitment

EL students will be given 6 CFAs this year in all subject matters. EL student achievement results will be analyzed and action plans for reteaching and re-assessing will be created by teacher teams.

Carl Hankey MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	14	*	25	40	236
% Exceeded	*	0.00	*	0.00	12.50	32.20
% Met	*	0.00	*	4.00	55.00	38.14
% Nearly Met	*	50.00	*	44.00	27.50	18.64
% Standard Not Met	*	50.00	*	52.00	5.00	11.02

Commitment

Monitoring of progress reports for EL students.

Don Juan Avila MS	6th GR ELs	7th GR ELs	8th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	12	*	24	143	1,195
% Exceeded	*	0.00	*	0.00	32.87	35.73
% Met	*	16.67	*	16.67	41.96	41.26
% Nearly Met	*	33.33	*	29.17	14.69	13.31
% Standard Not Met	*	50.00	*	54.17	10.49	9.71
Commitment	Monitoring of progress reports for EL students.					

Fred Newhart MS	6th GR ELs	7th GR ELs	8th GR ELs	EL Tested	RFEP	All Tested
# of Students	32	27	16	75	124	1,150
% Exceeded	3.13	0.00	6.25	2.67	16.94	31.83
% Met	6.25	18.52	0.00	9.33	35.48	37.48
% Nearly Met	18.75	25.93	37.50	25.33	29.84	18.17
% Standard Not Met	71.88	55.56	56.25	62.67	17.74	12.52
Commitment	PLC data discussion disaggregating EL student scores – CELDT and/or SBA.					

Ladera Ranch MS	6th GR ELs	7th GR ELs	8th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	15	90	1,527
% Exceeded	*	*	*	0.00	45.56	47.71
% Met	*	*	*	20.00	36.67	37.48
% Nearly Met	*	*	*	26.67	11.11	10.22
% Standard Not Met	*	*	*	53.33	6.67	4.59
Commitment	Monitoring of progress reports for EL students.					

Las Flores MS	6th GR ELs	7th GR ELs	8th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	11	51	981
% Exceeded	*	*	*	18.18	23.53	33.33
% Met	*	*	*	9.09	45.10	41.08
% Nearly Met	*	*	*	18.18	19.61	16.72
% Standard Not Met	*	*	*	54.55	11.76	8.87
Commitment	Monitoring of progress reports for EL students.					

Marco Forster MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	110	86	65	261	507	1,367
% Exceeded	0.00	0.00	3.08	0.77	15.58	22.97
% Met	2.73	6.98	12.31	6.51	43.59	34.75
% Nearly Met	24.55	25.58	35.38	27.59	32.15	22.90
% Standard Not Met	72.73	67.44	49.23	65.13	8.68	19.39
Commitment	Lower class size of core content areas to 30:1, Balance classes to avoid tracking by language level providing students with EO models in every class, lower ELD class sizes to an average of 11:1, site focus on student interaction with PD provided during ACE time, Anthony Muhammad to present to all staff members to inspire that All means ALL, provide teachers with PD to create CFA's and analyze data for all of their students and focus on types of errors made by specific student groups for re-teaching in a true PLC model, SIOP train all new teachers, provide all teachers with feedback on GFI implementation on a regular, on-going basis, extend the school day by 1 hour for students to allow them to take an elective beyond ELD (such as music or art,) to avoid narrowing the curriculum, provide parent education to support parents at home (PIQUE,/Parent Project), Reflective Learning Walks for teachers.					

Niguel Hills MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	22	21	20	63	173	1,127
% Exceeded	4.55	0.00	0.00	1.59	9.83	23.78
% Met	0.00	4.76	5.00	3.17	39.31	41.08
% Nearly Met	22.73	28.57	30.00	26.98	35.26	20.50
% Standard Not Met	72.73	66.67	65.00	68.25	15.61	14.64
Commitment	Monitoring of progress reports for EL students.					

Shorecliffs MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	22	16	17	55	101	853
% Exceeded	0.00	0.00	0.00	0.00	8.00	26.00
% Met	0.00	6.25	5.88	3.64	41.00	40.94
% Nearly Met	13.64	0.00	17.65	10.91	30.00	18.82
% Standard Not Met	86.36	93.75	76.47	85.45	21.00	14.24
Commitment	PLC data discussion disaggregating EL student scores – CELDT and/or SBA.					

Vista Del Mar MS	6 th GR ELs	7 th GR ELs	8 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	12	32	649
% Exceeded	*	*	*	0.00	25.00	42.90
% Met	*	*	*	8.33	53.13	39.97
% Nearly Met	*	*	*	33.33	12.50	12.50
% Standard Not Met	*	*	*	58.33	9.38	4.63
Commitment	Monitoring of progress reports for EL students.					

Aliso Niguel HS	9th GR ELs	10th GR ELs	11th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	16	16	82	736
% Exceeded	*	*	6.25	6.25	29.27	46.99
% Met	*	*	6.25	6.25	39.02	32.79
% Nearly Met	*	*	25.00	25.00	19.51	11.34
% Standard Not Met	*	*	62.50	62.50	12.20	8.88
Commitment	Monitoring of progress reports for EL students.					

Capistrano Valley HS	9th GR ELs	10th GR ELs	11th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	28	28	82	540
% Exceeded	*	*	3.57	3.57	25.61	43.60
% Met	*	*	3.57	3.57	40.24	28.94
% Nearly Met	*	*	28.57	28.57	21.95	16.33
% Standard Not Met	*	*	64.29	64.29	12.20	11.13
Commitment	Monitoring of progress reports for EL students.					

Dana Hills HS	9th GR ELs	10th GR ELs	11th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	92	587
% Exceeded	*	*	*	*	17.39	39.59
% Met	*	*	*	*	43.48	32.76
% Nearly Met	*	*	*	*	21.74	17.58
% Standard Not Met	*	*	*	*	17.39	10.07
Commitment	Monitoring of progress reports for EL students.					

Junipero Serra HS	9th GR ELs	10th GR ELs	11th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	15	15	28	77
% Exceeded	*	*	0.00	0.00	0.00	5.19
% Met	*	*	0.00	0.00	7.14	6.49
% Nearly Met	*	*	20.00	20.00	50.00	35.06
% Standard Not Met	*	*	80.00	80.00	42.86	53.25
Commitment	PLC data discussion disaggregating EL student scores – CELDT and/or SBA.					

San Clemente HS	9th GR ELs	10th GR ELs	11th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	13	13	104	666
% Exceeded	*	*	0.00	0.00	16.35	40.84
% Met	*	*	0.00	0.00	21.15	31.23
% Nearly Met	*	*	7.69	7.69	36.54	15.62
% Standard Not Met	*	*	92.31	92.31	25.96	12.31
Commitment	Implementation of AVID EXCEL - Specifically designed for EL students. Placement of students in content classes by language level clusters.					

San Juan Hills HS	9 th GR ELs	10 th GR ELs	11 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	17	17	103	609
% Exceeded	*	*	0.00	0.00	30.10	52.71
% Met	*	*	0.00	0.00	43.69	31.36
% Nearly Met	*	*	23.53	23.53	20.39	10.67
% Standard Not Met	*	*	76.47	76.47	5.83	5.25
Commitment	Monitoring of progress reports for EL students.					

Tesoro HS	9 th GR ELs	10 th GR ELs	11 th GR ELs	EL Tested	RFEP	All Tested
# of Students	*	*	*	*	27	617
% Exceeded	*	*	*	*	48.15	52.84
% Met	*	*	*	*	25.93	29.01
% Nearly Met	*	*	*	*	14.81	13.29
% Standard Not Met	*	*	*	*	11.11	4.86
Commitment	Group coaching with ELD as focus.					

DATA

California has added the following definitions in its reporting of data regarding English learners. The data below speaks to the importance of identifying those students at risk of not reclassifying within a reasonable time frame and therefore becoming Long Term English Learners (LTELs). This is 2016-2017 data as reported by Data Quest through the California Department of Education.

New State Definitions/Classification of English Learner Data

EL 0-3 Years	An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for 0-3 years
EL 4-5 Years At-Risk	An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for 4-5 years, <i>has scored at the intermediate level or below on the prior year administration of the CELDT; and for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.</i>
EL 4+ Years Not At-Risk or LTEL	An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for 4+ years and who has been determined to not meet the criteria for being “At-Risk” or LTEL, either because they are not in the applicable grade levels or because they have made progress on the CELDT and CAASPP-ELA

LTEL EL 6+ Years

An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for 6+ years and

- ***has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT***
- ***for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA***

School	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At- Risk or LTEL		
Aliso Niguel High	49	8	26	12	393	488
Aliso Viejo Middle	21	1	18	31	108	179
Arroyo Vista Elementary	24	4	0	6	15	49
Arroyo Vista Middle	2	0	4	1	22	29
Bathgate Elementary	47	12	0	9	14	82
Bernice Ayer Middle	2	1	48	45	102	198
Bridges Community Day	0	0	1	0	2	3
Canyon Vista Elementary	27	1	0	4	12	44
Capistrano Valley High	23	3	77	37	388	528
Carl Hankey Elementary	63	20	0	7	11	101
Carl Hankey Middle	8	0	13	9	31	61
Castille Elementary	29	8	0	3	5	45
Chaparral Elementary	29	1	0	6	6	42
Clarence Lobo Elementary	38	12	0	13	5	68

School	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At- Risk or LTEL		
Concordia Elementary	30	5	0	11	5	51
Dana Hills High	21	3	55	19	396	494
Del Obispo Elementary	75	22	0	18	1	116
Don Juan Avila Elementary	70	6	0	14	12	102
Don Juan Avila Middle	12	2	9	16	125	164
George White Elementary	52	10	0	10	9	81
Harold Ambuehl Elementary	45	14	0	10	7	76
Hidden Hills Elementary	79	21	0	33	18	151
John Malcom Elementary	16	2	0	3	8	29
Junipero Serra High	6	0	11	8	39	64
Kinoshita Elementary	341	77	0	59	59	536
Ladera Ranch Elementary	27	3	0	5	8	43
Ladera Ranch Middle	7	1	9	7	88	112
Laguna Niguel Elementary	60	9	0	11	13	93
Las Flores Elementary	32	10	0	4	8	54
Las Flores Middle	3	0	5	5	47	60
Las Palmas Elementary	216	76	0	44	11	347
Marblehead Elementary	79	30	0	24	8	141
Marco Forster Middle	17	2	161	176	435	791
Marian Bergeson Elementary	53	7	0	13	6	79

School	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At- Risk or LTEL		
Moulton Elementary	46	8	0	16	14	84
Newhart Middle	12	1	36	52	103	204
Niguel Hills Middle	11	0	29	40	156	236
Oak Grove Elementary	49	4	0	17	20	90
Oso Grande Elementary	21	1	0	5	5	32
Palisades Elementary	54	22	0	8	6	90
Philip J. Reilly Elementary	33	2	0	4	2	41
Richard Henry Dana Elementary	93	33	0	31	17	174
RH Dana Exceptional Needs	13	9	0	0	2	24
San Clemente High	26	3	53	39	389	510
San Juan Elementary	307	96	0	50	13	466
San Juan Hills High	15	0	61	32	440	548
Shorecliffs Middle	6	0	33	55	74	168
Tesoro High	13	1	5	3	136	158
Tijeras Creek Elementary	19	2	0	2	5	28
Truman Benedict Elementary	8	1	0	2	3	14
Viejo Elementary	153	38	0	22	4	217
Vista del Mar Elementary	26	4	0	6	4	40

School	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At- Risk or LTEL		
Vista del Mar Middle	5	0	9	5	25	44
Wagon Wheel Elementary	9	0	0	1	4	14
Wood Canyon Elementary	61	12	0	14	11	98
Capistrano Unified	2,653	616	701	1,106	4,111	9,187

STAFF RECOMMENDATION

It is recommended the Board of Trustees recognize Susan Holliday, Associate Superintendent, Education Services, to present the Board Update on Progress of English Learners and Services Provided and answer any questions Trustees may have.

PREPARED BY: Debra Carrillo, Director of Student Support Programs

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services

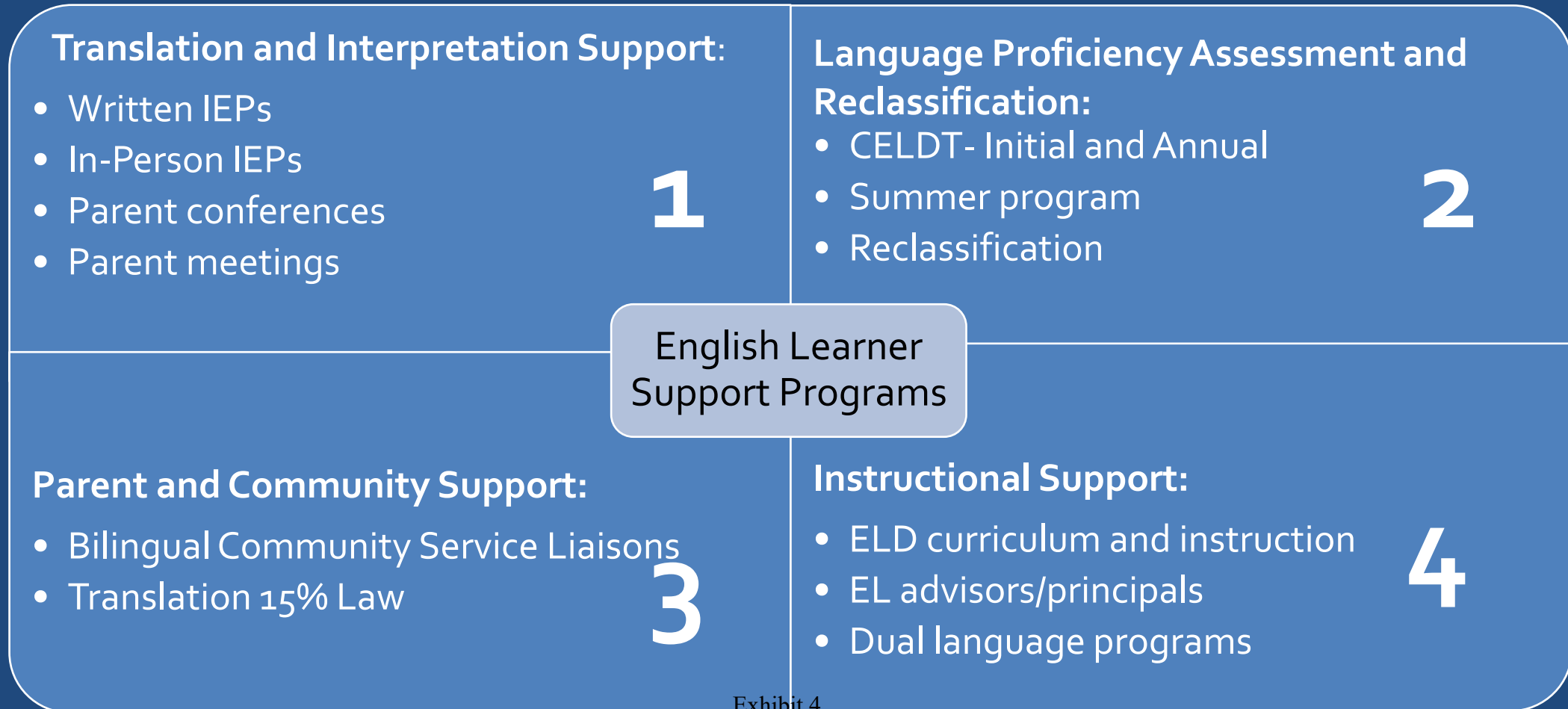
ENGLISH LEARNER DATA AND INSTRUCTIONAL SUPPORT

Capistrano Unified School District

October 25, 2017

**Last slide of presentation defines all acronyms*

SERVICES FOR ENGLISH LEARNERS



TRANSLATION AND INTERPRETATION SUPPORT

1

TRANSLATION AND INTERPRETATION SUPPORT

Previously:

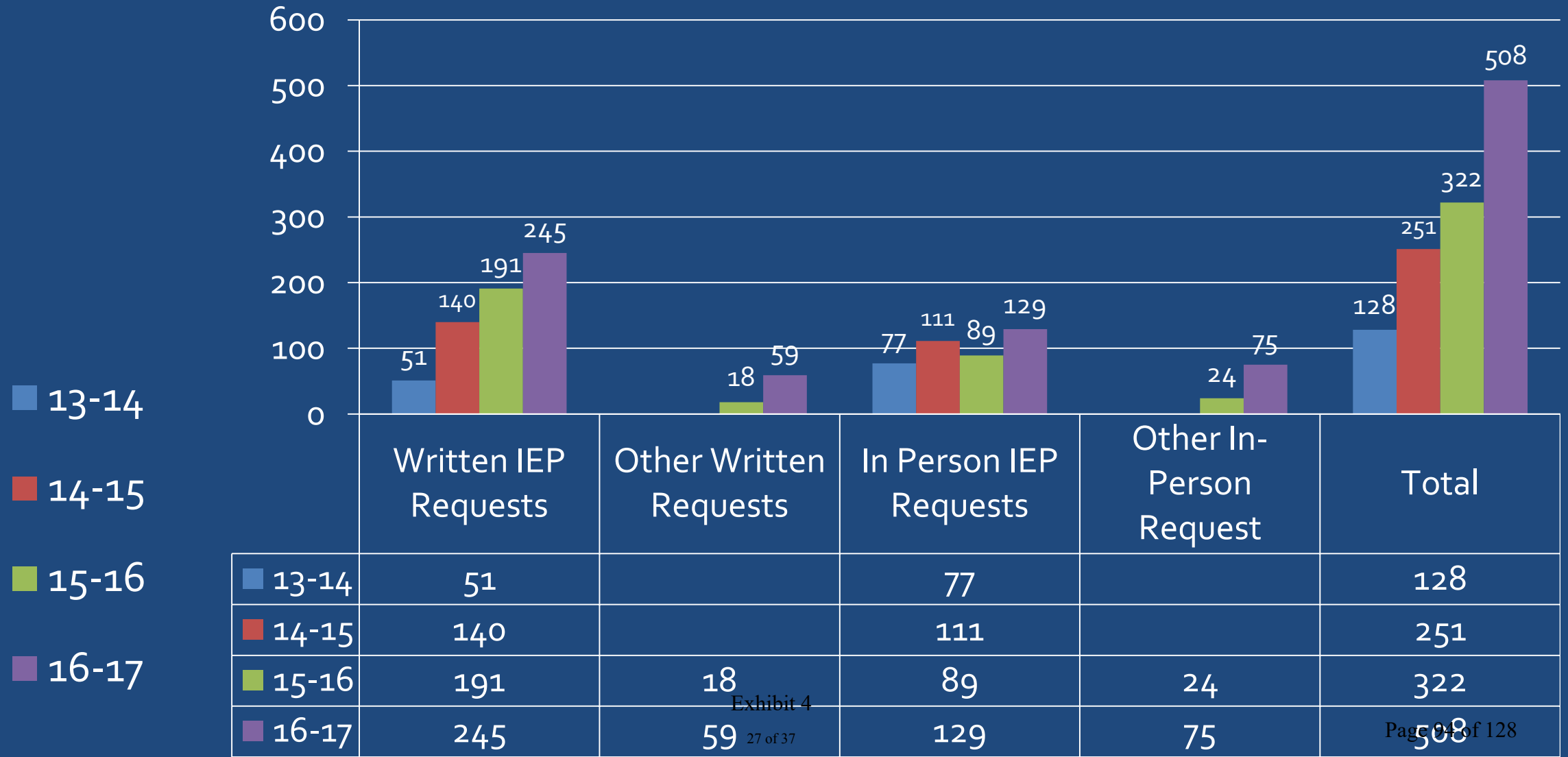
- Lack of data - IEP written requests not tracked or monitored
- Up to 6 months for written IEPs to be completed

Systems developed to address these issues

- **IEP translations now completed within two weeks of requests**
- **All requests made in the final days of 2016-2017 school year fulfilled by June 30th**
- **New service provider with expertise in education contracted to provide translation of IEPs in languages other than Spanish**

TRANSLATION REQUESTS

2013-2014 to 2016-2017



LANGUAGE PROFICIENCY ASSESSMENT AND RECLASSIFICATION

2 LANGUAGE PROFICIENCY ASSESSMENT AND RECLASSIFICATION

Actions

Reclassification Paperwork – Procedures revised, accountability system implemented including training for EL Advisors

Testing procedures - Revised to ensure all students assessed within the required administration windows

Summer Language Support - Reallocation of EL budget to provide EL Summer Institute involving instruction and testing. Targeted LTEL students (1,087 students attended – Summer 2016)

ELPAC Pilot – Participation in order to develop understanding of both instructional and procedural needs (Spring 2017)

Next Steps:

- Change in testing procedures due to new instrument for initial and annual English learner assessments; ELPAC replaces CELDT in 2017-2018
- Professional learning around transition to new assessment and implications for reclassification rates
- Increased instructional support as elementary schools implement ELD with new curriculum
- Support to sites in developing action plans to address fifth graders not yet reclassified

RECLASSIFICATION RATES

	11-12	12-13	13-14	14-15	15-16	16-17
CUSD	311 (5.9%)	558 (10.3%)	535 (9.9%)	636 (11.8%)	705 (13.4%)	731 (14.0%)
County	16,675 (12.3%)	18,553 (14.3%)	16,601 (12.4%)	12,393 (9.5%)	15,949 (12.3%)	15,449 (12.6%)
State	172,803 (12.0%)	168,960 (12.2%)	169,573 (12.0%)	154,959 (11.0%)	155,774 (11.2%)	183,272 (13.3%)

PARENT AND COMMUNITY SUPPORT

3

PARENT AND COMMUNITY SUPPORT

Actions:

- ELAC requirement at sites meeting eligibility requirement (21+ EL students enrolled)
- Annual training of ELAC officers, Administrators, EL Advisors
- Bimonthly DELAC meetings
- Collaboration with CAC and PTA – meeting attendance and translations
- Parent Workshops at multiple sites– Parent Institute of Quality for Education (PIQE)
 - 330 parents participated in 2016-2017
- Bimonthly professional learning for 38 Bilingual Community Service Liaisons (BCSLs)

Next Steps:

- Greater interaction with other parent groups – ELAC officers and site BCSLs will attend PTA meetings
- Development of parent workshops and resources based on parent feedback
- PIQE 2 - follow up workshops implemented across sites

HOW WELL DO YOU KNOW THE FOLLOWING CONCEPTS AND THEIR IMPORTANCE... A-G COLLEGE REQUIREMENT CLASSES?

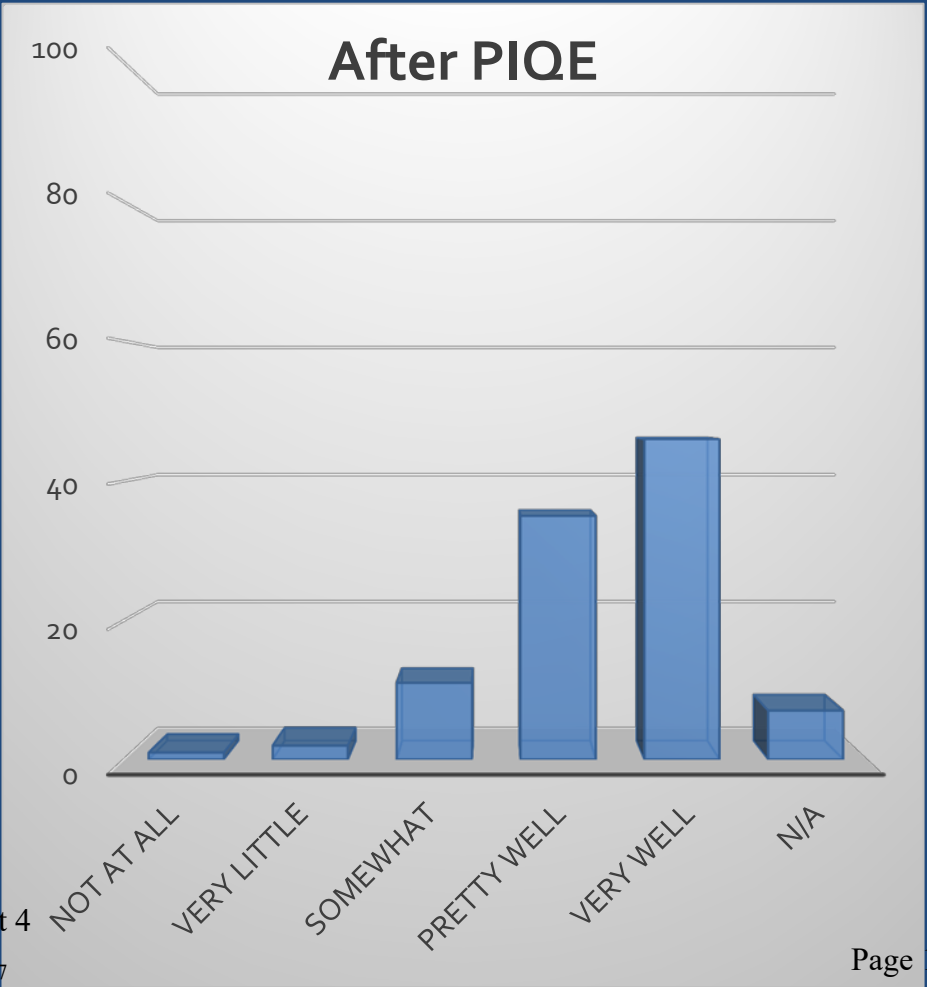
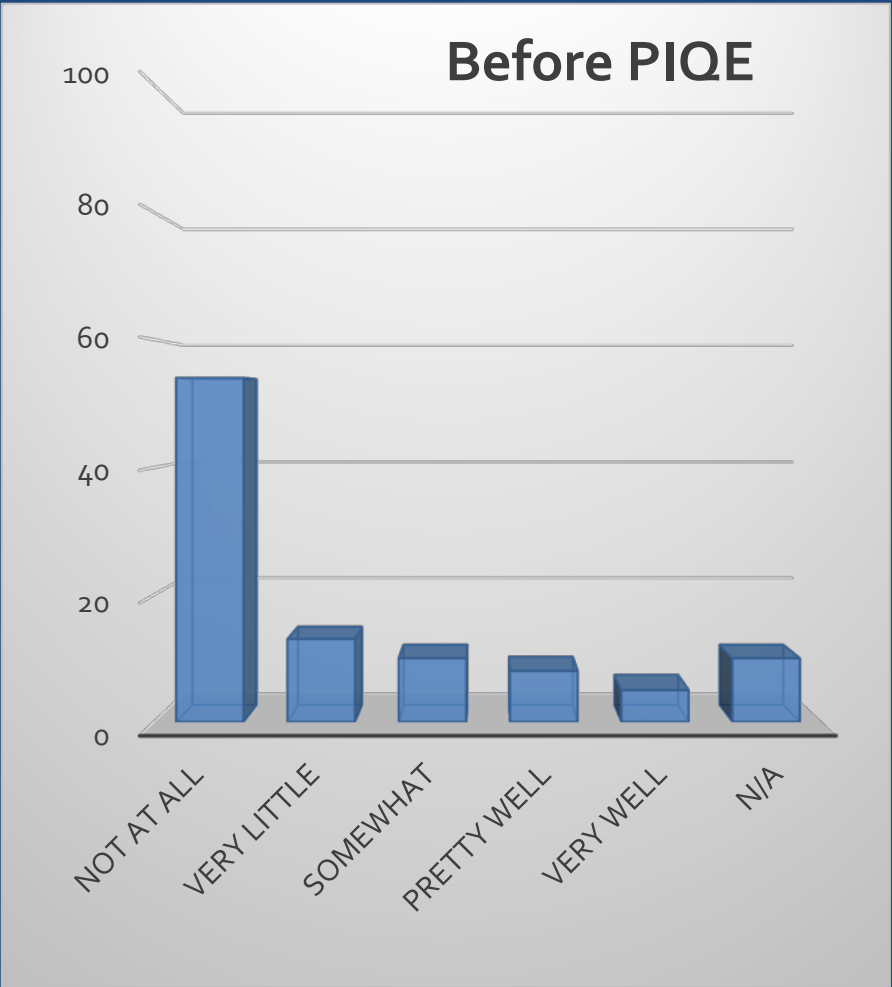


Exhibit 4

INSTRUCTIONAL SUPPORT

PERCENT OF STUDENTS MET OR EXCEEDED THE STANDARD ON THE ELA SMARTER BALANCED ASSESSMENT (SBA)

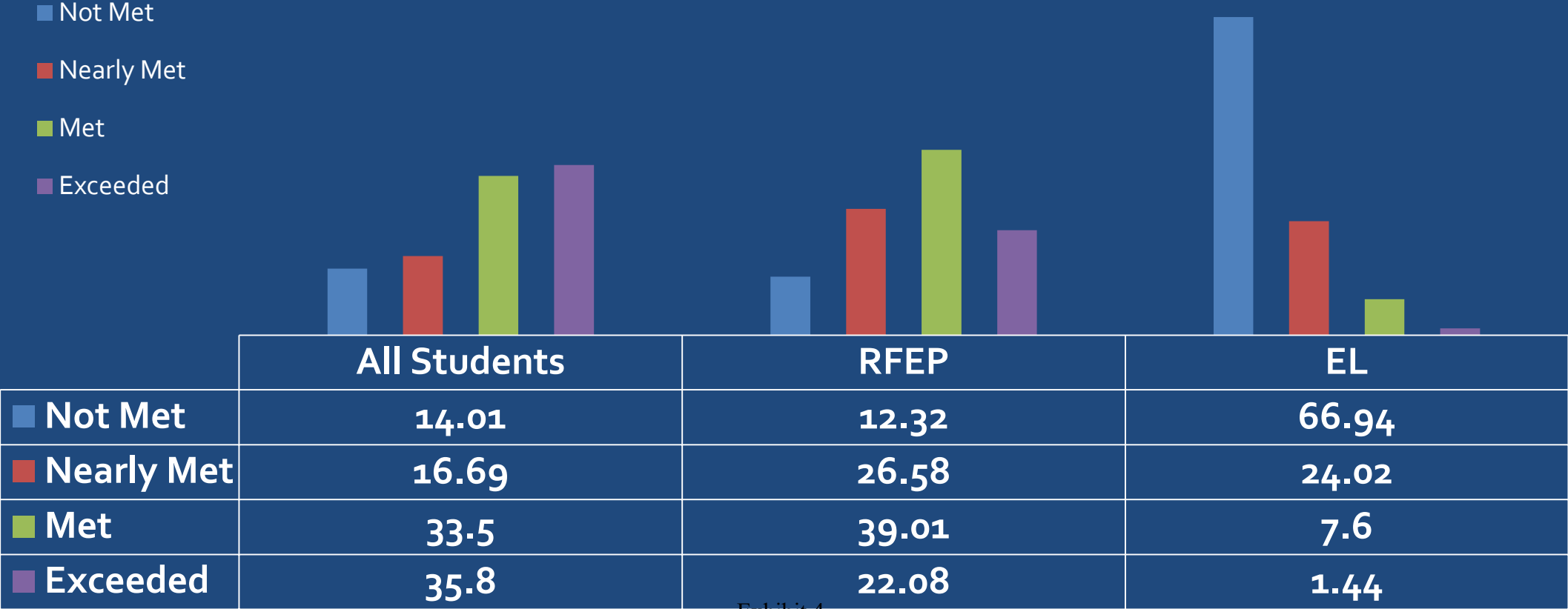


Exhibit 4

4

INSTRUCTIONAL SUPPORT

Actions:

- One EL Advisor at each site
 - 5 days of professional learning annually
 - Targeted instructional support for EL students, and teachers
 - Monitoring of compliance items and data
- ELD training for administrators – grouping options, scheduling, ELD levels, and EL student data
- Training of all elementary teachers with the ELA/ELD Framework and ELD standards
- Training of all elementary teachers in implementation of ELD component provided in new curriculum
- Sites were provided SBA ELA data for each EL students
- Sites were provided lists of EL students by teacher

Next Steps:

- Support administrators in
 - analyzing site data
 - planning targeted PL for teachers
 - preparation for Initial Parent Meeting
 - implementation of Designated ELD
- Support commitments by site administrators to specific actions they will take to close the achievement gap
- Plan and facilitate optional professional learning opportunities for teachers
- Continued professional learning for EL Advisors as site-based instructional coaches
- Professional learning to further develop the capacity of District instructional coaches in supporting differentiated instruction for all students (including ELs)

ACRONYMS

- **BCSL** – Bilingual Community Service Liaison
- **CAC** – Community Advisory Committee (Special Education)
- **CALPADS** – California Longitudinal Pupil Achievement Data System
- **CELDT**- California English Language Development Test
- **DELAC** – District English Learner Advisory Committee
- **LTEL** – Long Term English Learner (EL for 6 or more years)
- **ELAC** – English Learner Advisory Committee
- **ELD** – English Language Development
- **ELPAC** – English Learner Proficiency Assessment for California
- **IEP**- Individualized Education Program
- **PIQE** – Parent Involvement for Quality Education
- **PL** – Professional Learning
- **PTA** – Parent Teacher Association

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Clark Hampton, Deputy Superintendent, Business and Support Services

Date: October 25, 2017

Board Item: Establishing Esencia K-8 School Boundary and Associated Boundary Adjustments

HISTORY

On November 6, 2013, the Board unanimously adopted Resolution No. 1314-25, which approved the following six agreements with RMV PA2:

- A school site funding agreement (which is commonly referred to as the “Mitigation Agreement”);
- A joint-use agreement for the District and developer to share developer’s multipurpose building, sports fields, community garden, and parking lots and the District’s play fields and parking lots;
- A Deferral, Guaranty and Security Agreement to allow developer to postpone payments for high school facilities until certain conditions are met;
- A memorandum of the school site funding agreement;
- The Option Agreement to purchase the school site; and
- A joint-use option agreement to allow the District to purchase the developer’s shared property upon certain conditions.

BACKGROUND INFORMATION

The agreement, and having met the agreed upon triggers, called for the purchase of certain real property and the construction of a K-8 school now known as Esencia K-8 School.

CURRENT CONSIDERATIONS

With construction of Esencia K-8 in progress and an expected opening date of August 2018, it is important to establish the official boundary for the new school and adjust any existing boundaries impacted by the new boundary prior to the opening of school in 2018. In addition, per Trustee direction, begin evaluating various high school projections for Esencia K-8 for the boundary to be determined at a future date.

FINANCIAL IMPLICATIONS

There are no financial impacts for this item

DATA

The number of students who currently reside in the proposed Esencia Boundary as of September 2017 is:

Grade Student Count

TK	7
K	51
1	35
2	36
3	27
4	32
5	31
6	22
7	26
8	17
9	14
10	29
11	25
12	21
Total	373

STAFF RECOMMENDATION

It is recommended the Board approve the new Esencia boundary as depicted in the presentation to include the developments of Sendero, Esencia and Planning Area 3 of Rancho Mission Viejo and associated boundary adjustments to Las Flores Elementary School, Las Flores Middle School, Ambuehl Elementary School, Wagon Wheel Elementary School and Marco Forster Middle School as depicted in the presentation.

PREPARED BY: Clark Hampton, Deputy Superintendent, Business and Support Services



Esencia K-8 School

ESTABLISHING SCHOOL BOUNDARIES

October 25, 2017

Esencia Boundary

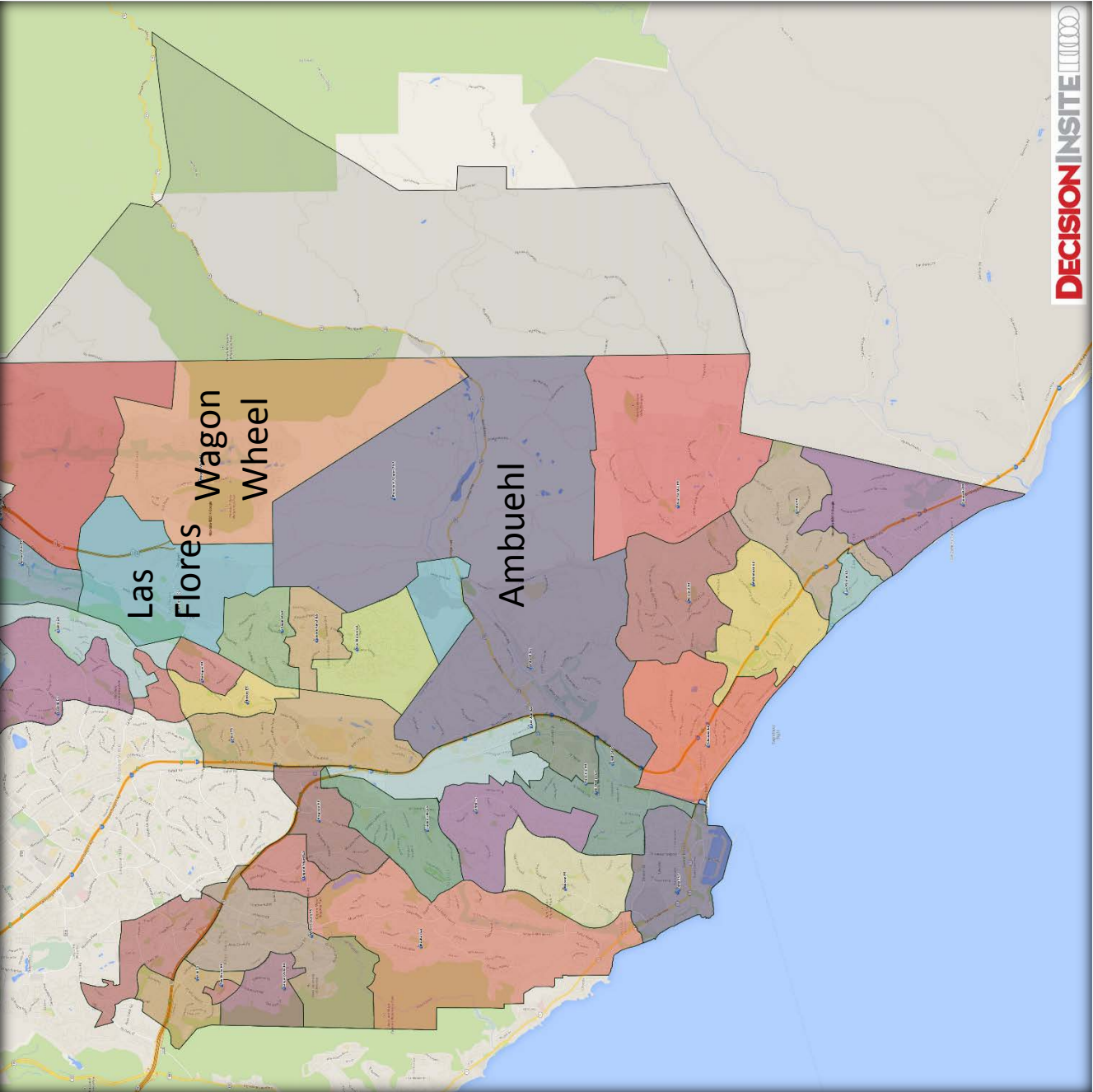
ESTABLISHING THE BOUNDARY AND ADJUSTING OTHER SCHOOL
BOUNDARIES TO ACCOMMODATE NEW BOUNDARY

Establishing Esencia Boundary

- Esencia Boundary
 - Refer to mitigation agreement
 - Establish boundary based on students to be served from existing/planned development
- Existing Schools
 - Adjust boundaries for existing schools to allow for new Esencia K-8 boundary
 - Schools include Ambuehl ES, Wagon Wheel ES, Las Flores ES, Las Flores MS and Marco Forster MS
 - Determine impacts on existing students, if any
- High School Attendance
 - Review projections and determine next steps

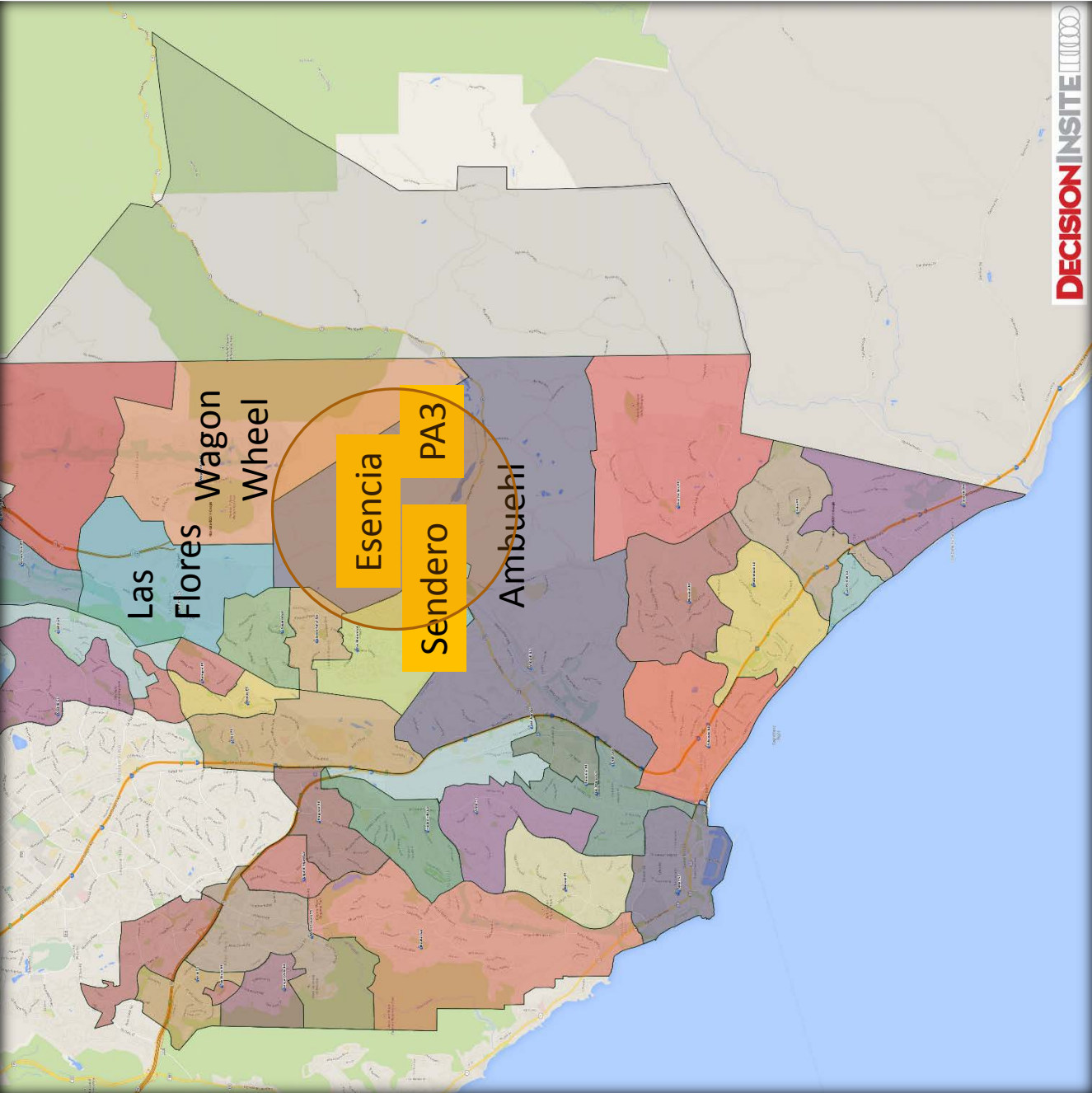
Elementary Boundaries

Existing Elementary School Boundaries



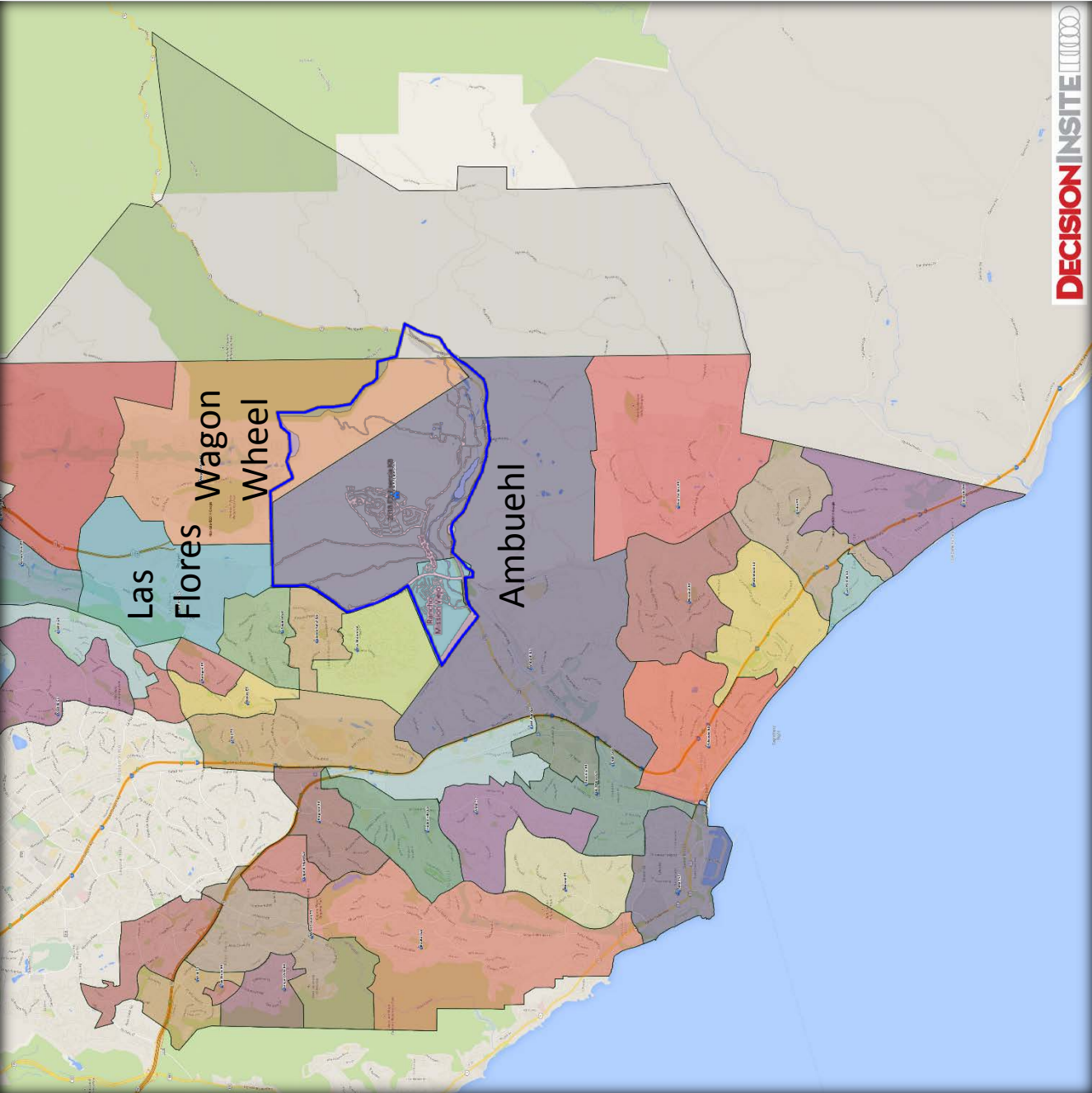
Existing Elementary School Boundaries

- Planning Area 1 (Sendero)
- Planning Area 2 (Esencia)
- Planning Area 3 (Name TBD)
- These developments were established in portions of current boundaries for Ambuehl ES, Wagon Wheel ES, Las Flores ES, Las Flores MS and Marco Forster MS.
- Esencia is expected to accommodate students from development in PA3 on a temporary basis.

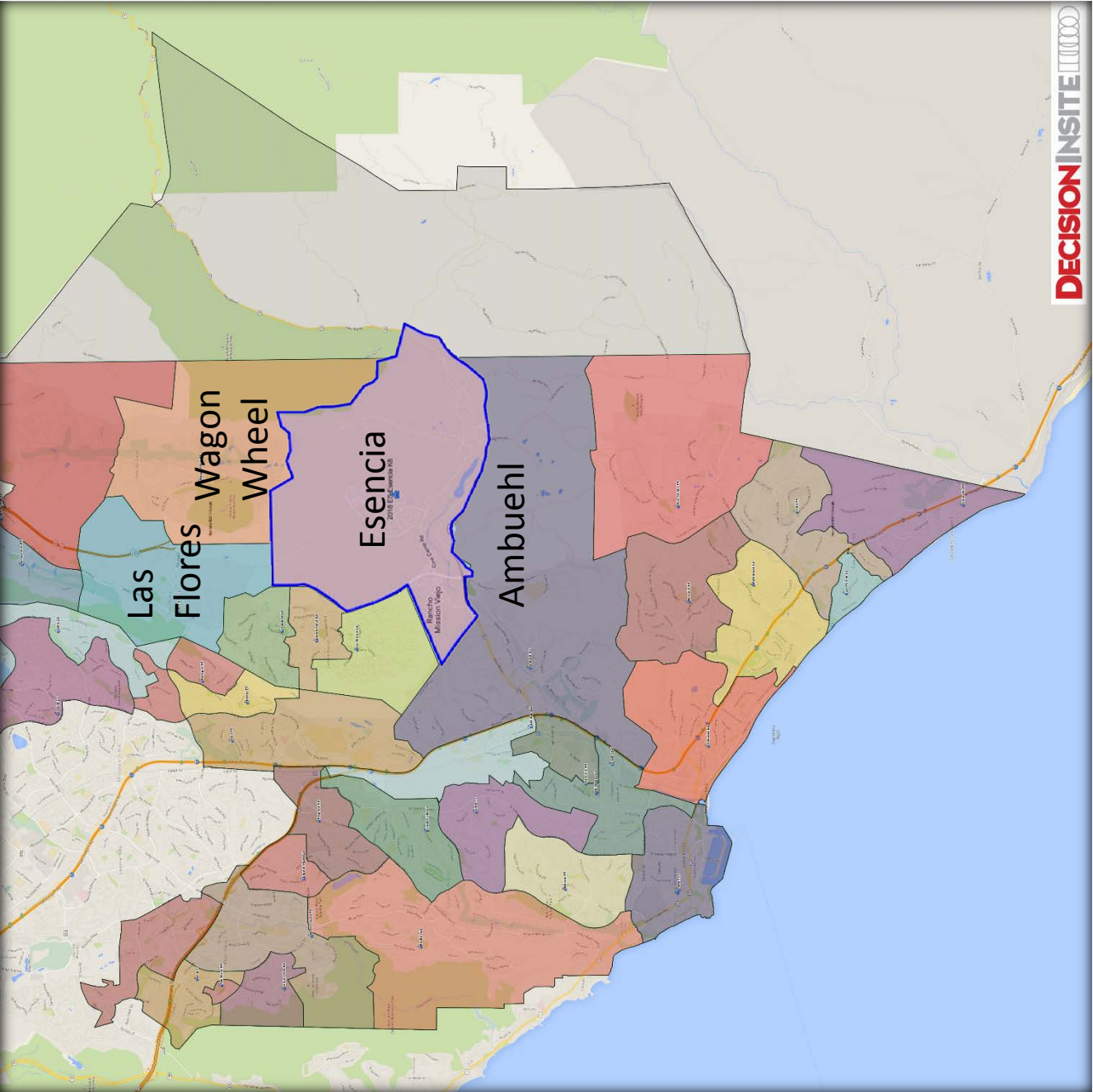


Existing Elementary School Boundaries

- No students are in the area of Wagon Wheel boundary that would become Esencia boundary. It is currently open space known as Planning Area 3 of Rancho Mission Viejo
- Students currently in the Ambuehl boundary or the temporary portion of Las Flores ES boundary that would become Esencia boundary are in households expecting to be in the Esencia boundary

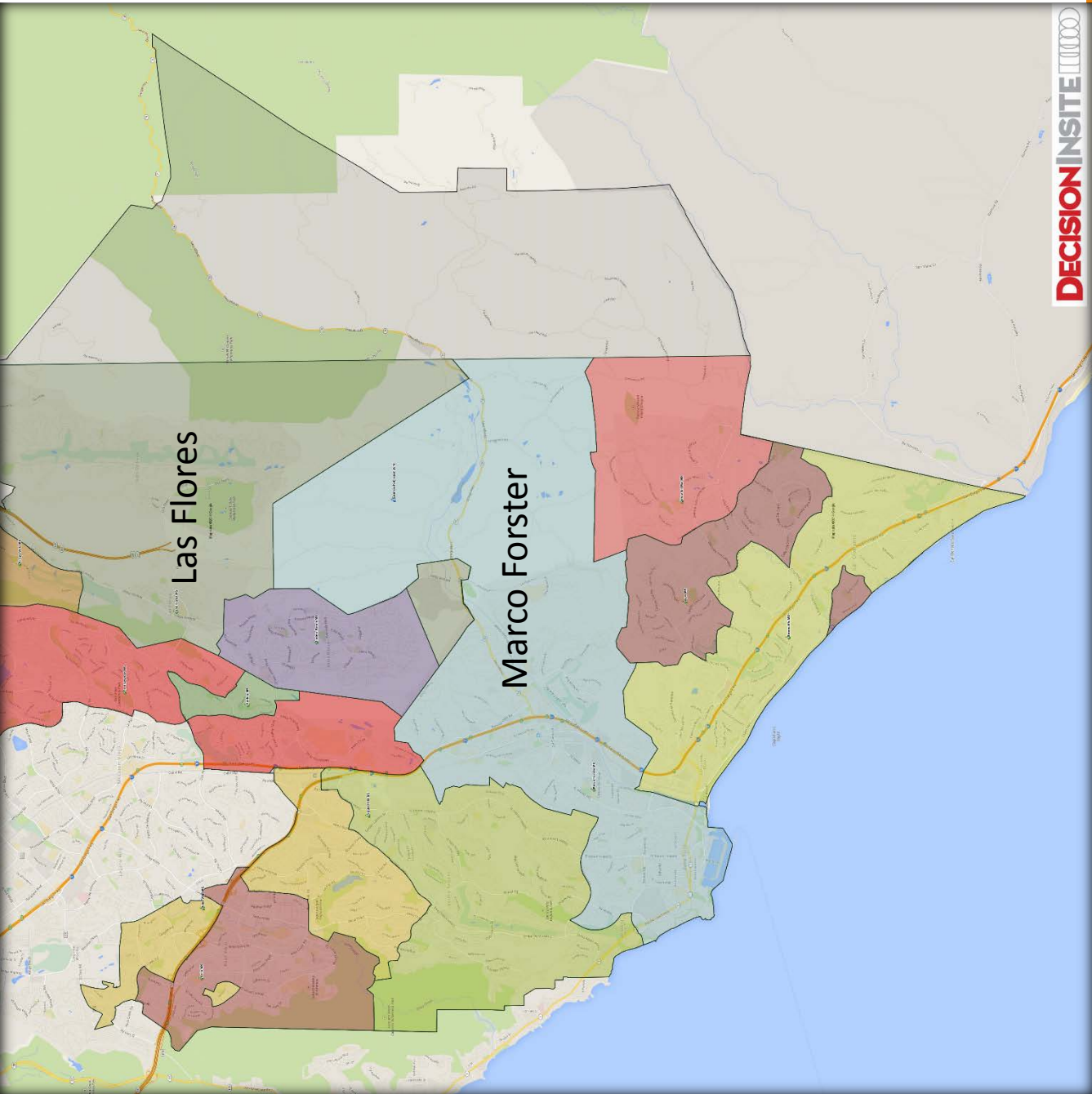


Proposed Elementary School Boundaries



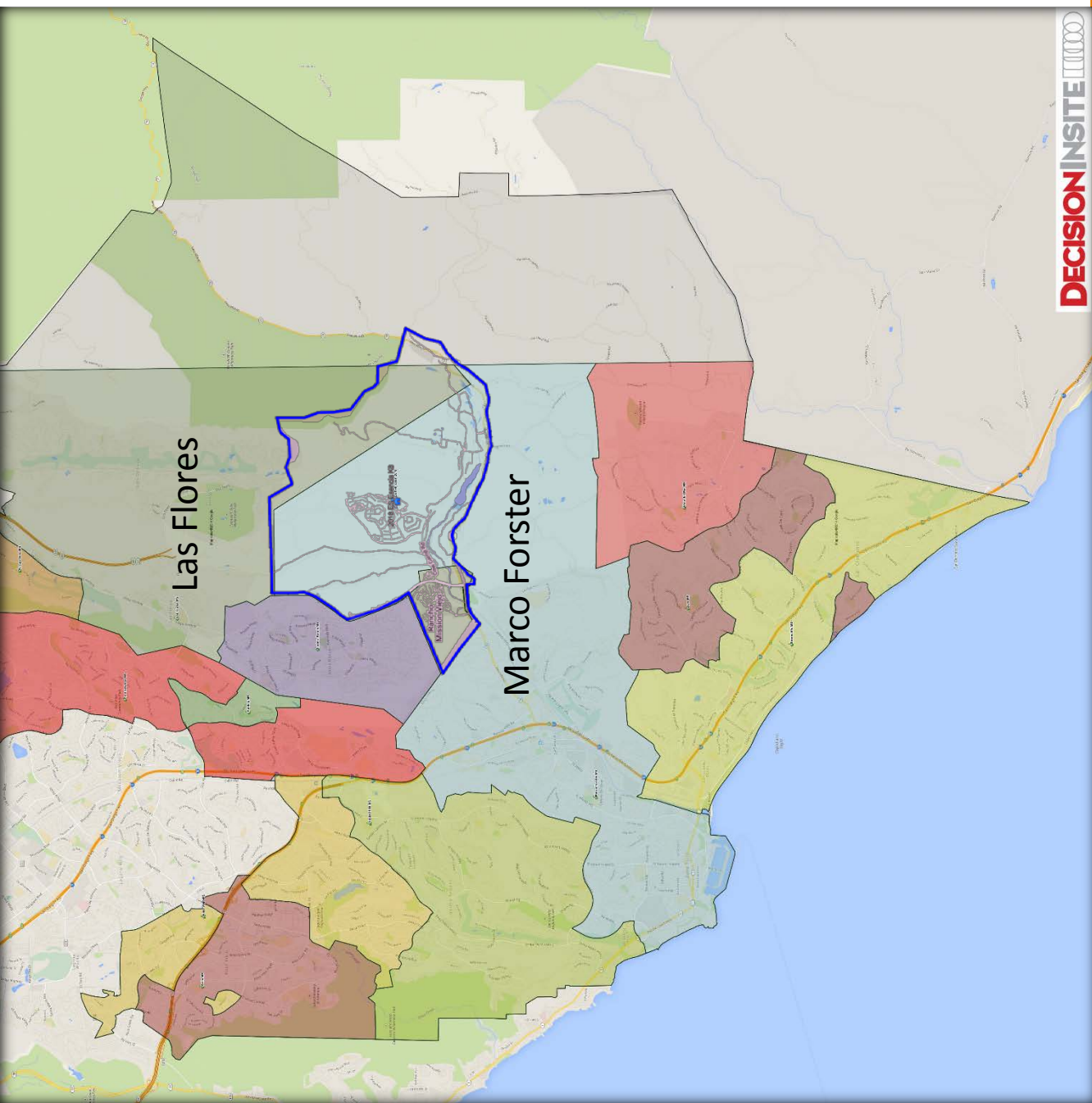
Middle School Boundaries

Existing Middle School Boundaries

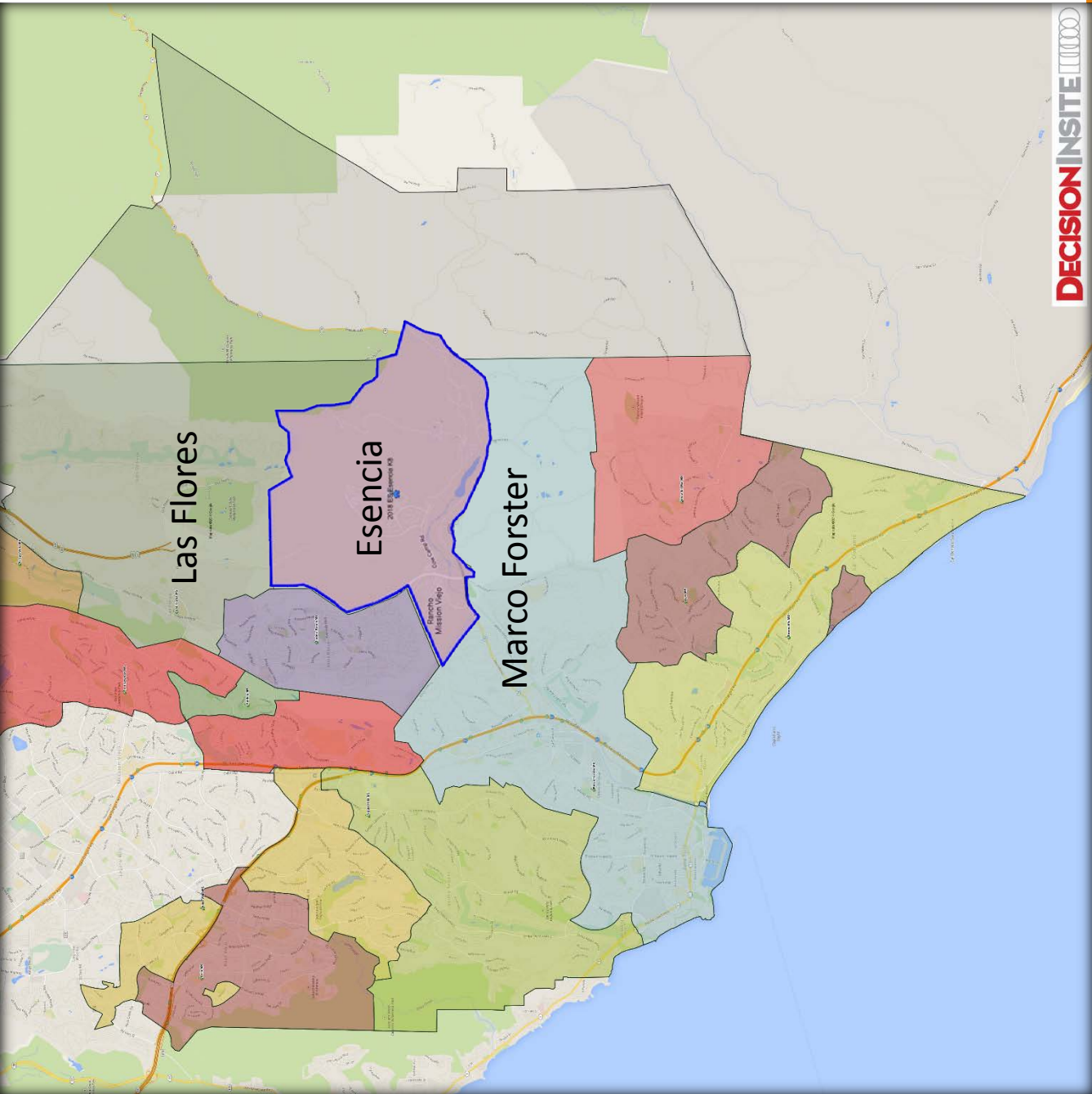


Existing Middle School Boundaries

- No students are in the area of Las Flores MS boundary that would become Esencia boundary. It is currently open space known as Planning Area 3 of Rancho Mission Viejo
- Students currently in the Marco Forster MS boundary or the temporary portion of Las Flores MS boundary that would become Esencia boundary are in households expecting to be in the Esencia boundary



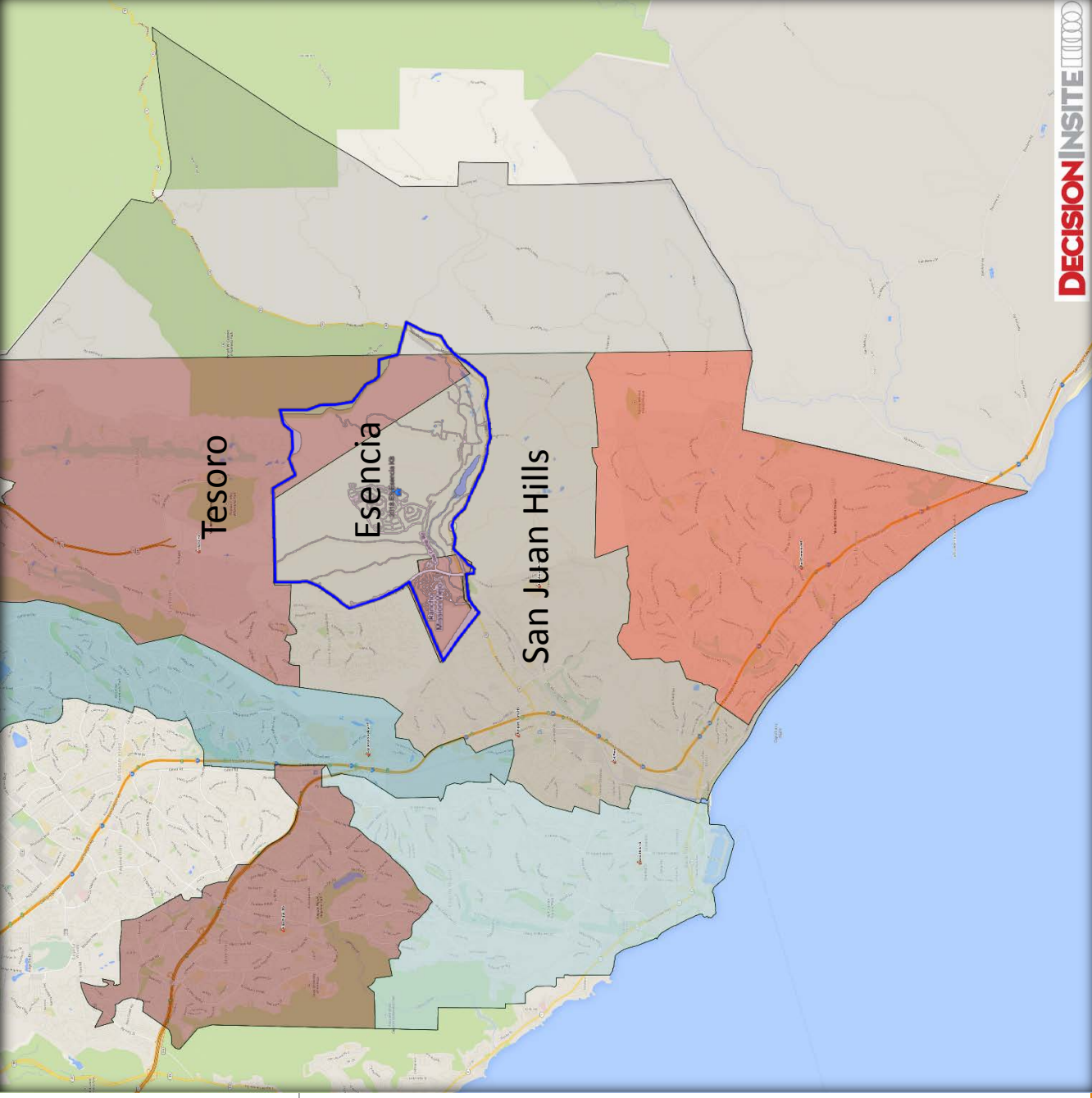
Proposed Middle School Boundaries



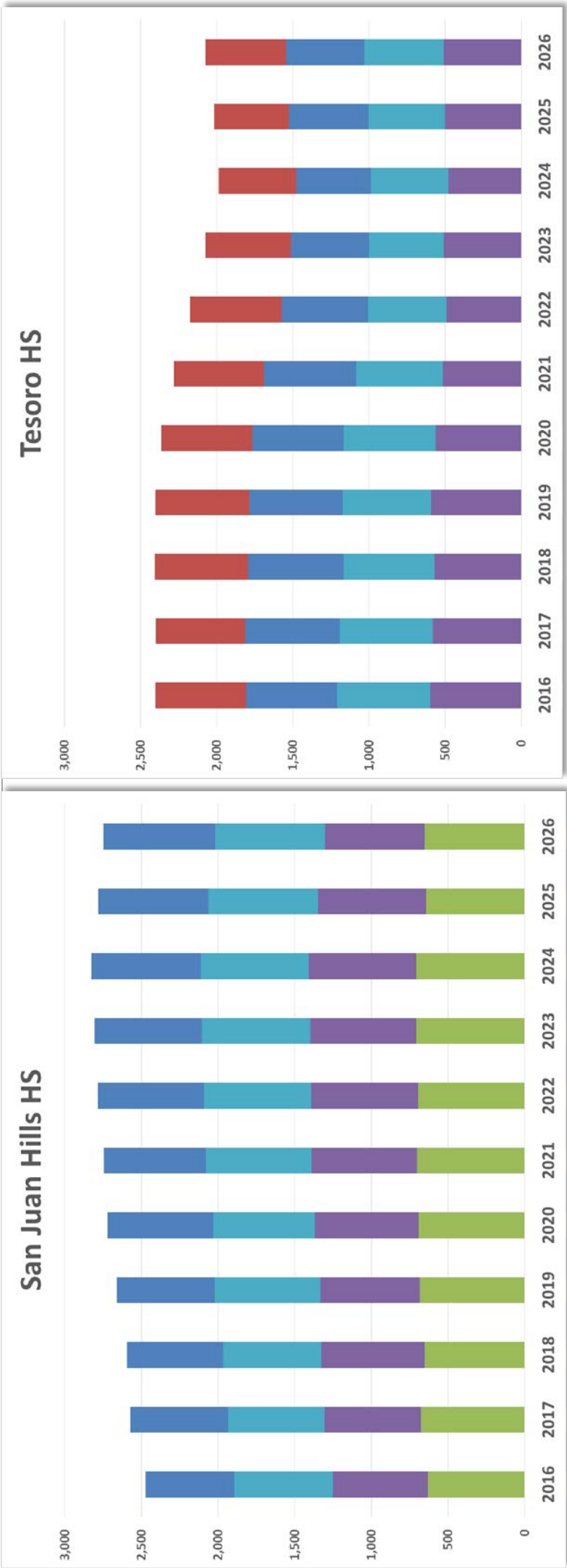
High School Boundaries

Current High School Boundary for Esencia

- Currently, Sendero is in the Tesoro HS boundary and the remainder is in San Juan Hills HS boundary
- This temporary boundary was established prior to the additional portables and the new 2-story classroom building that opened this year
- The Esencia neighborhood remained in the existing SJHHS boundary because no homes were being built in Esencia at that time



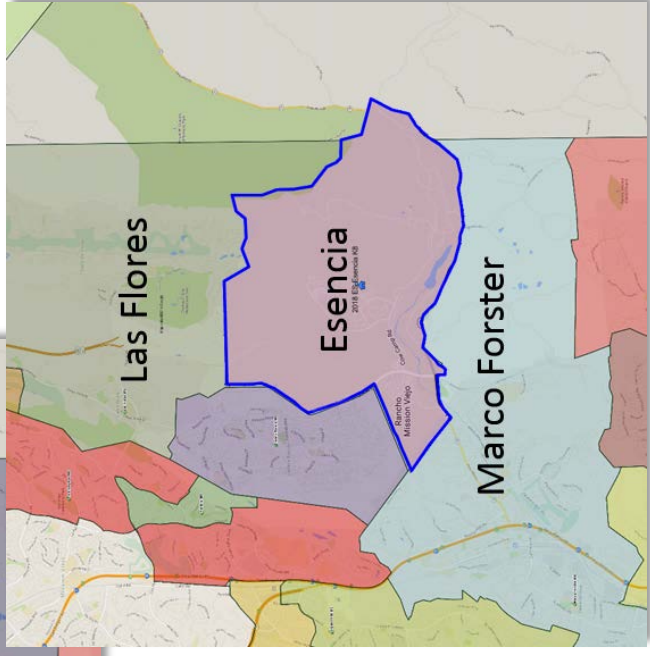
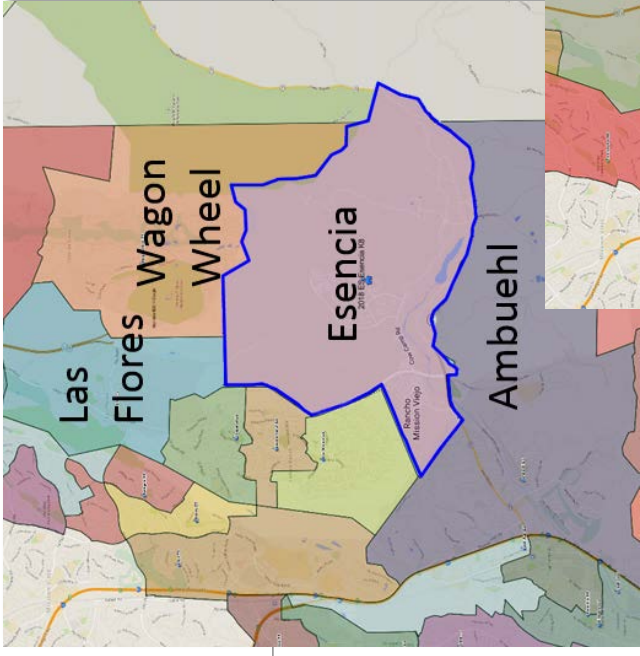
What If Esencia High School Attendance Area



Recommendation

Staff recommends approval:

- Establish Esencia K-8 boundary as depicted
- Adjust Ambuehl ES, Wagon Wheel ES, Las Flores ES, Las Flores MS and Marco Forster MS boundaries as depicted to accommodate the new Esencia K-8 boundary.



Questions?



Esencia K-8 rendering

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Clark Hampton, Deputy Superintendent, Business and Support Services

Date: October 25, 2017

Board Item: First Reading - Board Policy 3461, Debt Management Policy

HISTORY

On September 12, 2016 Governor Brown signed Senate Bill No. 1029 that became codified into law in Government Code § 8855. This law now requires a debt management policy by local governments for any financings completed on or after January 21, 2017. Local governments are required to certify they have adopted a debt management policy and that each financing is consistent with the debt management policy, prior to issuing new debt. This certification is now part of the Report of Proposed Debt that is filed with the California Debt and Investment Advisory Commission (CDIAC).

BACKGROUND INFORMATION

The Board of Trustees has several Board policies in place that are related to financing, including Board Policy 7200, *Facilities Financing*, Board Policy 7212, *Mello-Roos Districts*, and Board Policy 7310, *Methods of Financing*. A debt management policy will supplement the policies already in place with the information required under Government Code § 8855.

CURRENT CONSIDERATIONS

The debt management policy under consideration is the sample debt management policy provided by the Fiscal Crisis and Management Assistance Team (FCMAT). The debt policy satisfies the new requirements of Government Code § 8855.

FINANCIAL IMPLICATIONS

There are no financial implications at this time.

STAFF RECOMMENDATION

Following discussion, it is recommended the Board of Trustees approve Board Policy 3461, *Debt Management Policy*.

PREPARED BY: Clark Hampton, Deputy Superintendent, Business and Support Services

DEBT MANAGEMENT POLICY**Purpose**

The District recognizes that the foundation of a well-managed debt program is a comprehensive debt policy that guides the issuance of debt, management of the debt portfolio, and adherence to relevant laws and regulations.

The purpose of this policy is to improve the quality of decisions, articulate policy goals, provide guidelines for the structure of debt issuance, and demonstrate a commitment to long-term capital and financial planning.

This debt policy sets forth comprehensive guidelines for financing capital expenditures, as well as for addressing short-term cash flow needs. The objectives of this policy are that:

1. The District obtain financing only when necessary.
2. The District use any type of debt financing allowed by California law (e.g., general obligation bonds, revenue bonds, special tax bonds, certificates of participation, lease-purchase financings, tax and revenue anticipation notes, temporary transfers from the county treasury or county superintendent of schools, bond anticipation notes), so long as the financing meets the standards for appropriateness and efficiency described below.
3. The District use a process for identifying the most appropriate and efficient timing, amount and structure of debt.

Factors to consider when determining the appropriateness of debt are to include the following:

- . Why debt rather than cash expenditure is appropriate.
- . Annual debt service and debt administration costs.
- . The District's financial condition.
- . The District's tax base.
- . Repayment source, including the amount available and its reliability.
- . Legal constraints resulting from the debt (e.g., prepayment terms, reporting requirements).
- . Additional future capital needs.
- . Type of debt instrument.

Factors to consider when determining efficiency are to include the following:

- . Up-front cost plus long-term costs.
 - . Future flexibility.
4. The District operate with extreme caution, and thoroughly investigate all possible conflicts of interest.

DEBT MANAGEMENT POLICY

5. The District ensure that any required initial and periodic reporting to investors, credit rating agencies, Trustees, federal and state agencies, and the county superintendent of schools is timely and accurate.

The Board of Trustees will review this policy at least annually and update it as needed. Such a review will include a review of the then-current Government Finance Officers Association's (GFOA's) best practices on debt management policy.

Short-Term Operating Debt Policy

The expenditures associated with the District's day-to-day operations will be covered by current revenues. However, the District may experience temporary cash shortages because it does not receive its revenues in equal installments each month, yet the largest operating expenditures occur regularly in equal amounts. To finance these temporary cash shortfalls, the District may incur short-term operating debt, typically in the form of temporary transfers from the county treasury or county superintendent of schools, or tax and revenue anticipation notes (TRANS). The District will base the amount of the short-term operating debt on cash flow projections for the fiscal year and will comply with applicable federal and state regulations. The District will pledge operating revenues to repay the short-term debt in one year or less. The District will minimize the cost of the short-term borrowing to the greatest extent possible. As allowed by Education Code § 42603, the District should first consider using interfund transfers before pursuing external borrowing.

Long-Term Capital Debt Policy

The following will apply to the issuance of long-term debt:

1. The District will not use long-term obligations for operating purposes.
2. The term of the long-term obligations will not exceed the useful life of the projects financed.
3. The District will strive to minimize increases in debt service from year to year.
4. When any long-term debt is issued, the Board of Trustees will make findings as to the repayment source(s) and the sufficiency of the repayment source(s) until the debt is fully repaid.

Internal Interim Financing

When sufficient funds are available, per Education Code § 42603, the District will consider appropriating them to provide interim financing until long-term financing can be completed, usually within the fiscal year. When the long-term debt obligation is subsequently issued, the funds will be repaid. Use of this strategy requires specific advance notification to the Board of Trustees.

DEBT MANAGEMENT POLICY**Responsibilities of the Chief Business Official**

The chief business official (or designee) will have the primary responsibility for developing financing recommendations and ensuring implementation of the debt policy.

1. The chief business official (or designee) will review the operating cash flow monthly to determine the need for internal borrowing to maintain progress on the capital improvement program.
2. Because issuing debt is a periodic endeavor and the capital markets constantly change, prior to consideration of any financing the chief business official (or designee) will review all current GFOA best practices, advisories and guidance documents (found at GFOA.org). This will be done before any Board of Trustees action item on the topic of financing.
3. The chief business official (or designee) will supervise all details of financing endeavors, including a careful review of the documents (e.g., contracts, resolutions, agreements, financial tables).
4. The chief business official (or designee) will administer the investment of debt proceeds, with the advice of the county treasurer.
5. The chief business official (or designee) will oversee the expenditure of the debt proceeds and ensure that the debt payments are made on time.
6. The chief business official (or designee) will ensure that any initial and periodic reporting needed — such as to investors, credit rating agencies, Trustees, federal (e.g., the Internal Revenue Service, the Securities and Exchange Commission) and state agencies (e.g., the California Debt and Investment Advisory Commission), and the county superintendent of schools — is timely and accurate.
7. Before any financing is submitted to the Board of Trustees for approval, the chief business official (or designee) will take into consideration the District's internal control procedures, and consult with the District's external auditor, as needed, regarding fiscal controls to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

Engagement of Professionals

This policy recognizes that public finance professionals (e.g., financial advisors, bond counsels, brokers/dealers, and other consultants) market their services extensively. Furthermore, per Public Contract Codes 20110– 20118.4, such services are usually exempt from public bidding. To ensure that the District receives appropriate services at a fair price, and to avoid the appearance of conflict of interest, extra caution will be taken when engaging the services of public finance professionals.

DEBT MANAGEMENT POLICY

Before seeking or considering contracts with public finance professionals, the chief business official will review the then-current GFOA best practices on the following topics:

- . Selecting and Managing Municipal Advisors
- . Selecting and Managing the Method of Sale of Municipal Bonds
- . Selecting Bond Counsel
- . Selecting and Managing Underwriters for Negotiated Bond Sales
- . Issuer's Role in Selection of Bond Counsel

The chief business official (and the District's purchasing agent) will report to the Board of Trustees on which professionals are needed and their contracts prior to the debt being submitted to the Board of Trustees for approval. Emphasis will be placed on competition, openness, clarity, and avoiding conflicts of interest. The process recommended may be for a period of time, or for a particular financing or set of financings.

All engagement letters, contracts, disclosures and opinions will be provided to the Board of Trustees promptly, and District staff will not sign any such documents without prior notification to the Board of Trustees.

Legal Reference:EDUCATION CODE15140–15150 Issuance and Sale of Bonds41000–41003.3 Moneys Received by School Districts41010–41023 Accounting Regulations, Budget Controls and AuditsGOVERNMENT CODE16430–16495.5 Investments53600–53610 Investment of SurplusSenate Bill 1029 — approved by the Governor on September 12, 2016; amends Government Code § 8855Probate Codes 16045–16054 Uniform Prudent Investor ActPublic Contracts Code 20110–20118.4 School DistrictsOther:GFOA best practice — Debt Management Policy, dated October 2012 (<http://www.gfoa.org/debt-management-policy>)GFOA debt management documents and resources at <http://www.gfoa.org/topic-areas/debt-management>

Policy
adopted:

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California